

# Phonological/Phonemic Awareness Activities

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# Phonological/Phonemic Awareness Activities

**Focus Area:** To teach awareness of rhyme, sound blending, sound segmentation, and sound manipulation

**Everyday Routines:** Since phonological awareness refers to an awareness of the *sounds* of spoken language, the continuum of skills can be taught simply by drawing students' attention to sounds in words during routine classroom activities. Some examples include:

- *Attendance:* Say each child's name as a rhyme while taking morning attendance (e.g., Messica / Jessica).
- *Lining Up:* While focusing on students' names, students' birthday months, or the color of their clothing, teachers can call students to line up using phonological or phonemic awareness skills (e.g., "line up if you're wearing the color . . . bellow"; "I would like /b/ /e/ /n/ to line up"; and, "line up if your name has three sounds").
- *Common Games:* Teachers can put a phonological awareness twist on common children's games such as Bingo, I-Spy (e.g., "I spy something /r/ /e/ /d/"), Memory, Go Fish (e.g., "Do you have any mives?"), etc. Remember to use pictures!

## Rhyming:

- *Rhyming Get Dressed:* Fill two large containers with the same clothing items (e.g., sock, shoe, mittens, hat, tie, etc.). Students form two lines and stand about 15 feet from each container. The teacher calls out a rhyme (e.g., "mat / hat") and one student from each line races to the bin to put on the article of clothing that rhymes.
- *Musical Chairs:* Place chairs (one less than the number of students) in a row so that students can circle around them. The teacher says rhyming word pairs. Students keep moving as long as the word pairs rhyme. As soon as a word does not rhyme with its pair, the students quickly sit. The student without a chair is out of the game.
- *Rhyming Rhyming Roost:* Played like "Duck, Duck, Goose." Students sit in a circle. The teacher taps the head of each child while saying names. When the teacher says a rhyming name instead, that student is "it" and needs to chase the teacher. Once the concept of the game is understood, students alone continue the game.

## Sound Blending:

- *What did you find?* Each student brings a classroom object to the circle and labels it for the class. Objects are placed in the middle of the circle. The teacher says each sound within the object label (e.g., /p/ /e/ /n/) and then calls on the students to guess the correct object name.
- *Sound Simon:* This game is played like "Simon Says." The teacher gives the commands according to an onset-rime, syllable, or phoneme pattern. For example, the teacher states "Simon says touch your /l/ - /e/ - /g/." Students have to blend the sounds together to determine what body part to touch. This could also be a segmentation activity for students who play the role of Simon.
- *Roll the Sounds:* The class sits in a circle and each student is given a picture. The students may wear the pictures on a string around their necks or they can hold them up in their hands. The student who is selected to go first is given a ball. The teacher says each syllable or phoneme within a word represented by one of the target pictures. The student with the ball blends the syllables or phonemes together and says the whole word. The student then rolls the ball to a student who is wearing or holding the picture associated with the vocalized word.

## Sound Segmentation:

- *Bouncing Syllables:* Using a bouncy ball, the teacher models syllable segmentation of his/her own name by bouncing the ball as she says each syllable (e.g., "Miss – Jon – son."). Then, the teacher discusses how many times he/she bounced the ball. The teacher uses this routine to syllabicate the names of students in the class. This activity can also be used to practice phoneme segmentation by bouncing the ball each time a phoneme is vocalized within the target name.
- *Feed the Animals:* Two baskets are labeled with anchor pictures representing two different animals. The number of phonemes within each animal label should be different (e.g., cat and elephant). Students are given a stack of additional pictures. The pictures should represent food items. However, all of the food pictures must represent words that share the same number of phonemes as either one of the anchor pictures/words (e.g., 3 or 7). Students sort their pictures underneath the two anchor pictures according to the number of phonemes. This game can also be adapted by having student sort according to beginning sounds, ending sounds, medial sounds, number of syllables, etc.
- *Phoneme Feud:* Picture cards are divided into two piles and placed face down. Each student gets a pile. Students take turns picking a card from the

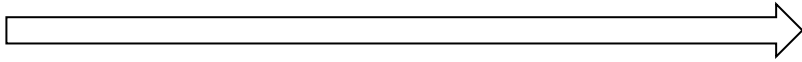
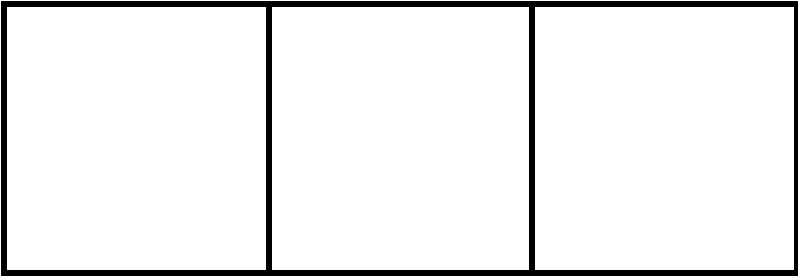
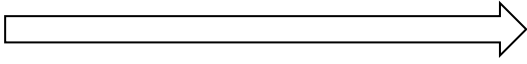
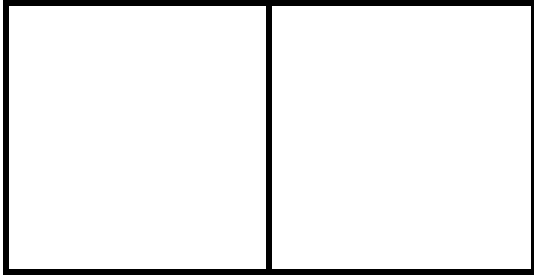
top of their pile. After picking a card, student one labels the object, segments the object label into phonemes, and counts the number of phonemes (e.g., "Sun.../s/-/u/-/n/...3 sounds"). Student two does the same. The student, who picks the card with the most phonemes, takes both cards. The game continues until all of the cards are gone. The student holding the most cards at the end wins the game. Note: If at any time the two drawn cards have an equal number of phonemes, both students keep drawing cards until someone wins the round. The winner of the round keeps all of the drawn cards.

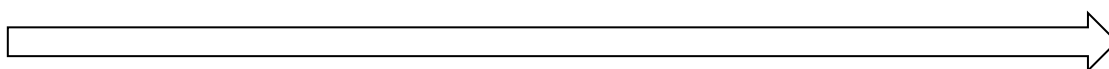
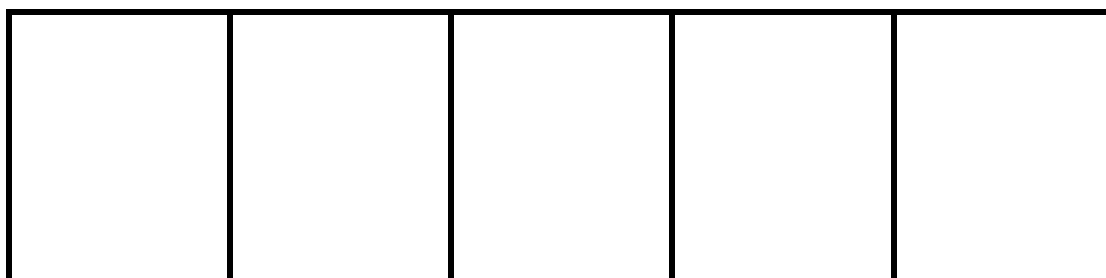
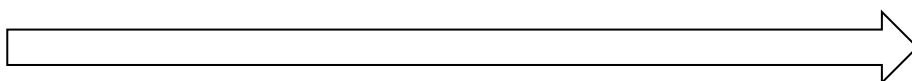
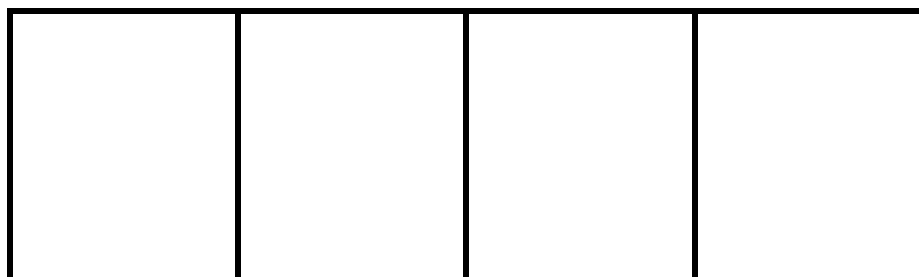
### **Sound Manipulation:**

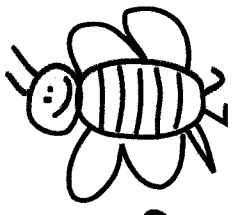
- *Guess It:* Student one selects a card from a pile of picture cards and gives clues about the word until student two guesses the word. For example, if the word is "rug" the clues could be:
  - 1.) *"It begins with /r/ and rhymes with bug."*
  - 2.) *"It rhymes with tug and begins like rat."*
  - 3.) *"It ends with /g/ and begins like robot."*

If the student guesses incorrectly, the next clue is given. If correct, the student keeps the card. Students take turns until all of the cards are gone.

- *Clips and Stirrers:* Each student has a pile of small clips (e.g., paper clips, binder clips, etc.) and a paint stirrer. The teacher says a word. Students repeat the word and segment it. While segmenting, they place a clip on the stirrer to represent each phoneme. The teacher says another word that has one phoneme which is different from the initial word. The students have to identify the phoneme that is different and replace the associated clip with one from the pile of extras. For example, "The word is clip. Now turn clip into clap." After placing four clips onto the stirrer, the students segment the sounds in "clip." They then state the word "clap," identify the sound that has changed (e.g., /i/), and replace that clip with one representing the new sound (e.g., /a/).
- *Be a Sound:* Selected students stand at the front of the room and face their peers. The number of students selected should correspond to the number of phonemes within a target word (e.g., /c/ - /a/ - /t/ would require 3 students). Each student is assigned a sound. When cued by the teacher, each student says his/her sound in order. The class blends the sounds together to form the whole word. Then, the teacher changes the target word by substituting one of the phonemes (e.g., cat becomes cab). The students have to determine which one of the three sounds has been replaced. The student representing the substituted sound sits down and another student is selected to take his/her place. This exercise can be adapted to target words containing more complex word patterns (e.g., consonant blends, vowel teams, etc.).

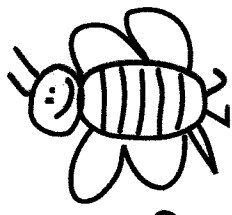






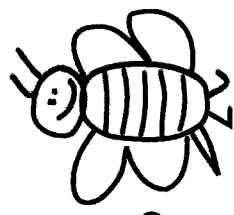
Hickety Pickety Bumble Bee

Won't you say your name for me?



Hickety Pickety Bumble Bee

Can you clap your name for me?

















Hickety Pickety Bumble Bee

Can you whisper your name for

me?

# Our Syllable Tally

Names	Syllables in Our Names	Tally Marks
		
		
		
		
		
		
		
		
		
		
		
		
		
		



Name \_\_\_\_\_

# School Phoneme Search

DIRECTIONS: Find things in different areas of your school. Sort them by phonemes. Write the words or draw a picture for each object.

	3 Phonemes	4 Phonemes	5 Phonemes	6 or more Phonemes
classroom				
cafeteria/gym				
playground				

Name \_\_\_\_\_

# School Syllable Search

DIRECTIONS: Find things in different areas of your school. Sort them by syllables. Write the words or draw a picture for each object.

	1 Syllable	2 Syllables	3 Syllables	4 Syllables
classroom				
cafeteria/gym				
playground				