**Phonemic Awareness Skills Resource Page**

**Phonemic Awareness 1: Isolation**

**Goal:** Student will isolate a sound in a word in a target position.

**Materials:**

• List of words that are age/grade level appropriate. The list of words can be

obtained from the student’s teacher

**Procedure:**

1. Say a word and ask the student what sound it begins with.

Note: This can also be done with the final and middle sounds as the student

becomes more familiar with how to isolate one sound from the rest of the sounds

in a word.

Examples:

Interventionist: What’s the first sound in bat?

Student: /b/

Interventionist: What’s the last sound in wig?

Student: /g/

Interventionist: What’s the middle sound in bag?

Student: /a/

**Frequency of Intervention:**

This intervention should be conducted 3 - 5 times weekly for 7 – 12 minutes.

**Progress Monitoring:**

The frequency of progress monitoring should be once every 3 – 5 intervention sessions

and feedback/decision making sessions should be scheduled every 3 - 5 data points (3-5

progress monitoring sessions).

**References**:

Hall, S.L. (2006). *I’ve DIBEL’d, now what?: Designing interventions with DIBELS data*.

Longmont, CO: Sopris West Educational Services.

**Phonemic Awareness 2: Isolation**

**Goal:** Student will isolate a sound in a word in a target position.

**Materials:**

• List of age/grade appropriate words. The list of words can be obtained from the

teacher.

**Procedure:**

1. Interventionist gives the student instructions. Ask the student to give the thumbs

up sign if they hear a target sound at the beginning of a word.

2. Interventionist reads a word.

Additional Consideration: Once the students are ready, you can increase the difficulty by

changing the task to isolate and match the ending sounds, and then eventually the middle

sounds.

**Frequency of intervention:**

This intervention should be conducted 3 - 5 times weekly for 7 – 12 minutes.

**Progress Monitoring:**

The frequency of progress monitoring should be once every 3 – 5 intervention sessions

and feedback/decision making sessions should be scheduled every 3-5 data points (3-5

progress monitoring sessions).

**References**:

Hall, S.L. (2006). *I’ve DIBEL’d, now what?: Designing interventions with DIBELS data*.

Longmont, CO: Sopris West Educational Services.

**Phonemic Awareness 3: Identity**

**Goal:** Student will recognize the same sounds in different words.

**Materials:**

• Picture cards

• Craft sticks

(glue picture cards to each end craft stick)

**Procedure:**

1. Students connect the initial sounds in word.

(This activity is modeled after the game of Dominos)

**Frequency of intervention:**

This intervention should be conducted 3 - 5 times weekly for 7 – 12 minutes.

**Progress Monitoring:**

The frequency of progress monitoring should be once every 3 – 5 intervention sessions

and feedback/decision making sessions should be scheduled every 3-5 data points (3-5

progress monitoring sessions).

**References**:

Hall, S.L. (2006). *I’ve DIBEL’d, now what?: Designing interventions with DIBELS data*.

Longmont, CO: Sopris West Educational Services.

**Phonemic Awareness 4: Categorization**

**Goal:** Recognize that the one word in a set has an “odd” sound.

**Materials:**

• Set of picture cards

**Procedure:**

1. Sort the picture cards into columns by initial sound.

2. Have the student identify the sound that is in each word.

Suggestion: At first it is best to select sounds that extend rather than sounds that

stop. Make sure that the sounds are different and easily distinguished from one

another. After a while, you can extend this activity to focus on the ending or

middle sounds in words.

**Frequency of intervention:**

This intervention should be conducted 3 - 5 times weekly for 7 – 12 minutes.

**Progress Monitoring:**

The frequency of progress monitoring should be once every 3 – 5 intervention sessions

and feedback/decision making sessions should be scheduled every 3-5 data points (3-5

progress monitoring sessions).

**References**:

Hall, S.L. (2006). *I’ve DIBEL’d, now what?: Designing interventions with DIBELS data*.

Longmont, CO: Sopris West Educational Services.

**Phonemic Awareness 5: Categorization**

**Goal:** Recognize that the one word in a set has an “odd” sound.

**Materials:**

• 6 – 8 miniature objects for each sound.

**Procedure:**

1. Student picks up a miniature object, says its name, determines the initial sound in

the word and then places the object in the appropriate pile.

**Frequency of intervention:**

This intervention should be conducted 3 - 5 times weekly for 7 – 12 minutes.

**Progress Monitoring:**

The frequency of progress monitoring should be once every 3 – 5 intervention sessions

and feedback/decision making sessions should be scheduled every 3-5 data points (3-5

progress monitoring sessions).

**References**:

Hall, S.L. (2006). *I’ve DIBEL’d, now what?: Designing interventions with DIBELS data*.

Longmont, CO: Sopris West Educational Services.

**Phonemic Awareness 6: Blending**

**Goal:** Students will improve their segmenting and blending skills.

**Materials:**

• A turtle picture on craft stick.

• Word list appropriate for child’s age or developmental level.

**Procedure:**

1. The student holds a picture of a turtle taped to a craft stick.

2. Interventionist asks students how turtles move. (Student should respond by saying

“Slowly.”

3. Interventionist says a word and asks the student to step one slow step at a time to

segment the sounds in words.

**Frequency of intervention:**

This intervention should be conducted 3 - 5 times weekly for 7 – 12 minutes.

**Progress Monitoring:**

The frequency of progress monitoring should be once every 3 – 5 intervention sessions

and feedback/decision making sessions should be scheduled every 3-5 data points (3-5

progress monitoring sessions).

**References**:

Hall, S.L. (2006). *I’ve DIBEL’d, now what?: Designing interventions with DIBELS data*.

Longmont, CO: Sopris West Educational Services.

**Phonemic Awareness 7: Blending Phonemes**

**Goal:** Listen to a sequence of sounds and combine them to say a word. Students will

improve their segmenting and blending sounds in words

**Materials:**

• Picture puzzles (Divided into the number of pieces that correspond to the number

of sounds in the word). E.g. the picture of a shoe is divided into two pieces, and

fish and cheese into three pieces.

**Procedure:**

1. Place the pieces in front of the child.

2. Interventionist says the word. The interventionist pronounces each sound

separately.

3. The student puts the puzzle together as he is sounding out the sounds that make

up the word.

**Frequency of intervention:**

This intervention should be conducted 3 - 5 times weekly for 7 – 12 minutes.

**Progress Monitoring:**

The frequency of progress monitoring should be once every 3 – 5 intervention sessions

and feedback/decision making sessions should be scheduled every 3-5 data points (3-5

progress monitoring sessions).

**References**:

Hall, S.L. (2006). *I’ve DIBEL’d, now what?: Designing interventions with DIBELS data*.

Longmont, CO: Sopris West Educational Services.

**Phonemic Awareness 8: Segmenting and Blending**

**Goal:** Student will improve in his/her ability to segment and blend sounds into words

**Materials:**

• Word List

• Manipulative objects (such as blocks or counters)

**Procedure:**

1. Interventionist says a word.

2. The student moves one token or objects as they say each sound.

**Frequency of intervention:**

This intervention should be conducted 3 - 5 times weekly for 7 – 12 minutes.

**Progress Monitoring:**

The frequency of progress monitoring should be once every 3 – 5 intervention sessions

and feedback/decision making sessions should be scheduled every 3-5 data points (3-5

progress monitoring sessions).

**References**:

Hall, S.L. (2006). *I’ve DIBEL’d, now what?: Designing interventions with DIBELS data*.

Longmont, CO: Sopris West Educational Services.

**Phonemic Awareness 9: Deletion**

**Goal:** The student will recognize the word that remains when a phoneme is removed

from another word.

**Materials:**

• Word List

**Procedure:**

1. Interventionist says a word and asks students to repeat the word, then says it again

without a specific sound.

For example:

Interventionist: Say hand.

Student: Hand.

Interventionist: Now say it again without the /h/

Student: And.

**Frequency of intervention:**

This intervention should be conducted 3 - 5 times weekly for 7 – 12 minutes.

**Progress Monitoring:**

The frequency of progress monitoring should be once every 3 – 5 intervention sessions

and feedback/decision making sessions should be scheduled every 3-5 data points (3-5

progress monitoring sessions).

**References**:

Hall, S.L. (2006). *I’ve DIBEL’d, now what?: Designing interventions with DIBELS data*.

Longmont, CO: Sopris West Educational Services.

**Phonemic Awareness 10: Deletion**

**Goal:** The student will recognize the word that remains when a phoneme is removed

from another word.

**Materials:**

• Word List

• Colored blocks or counters (each colored block represents a sound)

**Procedure:**

1. Interventionist says a word.

2. Ask the student to repeat the word to remove the colored block or counter that

corresponds with the sound.

3. The student blends the new word.

For example:

Interventionist: Say ham.

Student: Ham. Removes the first block and says “am”

**Frequency of intervention:**

This intervention should be conducted 3 - 5 times weekly for 7 – 12 minutes.

**Progress Monitoring:**

The frequency of progress monitoring should be once every 3 – 5 intervention sessions

and feedback/decision making sessions should be scheduled every 3-5 data points (3-5

progress monitoring sessions).

**References**:

Hall, S.L. (2006). *I’ve DIBEL’d, now what?: Designing interventions with DIBELS data*.

Longmont, CO: Sopris West Educational Services.

**Phonemic Awareness 11: Addition**

**Goal:** The student will make a new word by adding a phoneme to an existing word.

**Materials:**

• Word list.

**Procedure:**

1. Interventionist says a word.

2. Ask the student to repeat the word and asks the student what word it would

become when another sound is added.

For example:

Interventionist: Say pot.

Student: Pot

Interventionist: Add /s/ to the beginning. What word is it now?

Student: spot.

**Frequency of intervention:**

This intervention should be conducted 3 - 5 times weekly for 7 – 12 minutes.

**Progress Monitoring:**

The frequency of progress monitoring should be once every 3 – 5 intervention sessions

and feedback/decision making sessions should be scheduled every 3-5 data points (3-5

progress monitoring sessions).

**References**:

Hall, S.L. (2006). *I’ve DIBEL’d, now what?: Designing interventions with DIBELS data*.

Longmont, CO: Sopris West Educational Services.

**Phonemic Awareness 12: Substitution**

**Goal:** The student will substitute one phoneme for another phoneme to make a new

word.

**Materials:**

• Word list.

**Procedure:**

1. Interventionist says a word.

2. Then ask the student to repeat the word.

3. Lastly ask the student to substitute one sound with another.

For example:

Interventionist: Say mop.

Student: Mop.

Interventionist: Now change the /m/ to /k/

Student: Cop.

**Frequency of intervention:**

This intervention should be conducted 3 - 5 times weekly for 7 – 12 minutes.

**Progress Monitoring:**

The frequency of progress monitoring should be once every 3 – 5 intervention sessions

and feedback/decision making sessions should be scheduled every 3-5 data points (3-5

progress monitoring sessions).

**References**:

Hall, S.L. (2006). *I’ve DIBEL’d, now what?: Designing interventions with DIBELS data*.

Longmont, CO: Sopris West Educational Services.

**Phonemic Awareness 13**

**Goal:** To increase word attack. (Specify exact criteria in intervention plan write up)

**Materials:**

• Prepare a list of words and phrases from the student’s curriculum that he/she

does not recognize.

• A second sheet of paper to keep track of words known and not known.

• Prepare index cards with the words written on them to be used as flash cards.

**Procedure:**

1. Use a 5 card scaffold strategy. From the prepared list of words/phrases write out

the words/phrases on index cards.

2. The Interventionist should introduce five words/phrases to the student and

practice connecting sounds to individual letters.

3. After the student has mastered the sound-symbol relationship for a word/phrase,

have the student repeat the word/phrase.

4. As the student shows mastery of word/phrase for 5 out 7 attempts, set that

word/phrase in a box or some other visible placement labeled “mastered” and add

in words/phrases as needed.

5. Remember practice only 5 word/phrase at a time. If, the interventionist would like

to increase the number of word/phrases to practice, only increase it by 2 at a time

and note student’s response to the increase. If it is positive continue, if it is

negative revert back to practicing only 5 word/phrases.

**Frequency of Intervention:** This intervention should be conducted 3-5 times weekly, for

20-35 minutes depending on age/developmental level.

**Progress Monitoring:**

Progress monitoring should be once every 3-5 intervention sessions and

feedback/decision making sessions should be scheduled every 3-5 data points (3-5

progress monitoring sessions).

**Reference:**

House, S.N. (Ed.). (2004). *Learning intervention manual: Goals, objectives, and*

*intervention strategies*. Columbia, MO: Hawthorne.

**Phonemic Awareness 14**

**Goal:** To increase word attack, using root words suffixes and prefixes. (Specify exact

criteria in intervention plan write up)

**Materials:**

• Prepare a list of root words from the student’s curriculum that he/she does not

recognize.

• A second sheet of paper to keep track of words known and not known.

• Prepare index cards with the root words and suffixes/prefixes written on them to

be used as flash cards.

**Procedure:**

1. Use a 5 card scaffold strategy. From the prepared list of root words write out the

words on index cards. Then prepare a set of index cards with prefixes and suffixes

to be used.

2. The Interventionist should introduce three root words to the student and practice

connecting prefixes and suffixes to the root words.

3. After the student has mastered the root words, prefixes and suffixes for a have the

student repeat the word/phrase.

4. As the student shows mastery of the root word, prefix and/or suffix for 5 out 7

attempts, set the root word, prefix and/or suffix in a box or some other visible

placement labeled “mastered” and add in roots, prefixes and suffixes as needed.

5. Remember practice only 3 roots, prefixes and suffixes at a time. If, the

interventionist would like to increase the number of word/phrases to practice, only

increase it by 2 at a time and note student’s response to the increase. If it is

positive continue, if it is negative revert back to practicing only 3 word/phrases.

**Frequency of Intervention:** This intervention should be conducted 3-5 times weekly, for

20-35 minutes depending on age/developmental level.

**Progress Monitoring:**

Progress monitoring should be once every 3-5 intervention sessions and

feedback/decision making sessions should be scheduled every 3-5 data points (3-5

progress monitoring sessions).

**Reference:**

House, S.N. (Ed.). (2004). *Learning intervention manual: Goals, objectives, and*

*intervention strategies*. Columbia, MO: Hawthorne.