

Sentence Segmenting (Adapted from <u>Phonemic Awareness in Young Children</u>, 1998) Touch & Say Objective: Students will hear individual words within sentences. Materials: some type of manipulative (unifix cubes, counters, etc...) Activity: Give each student 6 or 7 counters, which will represent words in a sentence that the teacher produces. Say a 2 - 3 word sentence slowly, and then repeat it. Students arrange their counters left to right, 1 for each word in the sentence. Group repeats the sentence together, touching and saying each word as they go. Note: This should be modeled many times by the teacher before students are expected to be able to do it independently. You can model on the overhead.	Sentence Segmenting Clap the Sentence Objective: Student will break down a sentence into words. Materials: list of simple sentences Activity: Tell students that you are going to say a sentence. Have them repeat it after you, and then hold up how many fingers they think will represent the number of words in the sentence. Examples to get you started: <table><tr><td>Doug reads.</td><td>The lady sings.</td><td>Come to my party.</td></tr><tr><td>I have a dog.</td><td>I am happy.</td><td>Read a book.</td></tr><tr><td>I like cats.</td><td>The cow is fat.</td><td>I can see the colors.</td></tr></table>	Doug reads.	The lady sings.	Come to my party.	I have a dog.	I am happy.	Read a book.	I like cats.	The cow is fat.	I can see the colors.
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Sentence Segmenting One Less Objective: to teach students how to break down a sentence one word at a time. Materials: list of sample sentences Activity: Teacher gives a simple sentence (ex. I am Happy.). Have students repeat it. Then have students tell you one less word (ex. I am), and then one less (ex. I). Examples to get you started: <table><tr><td>I love to read.</td><td>I like to fish.</td><td>It is Tuesday.</td><td>Come see me.</td></tr><tr><td>Have a cookie.</td><td>I have a sister.</td><td>My mom is pretty.</td><td></td></tr></table>	I love to read.	I like to fish.	It is Tuesday.	Come see me.	Have a cookie.	I have a sister.	My mom is pretty.		Sentence Segmenting People Sentences Objective: To hear individual words in a sentence in order. Materials: list of sample sentences Activity: Place students in a half-circle. Teacher says a sentence and students repeat it. She then touches the head of a student as she says each word of the sentence slowly, so that a student represents one word in the sentence. Students stand up and place themselves in the correct left-to-right order of the sentence at the front of the circle. Group checks to make sure they are in the right order by repeating the sentence together.	
I love to read.	I like to fish.	It is Tuesday.	Come see me.							
Have a cookie.	I have a sister.	My mom is pretty.								

Rhyming (Adapted from <u>Phonemic Awareness in Young Children</u>, 1998) The Ship is Loaded With... Objective: To teach students to respond quickly without clues. Materials: something to toss (ball or beanbag) Activity: Teacher says, "The ship is loaded with <i>cheese</i>." Then tosses the ball to a student who produces a rhyme (ex. "The ship is loaded with <i>peas</i>") and throws it back to the teacher, who repeats the rhyme and tosses the ball to another student. Keep going until they run out of rhymes, then begin with a new word. Examples to get you started: The ship is loaded with (logs, mats, stars).	Rhyming Yes or No Objective: To teach children to differentiate between rhyming and non-rhyming words. Materials: list of rhyming and non-rhyming pairs Activity: Tell students that you are going to say two words. If the words rhyme say yes. If they don't rhyme say no. Examples to get you started: hat/bat see/tree sun/mat fat/far car/red feel/deal moose/leaf						
Rhyming The Rhyming Cube Objective: To teach students how to give a rhyming word independently. Materials: empty square tissue box (wrapped in butcher paper), clip-art pictures that can be rhymed glued onto each side of the cube (ex. sun, dog, house, car, sock, book) Activity: Student rolls the cube. When it stops, student names the picture on the top of the cube and gives a word that rhymes with the pictures. Student gives the cube to the student next to him/her to roll.	Rhyming Which Doesn't Belong? Objective: To teach students to differentiate between more than 2 rhyming/non-rhyming words. Materials: list of 3 words (2 that rhyme and 1 that does not) Activity: Tell students that you are going to say 3 words. 2 of the words will rhyme and 1 won't belong. Tell me which one doesn't belong. Examples to get you started: <table><tr><td>cat/bat/car</td><td>sun/dad/bun</td><td>red/green/bean</td></tr><tr><td>dog/fog/book</td><td>bug/star/far</td><td>mouse/mat/house</td></tr></table>	cat/bat/car	sun/dad/bun	red/green/bean	dog/fog/book	bug/star/far	mouse/mat/house
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Rhyming (Adapted from <u>Phonemic Awareness in Young Children</u>, 1998) Poems, Songs, Jingles Objective: To use poems/chants in ways that enhance awareness of the sound patterns of speech. Materials: familiar rhyming poems, songs, jingles (taught in whole group, transition time, etc...) Activities: * Say poem & exaggerate the rhyming words. * Say poem one line at a time and have students repeat it together. * Whisper the poem and say the rhyming words louder. * Recite poem aloud and whisper the rhyming words. * Teacher says the poem and students say the rhyming words. * Students take turns by each saying a line or word of the poem.	Rhyming (Adapted from <u>Phonemic Awareness in Young Children</u>, 1998) Rhyming Stories/Books Objective: To teach children to use meaning and meter to notice and predict rhyming words. Materials: a rhyming book Activities: Before reading, set a purpose for listening (listen for the rhyming words). During reading, read slowly and exaggerate the rhymes. When rereading a familiar rhyming story: * stop after the rhyming words and ask students what words rhymed * stop before the second word of a rhyming pair and ask students to guess the word before you continue reading
Rhyming (Adapted from <u>Phonemic Awareness in Young Children</u>, 1998) Rhyming Words Objective: To teach that almost any word can be rhymed. Materials: list of words that can be rhymed Activity: teacher gives students a word and then signals to students to give a rhyming word. (Can call on individual students or entire group) Examples to get you started: cat car sun talk mouse bag chair book bed sack dog boat *Note: Students will give some nonsense words which is fine.	Rhyming (Adapted from <u>Phonemic Awareness in Young Children</u>, 1998) Can You Rhyme? Objective: To teach children to depend more on phonological cues to generate rhymes. Materials: sample rhyme phrases Activity: To introduce the game, read several of the phrases aloud, emphasizing the rhyming words. Then have students complete each phrase aloud. Examples to get you started: A <u>mouse</u> lives in a _____. (house) A <u>cat</u> wearing a _____. (hat) A <u>moose</u> with a tooth that is _____. (loose) A <u>bug</u> crawled under the _____. (rug) Smell the <u>rose</u> with your _____. (nose) Airplanes <u>fly</u> up in the _____. (sky) A <u>guy</u> who is swatting a _____. (fly) We drove <u>far</u> in the _____. (car)

Syllables (Adapted from <u>Phonemic Awareness in Young Children</u>, 1998) Bippity, Bippity, Bumble-bee Objective: To teach that words are made up of syllables Activities: Teacher chants "Bippity, bippity, bumble-bee tell me what your name should be" and points to a student. Students say her or her name aloud. Group repeats name while clapping out the syllables. Then they whisper the name while clapping out the syllables. Next they mouth the word (no sound) while clapping the syllables. Students then hold up the number of fingers they think represents the number of syllables in that name.	Syllables (Adapted from <u>Phonemic Awareness in Young Children</u>, 1998) Take One Thing From the Box Objective: To reinforce children's ability to analyze words into syllables. Materials: small box of objects (eventually you can use pictures of objects) Activities: Place a number of objects in a box/basket, making sure they differ from one another in the number of syllables in their name. Invite a student to close his/her eyes and choose an object from the box and name it. ("This is a pencil.") Group then repeats the name as they clap out the syllables. Then ask how many syllables were heard, taking care not to let anyone call out too soon. *can move to pictures of objects (perhaps from a theme you're studying) *can use other physical movement besides clapping (stomping, snapping)
Syllables (Adapted from <u>Phonemic Awareness in Young Children</u>, 1998) The King's/Queen's Successor Objective: To bring out the rhythm of the word through repeated movement. Materials: top or paper crown Activity: Make a crown for the king/queen to wear. The king/queen gives the group an action word (ex. Marching). Students are then to do the action in the time to the syllables. Words need to be said very rhythmically so that everyone is in time with each other. "How many syllables were in our word?" Good action words: bowing, clapping, leaning, marching, nodding, reading, roller-skating, boogy-woogying, waving, wiggling, tiptoeing, sewing, waddling, saluting, hokey-pokeying, curtsying	Syllables (Adapted from <u>Phonemic Awareness in Young Children</u>, 1998) Listening First, Looking After Objective: To teach children to synthesize syllables spoken one by one into familiar words. Materials: pictures of familiar objects Activity: Tell students that you have a secret picture that you want them to guess. You will give them a clue by saying the name in a strange way - one syllable at a time. Encourage them to listen carefully. Name the picture by speaking monotone with a clear pause between each syllable (ex. tel-e-phone) and when they figure out the word, hold up the picture and have them repeat the name in a normal and syllable-by-syllable fashion. Note: Your students may master this game quickly. If so, play a few times and then move on to another activity.

Onset (Adapted from <u>Phonemic Awareness in Young Children</u>, 1998) Different Words, Same Initial Phoneme Objective: To teach that phonemes are in many different words. Materials: Familiar picture cards for a targeted initial phoneme (3-4 for each) (ex. fox, foot, feather, fish) Activity: Ask a child to pick a picture and name it (ex. fox). Then repeat the name drawing out the initial phoneme (ex. f-f-f-f-ox). Ask all students to repeat it the same way and to notice/describe what they are doing with their mouths as they make the /f-f-f/ sound. Ask another student to choose a picture and name it as before. Then review the pictures and ask, "Do these 2 words begin with the same sound? What sound do they begin with? Yes, both start with the /f-f-f/ sound."	Onset (Adapted from <u>Phonemic Awareness in Young Children</u>, 1998) Finding Things Objective: To compare, contrast and identify initial sounds in a variety of words. Materials: picture cards Activities: Spread a few pictures out and ask the students to find the picture that begins with a specific initial sound. As each picture is found, the child says its' name and the initial phoneme. *can increase the number of different pictures to make it more challenging *pass pictures out to students and each must identify their picture's initial phoneme and then place it in a corresponding pile (sorting) *play "sound-tration" where they turn all picture cards face down and try to find a match by flipping over 2 cards that have the same initial sound
Onset (Adapted from <u>Phonemic Awareness in Young Children</u>, 1998) Take a Sound Away Objective: To help students separate the sound of words from word meaning. Activity: Explain that sometimes when you take a sound away from a word, you end up with a totally different word. To give students an example, say "f-f-f-f-ear", making sure to elongate the initial consonant and having students repeat it. Then say "ear" and have them repeat it. Ask students if they can tell which sound has been taken away and repeat the words for them (ex. f-f-f-ear...ear...f-f-f-ear...ear) Some word to use: chin, fair, farm, fat, feel, fold, fox, hair, hand, hate, heart, hoops, kneel, knot, land, lend, make mash, mask, mat, Max, meal, meat, mice, mill, moan, more, name, near, neat, nice, nod, now, phone, race, rice, Sam, same, sand, seal, seat, shake, share, sheet, shin, shout, show, shy, sink, thick, think, vase, weight, wheel	Onset (Adapted from <u>Phonemic Awareness in Young Children</u>, 1998) Add a Sound Objective: to teach students to synthesize words from their separate phonemes. Activity: Explain that sometimes a new word can be made by adding a sound to a word. Say "ox" and have students repeat it. Then ask what will happen if they add a new sound to the beginning of the word such as /f-f-f-f/. "f-f-f-f-ox, f-f-f-f-ox, f-f-f-f-ox". The students say "fox". You say, "We put a new sound on the beginning and we have a new word." Some examples to get you started: in(chin), air(fair), arm(farm), at(fat), eel(feel), old(fold), ox(fox), air(hair), and(hand), oar(more), eat(sheet), ink(sink), eye(shy), ink(think), eel(wheel), eat(neat), own(phone), am(Sam)

Ending Sounds (Adapted from <u>Phonemic Awareness in Young Children</u>, 1998) Finding Things: Final Phonemes Objective: To teach children to identify final phonemes by asking them to compare, contrast and identify final sounds of words. Materials: Picture cards Activities: This game is played just like the "Finding Things: Initial Phonemes" (in onset cards), except that the focus is on the last sound of the words.	Ending Sounds (Adapted from <u>Phonemic Awareness in Young Children</u>, 1998) Spider's Web Objective: Students identify final sounds of words Materials: Ball of yarn or string Activities: Give the end of the string to one student who will begin the web. The teacher says a word & the student must say the last sound of that word. He/she then gets to toss the ball to another student who then gets a word from the teacher. Keep repeating until the class has made a large spider web.
Ending Sounds Tell Me the Last Sound Objective: Students identify the final sounds of words. Activity: Teacher says a word (ex. Hat) and students tell her the last sound of the word. Examples to get you started: cap, stand, help, dry, deal, not, can	

Phonemes Break-Up the Word Objective: To break apart words into individual phonemes Materials: math counters (3 per student), list of 3 letter words Activity: Give each student the counters and have them place them at the top of their workspace. Tell them that each counter represents a sound in our word. Give a word (ex. Cat) and have them touch and drag each counter down as they say the phoneme (c---a---t). Then they say the complete word. Examples to get you started: cat, dog, cap, tag, rap, sat, fun	Phonemes Blend the Word Objective: To take individual phonemes and blend them together to say a word. Activity: Teacher says a word in its individual phonemes (ex. /f/---/u/---/n/). "What word would that be?" "Yes, Fun!" Teacher makes sure to give good amount of time between individual phonemes. Examples to get you started: rat, run, sap, tap, bag, dog, fat
Phonemes What's the Sound? Objective: Student can identify the individual phonemes and their place in a specific word. Materials: math counters (3 per student), list of 3 letter words Activity: Begin just like "Break-Up the Word". After students drag down the counters and say the complete word, teacher says: "What is the 1st sound?" "What is the 2nd sound?" "What is the last sound?" (Be sure to mix up the order you ask the questions.)	Phonemes Make a Word Objective: Students put individual phonemes together to create words. Materials: list of simple 3-letter words, group of 3 students Activity: Teacher calls upon 3 students. She tells them that each one of them will be a sound in a word. Their job is to put themselves in order to make the secret word. She gives each a sound (ex. You are /k/, you are /i/, you are /t/). Stand up and make your word. (Make sure students line up left-to-right). Once they become good at the game, you can give the sounds in different orders to make it more challenging (ex. For kit you could say you are /i/, you are /k/, you are /t/)

Onset-Rime:

Segmenting & Blending

Action, Action

Tell children to fill in the missing sound(s), say the word, and complete the action. For example, instead of telling them to jump, say "-ump". Model the entire process so they can better understand.

-alk -op -ip -in -ist -y -augh

-un -ile -ap -aw -aint -ead -ing

Individual Phonemes:

Segmenting & Blending

Puppet Play

Have a hand or finger puppet that asks kids to do certain tasks. For example, take my word apart and tell me all the sounds... fin.

Take /r/ away from red and tell me the new word.

Onset-Rime:

Segmenting & Blending

Name Game

When lining up for dismissal or transitions, practice blending. Say a child's name in parts, such as /s/ am. The child whose name is segmented can get in line as the class blends the parts to say their classmate's name.

Initial Phonemes

I'm Thinking of Something...

I'll think of something and you have to guess what it is. It begins with /s-s-s-s-/. What sound does my word begin with? S-s-s-s. This thing has two legs and it can fly. S-s-s-superman. How many legs does he have? Can he fly? A great guess. But the thing I am thinking of has feathers. Do you still think it is Superman? (seagull)

Why is phonemic awareness important?

It helps children learn to distinguish individual speech sounds, or phonemes, within words. This is a prerequisite before kids can learn to associate sounds with letters and manipulate sounds to blend words (during reading) or segment words (during spelling).

Rhyme & Alliteration

I'm Thinking...

I'm thinking of a word that rhymes with bat.
It chases mice.

Sentence Segmenting

Count The Words

Provide children with counters and containers. Every time a word is said, have them drop a counter into their container.

During interactive writing, count the words in your sentence by holding up a finger for each word as you say it. Then take turns repeating the sentence by having each child say one word.

Syllable Blending & Segmenting

Clap the Parts

Select one- and two- syllable words. State the words, showing children how to clap each time they hear a part in the word.

I'm Thinking...

I'm thinking of an animal name that has two parts. It is furry and hops and has long ears.