## Phonological Awareness Video Activity

<table>
<thead>
<tr>
<th>Types of Phonological Awareness</th>
<th>Examples of Instructional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phoneme Blending and Segmenting Words into Phonemes</td>
<td></td>
</tr>
<tr>
<td>Onset-Rime Blending and Segmenting</td>
<td></td>
</tr>
<tr>
<td>Syllable Blending and Segmenting</td>
<td></td>
</tr>
<tr>
<td>Sentence Segmenting</td>
<td></td>
</tr>
<tr>
<td>Rhyme and Alliteration</td>
<td></td>
</tr>
</tbody>
</table>
Phonological Awareness Activity Cards

Catch a Rhyme

The teacher throws a ball of yarn or a beach ball to a student and says: “Tell me a word that rhymes with lawn.”

The student says a rhyming word and throws the ball back to the teacher.

Variation:
“Tell me a word that rhymes with lawn. I’ll give you a hint: When I’m tired, I sometimes [acts out a long yawn].”

Change That Tune

The teacher leads students in a familiar song but substitutes different sounds in the lyrics.

Example:
Apples and Bananas is sung substituting the long a sound in each phrase:
“I like to ate, ate, ate aplies and baynaynays.”
**What’s in a Name?**

The teacher says an animal name. One student is asked to clap, snap, or tap the syllables as the teacher slowly repeats the name syllable-by-syllable.

Other students count the syllables that they hear.

The teacher asks: “How many syllables did you hear in . . . ?”

*Note:* Some students can segment the word into syllables on their own.

**Sound Blocks**

The teacher gives students two blocks that do not have any numbers or letters written on them. Blocks are placed in a row.

The teacher says: “When I want to say *tap* in two parts, I touch the blocks like this.” [Touch the first block and say /t/; touch the second block and say -ap.]

The teacher says other words that end in -ap. The students touch the blocks as they say the words in two parts.
One at a Time

The teacher slowly says a sentence: “We are on our way to lunch.”

Students take one step, hop, or skip for each word in the sentence.

Variation:
Students step on one tile square for each word.

Describe It!

Students add words to describe the names of different foods.

These phrases contain words that all begin with the same sound:

  jolly juice
  round rolls
  big bean burrito
Round and Round We Go

The teacher passes around familiar objects and says, "Whoever has an object that starts with the /b/ sound, please stand up."

The teacher asks the student with the object (basket) to say the name of the object.

The teacher continues around the room until all the objects have been named.

Sound by Sound

The teacher says a three- or four-phoneme word such as *cat* or *lamp*.

Students play a clapping game with the teacher or another child.

They clap or touch hands as they say the individual sounds in the word:

/k/ /a/ /t/  
or
/l/ /a/ /m/ /p/
Lanzando rimas

La maestra/o lanza una bola de estambre o una pelota de playa a un estudante y le dice: “Dime una palabra que rime con luna.”

El estudiante dice una palabra que rima y regresa la pelota o la bola de estambre lanzándosela a la maestra/o.

Modificación

“Dime una palabra que rime con luna. Te daré una pista. El bebé duerme en la __________ (cuna).”

Sílaba por sílaba

La maestra/o le pide a un estudiante que diga el nombre de un animal y que aplauda, truene los dedos o dé un golpe suave por cada sílaba que escuche en la palabra.

Los otros estudiantes pueden contar las sílabas que escuchan. La maestra/o les pregunta:

“¿Cuántas sílabas escucharon en?”
Cubitos de sonidos

La maestra/o les da a los estudiantes dos cubos sin letras ni números escritos en ellos. Los cubos se acomodan en una hilera.

La maestra/o dice: “Cuando quiero decir cama en dos partes, yo toco los cubos de esta manera.”

(La maestra/o toca el primer cubo y dice “/k/”;
toca el segundo cubo y dice “-ama”.)

La maestra/o dice otras palabras que terminen en ama (rama, lama, dama, gama). Los estudiantes tocan los cubos al decir la palabra en dos partes.

Modificación

La maestra/o puede separar la palabra en dos sílabas: ca-ma, tocando el primer cubo al decir la primera sílaba y tocando el segundo cubo al decir la segunda sílaba.

Una por una

La maestra dice una oración lentamente:

“Es hora de salir a recreo.”

Los estudiantes dan un paso o un brinco por cada palabra en la oración.
Phonological Awareness Activity Cards

¡Descríbelo!

Los estudiantes dicen palabras para describir los alimentos que han estudiado.

Estas frases deberán tener palabras que empiezan con el mismo sonido:
- manzana madura
- dulce delicioso
- naranja nutritiva
- carne caliente
- leche ligera

¿Qué te tocó?

La maestra/o entrega objetos familiares a los estudiantes y dice: “Quien tenga un objeto que empiece con el sonido /b/, párese, por favor.”

La maestra/o le pide al estudiante que tiene el objeto que empieza con el sonido /b/—como por ejemplo bolsa—que diga el nombre del objeto. La maestra/o continúa con el resto de los estudiantes hasta que todos los objetos se hayan nombrado.
Phonological Awareness Activity Cards

Cazando sonidos

La maestra/o dice una palabra de tres o cuatro fonemas como sol o gato.

Los estudiantes juegan un juego de palmadas entre ellos o uno a uno con la maestra/o.

Aplauden o se dan palmadas por cada sonido que escuchan en la palabra:

/s/ /o/ /l/ o /g/ /a/ /t/ /o/
## English Consonant Phonemes by Place and Manner of Articulation

<table>
<thead>
<tr>
<th></th>
<th>Lips Together</th>
<th>Teeth on Lip</th>
<th>Tongue between Teeth</th>
<th>Tongue on Ridge Behind Teeth</th>
<th>Tongue Pulled Back on Roof of Mouth</th>
<th>Back of Throat</th>
<th>Glottis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stops</strong></td>
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<tr>
<td>Unvoiced</td>
<td>/p/</td>
<td></td>
<td></td>
<td>/t/</td>
<td></td>
<td></td>
<td>/k/</td>
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<tr>
<td>Voiced</td>
<td>/b/</td>
<td></td>
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<td>/d/</td>
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<td></td>
<td>/g/</td>
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<tr>
<td><strong>Nasals</strong></td>
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<td>/m/</td>
<td>/n/</td>
<td>/ng/</td>
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<tr>
<td><strong>Fricatives</strong></td>
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<td></td>
<td></td>
<td></td>
<td>/f/</td>
<td>/th/</td>
<td>/s/</td>
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<tr>
<td>Unvoiced</td>
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<td>Voiced</td>
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<td>/th/</td>
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<tr>
<td><strong>Affricates</strong></td>
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<td>/ch/</td>
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<td>Unvoiced</td>
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<tr>
<td><strong>Glides</strong></td>
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<td></td>
<td>/y/</td>
<td>/wh/</td>
<td>/h/</td>
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<tr>
<td>Unvoiced</td>
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<tr>
<td><strong>Liquids</strong></td>
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<td></td>
<td>/l/</td>
<td>/r/</td>
<td></td>
</tr>
</tbody>
</table>

Students learn to articulate these sounds in a progression that is predictable according to the American Speech-Language-Hearing Association (Sander, 1972).
Say It and Move It Activity

1. Give students a “Say It and Move It” card and several counters.

2. Have students place the counters above the solid line.

3. Say a word with two or three phonemes, such as the word *sip*.

4. Have the students segment the word into phonemes by saying the word slowly and moving the counters. They move the counters down to the arrow as a guide for placement.

   /s/ Students move a counter down to the dot on the arrow.
   /i/ Students move a second counter down to the right of the first counter on the arrow.
   /p/ Students move a third counter down to the right of the second counter on the arrow.

5. After they have moved all three counters to the arrow, have the students blend the sounds together as they repeat the word and slide their fingers below the counters in a left to right sequence. (Variation: Students repeat the word while sliding all of the counters in one continuous motion across the arrow in a left to right sequence.)

6. Continue with this procedure using other words (e.g., *mat, let*).

7. This activity can be used for practice with:

   • Words with silent *e* (e.g., *make, mine*) and words with consonant combinations (e.g., *ship, that*).

   • Letter tiles for blending letter-sound correspondences to read words.

Say It and Move It Card
Using Elkonin Sound Boxes

- Have students draw three boxes on a sheet of paper or dry-erase board.

  
  
  

- Distribute counters to students. Have them place counters above the boxes. Model the activities before students begin.

- Follow the same procedure as in “Say It and Move It.” For each phoneme, students move a counter to each box in a left-to-right progression.

  For example: Say the word *let*.

  
  
  

Students move the counters that represent the sounds they hear in the word:

/\l/  /\e/  /\t/


Students say the word again, sliding their finger below the boxes from left to right: *let*.

Additional Phonemic Awareness Activities for Elkonin Boxes

- Ask students to listen for a certain sound in a word. Say a word that has that sound.

  Students place a counter in the first box if they hear the sound in the beginning of the word, in the middle box if they hear the sound in the middle of the word, and in the last box if they hear it at the end of the word.

  For example: “Listen for the /m/ sound in the following words. Place a counter in the first box if you hear the /m/ sound at the beginning of the word. Place a counter in the middle box if you hear the sound in the middle of the word, or in the last box if you hear the /m/ sound at the end of the word. Listen carefully: *ham.*”
Other sample words: man, lemon, dream, mix, time

**Additional Activities for Elkonin Boxes for Beginning Phonics Instruction**

- Replace the counters with several letters after appropriate letter-sound correspondences have been introduced.

  For example, give students the letters: a, l, p, s, and n. Have students place the corresponding letters in the boxes for the phonemes as you say words. For example, say: “Lap. The cat sat in my lap.”


- Have students write letters in the boxes as you dictate words.

  For example, say: “Spell the word big. The big dog barked at the squirrel. Big: /b/ /i/ /g/.”

Elkonin Boxes in Spanish  
Usando las cajitas de Elkonin

1. Los niños pueden utilizar las cajitas de Elkonin para trabajar con sílabas o con fonemas en español.

2. Esta actividad se realiza con un pequeño número de niños.

3. Entregue a los niños una copia tamaño carta de las cajitas de Elkonin que se muestran a continuación.

4. Trabajando con fonemas independientes

4. Entregue a los niños fichas y pídeles que las coloquen arriba de las cajitas. Modele la actividad antes de que los niños empiecen.

5. Siga el mismo procedimiento que se utiliza para la actividad de “Say it and move it.” Para cada fonema, los niños mueven las fichas para ponerlas en cada caja siguiendo un orden de izquierda a derecha.

6. Ejemplo:

Diga la palabra mano.

Los alumnos colocan las fichas en las cajitas correspondientes para representar los sonidos que ellos escuchan en la palabra.

Los alumnos dicen la palabra de nuevo, moviendo su dedo debajo de las cajitas de izquierda a derecha.
Otras actividades para las cajitas de Elkonin

7. Cambie las fichas por varias letras una vez que la correspondencia entre el sonido y la letra se haya enseñado.

8. Ejemplo:

Distribuya las letras p, a, o, t y pida a los niños que las coloquen arriba de las cajitas.

\[
\begin{array}{cccc}
p & t & a & o \\
\end{array}
\]

Diga la palabra \textit{pato}. Los niños mueven las letras para representar los sonidos que ellos escuchan en la palabra.

\[
\begin{array}{cccc}
p & a & t & o \\
\end{array}
\]

Los niños dicen la palabra de nuevo, moviendo su dedo por debajo de las cajitas de izquierda a derecha.

Phonological Awareness Examples

Rhyme

Example 1:
I'll say two words. You tell me if they rhyme:

<table>
<thead>
<tr>
<th>Example</th>
<th>Word 1</th>
<th>Word 2</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>fight—might</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>punch—badge</td>
<td>no</td>
<td></td>
<td></td>
</tr>
<tr>
<td>way—rug</td>
<td>no</td>
<td></td>
<td></td>
</tr>
<tr>
<td>one—done</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Spanish: Voy a decir dos palabras. Díganme si riman: tío—mío (sí)

Example 2:
Tell me which one of the words I say does not rhyme with the other three: play, wave, away, stay. Which word doesn't rhyme? (wave)

In Spanish: ¿Cuál palabra no rima con las demás? cana, hermana, pato, lana (pato)

Example 3:
We're going to think of rhyming words. Which word rhymes with fun: any, bet, sun, was? (sun)

In Spanish: ¿Qué palabra rima con sol? canción, caracol, cama, cabello (caracol)

Example 4:
Let's say some rhyming words. Tell me some words that rhyme with frog.

In Spanish: Díganme palabras que riman con olor. (color, dolor, sabor)
Alliteration

Example 1:
I'll say three words. Tell me which words begin with the same sound:
garden, girl, share (garden, girl); rush, caught, call (caught, call).

In Spanish: Voy a decir tres palabras. Díganme cuáles palabras empiezan con el mismo sonido: mío, mula, casa (mío, mula).

Example 2:
I'll say a word. Tell me two more words that begin with the same sound as pet.
[Continue using other words: move, soon, top.]

In Spanish: Voy a decir una palabra. Díganme dos palabras más que empiecen con el mismo sonido: papalote (papa, piso)

Example 3:
I'll say a sentence: Peter Piper picked a peck of pickled peppers.
Say the sentence with me.
Let's say it again faster.
[Repeat the tongue twister several times.]


Example 4:
Let's make a sentence about big brown bears using two more words that begin with the /b/ sound. Big brown bears buy berries.

In Spanish: Voy a decir una frase: camellos cafés. Vamos a intentar hacer una oración acerca de los camellos cafés usando dos palabras más que empiecen con el sonido /k/. Los camellos cafés comen cacahuates.
Sentence Segmentation

**Example 1:**
I'm going to say a sentence: *He had to move away.* Say part of the sentence. (*He had to move*) Good. Now say part of that. (*He had to*) Good. Now say part of that. [Continue until only one word in the sentence is left.]

**Example 2:**
I'm going to say a sentence: *John gave me the book.*  
[Students echo the sentence pointing to or moving a manipulative as they say each word: *John gave me the book.*]  
How many words are in the sentence?  
[Students count the manipulatives and say: There are five words in the sentence.]

In Spanish: *Juan me dio el libro.*
Syllables

Example 1:
We're going to make a word by putting two parts of a word together.
Tad—poles. What's the word? (tadpoles)
Gar—den. What's the word? (garden)

In Spanish: Vamos a formar una palabra juntando dos partes de una palabra. Me—sa. ¿Cuál es la palabra? (mesa)

Example 2:
We're going to leave out syllables, or parts of words.
Say someone without some. (one)
Say lonely without lone. (ly)

In Spanish: Vamos a eliminar sílabas, o partes de una palabra. Digan pelota sin pe. (lota)

Example 3:
Now let's add syllables or parts of words.
Add any to the beginning of more. (anymore)
Add er to the end of let. (letter)

In Spanish: Ahora vamos a añadir sílabas o partes de palabras. Añadan posa al final de mari. (mariposa)

Example 4:
We're going to change syllables, or word parts, around.
Add ing to the beginning of play. (ing-play)
What do you think the word was before we changed the parts? (playing)
Add member to the beginning of re. (member-re)
What do you think the word was before we changed the parts? (remember)

In Spanish: Añadan sica al principio de mu. (sica-mu) ¿Cuál creen que era la palabra antes de cambiar las partes? (música)
Onset and Rime Blending and Segmentation

Example 1:
Listen to the two parts in *cat*: /k/ — *at*. Put these sounds together to make a word: /k/ — *at*. What's the word? (*cat*) Good.

Example 2:
Pull these sounds apart. Say the first sound you hear and then the rest of the word. If I say *bat*, you say /b/ — *at*.
[Repeat with the word: *pit* (/p/ — *it*).]
Phoneme Blending and Segmentation

Example 1:
Tell me the sounds you hear in the word cat. (/k/ /a/ /t/)

In Spanish: Díganme los sonidos que oyen en la palabra mi. (/m/ /i/)

Example 2:
Listen to the sound I say. Which word begins with the /s/ sound: letter, friend, send, away? (send)

In Spanish: ¿Qué palabra empieza con el sonido /f/: foca, mesa, llave, gato? (foca)

Example 3:
Let's think of words that start with certain sounds. Tell me a word that starts with the /p/ sound.
[After a teacher reads aloud] Tell me all the words you can remember from the story that start with the /m/ sound.

In Spanish: Díganme todas las palabras que recuerden del cuento que empiezan con el sonido /m/.

Example 4:
Listen to the sounds at the beginning of the word. Does the word letter start with /l/ or /t/? (/l/)

In Spanish: ¿La palabra beso empieza con /b/ o /s/? (/b/)

Example 5:
Let's think about the sounds at the end of words. Does go end with /g/ or /o/? (/o/) Does fun end with /m/ or /n/? (/n/)

In Spanish: ¿La palabra azul termina con /l/ o /m/? (/l/)

Example 6:
Listen to the word I say and tell me the middle sound in the word. What's the middle sound in the word did? (/i/)

In Spanish: ¿Cuál es el sonido de en medio en la palabra sol? (/o/)
Phoneme Manipulation

Example 1:
I want you to listen to two words I say and then tell me what sound is missing. What sound do you hear in seat that is missing in eat? (/s/)
What sound do you hear in tall that is missing in all? (/t/)

In Spanish: ¿Qué sonido oyen en boca que falta en oca? (/b/)

Example 2:
We're going to change sounds in words. Say pet. (pet) Instead of /p/ say /m/. What's your new word? (met) What word do you have if you change the /i/ sound in lip to the /a/ sound? (lap)

In Spanish: Digan soy. En lugar de /s/ digan /d/. ¿Cuál es la palabra nueva? (doy) ¿Qué palabra tenemos si cambiamos el sonido /p/ en pato por el sonido /g/? (gato)

Example 3:
What word do you have if you add the /s/ sound to the beginning of the word pin? (spin) What word do you have when you take away the /s/ sound at the beginning of spy? (pie)

In Spanish: ¿Qué palabra se crea si añaden el sonido /l/ al principio de la palabra oro? (loro) ¿Qué palabra se crea si quitamos el sonido /d/ de la palabra daño? (año)

Example 4:
We're going to leave out sounds in words. Say the word lived without the /d/. (live) Live is a real word. Sometimes the word we have left may not be a real word. Say the word mean without the /n/. (mea)
Say the word much without the /m/. What's the word? (uch)
UCH, that's a silly word!

In Spanish: Digan la palabra uno. Ahora digan la palabra uno sin el sonido /u/. ¿Qué palabra quedó? (no)
Examples of Phonological and Phonemic Awareness

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>GOAL</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>identifying, counting, and segmenting syllables</td>
<td>to break down a word into its individual syllables</td>
<td>Teacher: How many syllables are there in the word mail-box? Student: (claps) Mail-box. There are two syllables, mail and box.</td>
</tr>
<tr>
<td>blending syllables</td>
<td>to combine separate syllables to form a word</td>
<td>Teacher: What word do these syllables make when they are put together? An-i-mal. Student: Animal.</td>
</tr>
<tr>
<td>identifying and segmenting onsets and rimes</td>
<td>to break down a word into its onset and rime</td>
<td>Teacher: What is the first sound in rake? Student: /r/ Teacher: If you take /r/ away, what is left? Student: -ake</td>
</tr>
<tr>
<td>blending onsets and rimes</td>
<td>to blend an onset and rime to form a word</td>
<td>Teacher: What word do I make if I put these sounds together? /V/ -ate Student: Late.</td>
</tr>
</tbody>
</table>

Adapted from University of Texas Center for Reading and Language Arts. (2001). Essential reading strategies for the struggling reader: Activities for an accelerated reading program (Expanded ed.) Austin, TX: Author.
**Examples of Phoneme-Level Activities**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>GOAL</th>
<th>EXAMPLE</th>
</tr>
</thead>
</table>
| Phoneme isolation      | to recognize individual sounds in words   | Teacher: What is the first sound in *mat*?  
Student: /m/ |
| Phoneme identification | to recognize the same sounds in different words | Teacher: What sound is the same in *let*, *love*, and *lap*?  
Student: /l/ |
| Phoneme categorization | to recognize new words created when phonemes are deleted from an existing word | Teacher: *Fill*, *fin*, *pit*. Which word doesn’t belong?  
Student: *Pit*. It doesn’t begin with /f/. |
| Phoneme deletion       | to recognize new words created when phonemes are deleted from an existing word | Teacher: What is *clap* without /k/?  
Student: *Lap*. |
| Phoneme addition       | to add a phoneme to an existing word to make a new word | Teacher: *Lip*. Add /s/ to the beginning.  
Student: *Slip*. |
| Phoneme substitution    | to make a new word by changing one of the phonemes of an existing word | Teacher: *Hat*. Change /t/ to /m/.  
Student: *Ham*. |
| Phoneme blending       | to combine separate phonemes to form a word | Teacher: What word is /d/ /o/ /g/?  
Student: *Dog*. |
| Phoneme segmentation   | to break down a word into its individual phonemes | Teacher: Tell me the sounds in *man*.  
Student: /m/ /a/ /n/ |

Adapted from Partnership for Reading. (2001). *Put reading first: The research building blocks for teaching children to read*. Washington, DC: Center for the Improvement of Early Reading Achievement.
### Sample Word Lists

#### Some Words With:

<table>
<thead>
<tr>
<th>Two Phonemes</th>
<th>Three Phonemes</th>
<th>Four Phonemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>bag</td>
<td>list</td>
</tr>
<tr>
<td>way</td>
<td>dip</td>
<td>bump</td>
</tr>
<tr>
<td>oak</td>
<td>rug</td>
<td>cold</td>
</tr>
<tr>
<td>my</td>
<td>fat</td>
<td>fast</td>
</tr>
<tr>
<td>see</td>
<td>top</td>
<td>kind</td>
</tr>
<tr>
<td>we</td>
<td>kite</td>
<td>sold</td>
</tr>
<tr>
<td>it</td>
<td>pen</td>
<td>pest</td>
</tr>
<tr>
<td>up</td>
<td>sit</td>
<td>went</td>
</tr>
<tr>
<td>say</td>
<td>joke</td>
<td>nest</td>
</tr>
<tr>
<td>be</td>
<td>hit</td>
<td>bench</td>
</tr>
<tr>
<td>hi</td>
<td>sun</td>
<td>mask</td>
</tr>
<tr>
<td>off</td>
<td>man</td>
<td>fact</td>
</tr>
<tr>
<td>low</td>
<td>back</td>
<td>best</td>
</tr>
<tr>
<td>pie</td>
<td>slow</td>
<td>find</td>
</tr>
<tr>
<td>ray</td>
<td>mat</td>
<td>just</td>
</tr>
<tr>
<td>new</td>
<td>came</td>
<td>just</td>
</tr>
<tr>
<td>pay</td>
<td>nice</td>
<td>milk</td>
</tr>
<tr>
<td>paw</td>
<td>lock</td>
<td>land</td>
</tr>
<tr>
<td>zoo</td>
<td>side</td>
<td>jump</td>
</tr>
<tr>
<td>tie</td>
<td>fun</td>
<td>lend</td>
</tr>
<tr>
<td></td>
<td></td>
<td>test</td>
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Some More Challenging Words With:

<table>
<thead>
<tr>
<th>three phonemes</th>
<th>four phonemes</th>
<th>five phonemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>choose</td>
<td>flat</td>
<td>spread</td>
</tr>
<tr>
<td>sing</td>
<td>first</td>
<td>branch</td>
</tr>
<tr>
<td>seat</td>
<td>sand</td>
<td>string</td>
</tr>
<tr>
<td>soup</td>
<td>lamp</td>
<td>shrink</td>
</tr>
<tr>
<td>dash</td>
<td>hand</td>
<td>stretch</td>
</tr>
<tr>
<td>cart</td>
<td>speech</td>
<td>trunk</td>
</tr>
<tr>
<td>ax (ks)</td>
<td>thrash</td>
<td>stamp</td>
</tr>
<tr>
<td>soothe</td>
<td>dream</td>
<td>stripe</td>
</tr>
<tr>
<td>shout</td>
<td>sweet</td>
<td>splash</td>
</tr>
<tr>
<td>some</td>
<td>sting</td>
<td>straight</td>
</tr>
<tr>
<td>knight</td>
<td>cloud</td>
<td>stump</td>
</tr>
<tr>
<td>write</td>
<td>brush</td>
<td>glider</td>
</tr>
<tr>
<td>pave</td>
<td>paste</td>
<td>speaks</td>
</tr>
<tr>
<td>ask</td>
<td>best</td>
<td>bleeds</td>
</tr>
<tr>
<td>wide</td>
<td>state</td>
<td>pressed</td>
</tr>
<tr>
<td>put</td>
<td>bring</td>
<td>stopped</td>
</tr>
<tr>
<td>sack</td>
<td>sting</td>
<td>spooned</td>
</tr>
<tr>
<td>comb</td>
<td>quake</td>
<td>creamed</td>
</tr>
<tr>
<td>nose</td>
<td>mix (ks)</td>
<td>jotted</td>
</tr>
<tr>
<td>judge</td>
<td>pitched</td>
<td>batted</td>
</tr>
</tbody>
</table>
# English Charts

## Chart 1.1. Two-Phoneme Words

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>go</td>
<td>see</td>
<td>jay</td>
<td>sigh</td>
<td>on</td>
</tr>
<tr>
<td>bay</td>
<td>mow</td>
<td>tie</td>
<td>say</td>
<td>me</td>
</tr>
<tr>
<td>each</td>
<td>my</td>
<td>ice</td>
<td>up</td>
<td>off</td>
</tr>
<tr>
<td>day</td>
<td>may</td>
<td>by</td>
<td>ache</td>
<td>eat</td>
</tr>
<tr>
<td>an</td>
<td>it</td>
<td>pie</td>
<td>low</td>
<td>zoo</td>
</tr>
<tr>
<td>if</td>
<td>be</td>
<td>knee</td>
<td>age</td>
<td>hi</td>
</tr>
<tr>
<td>ate</td>
<td>he</td>
<td>we</td>
<td>tie</td>
<td>by</td>
</tr>
</tbody>
</table>

## Chart 1.1.A. Three-Phoneme Words

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>dip</td>
<td>hop</td>
<td>tip</td>
<td>fun</td>
</tr>
<tr>
<td>chop</td>
<td>pup</td>
<td>can</td>
<td>shop</td>
<td>bone</td>
</tr>
<tr>
<td>ten</td>
<td>fish</td>
<td>sit</td>
<td>end</td>
<td>cup</td>
</tr>
<tr>
<td>sun</td>
<td>ran</td>
<td>bat</td>
<td>joke</td>
<td>back</td>
</tr>
<tr>
<td>mop</td>
<td>bed</td>
<td>bug</td>
<td>hid</td>
<td>hide</td>
</tr>
<tr>
<td>let</td>
<td>dug</td>
<td>fat</td>
<td>kite</td>
<td>slow</td>
</tr>
</tbody>
</table>

## Chart 1.1.B. Four-Phoneme Words

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>told</td>
<td>list</td>
<td>must</td>
<td>test</td>
<td>lunch</td>
</tr>
<tr>
<td>mask</td>
<td>send</td>
<td>fast</td>
<td>hand</td>
<td>bump</td>
</tr>
<tr>
<td>sold</td>
<td>child</td>
<td>mind</td>
<td>fact</td>
<td>sand</td>
</tr>
</tbody>
</table>

## Chart 1.1.C. Two-Syllable Words

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>candy</td>
<td>after</td>
<td>kitten</td>
<td>teacher</td>
<td>rabbit</td>
</tr>
<tr>
<td>spider</td>
<td>funny</td>
<td>apple</td>
<td>daddy</td>
<td>magic</td>
</tr>
<tr>
<td>student</td>
<td>happy</td>
<td>explain</td>
<td>crayon</td>
<td>before</td>
</tr>
<tr>
<td>paper</td>
<td>monkey</td>
<td>author</td>
<td>number</td>
<td>zero</td>
</tr>
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</table>
Spanish Charts

Cártel 1.1. Palabras con dos fonemas

<table>
<thead>
<tr>
<th>yo</th>
<th>se</th>
<th>ni</th>
<th>ir</th>
<th>hoy</th>
</tr>
</thead>
<tbody>
<tr>
<td>tú</td>
<td>la</td>
<td>su</td>
<td>da</td>
<td>hay</td>
</tr>
<tr>
<td>sí</td>
<td>al</td>
<td>un</td>
<td>en</td>
<td>lo</td>
</tr>
<tr>
<td>no</td>
<td>ti</td>
<td>él</td>
<td>va</td>
<td>ya</td>
</tr>
<tr>
<td>mí</td>
<td>es</td>
<td>de</td>
<td>té</td>
<td>haz</td>
</tr>
</tbody>
</table>

Cártel Carta 1.1.A Palabras con tres fonemas

<table>
<thead>
<tr>
<th>pez</th>
<th>día</th>
<th>del</th>
<th>ave</th>
<th>mio</th>
</tr>
</thead>
<tbody>
<tr>
<td>allá</td>
<td>año</td>
<td>dar</td>
<td>vez</td>
<td>ver</td>
</tr>
<tr>
<td>amo</td>
<td>boa</td>
<td>ese</td>
<td>ala</td>
<td>ser</td>
</tr>
<tr>
<td>así</td>
<td>con</td>
<td>ella</td>
<td>por</td>
<td>hoja</td>
</tr>
<tr>
<td>oso</td>
<td>soy</td>
<td>tío</td>
<td>tía</td>
<td>ojo</td>
</tr>
<tr>
<td>dos</td>
<td>doy</td>
<td>aun</td>
<td>hecho</td>
<td>mar</td>
</tr>
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</table>

Cártel Carta 1.1.B. Palabras con cuatro fonemas

<table>
<thead>
<tr>
<th>jugo</th>
<th>miel</th>
<th>hielo</th>
<th>niña</th>
<th>lodo</th>
</tr>
</thead>
<tbody>
<tr>
<td>papá</td>
<td>fiel</td>
<td>café</td>
<td>mano</td>
<td>lago</td>
</tr>
<tr>
<td>frío</td>
<td>niño</td>
<td>piel</td>
<td>todo</td>
<td>azar</td>
</tr>
</tbody>
</table>

Cártel Carta 1.1.C Palabras con dos sílabas

<table>
<thead>
<tr>
<th>mapa</th>
<th>vaso</th>
<th>chica</th>
<th>tocar</th>
<th>hecho</th>
</tr>
</thead>
<tbody>
<tr>
<td>cara</td>
<td>nariz</td>
<td>perro</td>
<td>nube</td>
<td>magia</td>
</tr>
<tr>
<td>carro</td>
<td>feliz</td>
<td>gato</td>
<td>techo</td>
<td>antes</td>
</tr>
<tr>
<td>papel</td>
<td>mono</td>
<td>autor</td>
<td>beb</td>
<td>cero</td>
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</tbody>
</table>

Phonological Awareness Lessons

Lesson One

Objective: Students focus on initial sounds in words and learn that the presence or absence of an initial phoneme results in two different words.

• Explain that you can take a sound away from a word and create a different word.
• Give an example repeating the initial consonant: ffffair.
• Have students repeat.
• Then say air.
• Ask if they know what sound has been taken away. Repeat both words: ffffair; air; /fff/ —air.
• Gradually move from easier consonants to more difficult ones.
• Most students have less difficulty identifying the new word than identifying the sound that has been taken away.
• Because some students may produce rhyming words rather than focusing on initial sounds, avoid using rhyming and initial sound activities close together.
• Variation: Call students to line up by saying their names without the initial consonants (e.g., artha for Martha). Ask students to tell what sound is missing. For names that begin with consonant blends, you may want to delete both sounds as a unit until blends have been introduced (e.g., ank for Frank).

Examples of easier consonant onsets:
f, ch, m, s, h, l, n, sh, th, v, wh

Examples of more difficult consonant onsets:
b, c, g, p, t

Lesson Two

Objective: Students focus on initial sounds in words and learn that the presence or absence of an initial phoneme results in two different words.

- Explain that a new word can be made by adding a sound to a word.
- Give an example: *at*.
- Have students repeat.
- Ask them to add a new sound to the beginning of the word, such as */sssss/*. Then say: */sssssat*; *sat*.
- Have students repeat.
- Explain that by putting a new sound on the beginning, we have a new word.
- Offer support by having students say the new word in unison.
- Gradually move from easier initial consonants to more difficult ones. Add consonant blends later.
- Variation: In small groups, have students roll a ball of yarn from one to another as each responds, creating a spider web of yarn.

Examples of easy word pairs:

| ill—mill | ace—vase | out—shout | am—Sam | aim—name |

Lesson Three

Objective: Students blend syllables, onset-rimes, and phonemes.
Materials: Puppet; picture cards
Setting: Small groups

• Introduce a puppet.

• Explain that the puppet likes to play a game with students, but it has a strange way of talking. It says words very slowly. It likes to give students picture cards, but there is a catch. It wants them to figure out what is on the card before it gives the card to them.

• Give an example: “Instead of saying baseball, the puppet says base . . . . . . ball. You have to figure out what it is saying and say the word fast, putting the parts together. What’s the word? Baseball.” Then show a picture of a baseball.

• Have the puppet say a word slowly to each student. When the student says the word, the puppet gives the card to the student.

• Begin with words that have more than one syllable: bi—cy—cle, pep—per—mint, wa—ter—mel—on, fin—ger—paints, com—put—er.

• Then have the puppet say one-syllable words, breaking them into their onset and rime: /s/—oap, /b/—ook, /d/—esk, /d/—og, /p/—an.

• Finally, have the puppet say words separating each phoneme: /m/ /a/ /t/ = mat, /ch/ /e/ /k/ = check, /p/ /e/ /n/ = pen.

Lesson Four

Objective: Students blend and segment phonemes.
Materials: Two different-colored blocks or plain counters for you and each student; one set of pictures that represent two-phoneme words
Setting: Small groups

- Use words whose meanings and usage are familiar to students.
- Begin with blending activities and then combine with segmenting activities.

Blending
- Student chooses a card and names what is pictured.
- Repeat the word slowly with a short pause between phonemes.
- All the students in the group repeat the word slowly in the same manner.
- Place two different-colored blocks or blank counters underneath the picture and say the sound of each phoneme.
- Students repeat the word, sound by sound, using their blocks to represent the two distinct sounds.
- Model how to continue saying the word, pausing less each time between phonemes: /t/ . . . . . . /o/ . . . . . . toe; /t/ . . . /o/ . . . toe; /t/ /o/. toe.
- Have students repeat the sounds several times and point to the respective blocks.

Segmenting
- Place the picture cards face down. Choose one and place it so the students cannot see the picture. Name the picture phoneme by phoneme (e.g., /t/ /i/ for tie) while placing the two blocks under the picture.
- Have students point to their blocks and repeat the phonemes over and over and faster and faster. Follow the same procedure as described in the blending activity until students know the word.
- When they know the identity of the picture, turn the picture card over for all to see.
- When students become more proficient, they can choose a picture and say the phonemes for the others in the group to identify. Follow the same procedure and have the whole group respond by voicing the separate phonemes as they point to their corresponding blocks.
- Variations: Say words without picture cards. Use the words in sentences for clarification: “tie”—The man’s tie is black and white.” Have students use words in sentences.
• Use these games to teach the alphabetic principle by replacing the colored blocks with letters or letter tiles. Begin with words that include one letter for each sound. Avoid words with silent letters or digraphs.

Word Play

Title of Book: ______________________________

Rhyme
"We’re going to think of rhyming words. Tell me a word that rhymes with . . ."

"Listen to the two words I say and tell me if they rhyme."

Alliteration
"Tell me two more words that begin with the same sound as . . ."

Sentences
"I’m going to say a sentence." [Say a sentence.] "Now you say part of the sentence." [Students say part of the sentence.] "Good. Now say part of that." [Continue until the students are down to one word.]

"I’m going to say a sentence." [Say a sentence.] "Now say it again with me and move one counter as you say each word." [Repeat the sentence slowly with students.]

Syllables
"Listen to the sounds I say and tell me the word. / / / / What’s the word?"

"We’re going to count syllables in words. How many syllables do you hear in . . .?"
**Word Play**

**Onsets and Rimes**
“Listen to the sounds I say and tell me the word. / / / / / What’s the word?”

**Blending Phonemes**
“Listen to the sounds I say and tell me the word. / / / / / / / / What’s the word?”

**Segmenting Words Into Phonemes**
“I’m going to say a word, and I want you to count each sound you hear. How many sounds do you hear in . . . ?”

“Listen to the word I say and tell me the first sound you hear in the word. What’s the first sound in . . . ?”

“Listen to the word I say and tell me the final or last sound you hear in the word. What’s the last sound in . . . ?”

“Listen to the word I say and tell me the middle sound you hear in the word. What’s the middle sound in . . . ?”

**Manipulating Phonemes**
“We’re going to leave out the first sound in a word. Say ___ without the ___.”

“We’re going to change sounds in words. Say this word: ___. Instead of / / / say / /. What’s the word?”

Adapted from Neuhaus Education Center. (1992). *Reading readiness.* Bellaire, TX: Author. All rights reserved.
1-713-664-7676. www.neuhaus.org
Jugando con palabras

Título del libro: ____________________________________________________________

Rimas:
• Escuchen las palabras que les voy a decir. Díganme cuál palabra no rima.
  __________     __________     __________
• Escuchen las dos palabras que les voy a decir y díganme si riman o no.
  __________     __________
• Vamos a decir palabras que riman.
  Díganme una palabra que rima con __________.

Segmentación silábica y unión de sílabas para formar palabras:
• Vamos a contar las sílabas en las palabras. ¿Cuántas sílabas escuchan en ________?
• Vamos a juntar dos partes de una palabra para formar otra palabra.
  [Use una palabra compuesta.] __________     ________ ¿Qué palabra es?
  [Use una palabra de dos sílabas.] __________     ________ ¿Qué palabra es?

“Onset and Rime” con palabras monosílabas:
• Escuchen los sonidos que voy a decir y díganme la palabra que se forma:
  Ejemplo: /v/—en (ven); /d/—en (den)
  __________     __________
• Voy a decir una palabra. Díganme el sonido inicial y luego la segunda parte de esa palabra. Ejemplo: pan (/p/—an)
  __________     __________
Unión de fonemas:
• Escuchen estos sonidos y díganme la palabra que estoy diciendo: [Diga la palabra lentamente, alargando los sonidos: llllllluuuuuuunnnnnnnnnaaaaaaa.] 

• Escuchen los sonidos y díganme que palabra se forma: / / / / / / ¿Qué palabra es?

Segmentación de palabras en fonemas:
• Escuchen la palabra y díganme cuál es el primer sonido que escuchan. [Repita esta actividad con el sonido final de la palabra.]

• Voy a decir una palabra y ustedes me van a decir cada sonido que escuchan en la palabra.

• Díganme todas las palabras que recuerden del cuento que empiezan con el sonido / /.

Manipulación de fonemas:
• Si pongo el sonido / / enfrente (al final) de _____, ¿qué palabra se forma?

• Si quito el sonido / / inicial (final) de la palabra ____, ¿qué palabra se forma?

• ¿Qué palabra se forma si cambio el sonido / / en _____ al sonido / /?

Identificación del sonido inicial:
• Voy a decir tres palabras. Díganme cuáles de estas palabras empiezan con el mismo sonido.

• Voy a decir una palabra. Díganme otras dos palabras que empiecen con el mismo sonido.

• Voy a decir un trabalenguas. Repítanlo varias veces.
Separando las oraciones en palabras:

• Voy a decir una oración y quiero que cuenten cuántas palabras tiene esa oración. ¿Cuántas palabras?

• Repitan la oración conmigo y den una palmada por cada palabra.

• Voy a decir una oración y ustedes van a repetir solamente una parte de la oración. [Los alumnos repiten una parte de la oración eliminando la última palabra.]

• Bien. Ahora vuelvan a repetir la oración y eliminen otra palabra. [Continúe hasta que solamente quede una palabra.]
Suggested for Phonological Awareness Instruction

Children’s Books

The Listening Walk, Paul Showers
The Hungry Thing, Jan Slepian and Ann Seidler
Chrysanthemum, Kevin Henkes
We’re Going On A Bear Hunt, Michael Rosen
She Sells Seashells-A Tongue Twister Story, Grace Kim
I Love You, Good Night, J. Butler and S. Schade
I Can’t Said the Ant, P. Cameron
All About Author, E. Carle
More Bugs in Boxes, D. Carter
Six Sleepy Sheep, J. Gordon
Alligator Arrived With Apples, C. Dragonwagon
Henny Penny, P. Galdone
Eating the Alphabet, L. Ehlert
Dinosaur Chase, C. Otto
Oodles and Noodles, L. Hymes & J. Hymes
Tog the Dog, C. Hawkins and J. Hawkins
Down by the Bay, Raffi
Tingalayo, Raffi
Sheep on a Ship, N. Shaw
Fox in Socks, Dr. Seuss
There’s a Wocket in My Pocket, Dr. Seuss

Rhyming
Seuss, Dr. (1957). The Cat In The Hat. New York, NY: Random House
Alliteration

Resources for Spanish language speakers
Zubizarretta, R. (1994). *La Mujer Que Brillaba Aun Mas Que El So (The Woman Who Outshone the Sun).* Glenview, IL: Scott Foresman

Syllable segmentation
Suggested Phonological Awareness Web Sites

Features an overview of learning to read with an emphasis on phonological awareness and word identification

http://www.ldonline.org/ld_indepth/reading/teaching_children_to_read.html
Specific information on phonemic awareness, alphabetic principle, and phonics

http://www.ldonline.org/ld_indepth/reading/teaching_techniques/cld_hownow.html
Phonemic awareness activities to use in collaborative classrooms

http://www.pbskids.org/lions
*Between the Lions*, PBS broadcast, contains information and activities for beginning reading with emphasis on phonological awareness and phonics

http://www.texasreading.org
Resources and links for reading instruction, including phonemic awareness

http://www.tpri.org
Assessment of the development of specific tasks in Grades K, 1, 2, and 3
Teacher-friendly comprehensive menu provides wealth of information on using data to group students and to inform instruction; plus specific instructional and intervention techniques

http://www.tpri.org/Training/Audios/default.asp
Opportunity to practice accurate pronunciations of phonemes

http://www.tpri.org/Training/Videos/Activities/?spd=hi&plyr=qt&indx=2
View video clips of classroom demonstrations of phonemic awareness instruction

http://www.tea.state.tx.us/tchrtoolbag/CurRes_LangArts.html
Follow the menu to sample lesson plans, etc.
Phonological Awareness Sample Lessons

Lesson One

Phonological Awareness

Listen as I say a sentence: Manny made mud muffins Monday. What is so silly about that sentence? [Students respond.] Yes, it's silly because who would want mud muffins. That's silly! Did you notice that all of the words in the sentence begin with /m/? Listen and help me make a new silly sentence. Ready? Sally Smith sold seven silver ____. [Students respond with words that begin with /s/-swans, sandwiches, scarves, scissors...]

[Give each student two counters – blocks, tiles, math counters, pennies.]

Listen as I say a pair of words. Say the words after me. If they rhyme, say them again and move a counter as you say each word. If the words do not rhyme, just say, "no." Ready? [Dictate the pairs one at a time.]

1. sat/fat
2. fun/sun
3. got/hip
4. not/ran
5. pan/miss
6. tip/sip
7. cup/pup
8. tin/leg
9. car/star
10. pig/pat
11. sit/pit
12. bag/sag
13. yes/kid
14. jump/bump
15. hop/top
16. red/bed
Phonological Awareness Sample Lessons

Lesson Three

Phonological Awareness

Listen as I say a silly sentence: Lively little lambs like lovely lollipops. That’s a silly sentence. Listen and help me make a new silly sentence. Ready? Paul Popper picked a pint of purple ____. [Students respond with words that begin with /p/ - pickles, popcorn, pineapples, peppermints...]

[Give each student 8 counters – blocks, tiles, math counters, pennies.]

Listen as I say a word. Say the word after me. Say it again and move a counter. Continue to say words that rhyme. Move a counter each time you say a word. Ready?

1. bug
2. sip
3. kite
4. blue
5. red

Listen as I read a sentence. Say the sentence after me. Then say it again and move a counter for each word. Ready?

1. Sit down.
2. Come here.
3. The fish swim.
4. A dog barks.
5. The mouse eats the cheese.
6. A cat climbs a tree.
Phonological Awareness Sample Lessons

Lesson Five

Phonological Awareness

[Give each student 8 counters – blocks, tiles, math counters, pennies.]

Listen as I say a word. Say the word after me. Say it again and move a counter.
Continue to say words that rhyme. Move a counter each time you say a word. Ready?

1. take
2. pin
3. hot
4. bag

Listen as I read a sentence. Say the sentence after me. Then say it again and move a counter for each word. Ready?
1. Sing the song again.
2. The sun helps the plants grow.
3. Plants need water to grow.
4. The rain falls softly.

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each part (syllable) you say.
1. candy
2. sandwich
3. pickle
4. noodle
5. meatloaf
6. cheese
Phonological Awareness Sample Lessons

Lesson Seven

Phonological Awareness
[Give each student 8 counters – blocks, tiles, math counters, pennies.]

Listen as I say a word. Say the word after me. Say it again and move a counter.
Continue to say words that rhyme. Move a counter each time you say a word. Ready?
1. pan
2. chin
3. name
4. cup

Listen as I read a sentence. Say the sentence after me. Then say it again and move a counter for each word. Ready?
1. The clock strikes nine.
2. Cook the beans in the pan.
3. Look at the pictures in the book.
4. Give the dog a bone.

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each part (syllable) you say.
1. glass
2. pencil
3. suddenly
4. happen

Listen as I say a word. Say the word after me. Say the first sound and then the rest of the word. For example, if I say mat, you say /m/, /ät/.
1. leg
2. rag
3. fit
4. red

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each sound you say.
1. fit
2. red
3. leg
4. rag
Phonological Awareness Sample Lessons

Lesson Eight

Phonological Awareness

[Give each student 8 counters – blocks, tiles, math counters, pennies.]

Listen as I say a word. Say the word after me. Say it again and move a counter.

Continue to say words that rhyme. Move a counter each time you say a word. Ready?

1. wing
2. pill
3. dress
4. seed

Listen as I read a sentence. Say the sentence after me. Then say it again and move a counter for each word. Ready?

1. Plant the seeds in a pot.
2. The seeds need water.
3. The sun will help the seeds grow.
4. The seeds becomes a plant.

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each part (syllable) you say.

1. sunshine
2. water
3. grow
4. beautiful

Listen as I say a word. Say the word after me. Say the first sound and then the rest of the word. For example, if I say mat, you say /m/, /æt/.

1. lad
2. not
3. sit
4. mad

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each sound you say.

1. map
2. sip
3. fat
4. lad
5. not
6. sit
7. mad
Phonological Awareness Sample Lessons

Lesson Nine

**Phonological Awareness**

[Give each student 8 counters – blocks, tiles, math counters, pennies.]

Listen as I say a word. Say the word after me. Say it again and move a counter.

Continue to say words that rhyme. Move a counter each time you say a word. Ready?

1. like
2. beach
3. sand
4. bright

Listen as I read a sentence. Say the sentence after me. Then say it again and move a counter for each word. Ready?

1. The fish is in the sea.
2. The fish swims fast.
3. The waves are big in the sea.
4. The waves cover the beach.

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each part (syllable) you say.

1. fishing
2. beach
3. octopus
4. lobster

Listen as I say a word. Say the word after me. Say the first sound and then the rest of the word. For example, if I say *mat*, you say /m/, /æt/.

1. pat
2. tip
3. did

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each sound you say.

1. dot
2. top
3. get
4. cup
Phonological Awareness Sample Lessons

Lesson Ten

Phonological Awareness
[Give each student 8 counters – blocks, tiles, math counters, pennies.]

Listen as I say a word. Say the word after me. Say it again and move a counter.
Continue to say words that rhyme. Move a counter each time you say a word. Ready?
1. big
2. need
3. cake
4. sky

Listen as I read a sentence. Say the sentence after me. Then say it again and move a counter for each word. Ready?
1. A cat eats the fish.
2. The plants need sun.
3. That shoe is big.
4. The apples fell to the ground.

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each part (syllable) you say.
1. banana
2. bracelet
3. pepper
4. kitchen

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each sound you say.
1. keep
2. make
3. kiss
4. pad
5. pick
6. tub
7. tick
Phonological Awareness Sample Lessons

Lesson Eleven

Phonological Awareness

[Give each student 8 counters – blocks, tiles, math counters, pennies.]

Listen as I say a word. Say the word after me. Say it again and move a counter.
Continue to say words that rhyme. Move a counter each time you say a word. Ready?
1. like
2. sun
3. cup
4. rag

Listen as I read a sentence. Say the sentence after me. Then say it again and move a counter for each word. Ready?
1. The dog barks at the cat.
2. The horse eats the oats.
3. The monkey eats bananas.
4. A cat plays with a ball of yarn.

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each part (syllable) you say.
1. winter
2. monkey
3. tomorrow

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each sound you say.
1. fish
2. ship
3. chin
4. need
5. boat
6. head
7. had
Phonological Awareness Sample Lessons

Lesson Twelve

**Phonological Awareness**

[Give each student 8 counters – blocks, tiles, math counters, pennies.]

Listen as I say a word. Say the word after me. Say it again and move a counter.

Continue to say words that rhyme. Move a counter each time you say a word. Ready?

1. ring
2. back
3. bank
4. red

Listen as I read a sentence. Say the sentence after me. Then say it again and move a counter for each word. Ready?

1. An elephant squirts.
2. Six puppies bounce in the yard.
3. A mother hums a tune.
4. Little children whisper.

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each part (syllable) you say.

1. children
2. tune
3. whisper

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each sound you say.

1. wish
2. cheek
3. desk
4. not
5. thin
Phonological Awareness Sample Lessons

Lesson Thirteen

Phonological Awareness

[Give each student 8 counters – blocks, tiles, math counters, pennies.]

Listen as I say a word. Say the word after me. Say it again and move a counter.
Continue to say words that rhyme. Move a counter each time you say a word. Ready?
1. same
2. frog
3. make
4. went

Listen as I read a sentence. Say the sentence after me. Then say it again and move a counter for each word. Ready?
1. Two cats sleep in the sun.
2. The mother cooks the dinner.
3. Sit at the table.

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each syllable you say.
1. vacation
2. velvet
3. pencil
4. remember

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each sound you say.
1. sun
2. seed
3. light
4. sit
5. keep
Phonological Awareness Sample Lessons

Lesson Fourteen

Phonological Awareness

[Give each student 8 counters – blocks, tiles, math counters, pennies.]

Listen as I say a word. Say the word after me. Say it again and move a counter.

Continue to say words that rhyme. Move a counter each time you say a word. Ready?

1. see
2. more
3. camp
4. tap

Listen as I read a sentence. Say the sentence after me. Then say it again and move a counter for each word. Ready?

1. A boy plays a drum.
2. The girl plays the trumpet.
3. The children sing songs.
4. The baker bakes the cookies.

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each syllable you say.

1. toothbrush
2. fantastic
3. butterfly

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each sound you say.

1. tree
2. red
3. lip
4. shop
5. inch
6. itch
7. mist
8. lost
Phonological Awareness Sample Lessons

Lesson Fifteen

Phonological Awareness

[Give each student 8 counters – blocks, tiles, math counters, pennies.]

Listen as I say a word. Say the word after me. Say it again and move a counter.
Continue to say words that rhyme. Move a counter each time you say a word. Ready?
1. dime
2. block
3. hand
4. clown

Listen as I read a sentence. Say the sentence after me. Then say it again and move a counter for each word. Ready?
1. A sheep sits in a jeep.
2. The car goes fast.
3. Put your name on the paper.
4. Open the door when he knocks.

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each syllable you say.
1. candlestick
2. fifteen
3. number
4. carnation

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each sound you say.
1. list
2. fast
3. stop
4. lock
5. camp
6. lock
7. jump
Phonological Awareness Sample Lessons

Lesson Sixteen

Phonological Awareness

[Give each student 8 counters – blocks, tiles, math counters, pennies.]

Listen as I say a word. Say the word after me. Say it again and move a counter. Continue to say words that rhyme. Move a counter each time you say a word. Ready?

1. bear
2. block
3. light
4. ball

Listen as I read a sentence. Say the sentence after me. Then say it again and move a counter for each word. Ready?

1. The children play in the box.
2. What came in the box?
3. The box was full of newspapers.

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each syllable you say.

1. garden
2. baseball
3. library
4. sunglasses

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each sound you say.

1. sea
2. wave
3. beach
4. shell
5. trip
6. swim
7. sand
Phonological Awareness Sample Lessons

Lesson Seventeen

Phonological Awareness

[Give each student 8 counters – blocks, tiles, math counters, pennies.]

Listen as I read a sentence. Say the sentence after me. Then say it again and move a counter for each word. Ready?
1. Six jolly pigs rolled in the mud.
2. We went swimming in the pond.

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each syllable you say.
1. notebook
2. pencil
3. envelope

Listen as I say a word. Say the word after me. Say it again slowly. Move a counter for each sound you say.
1. still
2. past
3. plan

Listen as I say a word. Say the word after me. I’ll ask you to say it again, leaving off a syllable.
1. candy – say candy without can
2. napkin – say napkin without nap
3. winter – say winter without win
4. velvet – say velvet without vel
5. nineteen – say nineteen without nine
6. driveway – say driveway without drive
# Phonological Awareness and Phonics Chart

<table>
<thead>
<tr>
<th><strong>Phonological Awareness</strong></th>
<th><strong>Phonics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to recognize the sounds of spoken language and how sounds can be blended together, segmented, and manipulated.</td>
<td>An instructional approach that links the sounds of spoken language to printed letters.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Auditory</strong></th>
<th><strong>Graphophonemic</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Involves sound</td>
<td>• Involves sound and print</td>
</tr>
<tr>
<td>• Tasks can be done with the eyes closed if not using manipulatives.</td>
<td>• Tasks involve looking at print.</td>
</tr>
</tbody>
</table>

**Examples:**
- Ask students to listen to each sound in the word /m/ /a/ /n/ and say the word *man*.
- Say the word /man/. Ask students to say each sound they hear in the word: /m/ /a/ /n/.

- Focuses on the sounds of spoken language and how they can be blended, segmented, and manipulated.

- Provides the basis for understanding the alphabetic principle and lays the foundation for phonics and spelling.

**Examples:**
- Write the word *man* on the board. Ask students to say each sound in the word and blend the sounds together to read the word: /mmaann/.
- Ask students to listen to each sound in a word and spell the word using letter tiles.

- Shows how the sounds of spoken language are represented by letters and spellings.

- Helps students begin to read and to spell words.
Phonological Awareness Bingo

**Objective:**
This phonological awareness activity provides practice in learning to recognize initial sounds heard in spoken words in English or Spanish.

**Materials:**
Make a set of bingo cards that have pictures randomly arranged. Provide students with blank counters to use as bingo markers.

*Note:* For phonological awareness, letters or words are NOT shown on the card or the counters, or when presenting the sound. When students are ready, letters can be added.

**Procedure:**
*Teacher:* “I’m going to say the beginning sound of the name of one of the animals on your bingo card. Find the animal whose name begins with that sound. Place a counter on the picture of the animal that begins with that sound. Let’s begin.”

“Find the animal whose name begins with the /l/ sound.”

[Students place a counter on the picture of the lizard.]

*Teacher:* “Good. Which animal’s name begins with the /l/ sound?”

*Students:* “Lizard” or “lagarto.”

*Teacher:* “Find the animal whose name begins with the /p/ sound.”

[Students place a counter on the picture of the penguin.]

*Teacher:* “Good. Which animal’s name begins with the /p/ sound?”

*Students:* “Penguin” or “pingüino.”

[Continue until one of the students matches three animals in a row.]
<table>
<thead>
<tr>
<th>Lizard</th>
<th>Cat</th>
<th>Donkey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lagarto</td>
<td>Gato</td>
<td>Burro</td>
</tr>
<tr>
<td>Rabbit</td>
<td>Butterfly</td>
<td>Penguin</td>
</tr>
<tr>
<td>Conejo</td>
<td>Mariposa</td>
<td>Pingüino</td>
</tr>
<tr>
<td>Turtle</td>
<td>Giraffe</td>
<td>Mouse</td>
</tr>
<tr>
<td>Tortuga</td>
<td>Jirafa</td>
<td>Ratón</td>
</tr>
</tbody>
</table>

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Guidelines for Effective Instruction:  
Phonological Awareness

You can plan phonological awareness instruction to target the needs and abilities of each child in your classroom.

Grouping for Instruction

- Teach phonological awareness, especially phonemic awareness, in small groups.
- Research indicates that small-group instruction is more effective than one-on-one and whole-group in helping students acquire phonemic awareness and learn to read.
- Small-group instruction may be more effective because students benefit from listening to their peers and having more opportunities to participate.

Explicit and Systematic Instruction

- Primarily focus instruction on types of phonological awareness most closely associated with beginning reading and spelling achievement by linking phonemes to print.
- Target only one type of phonological awareness, such as blending phonemes or segmenting words into phonemes. Begin with easier activities and progress to more difficult ones.

  Example:
  An identification task: “Find the picture that starts with /m/” is easier than a production task: “What sounds do you hear in moon?”

- Model each activity when it’s first introduced.
- Use words students know and that are easy to manipulate during phonemic awareness activities.
Examples:
The number of sounds in a word (e.g., cat is easier than sand)

The phoneme position in words (e.g., initial sounds in words are easier than final and medial sounds)

The phonological properties of words (e.g., sounds that can be prolonged or stretched out when blended together or pronounced individually, like /m/, are easier than sounds like /t/ that can not be prolonged without distorting the sound, /tuh/ instead of /t/)

Ongoing Practice
• Provide opportunities to practice with teacher support and guidance.

• Some activities, like songs, games, and stories, are simply oral. Others use concrete objects and manipulatives, such as fingers, blocks, counters, puppets, and pictures.

• Include linking sounds to letters. When students practice sounds along with the letters of the alphabet, they learn to blend sounds to read words and to segment sounds to spell words.

• Integrate practice throughout the curriculum and school day.

• Everyone can have fun as they participate in phonological activities and play with language.

• After phonological awareness instruction, provide opportunities for students to practice when they are having a snack, lining up for lunch, recess, or the bus, or moving from one activity to another.

• These types of practice focus on what is spoken and heard rather than on what can be seen.
Progress Monitoring

• Regularly monitor each student’s phonological awareness progress.

• Progress monitoring of phonological awareness helps to verify that students are reaching specific phonological awareness objectives; to identify students in need of additional instruction or practice; to specify concepts or skills that need more attention; and to recognize when students have or have not acquired phonological awareness knowledge and skills.

• The results of individually administered reading inventories can help you make informed instructional decisions.

• English language learners may have phonological awareness in their native languages, but less proficiency may be observed when phonological awareness is assessed in English.

• English language learners should achieve some proficiency in English before they are held accountable for phonological awareness in English.

• Difficulty with the development of phonological awareness is identified as one of the characteristics associated with reading difficulties.

Based on Adams, 1990, 2001; Adams, Treiman, et al., 1998; Allor et al., 2001; Ball & Blachman, 1991; Blachman, 2000; Goswami, 2001; Lennon & Slesinski, 1999; NIFL, 2001; NRP, 2000; O’Connor, 1999, 2000; Smith et al., 2001; Smith et al., 1998a; Snow et al., 1998; Torgesen, 1999; Torgesen et al., 1999; Uhry & Ehri, 1999; Yopp & Yopp, 2000
Phonemic Awareness Progress Check

Student:_________________________ Date:________________________

Note: This progress check is untimed and administered individually.

Materials: List of words [Create lists that include targeted letter sounds.]

Directions: “Today we’re going to say words slowly, one sound at a time. I will say a word and I want you to break the word apart. Tell me each sound in the word in order. For example, if I say ‘dig,’ you say ‘/d/ /i/ /g/.’ Be sure to say the sounds heard in the word, not the letter names. Let’s try a few together.”

Practice Items: [Provide assistance if the student needs help on these items.]

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>net</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>go</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>boat</td>
<td></td>
</tr>
</tbody>
</table>

Sample List Responses

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>big</td>
</tr>
<tr>
<td>2.</td>
<td>no</td>
</tr>
<tr>
<td>3.</td>
<td>get</td>
</tr>
<tr>
<td>4.</td>
<td>dot</td>
</tr>
<tr>
<td>5.</td>
<td>ten</td>
</tr>
<tr>
<td>6.</td>
<td>be</td>
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<td>7.</td>
<td>kite</td>
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<td>in</td>
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<td>not</td>
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<td>10.</td>
<td>by</td>
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<td>11.</td>
<td>kind</td>
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<td>12.</td>
<td>bet</td>
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<td>13.</td>
<td>dine</td>
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<tr>
<td>14.</td>
<td>dog</td>
</tr>
<tr>
<td>15.</td>
<td>note</td>
</tr>
</tbody>
</table>

(Sample list targets consonants b, g, n, t, k, d; long vowels o, i; short vowels i, o, e.)

## Phonemic Awareness Progress Check

**Student:** ___________________________ **Date:** ___________________________

**Note:** This progress check is untimed and administered individually.

**Materials:** List of words [Create lists that include targeted letter sounds.]

**Directions:** “Today we’re going to say words slowly, one sound at a time. I will say a word and I want you to break the word apart. Tell me each sound in the word in order. For example, if I say ‘dig,’ you say ‘/d/ /i/ /g/.’ Be sure to say the sounds heard in the word, not the letter names. Let’s try a few together.”

**Practice Items:** [Provide assistance if the student needs help on these items.]

1. _______ _______ 2. _______ _______ 3. _______ _______

<table>
<thead>
<tr>
<th>Word List</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _______</td>
<td>_______</td>
</tr>
<tr>
<td>2. _______</td>
<td>_______</td>
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<td>3. _______</td>
<td>_______</td>
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<td>4. _______</td>
<td>_______</td>
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<td>5. _______</td>
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<td>6. _______</td>
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<td>7. _______</td>
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<td>8. _______</td>
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<td>14. _______</td>
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<tr>
<td>15. _______</td>
<td>_______</td>
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</tbody>
</table>

## Phonological Awareness Skill Progress Monitoring Chart

**Directions:** Enter your students’ names in the first column. The phonological skills across the top row represent a sample of skills in sequential order that you should document as you teach and monitor student progress. Determine an appropriate system of marking to document when student master a skill or require additional practice or scaffolding. For example, M-mastered, NAP-needs additional practice. It is also a good idea to include the date when the skill is mastered. Be sure not to document mastery based only on one or two opportunities. Revise the chart to reflect ongoing learning, but changing the skills to match students’ progress (enter higher level phoneme manipulation skills when teaching those).

<table>
<thead>
<tr>
<th>PHONOLOGICAL AWARENESS SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name ↓</td>
</tr>
<tr>
<td>Rhyme recognition</td>
</tr>
<tr>
<td>Rhyme generation</td>
</tr>
<tr>
<td>Syllable blending</td>
</tr>
<tr>
<td>Syllable segmenting</td>
</tr>
<tr>
<td>Blend onset-rime</td>
</tr>
<tr>
<td>Segment onset-rime</td>
</tr>
<tr>
<td>Phoneme isolation</td>
</tr>
<tr>
<td>Phoneme blending</td>
</tr>
<tr>
<td>Phoneme segmentation (2-and 3-)</td>
</tr>
</tbody>
</table>

Date: ______ Students who need additional practice on _______________: 
### Phonological Awareness Skill Progress Monitoring Chart

**SAMPLE**

**Directions:** Enter your students’ names in the first column. The phonological skills across the top row represent a sample of skills in sequential order that you should document as you teach and monitor student progress. Determine an appropriate system of marking to document when student master a skill or require additional practice or scaffolding. For example, M-mastered, NAP-needs additional practice. It is also a good idea to include the date when the skill is mastered. Be sure not to document mastery based only on one or two opportunities. Revise the chart to reflect ongoing learning, but changing the skills to match students’ progress (enter higher level phoneme manipulation skills when teaching those).

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Rhyme recognition</th>
<th>Rhyme generation</th>
<th>Syllable blending</th>
<th>Syllable segmenting</th>
<th>Blend onset-rime</th>
<th>Segment onset-rime</th>
<th>Phoneme isolation</th>
<th>Phoneme blending</th>
<th>Phoneme segmentation (2 and 3-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>David</td>
<td>M-9/4/09</td>
<td>M-9-15-09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angelina</td>
<td>M-9/4/09</td>
<td>NAP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ashley</td>
<td>M-9/4/09</td>
<td>M-9-15-09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garrett</td>
<td>NAP</td>
<td>M-9-15-09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eduardo</td>
<td>NAP</td>
<td>NAP</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: _______ Students who need additional practice on ________________:
References


Center for Improving the Readiness of Children for Learning and Education (CIRCLE) at The University of Texas Health Science Center at Houston. (2002). *Train the trainer manual*. Houston, TX: Author.


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