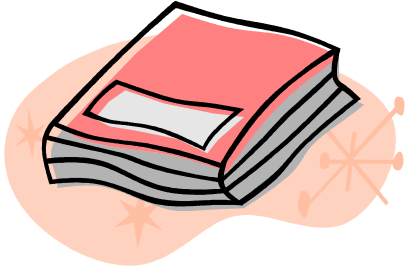


# AROUND THE ROOM

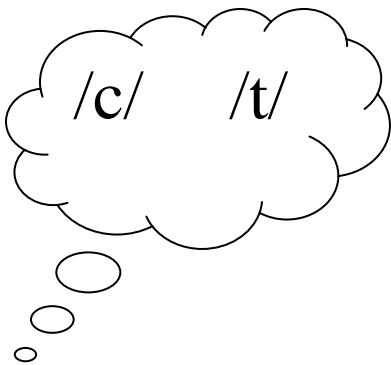


1. Ask a child to name an object in the classroom.
2. If the child says, “book”, for example, say the sounds in the word book slowly. (i.e. b-oo-k)
3. Ask the other children to identify the beginning, middle, or ending sound in the word.
4. Have students say the sound again aloud.
5. Repeat with other objects around the room.

*Skill: Phoneme Isolation*

*Phonemic Awareness Strategies*

# I’M THINKING OF A WORD

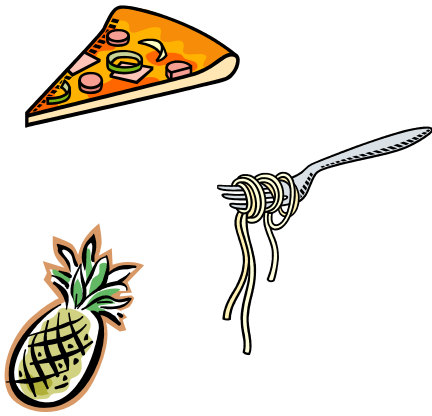


1. For this activity, children are trying to guess a word and the middle sound based on clues you give them.
2. You might say, for example, “I’m thinking of a word that begins with the /c/ sound and ends with the /t/ sound. What is the middle sound?”
3. Children may guess correctly. If they don’t, give additional clues until they do. (i.e. This is an animal. It has fur. It says meow.)
4. Once the children guess the word, have them guess the missing sound.

*Skill: Phoneme Isolation*

*Phonemic Awareness Strategies*

# WHAT'S YOUR FAVORITE?



1. Ask a child to name a favorite food.
2. If the child says, "Pizza", for example, you would think of two other words that start with the /p/ sound.
3. Say, "Pizza, pasta, pineapple." Emphasize the /p/ sound.
4. Ask the children to identify the sound that is the same in all of the words.
5. Repeat with other children's favorite foods.

*Skill: Phoneme Identity*

*Phonemic Awareness Strategies*

# HOW'S IT END?

fast

mit

hot

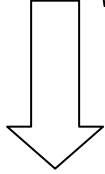
1. Say three words aloud to children that end with the same letter sound (i.e. fast, mit, hot).
2. Ask children to identify the sound that all three words end with.

*Skill: Phoneme Identity*

*Phonemic Awareness Strategies*

# ODD WORD OUT

*dog, fan, dark*



1. Tell children that you want them to listen to the beginning sound in each word you say.
2. Say three words aloud. Two of the words must have the same beginning sound. (i.e. bus, barn, cat) Say the words slowly.
3. Ask the students which word does not fit.

*Skill: Phoneme Categorization*

*Phonemic Awareness Strategies*

# WHICH WORD FITS?



1. Say that have the same beginning sound aloud. (i.e. “gift” and “go”)
2. Have children think of other words that begin with the same sound.

*Skill: Phoneme Categorization*

*Phonemic Awareness Strategies*

# FINGER SPELLING

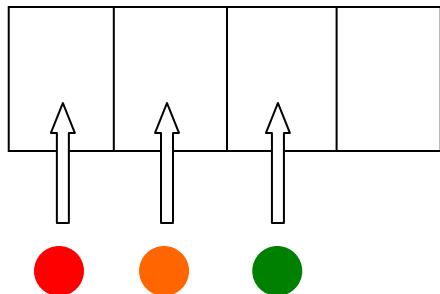


1. Choose words that have 2-4 sounds in them (i.e. cat, slip, car).
2. Say each word aloud slowly while emphasizing the each sound (i.e c-a-t).
3. For each sound, hold up a finger. Encourage students to hold up one finger per sound.
4. Ask students to count the number of sounds by counting their fingers.

*Skill: Phoneme Segmentation*

*Phonemic Awareness Strategies*

# SKITTLE BOXES



1. Prepare a grid with four boxes (as seen on the left) for each student.
2. Pass out four Skittles to each student.
3. Select a list of words that have no more than four sounds in them (sounds, not letters).
4. Say sound in the word slowly. (i.e. d-ee-p)
5. For each sound they hear, students slide a Skittle into a box. (The word "deep" is a three Skittle word.)

*Skill: Phoneme Segmentation*

*Phonemic Awareness Strategies*

# WHO'S NAME IS THIS?

D-a-v-i-d

1. Say a child's name aloud slowly while segmenting the sounds (i.e. D-a-v-i-d).
2. Ask the children, "Who's name is this?"
3. If the children have difficulty, say the sound faster until they figure out the name.

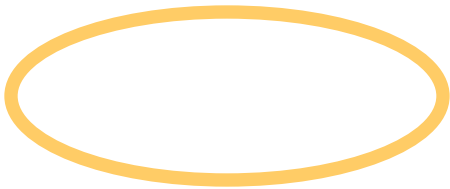
L-i-n-d-a

Hint: Use only names from your classroom.

*Skill: Phoneme Blending*

*Phonemic Awareness Strategies*

# RUBBER BAND WORDS



1. Choose a word to stretch (segment) like the word "dog".
2. Begin to stretch a rubber band as you say the word slowly (dddddd-ooooo-gggggg).
3. Let the rubber band snap back and say the word fast (dog).
4. Let students choose a word to stretch and snap (segment and blend).

*Skill: Phoneme Segmentation/Blending*

*Phonemic Awareness Strategies*

# DISAPPEARING SOUNDS



1. Tell children you need their help making sounds disappear.
2. Say a word like “c-art” aloud slowly.
3. Ask the students if they can make the first sound in each word disappear.
4. The word “c-art” becomes “art”.

Sample words to use: s-end, c-an’t, s-mile, sh-elf, m-ore, f-air, m-ask, s-eat, m-ate, w-all.

*Skill: Phoneme Deletion*

*Phonemic Awareness Strategies*

# SILLY WORDS

**smart**



**smar**

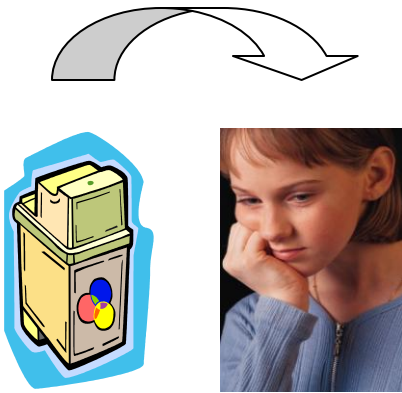
**mart**

1. Pre-select a list of words with 3-4 phonemes (sounds) each.
2. Say a word aloud (i.e. s-m-ar-t)
3. Ask the children to pick a sound to “throw out” from the word (beginning or ending sounds work best).
4. Say the new “silly” word aloud. (i.e. the word “smart” might become “smar” or “mart”)

*Skill: Phoneme Deletion*

*Phonemic Awareness Strategies*

# A NEW WORD



1. Tell children that they are going to help you make new words by adding sounds to words they already know.
2. Say a word like “ink” aloud. Ask the children what the word would be if they added the /th/ sound to the beginning of the word.
3. Say the word aloud. THINK.

Sample words to use: ch-ore, m-eat, t-ask, sh-elf, s-park, c-at, p-in, l-and, l-eg, t-all

*Skill: Phoneme Addition*

*Phonemic Awareness Strategies*

# WORD FAMILIES



1. Say a word aloud to students like “cat”.
2. Ask the students to change the first sound to make another word. (i.e. the word c-a-t can be changed to r-a-t or m-a-t.

*Skill: Phoneme Substitution*

*Phonemic Awareness Strategies*