



# Phonological Awareness

PA.013

Sentence Segmentation  
Nursery Rhymes

## Objective

The student will segment sentences into words.

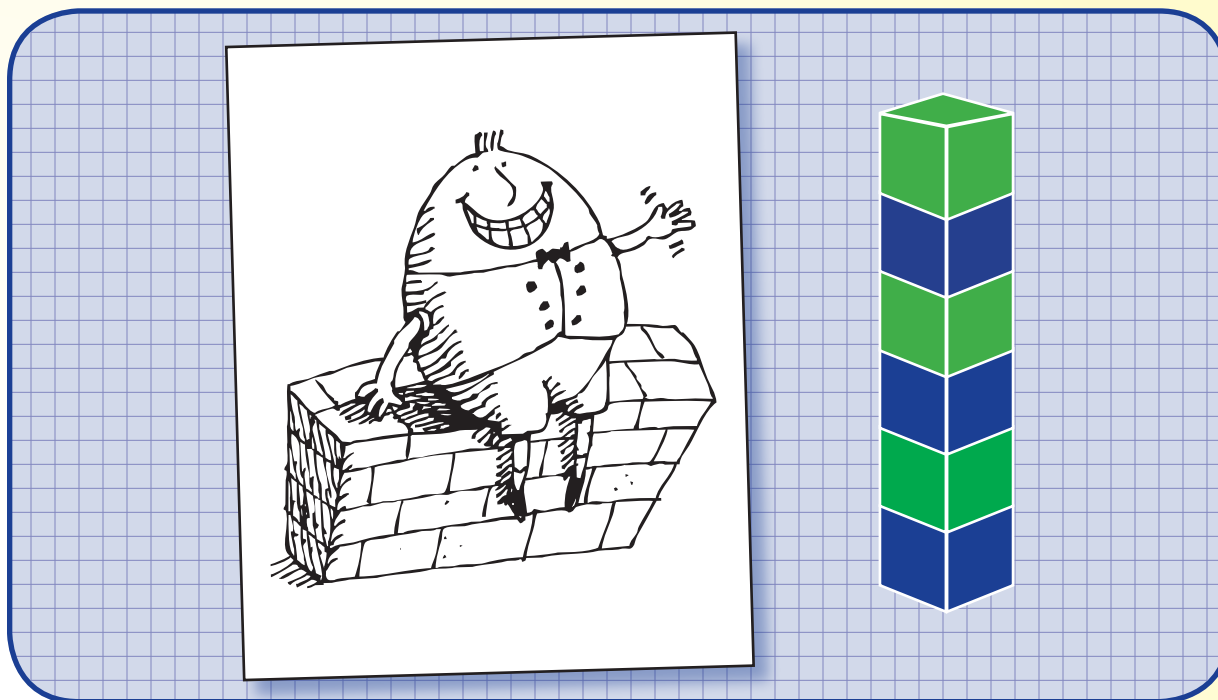
## Materials

- ▶ Nursery rhyme picture cards (Activity Master PA.013.AM1a - PA.013.AM1c)  
*Write the number of words in the first sentence of each rhyme on the back of each card.*
- ▶ Interlocking cubes

## Activity

Students count the words in sentences and stack interlocking cubes to equal the number of words counted.

1. Place nursery rhyme picture cards face up in a stack. Place the cubes on a flat surface.
2. The student selects the top nursery rhyme picture card and says the rhyme.
3. Repeats the first sentence and stacks the number of cubes to equal the number of words (e.g., “Humpty Dumpty sat on a wall.” There are six words in the sentence and the student stacks six cubes).
4. Places the stack of cubes below the matching picture.
5. Turns card over and checks the number on the back to see if it corresponds to the number of cubes.
6. Continues until all nursery rhyme cards are used.
7. Self check



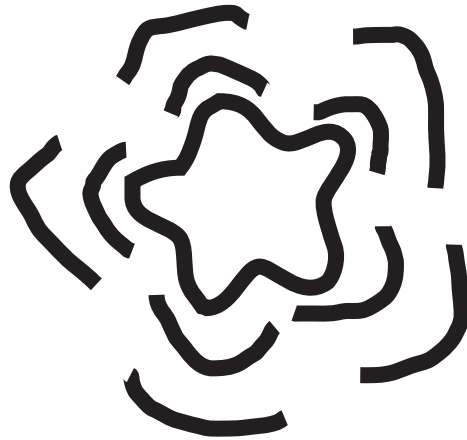
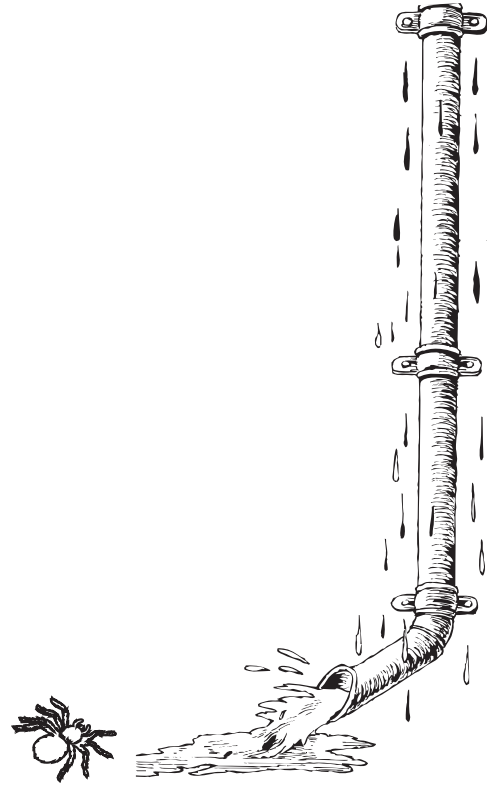
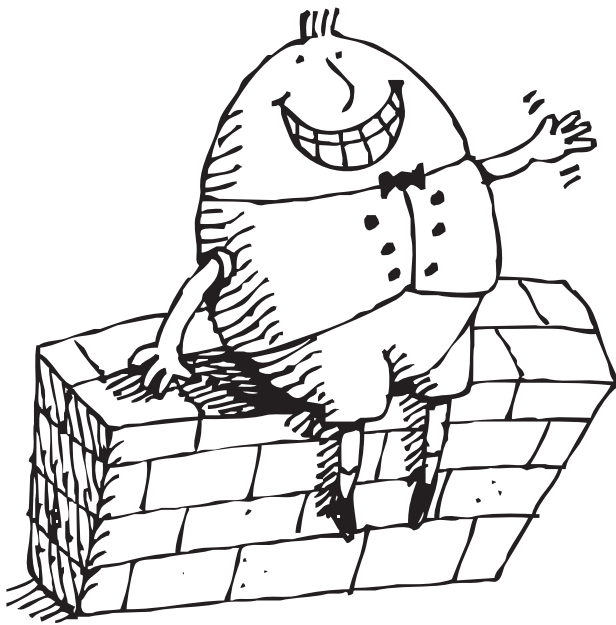
## Extensions and Adaptations

- ▶ Name the rhyme that has the most words in the first sentence.
- ▶ Make other nursery rhyme cards to use in the activity.

# Phonological Awareness

Nursery Rhymes

PA.013.AM1a



nursery rhyme picture cards:

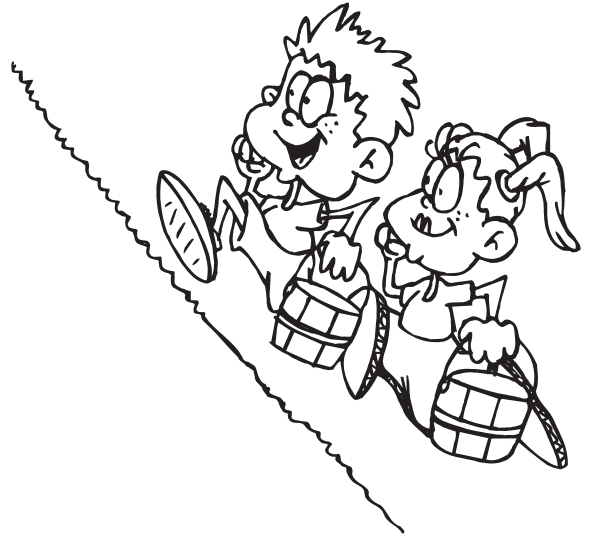
humpty dumpty, eency-weency spider, london bridge, twinkle, twinkle little star



# Phonological Awareness

PA.013.AM1b

Nursery Rhymes



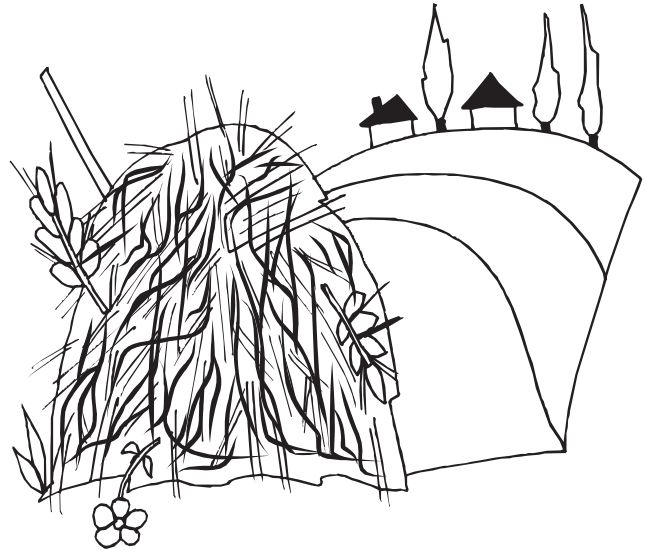
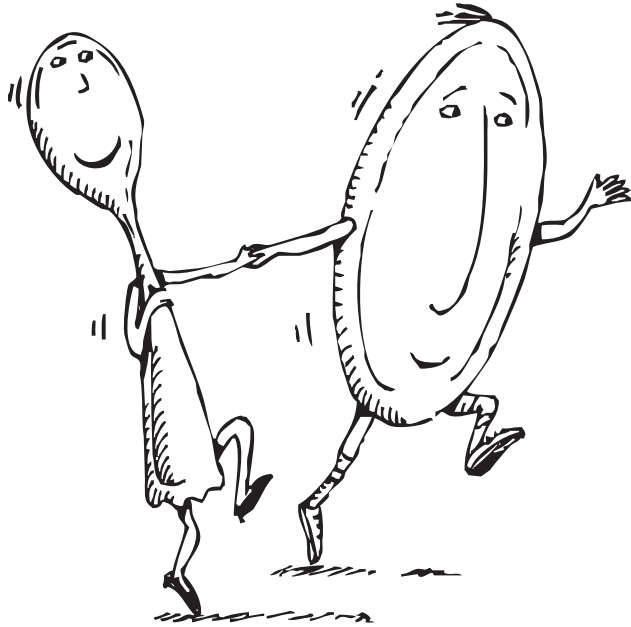
nursery rhyme picture cards:  
five little speckled frogs, jack and jill, jack be nimble, star light star bright



# Phonological Awareness

Nursery Rhymes

PA.013.AM1c



nursery rhyme picture cards: hey diddle diddle, little boy blue





# Phonological Awareness

PA.014

Sentence Segmentation

Sentence Game

## Objective

The student will segment sentences into words.

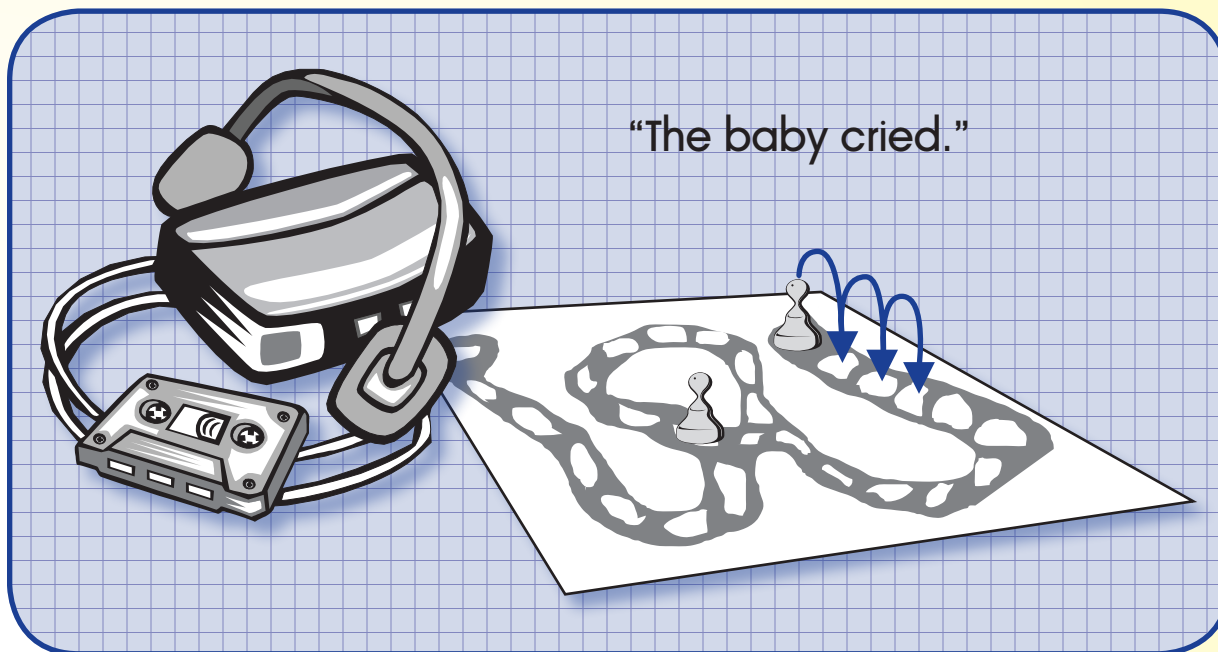
## Materials

- ▶ Tape player
- ▶ Blank cassette tape
- ▶ Script (Activity Master PA.014.AM1a - PA.014.AM1b)  
*Record on tape.*
- ▶ Headphones
- ▶ Sentence Game board (Activity Master PA.014.AM2a - PA.014.AM2b)  
*Copy on card stock, assemble, and laminate.*
- ▶ Game pieces (e.g., counters)

## Activity

Students count words in sentences while playing a listening game.

1. Place the tape player, headphones, and scripted tape at the center. Place the Sentence Game board on a flat surface. Place game pieces on the START space.
2. Students put on the headphones and listen to the directions on the tape.
3. Taking turns, students listen to the sentence once. Listen again while moving the game piece one space per word.
4. Continue until all students reach the END space.
5. Peer evaluation



## Extensions and Adaptations

- ▶ Listen to and extend sentences to advance more spaces (e.g., “Puppies are cute.” Student expands to, “The spotted puppies are super cute.”).
- ▶ Play using additional sentences.

# Phonological Awareness

## Sentence Game

PA.014.AM1a

### Teacher Script

#### Preparation:

Record each item and allow time for student to move game piece, or instruct student to pause the tape before listening to the next sentence.

*Please note: It is important to say sentences at an even rate; not to emphasize each word.*

#### Teacher begins recording:

I will say a sentence two times. The first time I will say “listen” and you will listen very carefully. Then I will say “listen and move.” I will repeat the sentence and you will move your game piece one space for every word I say. After you have taken your turn, it will be the next player’s turn. If you run out of sentences and still have not reached the end, rewind the tape and play the sentences again.

Place your game pieces on “start” and let’s begin.

Listen: Puppies are cute.

Listen and move: Puppies are cute.

Listen: Cookies are easy to bake.

Listen and move: Cookies are easy to bake.

Listen: Reading is fun.

Listen and move: Reading is fun.

Listen: The man wore a hat.

Listen and move: The man wore a hat.

Listen: He laughed.

Listen and move: He laughed.

Listen: She helped the teacher.

Listen and move: She helped the teacher.

Listen: It was raining.

Listen and move: It was raining.

Listen: I sang.

Listen and move: I sang.

Listen: The baby cried.

Listen and move: The baby cried.

Listen: He saw his mother.

Listen and move: He saw his mother.

Listen: Squirrels climb trees.

Listen and move: Squirrels climb trees.

Listen: Grandpa rode the train.

Listen and move: Grandpa rode the train.

Listen: My sister danced.

Listen and move: My sister danced.

# Phonological Awareness

PA.014.AM1b

Sentence Game

Listen: All animals eat.

Listen and move: All animals eat.

Listen: The sun was bright.

Listen and move: The sun was bright.

Listen: Mice are nice.

Listen and move: Mice are nice.

Listen: Birds fly.

Listen and move: Birds fly.

Listen: Mike ran home.

Listen and move: Mike ran home.

Listen: A balloon floated high.

Listen and move: A balloon floated high.

Listen: Grandmother hugs me.

Listen and move: Grandmother hugs me.

Listen: The children played games.

Listen and move: The children played games.

Listen: We wear coats.

Listen and move: We wear coats.

Listen: Mom cooks.

Listen and move: Mom cooks.

Listen: She pets the cat.

Listen and move: She pets the cat.

Listen: Fish swim in the pond.

Listen and move: Fish swim in the pond.

Listen: An elephant is big.

Listen and move: An elephant is big.

Listen: Dogs chase cats.

Listen and move: Dogs chase cats.

Listen: I like to read.

Listen and move: I like to read.

Listen: We eat lunch at noon.

Listen and move: We eat lunch at noon.

Listen: A giraffe is tall.

Listen and move: A giraffe is tall.

# Phonological Awareness

Sentence Game

PA.014.AM2a

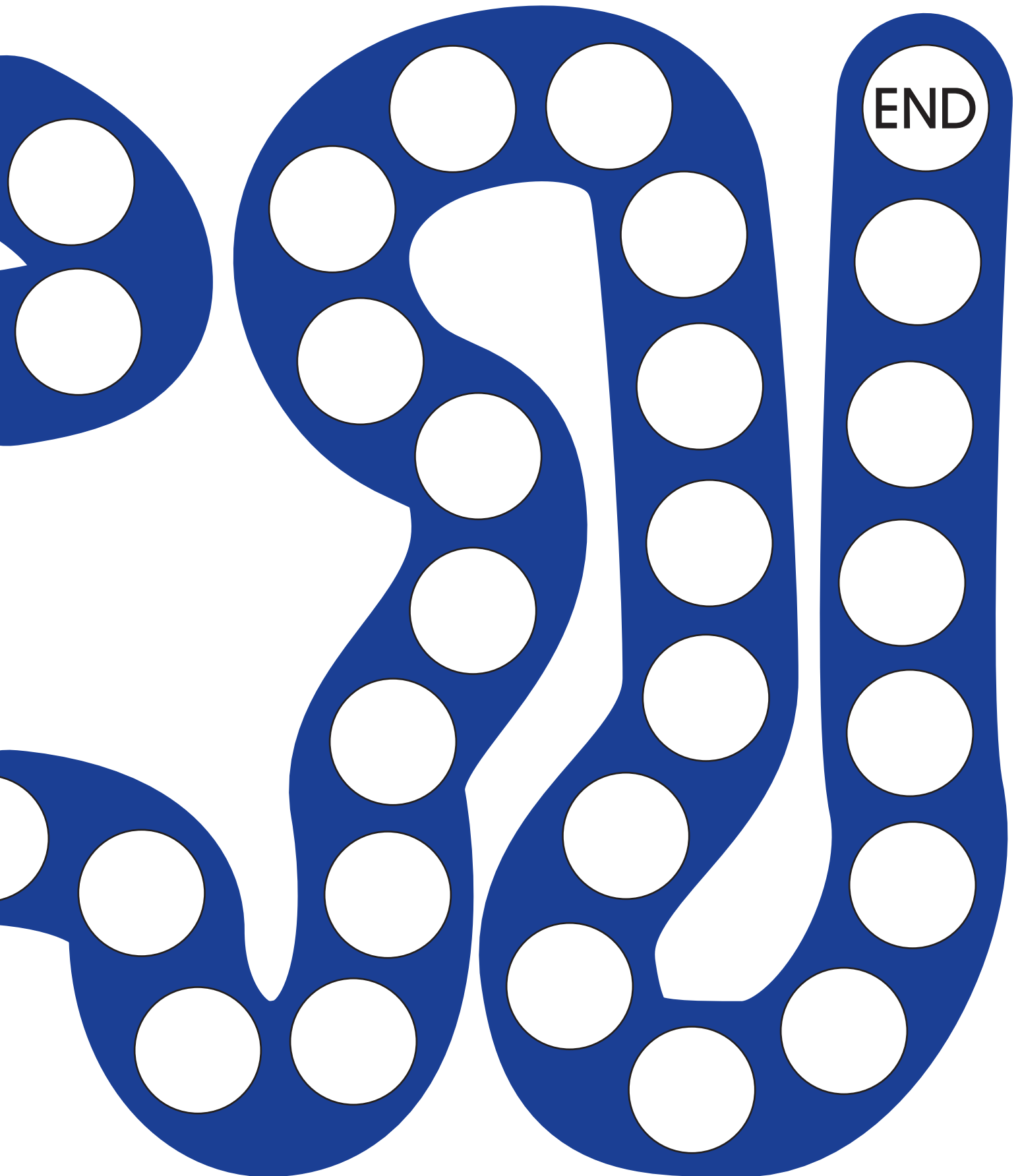




# Phonological Awareness

PA.014.AM2b

Sentence Game



# Phonological Awareness



## Sentence Segmentation

PA.015

### Sentence Graph

#### Objective

The student will segment sentences into words.

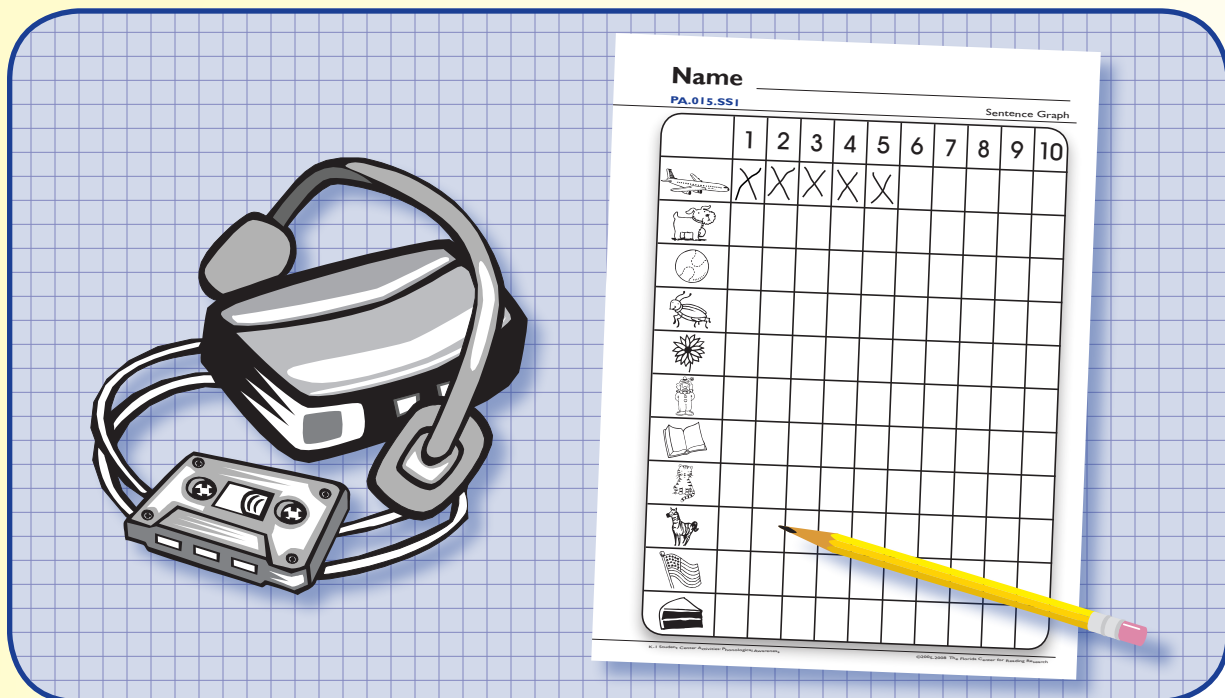
#### Materials

- ▶ Tape player
- ▶ Blank tape
- ▶ Script (Activity Master (PA.015.AM1a - PA.015.AM1b)  
*Record on tape.*)
- ▶ Headphones
- ▶ Student sheet (Activity Master PA.015.SS1)
- ▶ Pencil

#### Activity

Students count and graph words while listening to taped sentences.

1. Place the tape player, headphones, and scripted tape at the center. Provide the student with a student sheet.
2. The student puts on the headphones and listens to the directions on the tape.
3. Listens to the sentence. Listens again while marking one box per word. Listens a third time while checking marks.
4. Continues until student sheet is complete.
5. Teacher evaluation



The illustration shows a pair of headphones and a cassette tape on the left. On the right is a student sheet titled "Sentence Graph" with a grid for marking words. The grid has 10 columns numbered 1 to 10 and 10 rows with icons: airplane, dog, wheel, insect, sun, book, tree, horse, flag, and house. The first row (airplane) has 'X' marks in columns 1 through 5. A yellow pencil is shown at the bottom right of the grid.

	1	2	3	4	5	6	7	8	9	10
	X	X	X	X	X					

#### Extensions and Adaptations

- ▶ Graph other sentences.
- ▶ Make and use other graphs (Activity Master PA.015.SS2).

## Teacher Script

### Preparation:

Record each item and allow time for student to answer, or instruct student to pause the tape before listening to the next sentence.

Please note: It is important to say sentences at an even rate; not to emphasize each word.

### Teacher begins recording:

On your student sheet you will find 12 pictures. I will say “find a picture.” You will put your pencil in the first box next to that picture. I will then say a sentence three times. The first time I will say “listen” and you will listen very carefully. Then I will say “mark” and I will repeat the sentence. You will put one “X” in a box for every word I say. The first “X” goes in the box under number 1, the second “X” goes in the box under number 2, and so on. Then I will say “listen and check.” I will say the sentence a third time while you check your marks.

Let’s try one.

Find the jet. When you find it, put your pencil in the box next to it.

Listen: The jet was very loud.

Mark: The jet was very loud.

Listen and check: The jet was very loud.

Did you make five “X’s”?

Now we will begin.

Find the dog.

Listen: The dog is brown with white spots.

Mark: The dog is brown with white spots.

Listen and check: The dog is brown with white spots.

Find the baseball.

Listen: The team ran to the playground to play baseball.

Mark: The team ran to the playground to play baseball.

Listen and check: The team ran to the playground to play baseball.

Find the insect.

Listen: Insects always have three body parts and six legs.

Mark: Insects always have three body parts and six legs.

Listen and check: Insects always have three body parts and six legs.

Find the flower.

Listen: Yellow and blue flowers grew in the yard.

Mark: Yellow and blue flowers grew in the yard.

Listen and check: Yellow and blue flowers grew in the yard.

# Phonological Awareness

## Sentence Graph

PA.015.AM1b

Find the down.

Listen: Clowns wear funny clothes and shoes.

Mark: Clowns wear funny clothes and shoes.

Listen and check: Clowns wear funny clothes and shoes.

Find the book.

Listen: She likes to read every night before going to sleep.

Mark: She likes to read every night before going to sleep.

Listen and check: She likes to read every night before going to sleep.

Find the cat.

Listen: The cat jumped over the log.

Mark: The cat jumped over the log.

Listen and check: The cat jumped over the log.

Find the zebra.

Listen: We saw a zebra at the zoo.

Mark: We saw a zebra at the zoo.

Listen and check: We saw a zebra at the zoo.

Find the flag.

Listen: There are fifty stars on the flag.

Mark: There are fifty stars on the flag.

Listen and check: There are fifty stars on the flag.

Find the cake.

Listen: Grandmother will bake a special chocolate cake for my birthday.



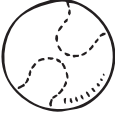
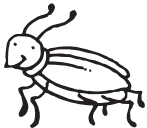







Mark: Grandmother will bake a special chocolate cake for my birthday.

Listen and check: Grandmother will bake a special chocolate cake for my birthday.

# Name \_\_\_\_\_

PA.015.SSI

Sentence Graph

	1	2	3	4	5	6	7	8	9	10
										
										
										
										
										
										
										
										
										
										
										





# Phonological Awareness

PA.016

Syllables

Clapping Names

## Objective

The student will segment syllables in words.

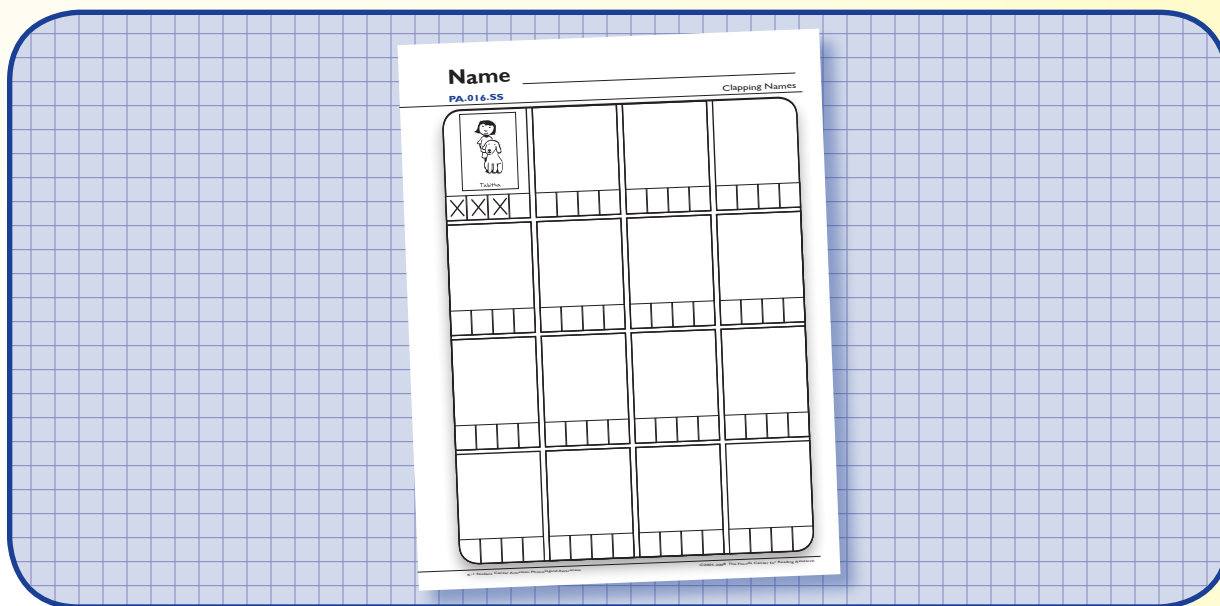
## Materials

- ▶ Student photographs  
*Make multiple copies.*
- ▶ Clapping hands (Activity Master PA.016.AM1)  
*Copy twice, cut, attach to popsicle sticks, and decorate.*
- ▶ Student sheet (Activity Master PA.016.SS)
- ▶ Glue
- ▶ Pencils

## Activity

Students clap and chart the number of syllables in classmates' names.

1. Place student photographs, glue, and clapping hands at the center. Provide each student with a student sheet.
2. Taking turns, students name a classmate, find the classmate's photograph, and glue it on his student sheet.
3. Use the "clapping hands" to count the syllables in the name.
4. Say the name again while segmenting each syllable. Make an "X" in each box for every corresponding syllable.
5. Continue activity until student sheets are complete.
6. Teacher evaluation



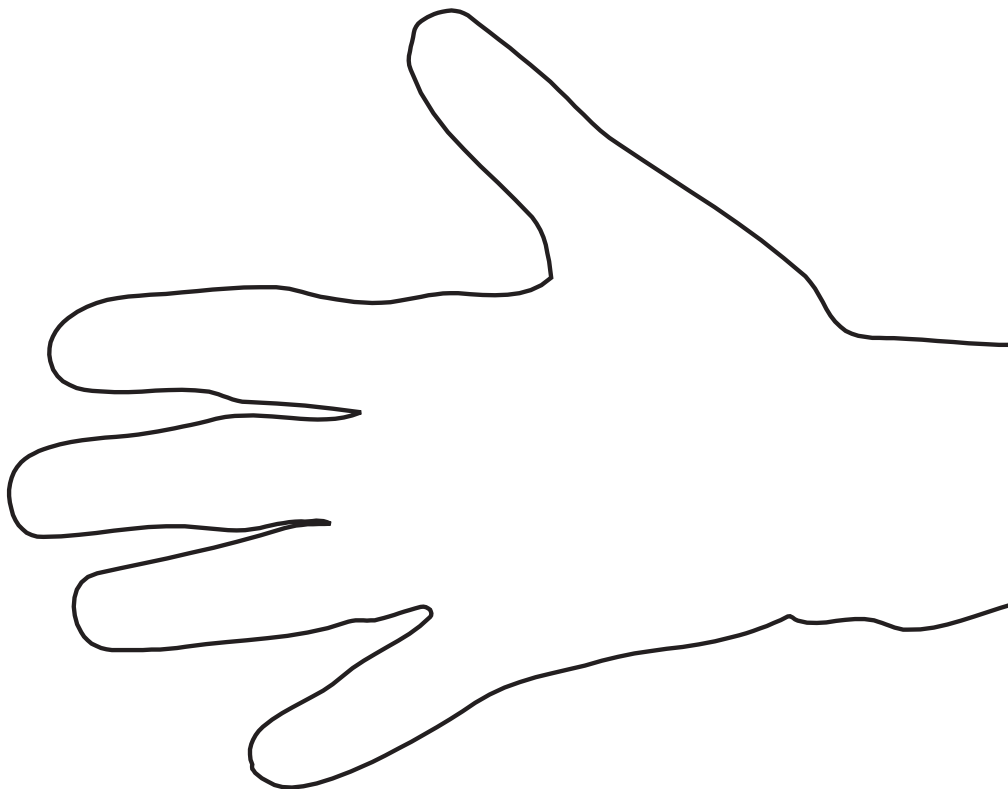
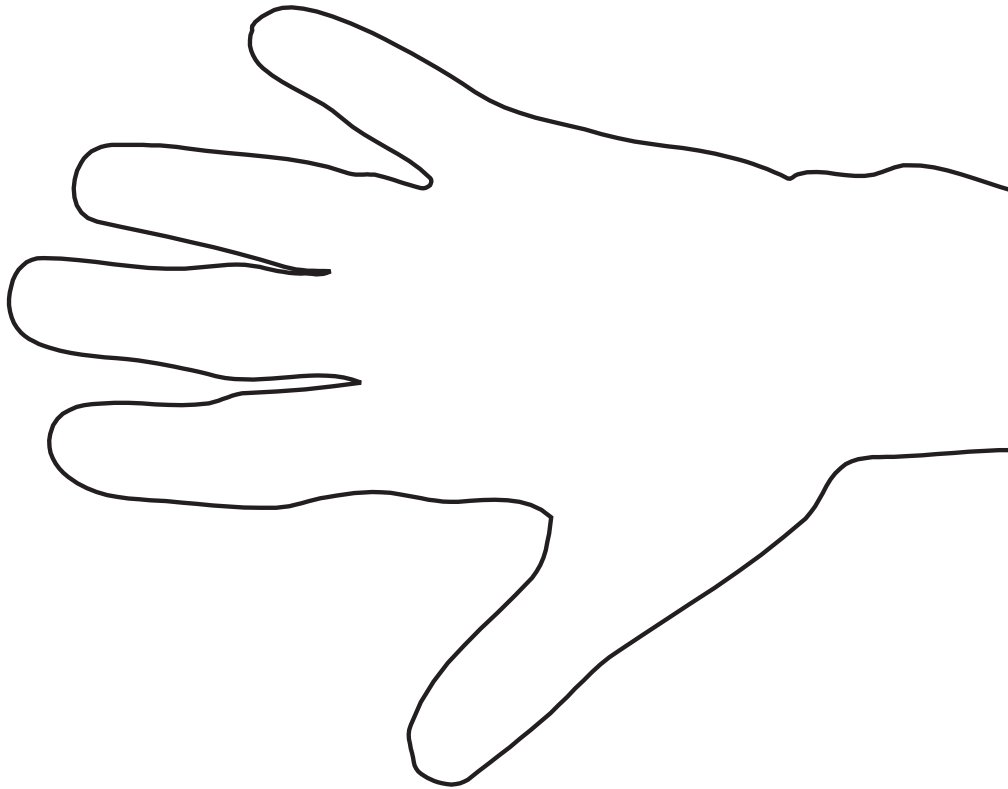
## Extensions and Adaptations

- ▶ Use interlocking cubes to count syllables.
- ▶ Use pictures of animals.

# Phonological Awareness

Clapping Names

PA.016.AMI



clapping hands





# Name \_\_\_\_\_

PA.016.SS

Clapping Names




### Feed the Animals

#### Objective

The student will segment syllables in words.

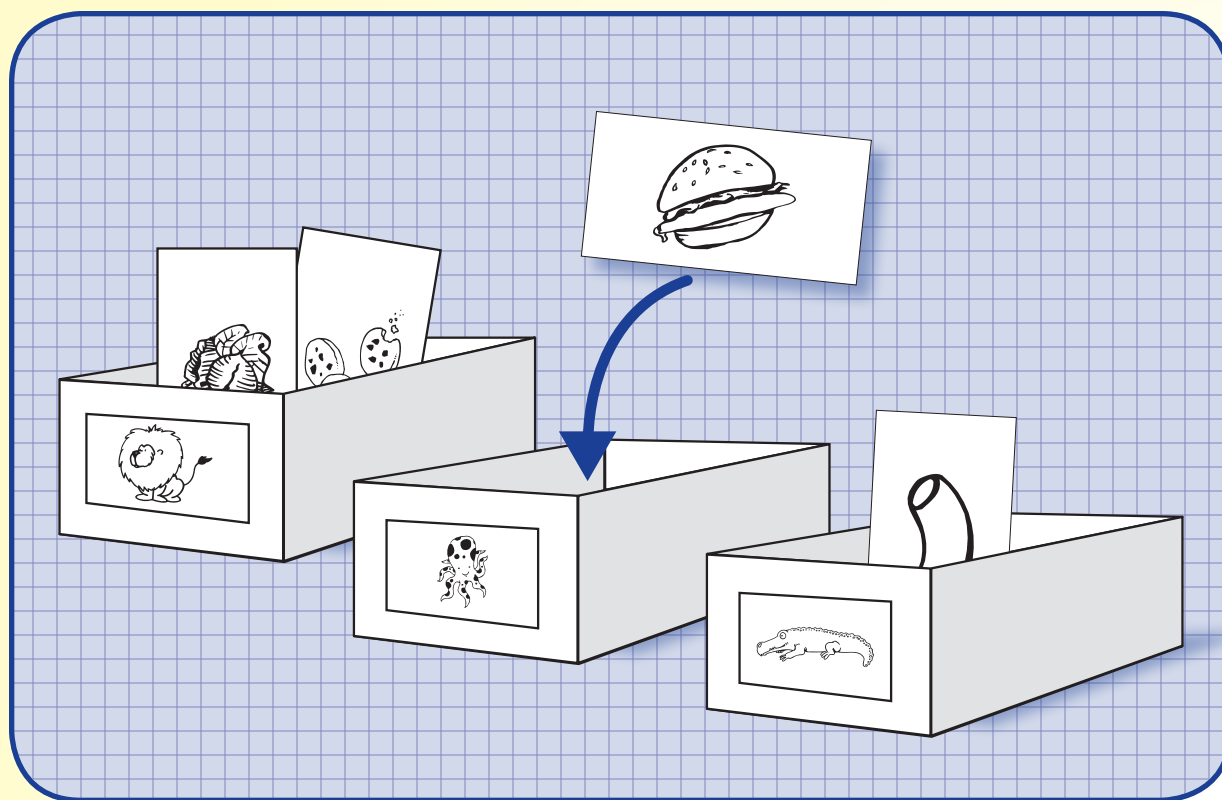
#### Materials

- ▶ Animal picture header cards (Activity Master PA.017.AM1)
- ▶ Three shoeboxes or containers  
*Attach each animal picture header card to a shoebox.*
- ▶ Two-to-four syllable picture cards (Activity Master PA.017.AM2a – PA.017.AM2c)

#### Activity

Students count the syllables in words and place cards in corresponding boxes.

1. Place the shoeboxes left to right (i.e., lion, octopus, alligator) at the center. Place the two-to-four syllable picture cards face down in a stack.
2. Taking turns, students select the top card, name the picture, and clap the syllables.
3. “Feed” the picture card to the “hungry animal” with the same number of syllables (e.g., place the picture of the hamburger in the octopus box).
4. Continue until all picture cards are fed to the animals.
5. Peer evaluation



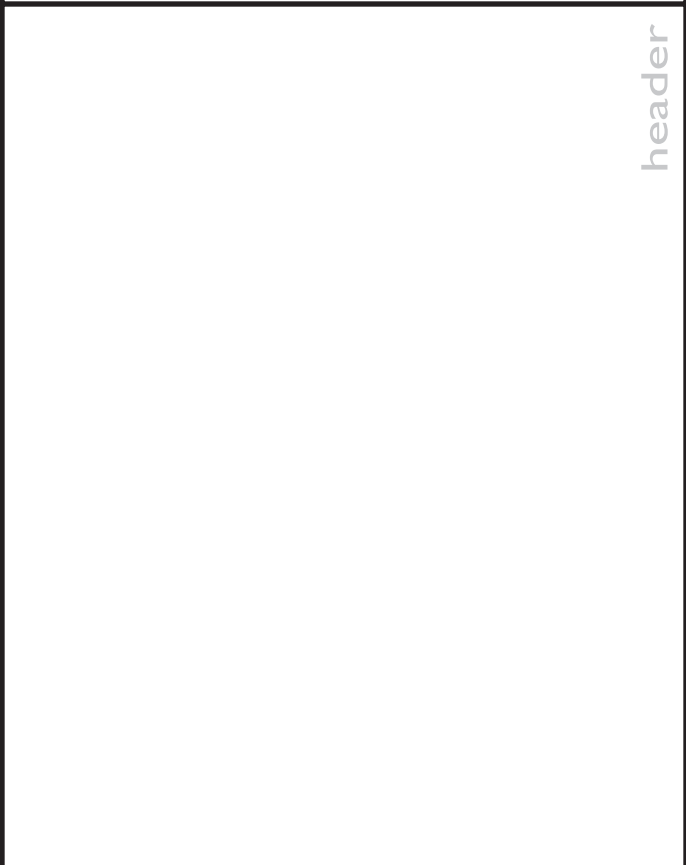
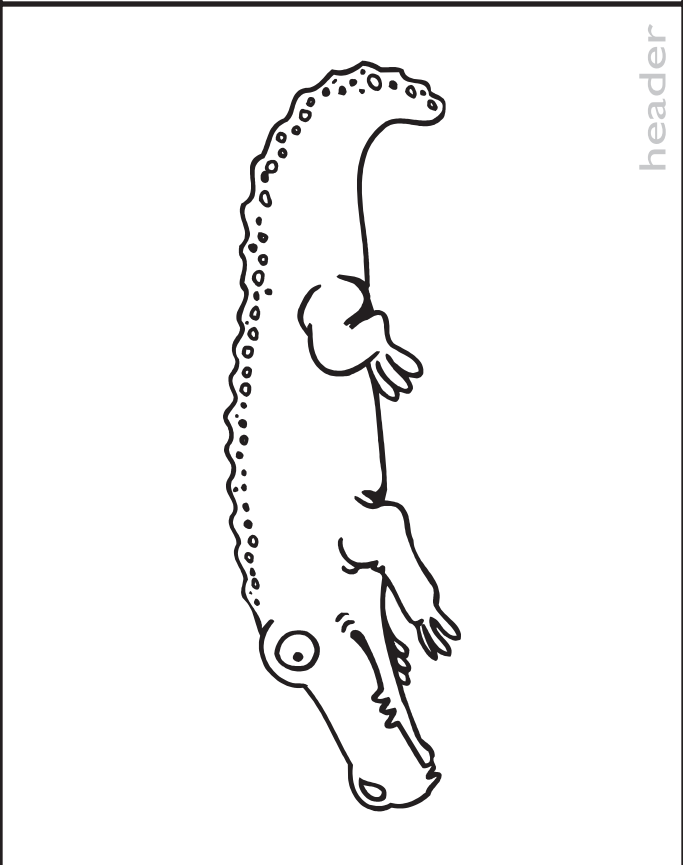
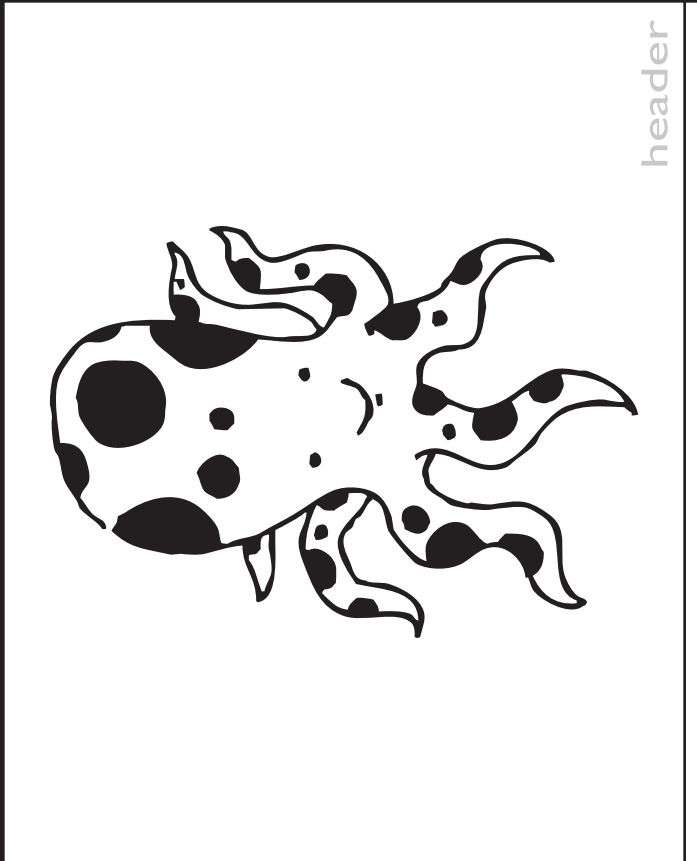
#### Extensions and Adaptations

- ▶ Make and use other two-to-four syllable picture cards.

# Phonological Awareness

PA.017.AMI

Feed the Animals



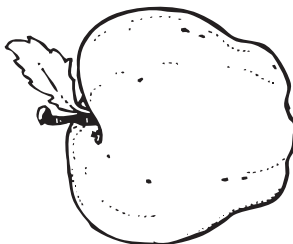
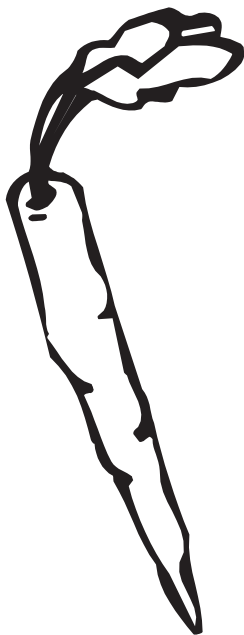
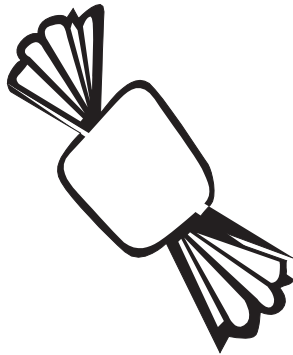
animal picture header cards



# Phonological Awareness

Feed the Animals

PA.017.AM2a



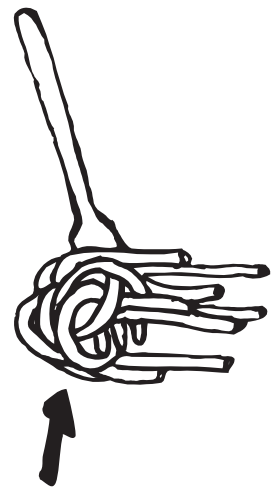
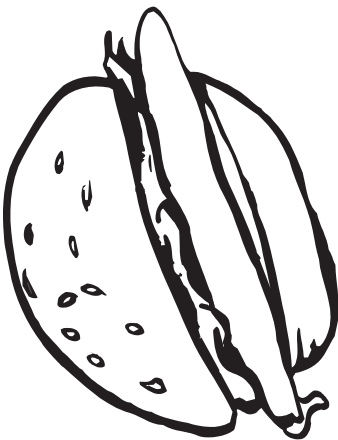
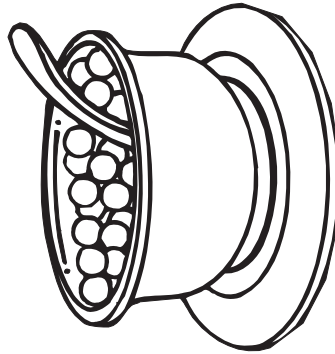
syllable picture cards: pretzel-2, candy-2, cookies-2, carrot-2, apple-2, lettuce-2



# Phonological Awareness

PA.017.AM2b

Feed the Animals



syllable picture cards:

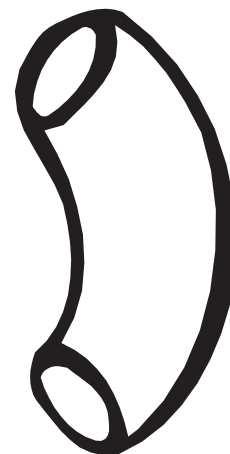
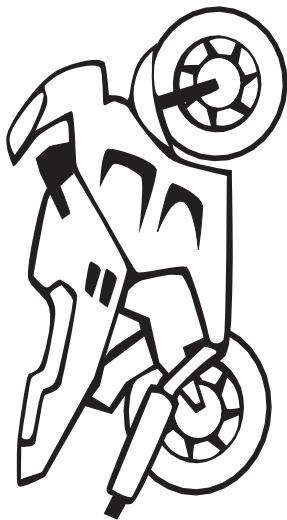
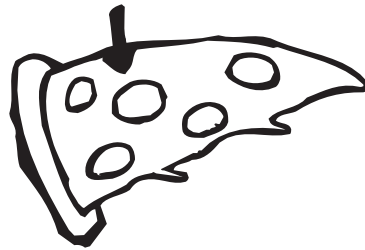
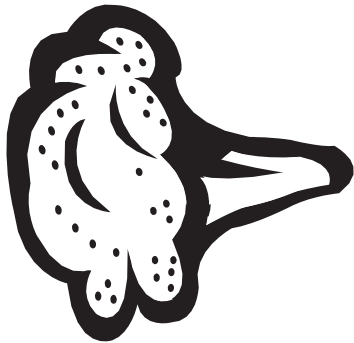
banana-3, cereal-3, tomato-3, hamburger-3, lollipop-3, spaghetti-3



# Phonological Awareness

Feed the Animals

PA.017.AM2c



syllable picture cards:

cauliflower-4, pepperoni-4, harmonica-4, motorcycle-4, watermelon-4, macaroni-4





# Phonological Awareness

PA.018

Syllables

Syllable Hopscotch

## Objective

The student will segment syllables in words.

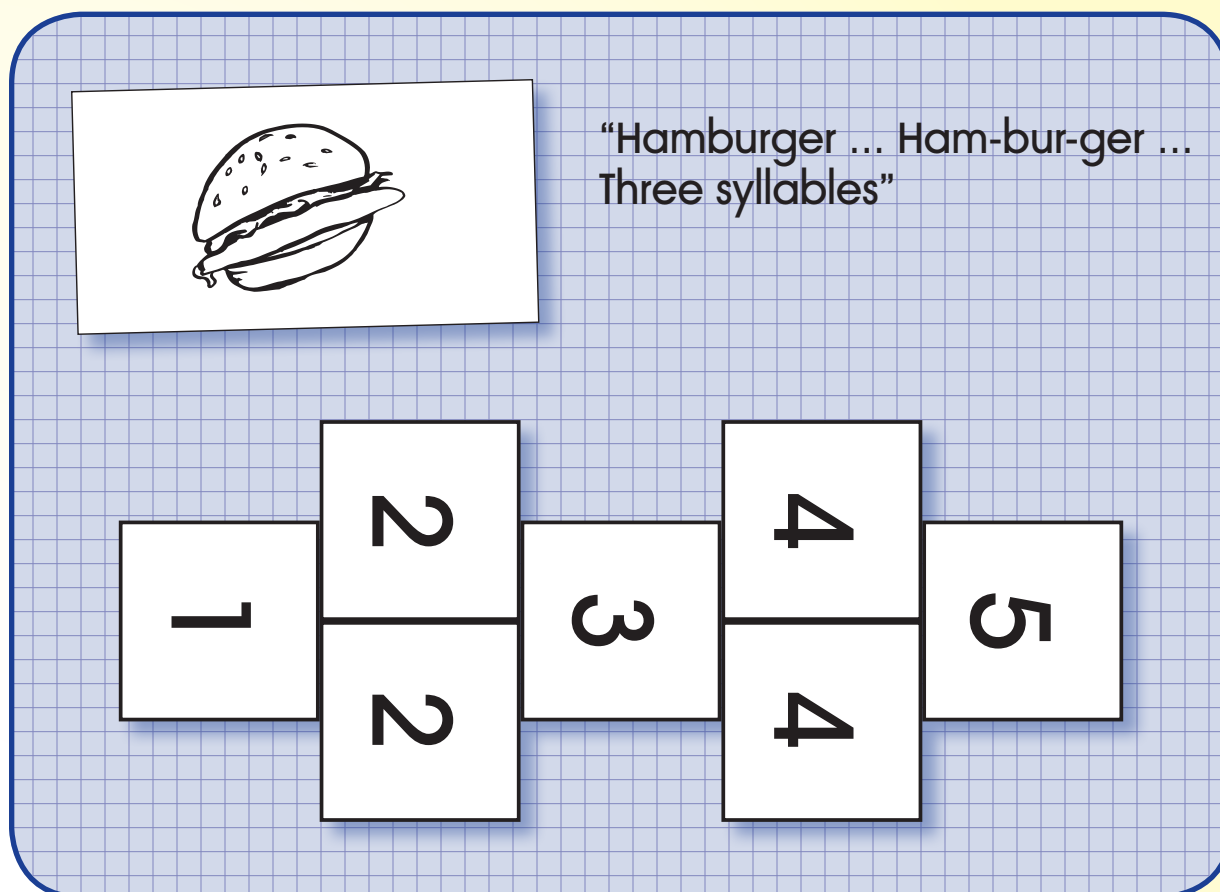
## Materials

- ▶ Hopscotch board  
*Use a hopscotch mat, tape off a hopscotch board, or draw with sidewalk chalk.*
- ▶ One-to-five syllable picture cards (Activity Master PA.018.AM1a - PA.018.AM1d)

## Activity

Students segment the syllables in a word and hop to the corresponding number.

1. Place the cards face down in a stack. Arrange the hopscotch board on the floor.
2. Taking turns, student one selects the top card, names the picture, segments it into syllables, and counts the number of syllables (e.g., “hamburger...ham-bur-ger...three syllables”).
3. Student two repeats the segments and hops to the corresponding number.
4. Reverse roles and continue until all picture cards are used.
5. Peer evaluation



“Hamburger ... Ham-bur-ger ...  
Three syllables”

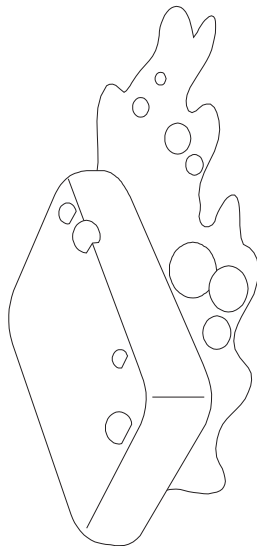
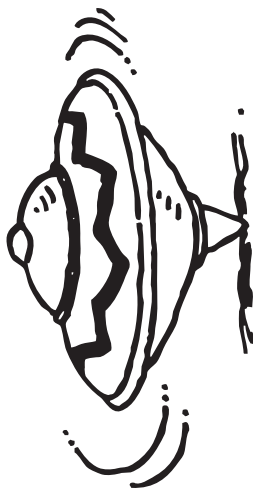
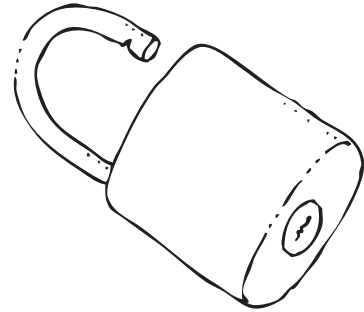
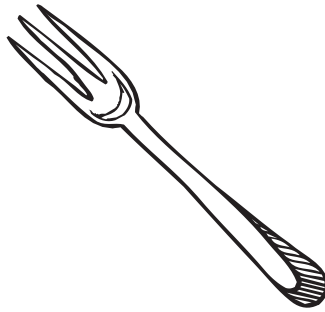
## Extensions and Adaptations

- ▶ Use other one-to-five syllable picture cards.

# Phonological Awareness

Syllable Hopscotch

PA.018.AM1a



syllable picture cards: king-1, fork-1, lock-1, top-1, soap-1, tire-1

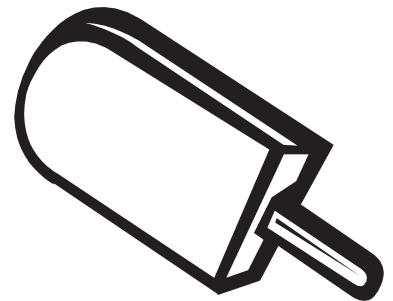
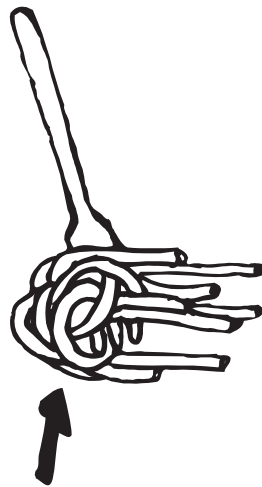
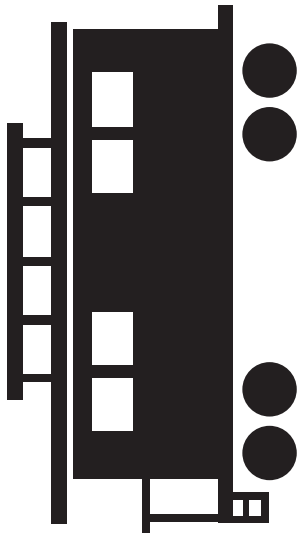
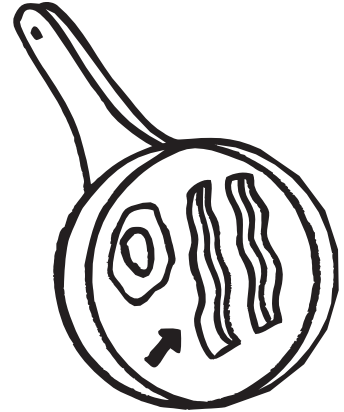
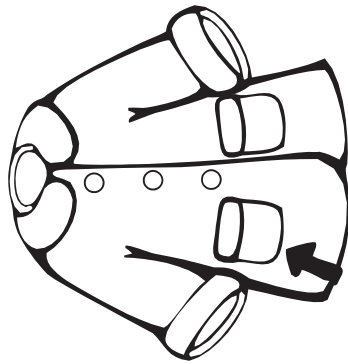
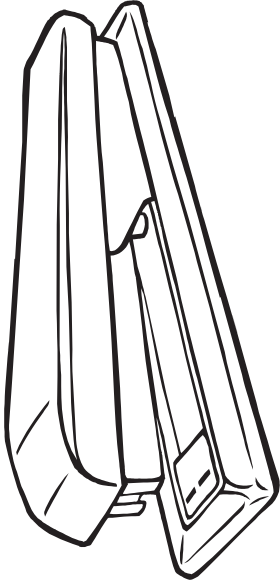




# Phonological Awareness

PA.018.AM1b

Syllable Hopscotch



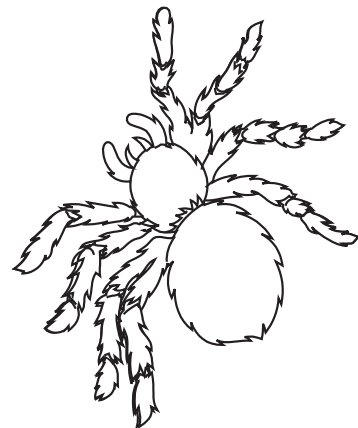
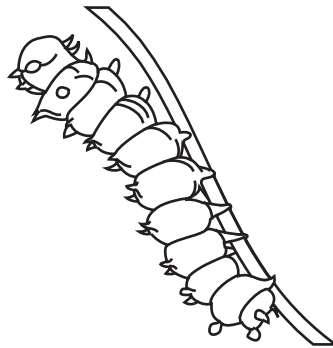
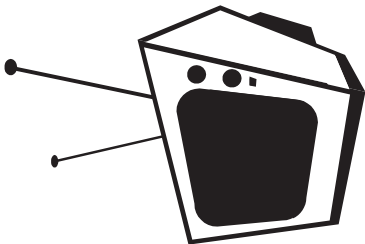
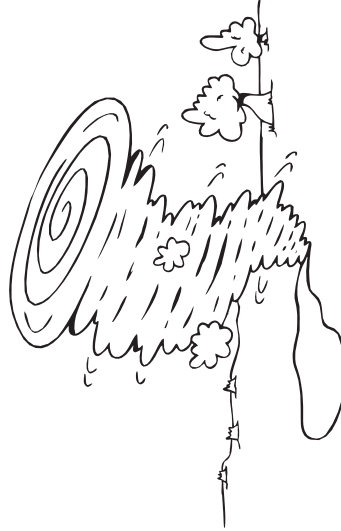
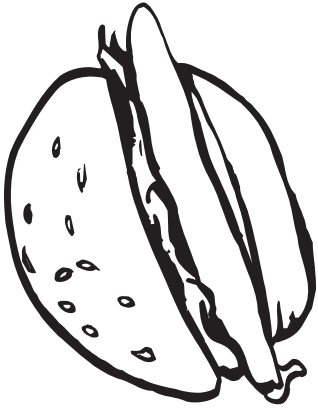
syllable picture cards:  
stapler-2, pocket-2, bacon-2, caboose-2, spaghetti-3, popsicle-3



# Phonological Awareness

Syllable Hopscotch

PA.018.AM1c



syllable picture cards:

hamburger-3, tornado-3, gorilla-3, television-4, caterpillar-4, tarantula-4



# Phonological Awareness

PA.018.AM1d

Syllable Hopscotch



syllable picture cards: thermometer-4, rhinoceros-4, hippopotamus-5



# Phonological Awareness



## Syllables

PA.019

### Syllable Graph

#### Objective

The student will segment syllables in words.

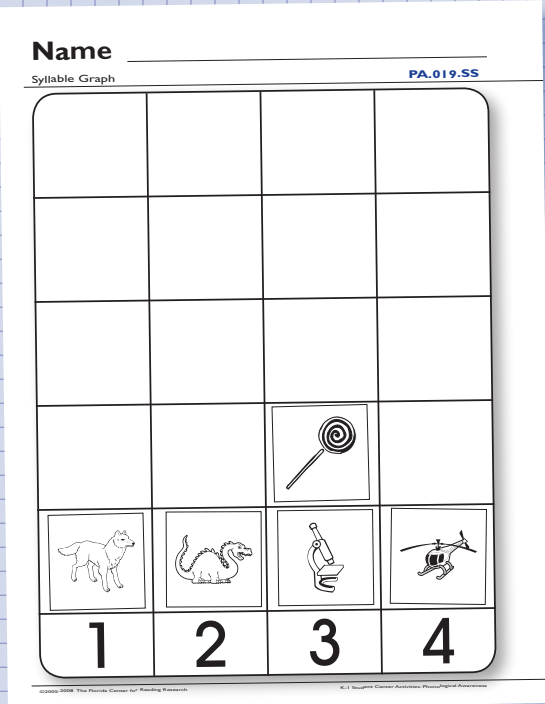
#### Materials

- ▶ One-to-four syllable picture cards (Activity Master PA.019.AM1)
- ▶ Student sheet (Activity Master PA.019.SS)
- ▶ Scissors
- ▶ Glue

#### Activity

Students count syllables in words and graph them.

1. Place scissors and glue at the center. Provide the student with a student sheet and picture cards page.
2. The student cuts apart the pictures and places them in a stack.
3. Selects the top card from the stack and names it. Says it again while finger tapping to count the syllables in the word.
4. Glues the picture above the corresponding number on the graph.
5. Continues until student sheet is complete.
6. Teacher evaluation



The student sheet is titled "Syllable Graph" and includes a "Name" field and the code "PA.019.SS". It features a 4x4 grid. The bottom row of the grid contains four boxes with the numbers 1, 2, 3, and 4. Above the number 3 box is a picture of a lollipop. Below the grid are four picture cards: a dog, a dragon, a hand holding a pencil, and a helicopter. The grid is currently empty except for the lollipop picture in the third column, second row from the bottom.

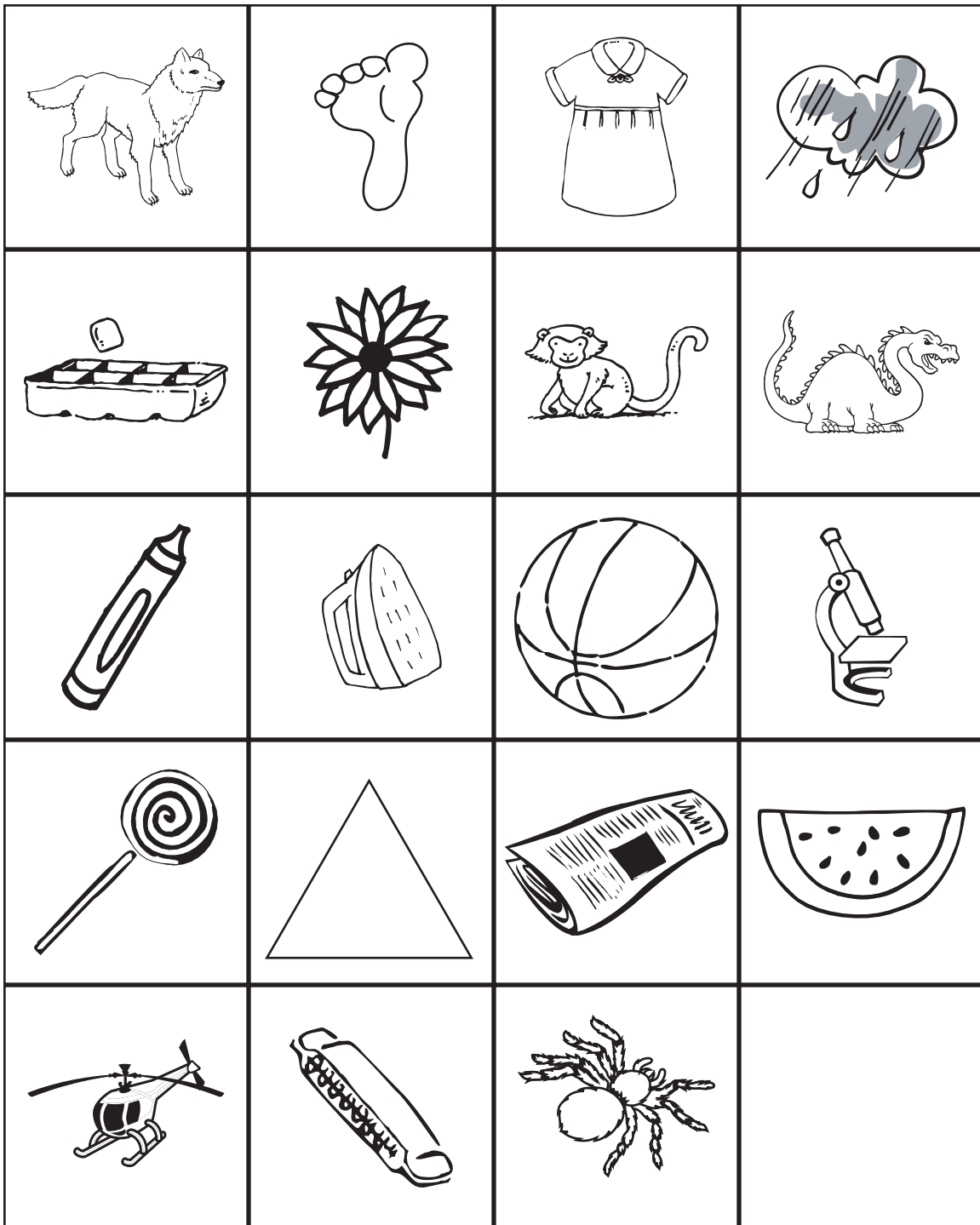
#### Extensions and Adaptations

- ▶ Sort words by number of phonemes.
- ▶ Make other syllable pictures to graph.
- ▶ Use student pictures to graph.

# Phonological Awareness

PA.019.AMI

Syllable Graph



syllable picture cards: wolf-1, foot-1, dress-1, cloud-1, ice-1, flower-2, monkey-2, dragon-2, crayon-2, iron-2, basketball-3, microscope-3, lollipop-3, triangle-3, newspaper-3, watermelon-4, helicopter-4, harmonica-4, tarantula-4

**Name** \_\_\_\_\_

Syllable Graph

**PA.019.SS**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>



# Phonological Awareness

PA.020

Syllables  
Syllable Say

## Objective

The student will segment and blend syllables in words.

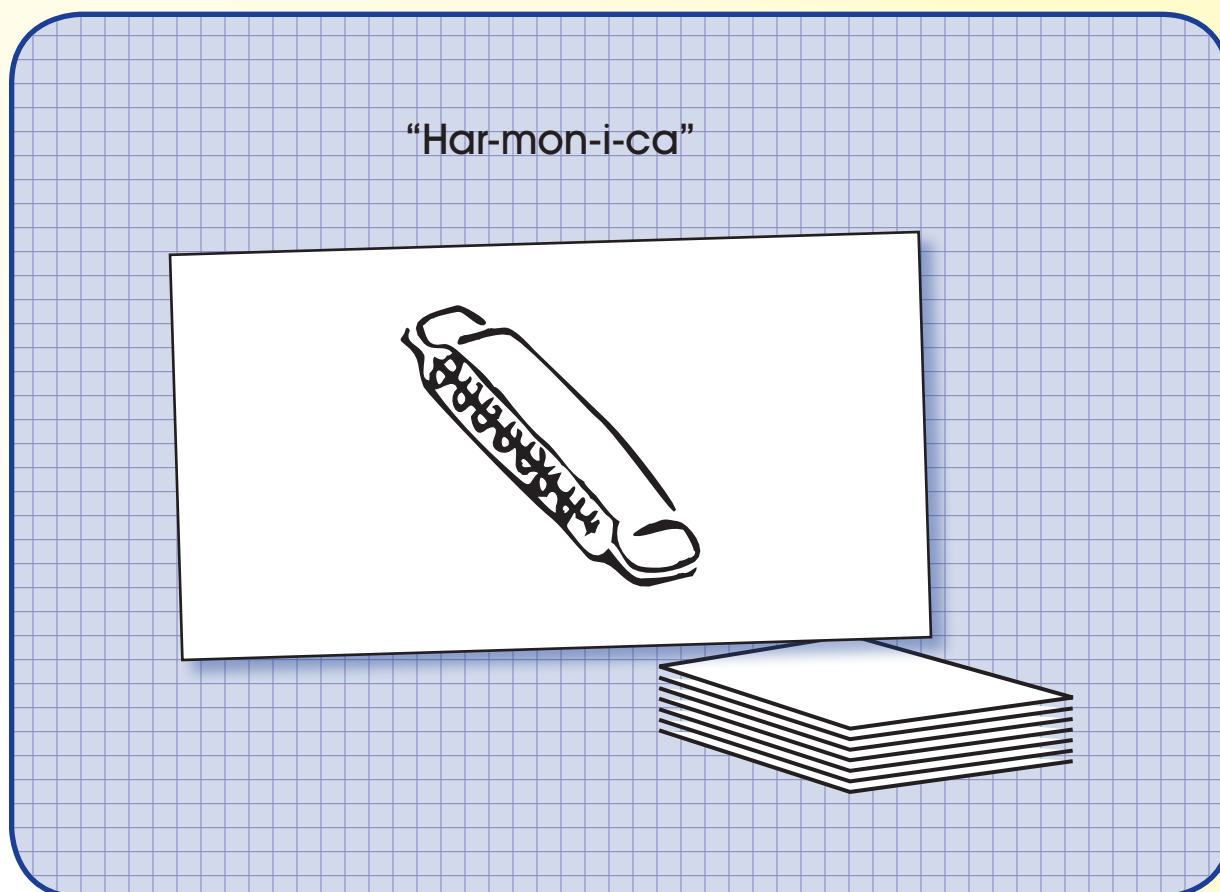
## Materials

- ▶ One-to-four syllable picture cards (PA.020.AM1a - PA.020.AM.1d)

## Activity

Students segment and blend syllables in words using picture cards.

1. Place the picture cards face down in a stack on a flat surface.
2. Working in pairs, student one selects the top card and names the picture. Says the word again, pausing between syllables, while student two holds a finger up for each syllable (e.g., student one says “har-mon-i-ca” and student two raises four fingers).
3. Student two says how many syllables the word has and blends the word (e.g., “four syllables – harmonica”).
4. Reverse roles and continue until all cards are used.
5. Peer evaluation



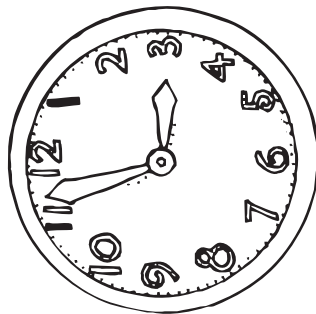
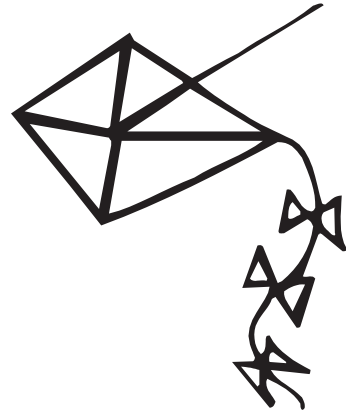
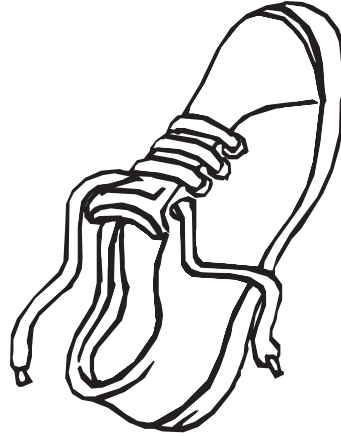
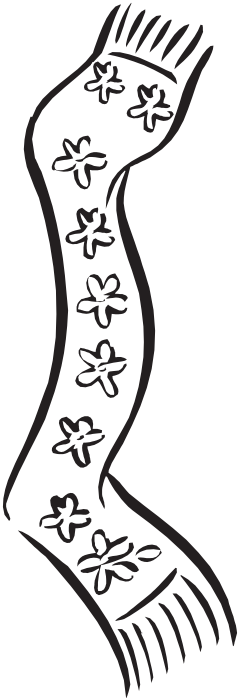
## Extensions and Adaptations

- ▶ Use phonic phones or make small construction paper megaphones to segment sounds.
- ▶ Use simple puppets (e.g., made out of paper bags or socks) to say syllables in words.
- ▶ Graph or categorize the picture cards by number of syllables.

# Phonological Awareness

Syllable Say

PA.020.AM1a



syllable picture cards: scarf-1, shoe-1, kite-1, plant-1, clock-1, spider-2

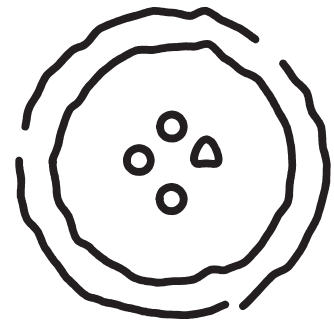
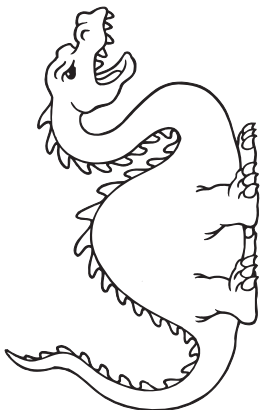
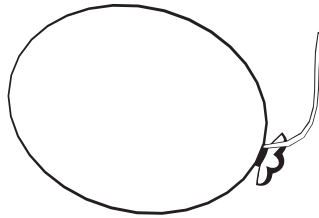
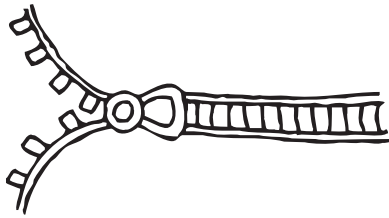




# Phonological Awareness

PA.020.AM1b

Syllable Say



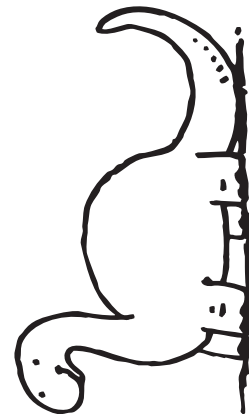
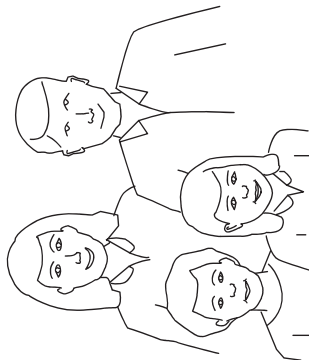
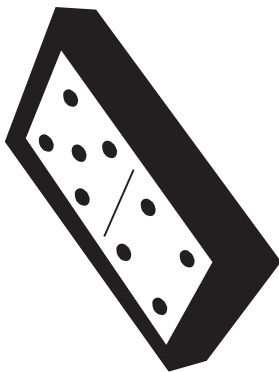
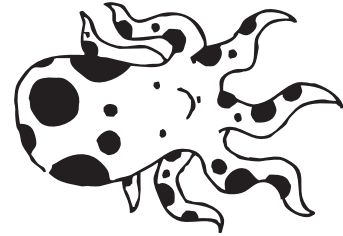
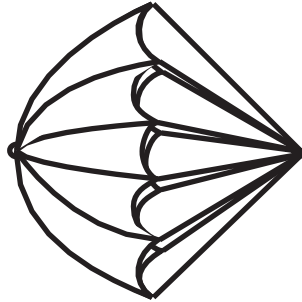
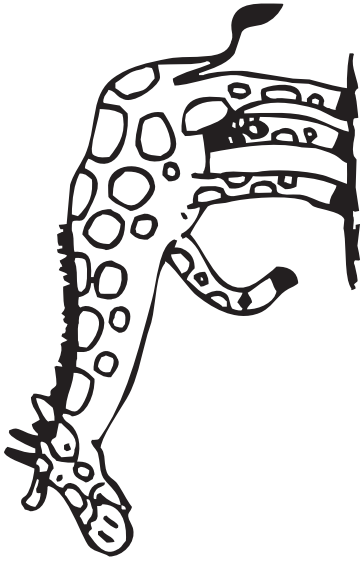
syllable picture cards: zipper-2, balloon-2, peanut-2, dragon-2, rainbow-2, button-2



# Phonological Awareness

Syllable Say

PA.020.AM1c



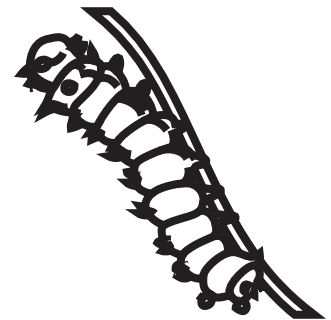
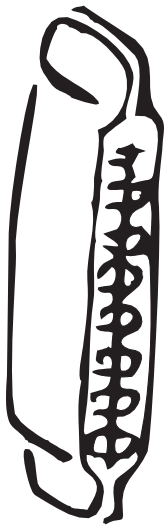
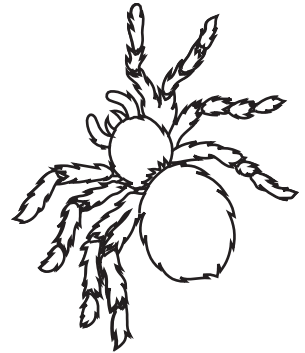
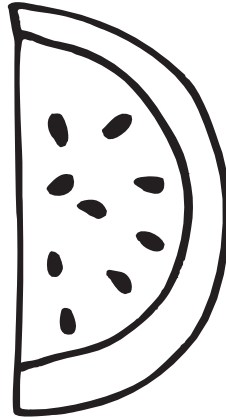
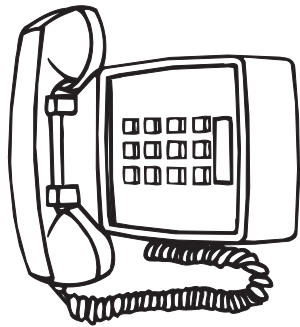
syllable picture cards: giraffe-2, parachute-3, octopus-3, domino-3, family-3, dinosaur-3



# Phonological Awareness

PA.020.AM1d

Syllable Say



syllable picture cards:  
telephone-3, watermelon-4, tarantula-4, harmonica-4, helicopter-4, caterpillar-4



# Phonological Awareness



## Onset and Rime

PA.021

### Quick Pick

#### Objective

The student will segment and blend onsets and rimes in words.

#### Materials

► Onset and rime picture cards (Activity Master PA.021.AM1a - PA.021.AM1c)

#### Activity

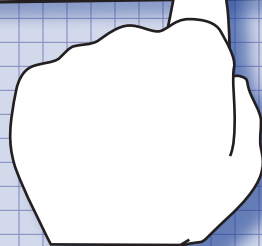
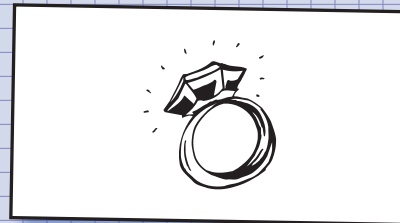
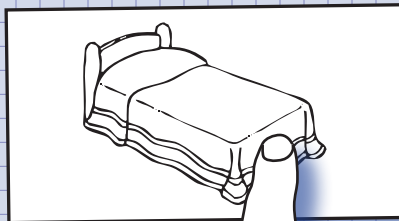
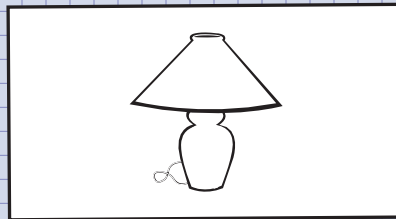
Students use onset clues to guess the picture card.

1. Place the cards face down in a stack on a flat surface.
2. Taking turns, one student selects and places three cards face up on the table.
3. Says the onset for one of the picture cards (e.g., "This word begins with /b/.").
4. The first student to find the picture for that onset and say the rime (e.g., "/ed/") gets that card. All students say the full name of the target picture (e.g., "bed"). The two remaining cards are placed at the bottom of the stack.
5. Continue until all cards are used.
6. Peer evaluation

"This word begins with /b/."

"/ed/"

"Bed!"



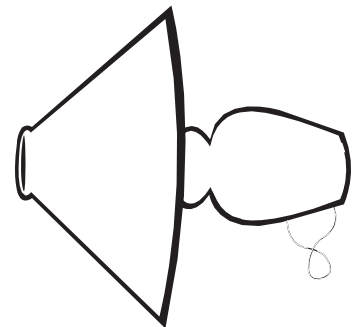
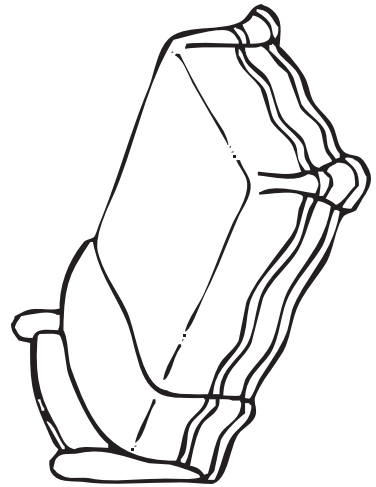
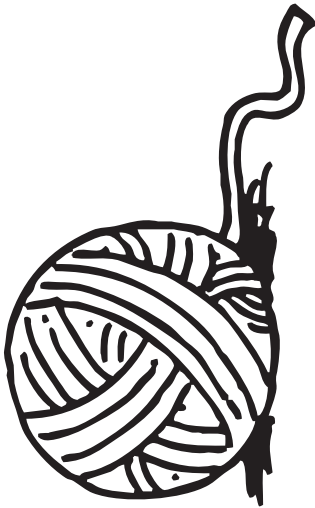
#### Extensions and Adaptations

► Play by naming a matching rhyming word.

# Phonological Awareness

PA.021.AM1a

Quick Pick



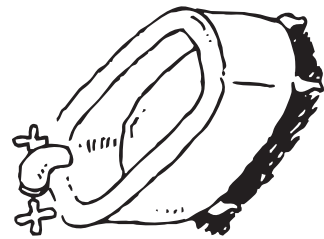
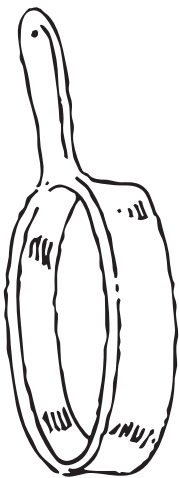
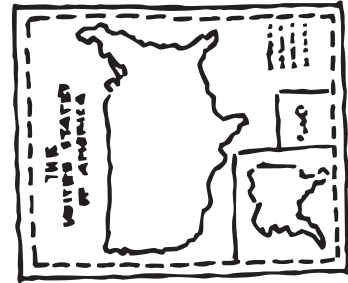
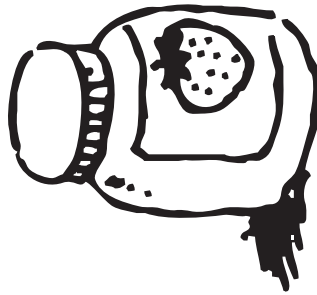
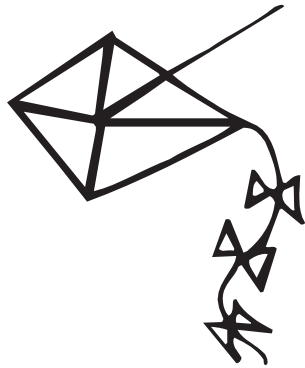
onset and rime picture cards: yarn, skunk, bed, ring, duck, lamp



# Phonological Awareness

Quick Pick

PA.021.AM1b



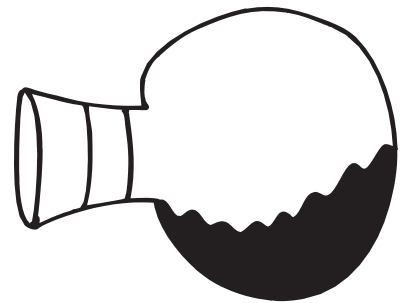
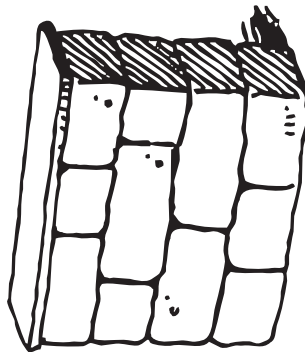
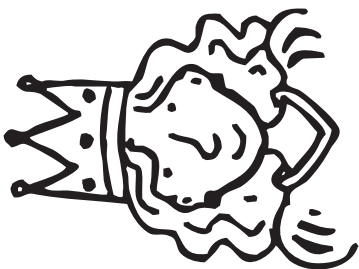
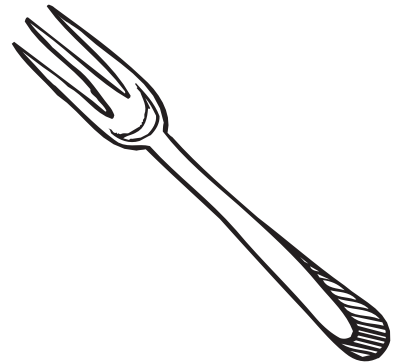
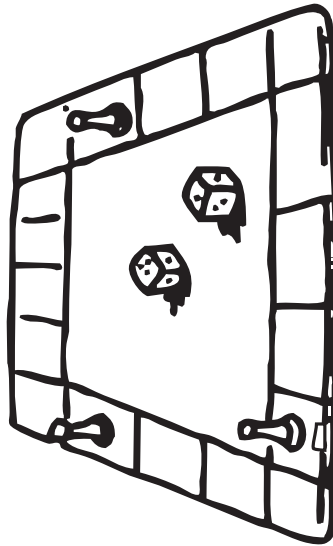
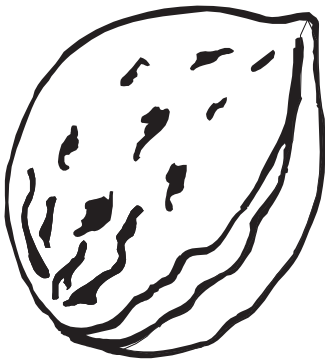
onset and rime picture cards: kite, jam, map, pan, hop, tub



# Phonological Awareness

PA.021.AM1c

Quick Pick



onset and rime picture cards: nut, game, fork, queen, wall, vase





### Rime House

#### Objective

The student will segment, blend, and match onsets and rimes in words.

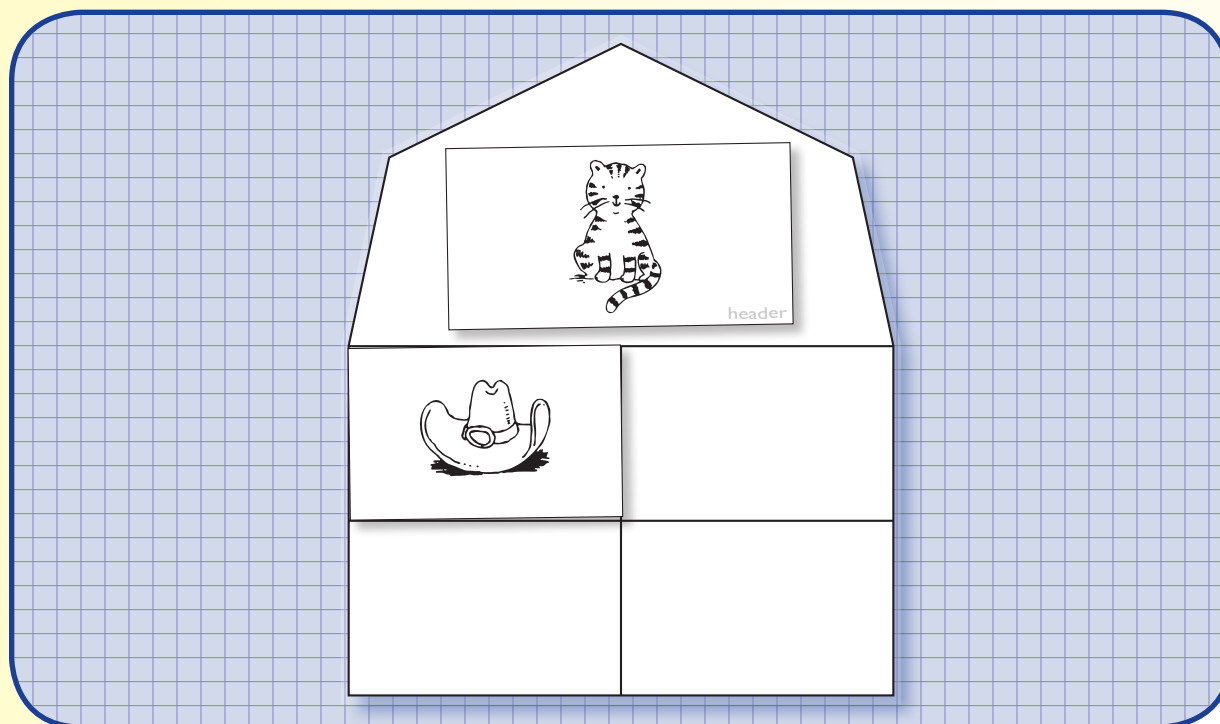
#### Materials

- ▶ Rime House work board (Activity Master PA.022.AM1)  
*Copy six times on card stock and laminate.*
- ▶ Rime picture header cards (Activity Master PA.022.AM2)  
*Glue one header card in the top section of each of the six Rime House work boards.*
- ▶ Onset and rime picture cards (PA.022.AM3a - PA.022.AM3c)

#### Activity

Students match rime picture cards to corresponding Rime House.

1. Place the six Rime House work boards and the onset and rime picture cards face down in a stack on a flat surface.
2. Taking turns, students name each picture header card, and segment the onset and rime (e.g., “cat, /k//at/”).
3. Repeat the rime (i.e., “/at/”), select the top card, look at the target rime pictures, and place the picture on the matching Rime House.
4. Continue until all rime cards are sorted onto corresponding Rime House.
5. Peer evaluation



#### Extensions and Adaptations

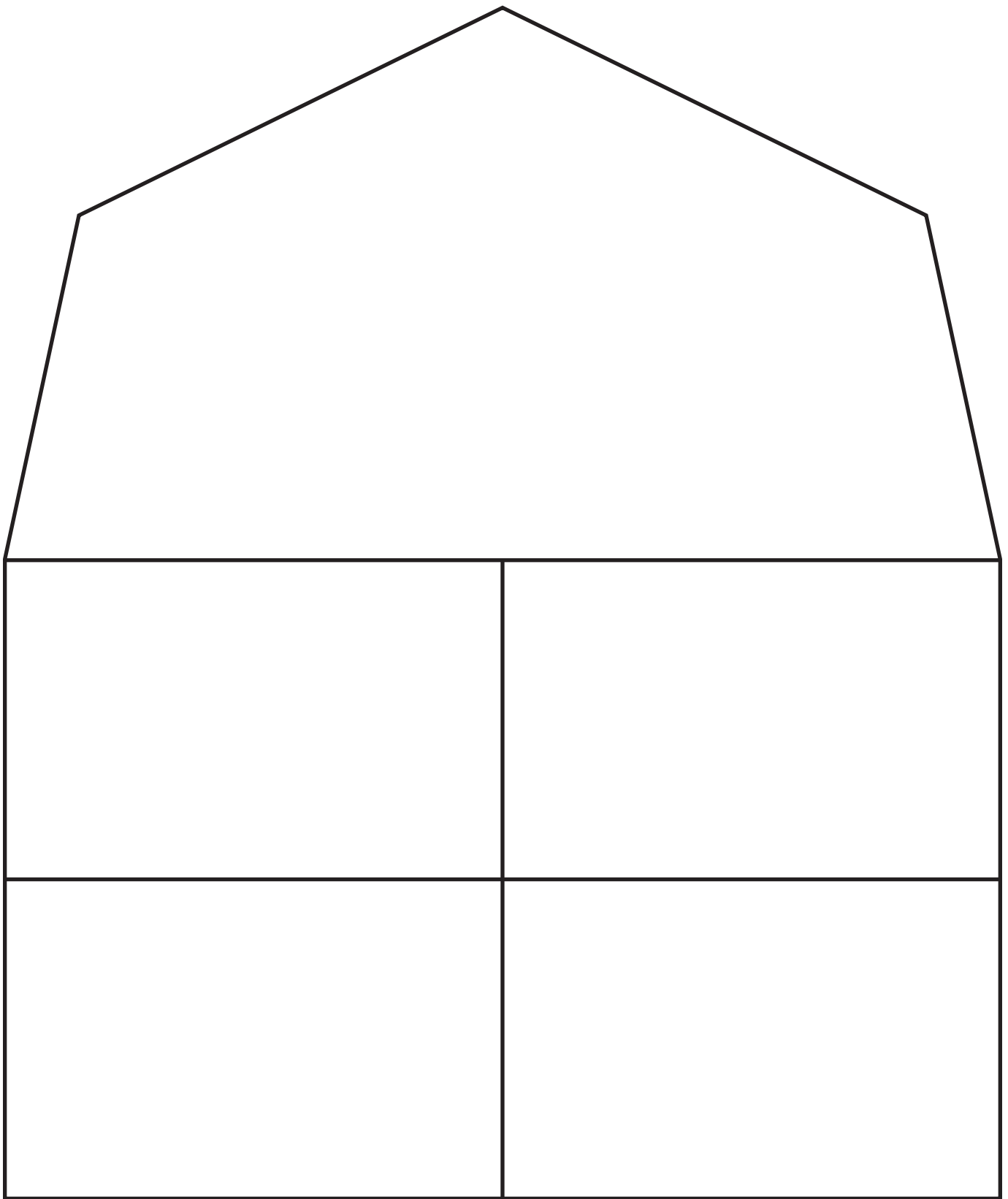
- ▶ Use other rimes.



# Phonological Awareness

PA.022.AMI

Rime House



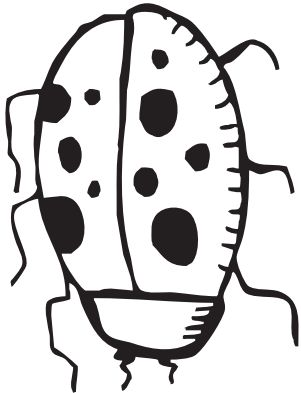
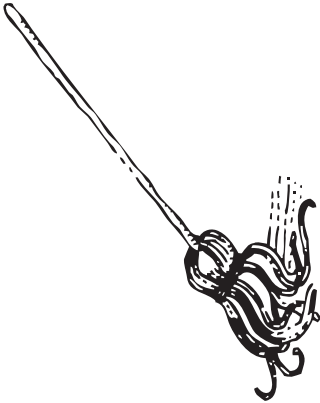
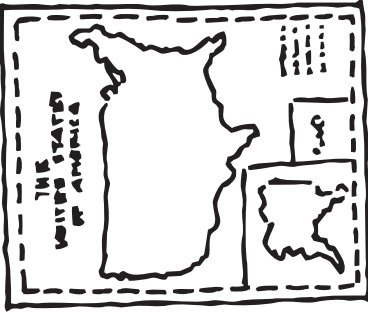
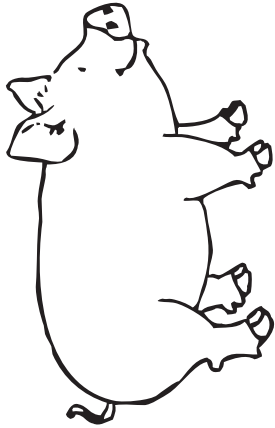


rime house work board

# Phonological Awareness

Rime House

PA.022.AM2

 <p>header</p>	 <p>header</p>	 <p>header</p>
 <p>header</p>	 <p>header</p>	 <p>header</p>

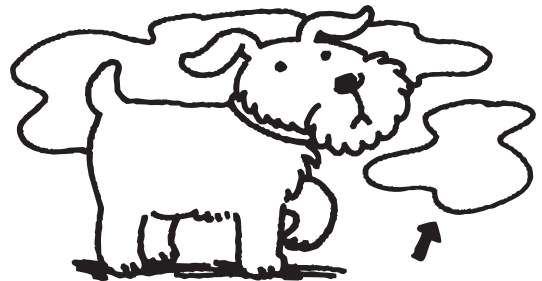
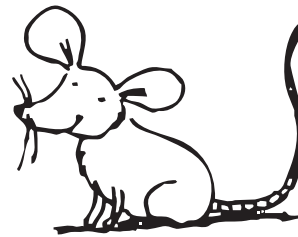
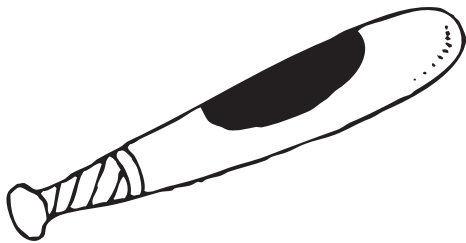
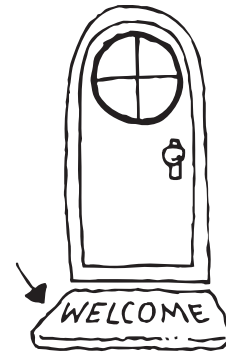
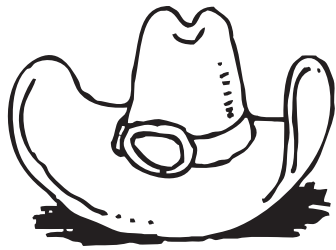
rime picture header cards: cat, dog, bug, mop, map, pig



# Phonological Awareness

PA.022.AM3a

Rime House



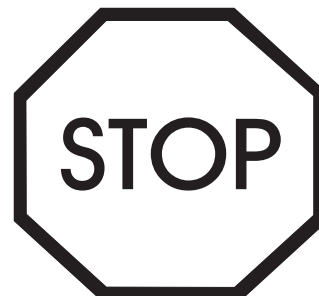
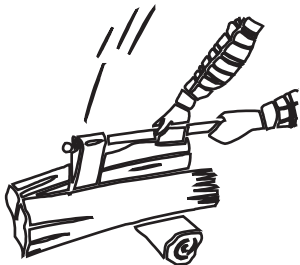
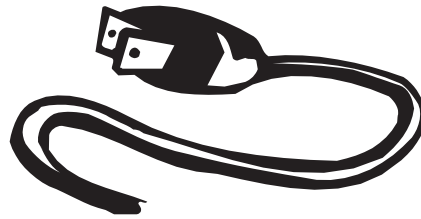
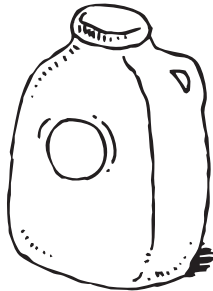
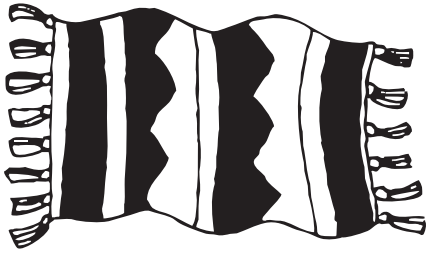
onset and rime picture cards: hat, mat, bat, rat, log, fog, jog, frog



# Phonological Awareness

Rime House

PA.022.AM3b



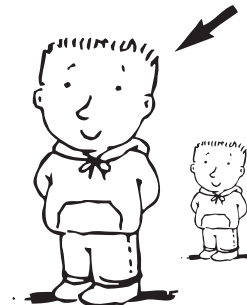
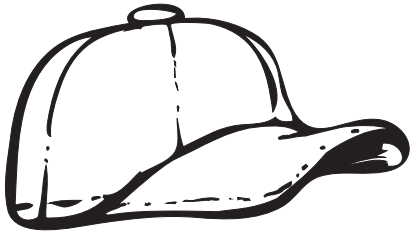
onset and rime picture cards: rug, hug, jug, plug, hop, top, chop, stop



# Phonological Awareness

PA.022.AM3c

Rime House



onset and rime picture cards: cap, clap, lap, tap, dig, wig, twig, big





### Sound Detective

#### Objective

The students will segment, blend, and match onsets and rimes in words.

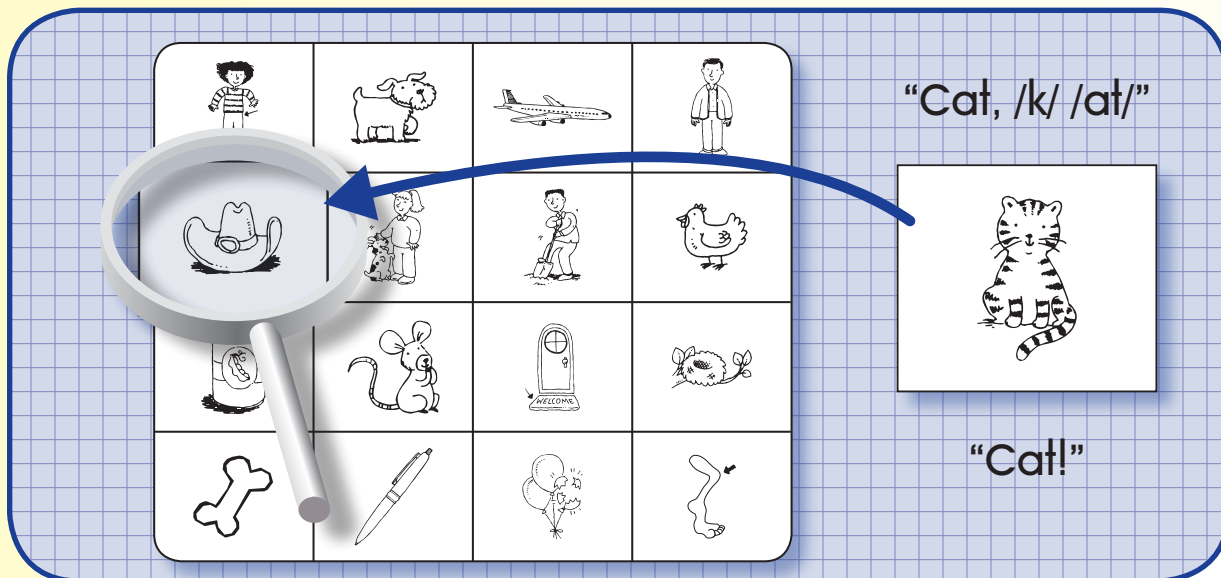
#### Materials

















- ▶ Detective hat or detective hat pattern (Activity Master PA.023.AM1)  
*Enlarge, copy twice, color, laminate, and attach to headband.*
- ▶ Two magnifying glasses
- ▶ Rime picture boards (Activity Master PA.023.AM2a - PA.023.AM2b)  
*Copy on card stock, cut on the outside line, and laminate.*
- ▶ Rime picture cards (Activity Master PA.023.AM3a - PA.023.AM3b)  
*Copy on card stock and cut apart.*

#### Activity

Students match rimes while playing a detective game.

1. Place rime picture cards face down in a stack. Place rime picture boards on a flat surface. Students put on detective hats and hold magnifying glasses.
2. Taking turns, student one selects the top card and silently names the picture (e.g., cat). Then, orally segments the word into onset and rime (i.e., "/k/ /at/").
3. Student two says the word by blending the sounds (i.e., "cat") and uses a magnifying glass to search on the rime picture board for the picture with the matching rime.
4. Names the matching rime board picture, orally segments the word into onset and rime (i.e., "hat, /h/ /at/"), places card on the picture, and says, "Mystery solved!"
5. Reverse roles and continue until all cards are placed on rime board.
6. Peer evaluation



"Cat, /k/ /at/"

"Cat!"

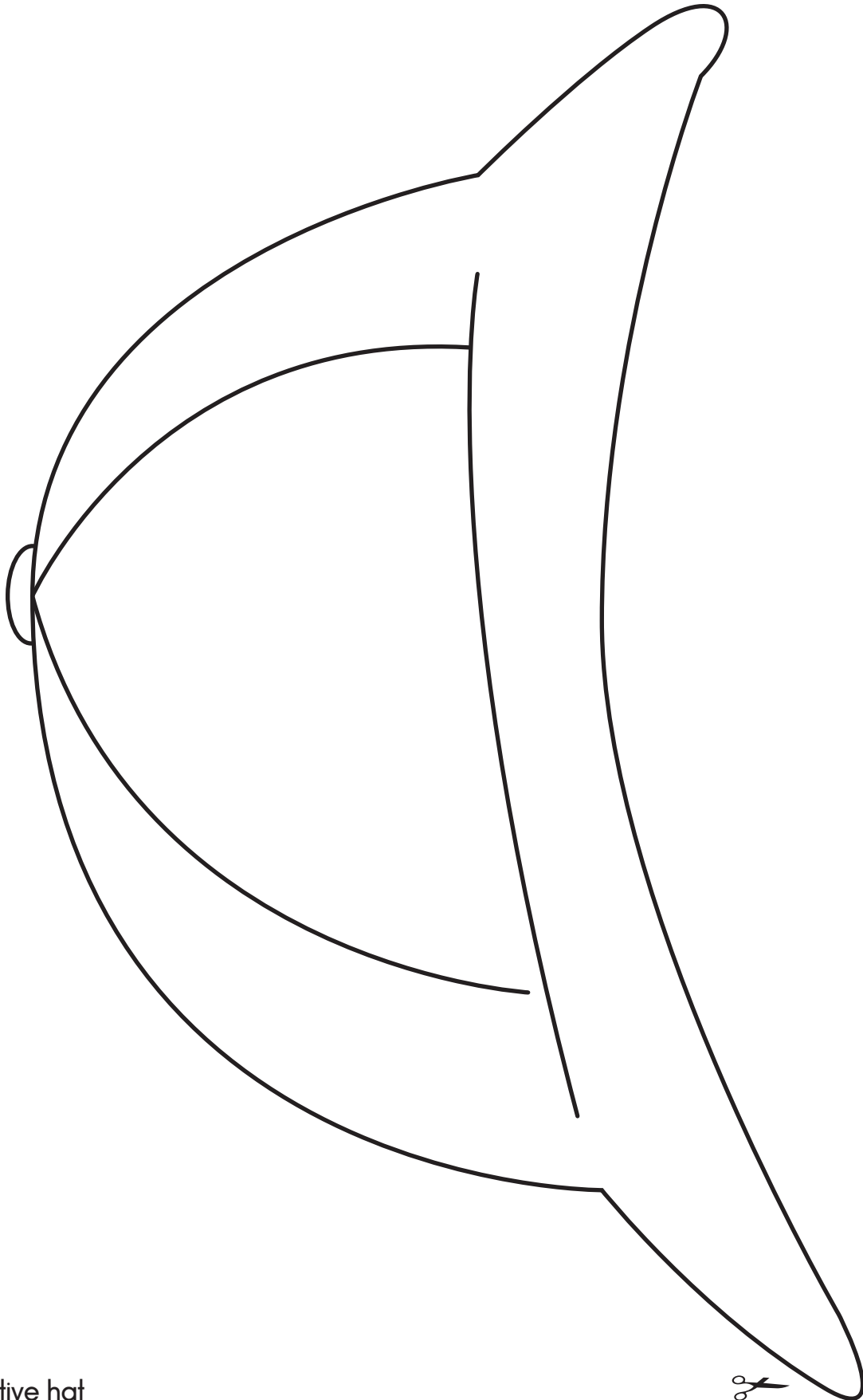
#### Extensions and Adaptations

- ▶ Write rhyming rebus sentences using the small rime picture cards.

# Phonological Awareness

PA.023.AMI

Sound Detective

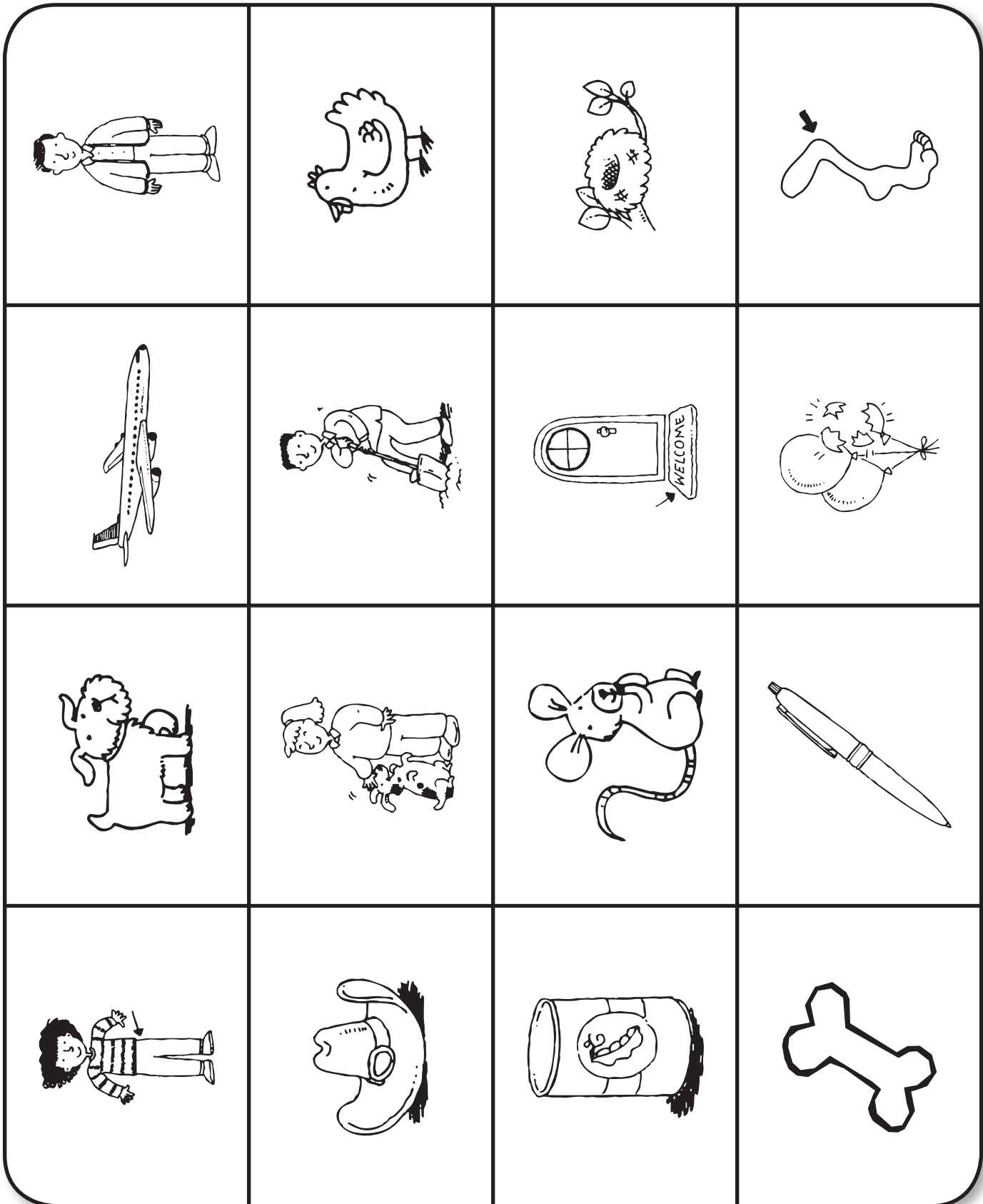


detective hat

# Phonological Awareness

Sound Detective

PA.023.AM2a



rime picture board: man, hen, nest, knee, jet, dig, mat, pop, dog, pet, mouse, pen, hip, hat, can, bone

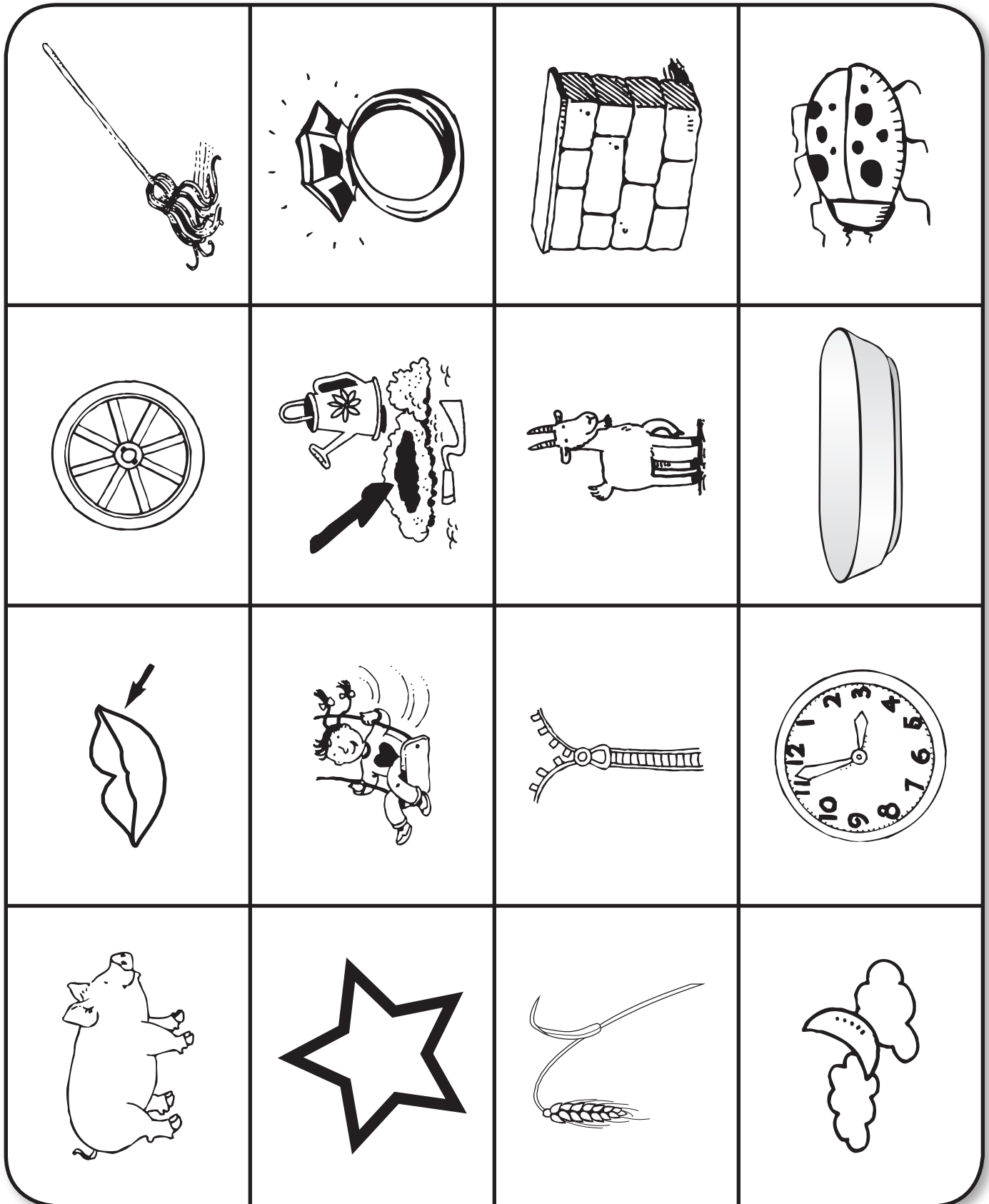




# Phonological Awareness

PA.023.AM2b

Sound Detective



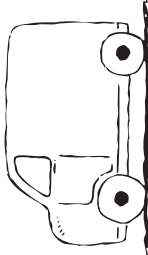
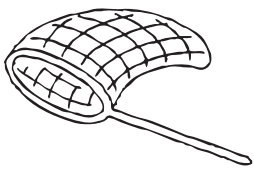

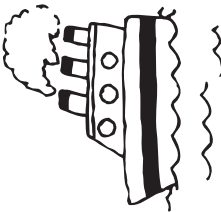
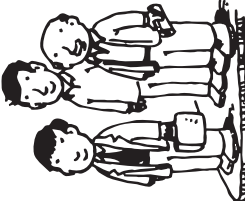



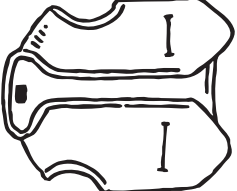
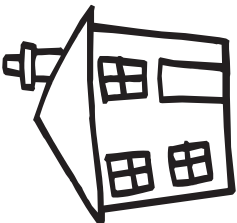

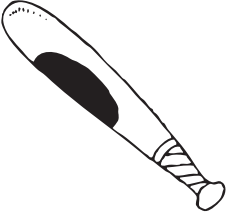
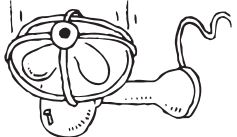

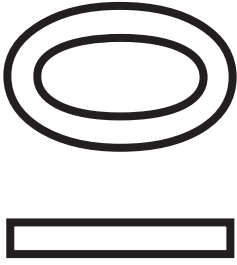
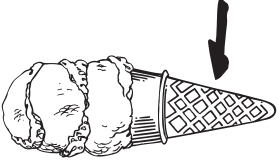
rime picture board: mop, ring, wall, bug, wheel, hole, goat, dish, lip, swing, zip, clock, pig, star, wheat, moon



# Phonological Awareness

Sound Detective

PA.023.AM3a

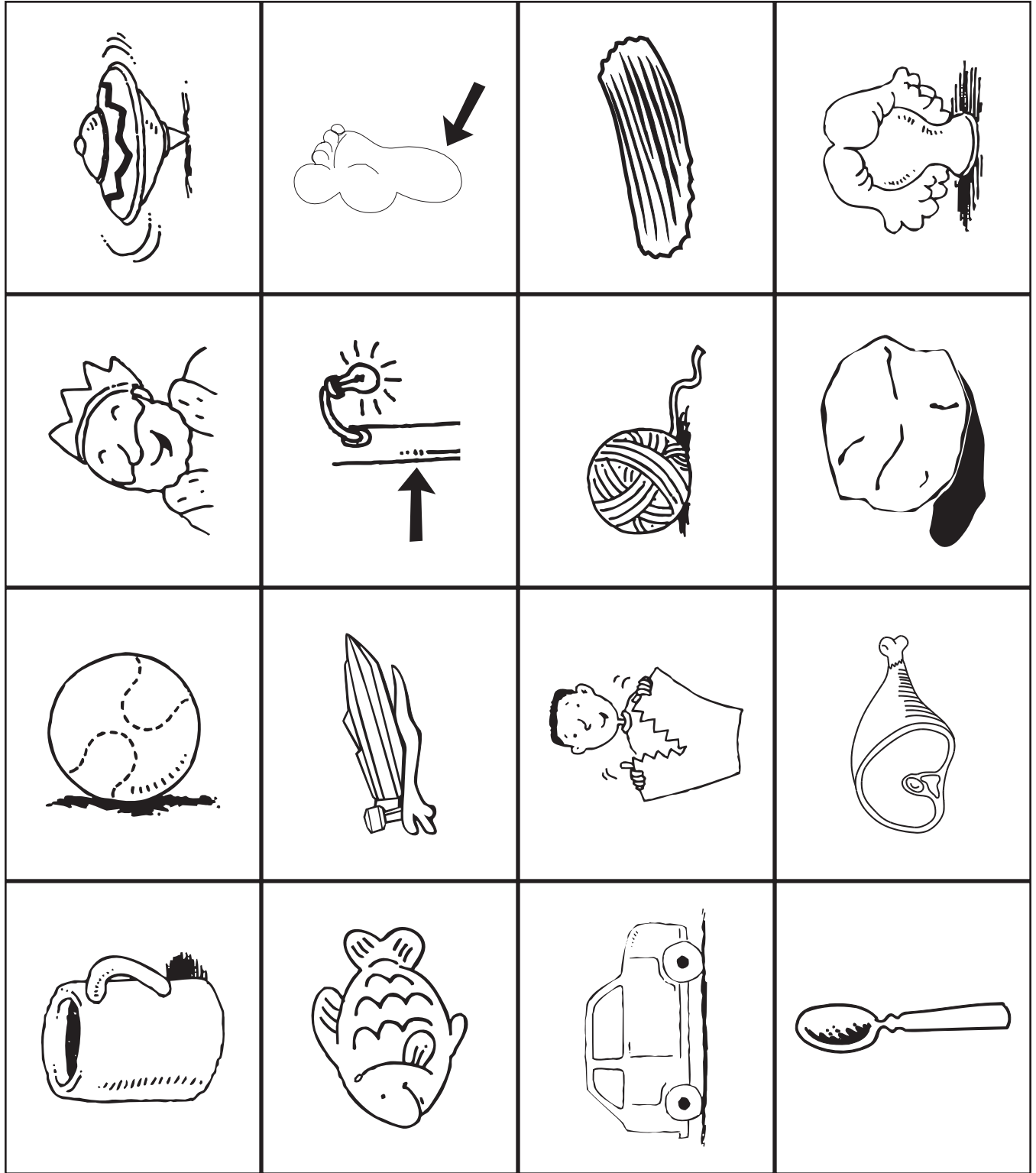


rime picture cards: van, net, log, ship, men, twig, wet, cat, vest, house, bee, bat, fan, hop, ten, cone

# Phonological Awareness

PA.023.AM3b

Sound Detective



rime picture cards: top, heel, chip, wig, king, pole, string, rock, ball, boat, rip, meat, mug, fish, car, spoon



### Guessing Game

#### **Objective**

The student will manipulate onsets and rimes in words.

#### **Materials**

- ▶ Onset and rime picture cards (Activity Master PA.024.AM1a - PA.024.AM1b)

#### **Activity**

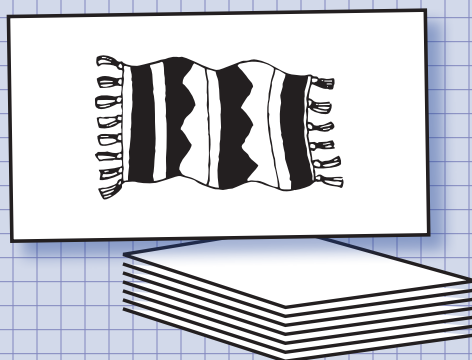
Students use onset and rime clues to guess words.

1. Place onset and rime picture cards face down in a stack on a flat surface.
2. Working in pairs, student one selects the top card so that student two cannot see it.
3. Gives clues one at a time describing onset and rime (e.g., "It begins with /r/ and rhymes with bug.") until student two guesses a word (i.e., "rug").
4. If correct, student one gives card to student two. If incorrect, student one gives another clue.
5. Reverse roles and continue until all picture cards are used.
6. Peer evaluation

Clue 1: "It begins with /r/ and rhymes with bug."

Clue 2: "It begins like "ran" and ends like tug."

Clue 3: "It ends with /ug/ and begins like robot."



"Rug!"

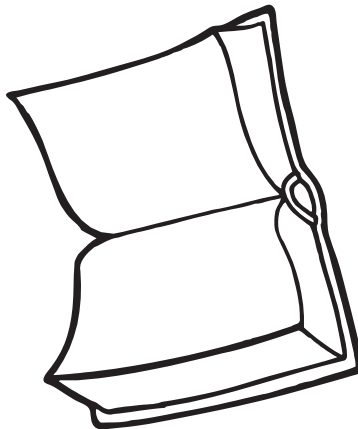
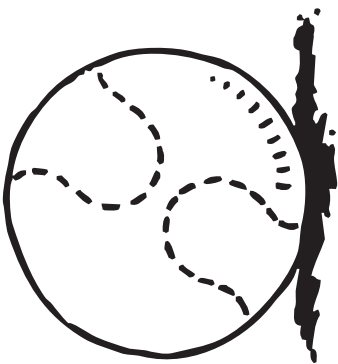
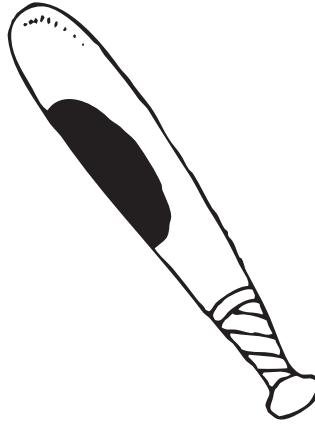
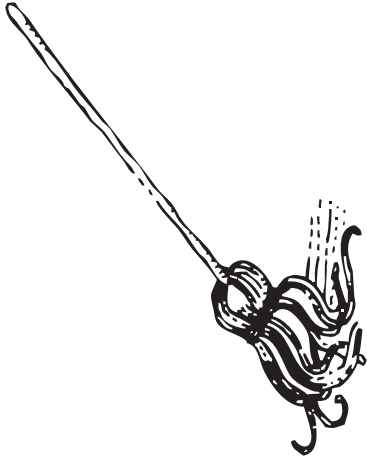
#### **Extensions and Adaptations**

- ▶ Play using other picture cards (e.g., draw or cut pictures from print resources).
- ▶ Play with all picture cards face up in rows.

# Phonological Awareness

PA.024.AM1a

Guessing Game



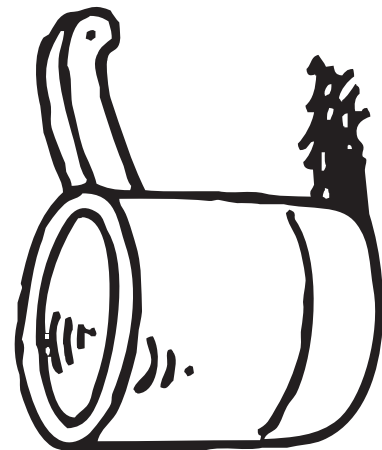
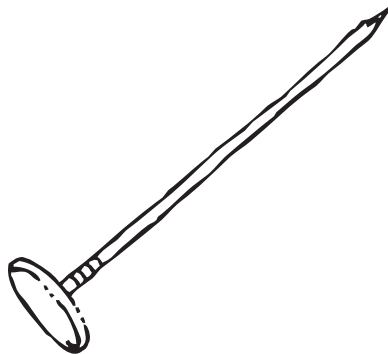
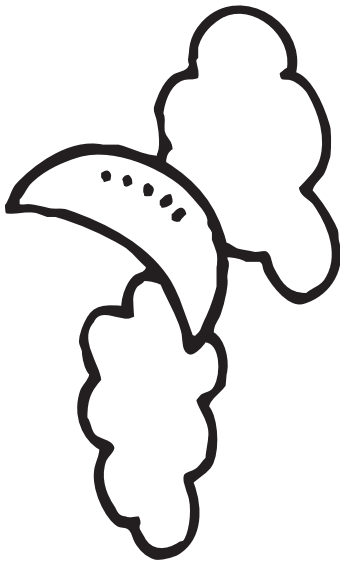
onset and rime picture cards: mop, bat, fox, ball, book, cake



# Phonological Awareness

Guessing Game

PA.024.AM1b



onset and rime picture cards: bear, duck, rug, moon, nail, pot

