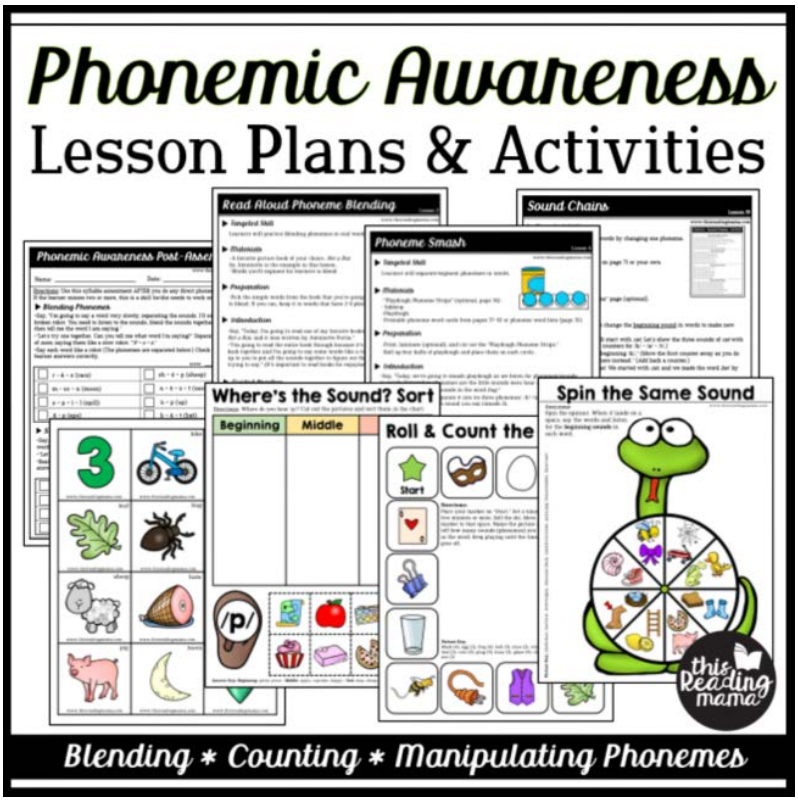
Phonemic Awareness
Lesson Plans & Activities

Phonemic awareness should be taught in a developmental progression. For example, before learners can be expected to add or delete phonemes in words, they must be able to isolate and segment them.

These phonemic awareness lesson plans start with blending phonemes and move to manipulating phonemes. You'll find simple lesson plans (20 lessons total) with accompanying printable activities, when needed, for several phonemic awareness skills.

If you need to get a snapshot of what your learner(s) already know or don't know about phonemes, a pre-assessment is included. You can also assess using the phoneme post-assessment once you feel your learner(s) have mastered phonemic awareness.



Terms of Use:
This printable pack was created for you to use at home with your own child(ren) or with multiple children in YOUR classroom/tutoring setting. Please **do not** share between classrooms, sell, host, reproduce, giveaway, or store on any other site (including a blog, Facebook, 4Shared, Amazon Inspire, Dropbox, etc.). Thank you for your integrity.

Phonemic Awareness
Table of Contents

▶ p. 3 - Frequently Asked Questions + Skill Chart

▶ p. 5- Phonemic Awareness Pre- & Post-Assessments

▶ p. 13 - Blending Phonemes

p. 14 . . . . . Lesson 1: Onset + Rime Blending
p. 15 . . . . . Lesson 2: Push a Penny
p. 16 . . . . . Lesson 3: Read Aloud Phoneme Blending
p. 17 . . . . . Lesson 4: Riddle Me This
p. 18 . . . . . Lesson 5: Phoneme Blending Race

▶ p. 19 - Matching & Isolating Phonemes

p. 20 . . . . . Lesson 6: Spin the Same Sound
p. 21 . . . . . Lesson 7: It is the Same Sound? Game
p. 22 . . . . . Lesson 8: Roll It, Say It

▶ p. 23 - Segmenting Phonemes

p. 24 . . . . . Lesson 9: Phoneme Smash
p. 25 . . . . . Lesson 10: Phoneme Sorting
p. 26 . . . . . Lesson 11: Roll & Count Phoneme Game
p. 27 . . . . . Lesson 12: That's Not the Same
p. 28 . . . . . Lesson 13: Cut & Paste the Sounds

▶ p. 29 - Detecting Phonemes

p. 30 . . . . .Lesson 14: Say and Touch
p. 31 . . . . . Lesson 15: Where's the Sound?

▶ p. 32 - Manipulating Phonemes

p. 33 . . . . . Lesson 16: Make a New Word: Adding Phonemes
p. 34 . . . . . Lesson 17: Drop a Penny: Deleting Phonemes
p. 35 . . . . . Lesson 18: First or Last?
p. 36 . . . . . Lesson 19: Vowel Switch-a-Roo
p. 37 . . . . . Lesson 20: Sound Chains

▶ All Phoneme Printables

When applicable, phoneme lessons will reference the page number(s) of the printable.
p. 39 . . . . . Color Syllable Printables
p. 76 . . . . . Blackline Syllable Printables

Phonemic Awareness
Frequently Asked Questions

Q: What are phonemes?
A: Phonemes are the smallest units of sounds in words. For example, the word *cat* has three phonemes, /k/ - /a/ - /t/.

Q: What is phonemic awareness & why does it matter?
A: Phonemic awareness is the ability to recognize and manipulate the individual sounds in words. For example, a learner with a strong phonemic awareness could tell you the difference between *leg* and *log* (the middle vowel phoneme has changed). Reading research has repeatedly shown the main difference between good readers/spellers and poor readers/spellers to be phonemic awareness. Phonemic awareness, along with letter knowledge, is one of the most important foundational reading and spelling skills.

Q: What does it mean when you have a letter notated like this /m/?
A: When a letter has back slashes around it, it means you are to make the letter's sound, *not* say the letter's name. So, /m/ would sound like, "mmmm."

Q: Why do you say that *cat* starts with /k/?
A: First, /k/ is the notation for the hard sound of *c*. Second, phonemes can have multiple spellings. In the case of /k/, it can be spelled C (*cat*), K (*kite*), CK (duck), KE (bike), or CH (choir). Specific spellings are not your main focus with phonemic awareness, sounds are.

Q: Can you integrate letters with phonemic awareness?
A: Yes! As learners move deeper into phonemic awareness, adding letters into the mix helps to build learners' alphabetic principle. Print off some free letter "tiles" on my blog.

Q: Why do some words have less phonemes than letters?
A: Phonemes are related to letters, but do not always correspond with the number of letters in a word. For example, *ice* has three letters but only two phonemes (/ī/+ /s/) and *sheep* has five letters but only three phonemes (/sh/ + /ē/ + /p/).

Q: Why do you say that *fox* has four phonemes? It clearly only has three.
A: The letter *x* has more than one phoneme associated with it. (The same is true of the letter combo *qu*.) If you say the sound of *x* slowly, you'll hear two sounds: /k/ + /s/. Think of it this way: *fox* and *socks* both have four phonemes, but *fox* is spelled with X, while *socks* is spelled CKS. In other words, if you take off the *s* at the end of *socks*, you'd only have three phonemes in the word: /s/-/ŏ/-/k/.

Phonemic Awareness
Frequently Asked Questions

Q: What are some common spellings/phonemes that confuse learners?
A: Some phonemes are a little trickier. Here are two examples:
1- The phonemes in the blends *dr* and *tr* are tricker to decipher because we often combine the sound like "chruck" or "jradon."
2-Ending blends are also harder for learners. For example, listen to how the *m*, *n*, and *l* tend to get "swallowed" by the last letter sound in these words *jump, sink,* and *walk.* When you use these words as examples, be sure to over emphasize the individual sounds in the words by saying them slowly.

Q: When should I expect my learner(s) to master phonemic awareness skills?
A: It depends on the skill. And while there isn't exact agreement on these ages, here is a chart that can help you match skill to an age range:

⟵ Easier to Harder Skills ⟶	PHONEMIC AWARENESS SKILLS	TYPICAL SCHOOL AGE OF MASTERY
	Matching Phonemes with Initial Sounds **Example:** *Sun* and *sock* both start with /s/.	Late Preschool – Mid Kindergarten
	Isolating the Initial Sound **Example:** What's the first sound in *bed* ?	Late Preschool - Mid Kindergarten
	Isolating the Final Sound **Example:** What's the last sound in *bed* ?	Mid Kindergarten – Early First Grade
	Blending Phonemes **Example:** /sh/-/ĭ/-/p/ = ship	Mid Kindergarten - Early First Grade
	Segmenting/Counting Phonemes **Example:** *ship* has three sounds: /sh/-/ĭ/-/p/	Late Kindergarten – Mid First Grade
	Isolating the Middle Vowel Sound **Example:** What's the middle sound in *bed*?	Late Kindergarten – Mid First Grade
	Adding or Deleting the Initial Sound **Example:** Add /s/ to the beginning of *top*. (*stop*)	First Grade
	Adding or Deleting the Final Sound **Example:** Drop /th/ from *teeth*. (*tea*)	First Grade
	Manipulating Phonemes **Example:** Take the /ŏ/ away from *top* and add an /ĭ/ = *tip*	Mid First Grade – Early Second Grade

Phonemic Awareness Assessments

Phonemic Awareness Pre-Assessment

www.thisreadingmama.com

Name: _____ Date: _____

Directions: Use this syllable assessment BEFORE you do any direct phoneme instruction. If the learner misses two or more, this is a skill he/she needs to work on. Allow learners to use counters or pennies for any of the activities.

▶ Blending Phonemes

-Say, "I'm going to say a word very slowly, separating the sounds. I'll sound like a broken robot. You need to listen to the sounds, blend the sounds together faster, and then tell me the word I am saying."

-"Let's try one together. Can you tell me what word I'm saying?" Separate the sounds of *nose*, saying them like a slow robot. "*N – o - z*."

-Say the sounds of each word like a robot. (The phonemes are separated below.) Check the box if the learner answers correctly.

score _____ / 8

☐ /ch/ - /ŏ/ – /p/ (chop)	☐ /f/ - /l /– /ō/ – /t/ (float)
☐ /d/ - /ŭ/ – /s/ - /t/ (dust)	☐ /h/ – /ī/ (high)
☐ /s/ - /ē/ (see)	☐ /b/ – /ĭ/ - /g/ (big)
☐ /b/ - /ă/ - /g/ (bag)	☐ /s/ - /n/ – /ă/ – /p/ (snap)

▶ Isolating Initial Phonemes

-Say, "I'm going to say a word and I want you to tell me the sound you hear at the **beginning** of the word." (If the learner gives you the letter name, encourage them to say the sound instead.)

-Read each word and wait for the learner to answer. Check the box if the learner answers correctly.

score _____ / 6

☐ read (/r/)	☐ feather (/f/)
☐ car (/k/)	☐ toast (/t/)
☐ socks (/s/)	☐ happy (/h/)

▶ Isolating Final Phonemes

"I'm going to say a word and I want you to tell me the sound you hear at the **end** of the word." (Encourage learners to make the *sounds*, not tell letter names.)

-Read each word and wait for the learner to answer. Check the box if the learner answers correctly.

score _____ / 6

☐ trap (/p/)	☐ page /j/)
☐ fish (/sh/)	☐ crab (/b/)
☐ cut (/t/)	☐ couch (/ch/)

▶ Separating Phonemes

-Say, "I'm going to say a word. I want you to say the word like a robot, splitting the word into its little sounds."

-"Let's try one together: *road*." (Model how to separate the sounds: /r/-/ō/-/d/.)

-Read each word and wait for the learner to answer. Check the box if the learner answers correctly.

score _____ / 8

☐ bat (/b/ - /ă/ - /t/)	☐ plate (/p/ - /l/ - /ā/ - /t/)
☐ eat (/ē/ - /t/)	☐ teeth (/t/ - /ē/ - /th/)
☐ clock (/k/ - /l/ - /ŏ/ - /k/)	☐ face (/f/ - /ā/ - /s/)
☐ tie (/t/ - /ī/)	☐ spoon (/s/ - /p/ - /oo/ - /n/)

▶ Isolating Middle/Vowel Sound

"I'm going to say a word and I want you to tell me the sound you hear in the **middle** of the word." (Encourage learners to make the *sounds*, not tell letter names.)

-Read each word and wait for the learner to answer. Check the box if the learner answers correctly.

score _____ / 6

☐ sheep (/ē/)	☐ wig (/ĭ/)
☐ buzz (/ŭ/)	☐ rake (/ā/)
☐ robe (/ō/)	☐ room (/oo/)

www.thisreadingmama.com

▶ Adding Phonemes

-Say, "I can add a sound to make a new word. Listen to me do it with the word r*ow*."
-"If I start with *row* and add a /c/ to the beginning, I get the word *crow*."
-"I'll give you a word and tell you to add a sound to make a new word."
-Read each prompt and wait for the learner to answer. Check the box if the learner answers correctly.

score ____ / 6

☐ Add /l/ to the beginning of *egg*. (leg)	☐ Add /th/ to the end of *tea*. (teeth)
☐ Add /s/ to the beginning of *am*. (Sam)	☐ Add /m/ to the end of *blue*. (bloom)
☐ Add /sh/ to the beginning of *out*. (shout)	☐ Add /p/ to the end of *lamb*. (lamp)

▶ Deleting Phonemes

-Say, "I can take away a sound from a word to make a new word. Listen to me do it with the word bake."
-"If I start with *bake* and take away the /k/ at the end, I get the word *bay*."
-"I'll give you a word and tell you to take away a sound to make a new word."
-Read each prompt and wait for the learner to answer. Check the box if the learner answers correctly.

score ____ / 6

☐ Take /ch/ from the beginning of *chat*. (at)	☐ Take /n/ from the end of *moon*. (moo)
☐ Take /s/ from beginning of *sweat*. (wet)	☐ Take /s/ from the end of *dice*. (die)
☐ Take /s/ from the beginning of *smile*. (mile)	☐ Take /t/ from the end of *past*. (pass)

▶ Manipulating Phonemes

-Say, "I can change one sound in a word to make a new word." Place three counters (or pennies) on the tabletop.
-"Watch how I touch each counter for each sound of *tape*: /t/-/ā/-/p/. If I change /ā/" (touch the middle counter) "to /ī/, I get the word *type*."
-Read each prompt and wait for the learner to answer. Check the box if the learner answers correctly.

score ____ / 6

☐ *rose* - change /r/ to /h/ (h<u>o</u>se)	☐ *top* - change /t/ to /p/ (<u>p</u>op)
☐ *bat* - change /t/ to /g/ (ba<u>g</u>)	☐ *robe* - change /b/ to /d/ (roa<u>d</u>)
☐ *man* – change /ă/ to /oo/ (m<u>oo</u>n)	☐ *bike* – change /ī/ to /oo/ (b<u>oo</u>k)

www.thisreadingmama.com

Phonemic Awareness Post-Assessment

www.thisreadingmama.com

Name: _____ Date: _____

Directions: Use this syllable assessment AFTER you do any direct phoneme instruction. If the learner misses two or more, this is a skill he/she needs to work on. Allow learners to use counters or pennies for any of the activities.

▶ Blending Phonemes

-Say, "I'm going to say a word very slowly, separating the sounds. I'll sound like a broken robot. You need to listen to the sounds, blend the sounds together faster, and then tell me the word I am saying."

-"Let's try one together. Can you tell me what word I'm saying?" Separate the sounds of *nose*, saying them like a slow robot. "*N – o - z*."

-Say the sounds of each word like a robot. (The phonemes are separated below.) Check the box if the learner answers correctly.

score _____ / 8

☐ /r/ - /ā/ – /s/ (race)	☐ /s/ -/h/ – /ē/ – /p/ (sheep)
☐ /m/ - /oo/ – /n/ (moon)	☐ /n/ – /ĕ/ – /s/ – /t/ (nest)
☐ /s/ – /p/ – /ĭ/ – /l/ (spill)	☐ /ŭ/ – /p/ (up)
☐ /ā/ - /p/ (ape)	☐ /b/ – /ă/ – /t/ (bat)

▶ Isolating Initial Phonemes

-Say, "I'm going to say a word and I want you to tell me the sound you hear at the **beginning** of the word." (If the learner gives you the letter name, encourage them to say the sound instead.)

-Read each word and wait for the learner to answer. Check the box if the learner answers correctly.

score _____ / 6

☐ popcorn (/p/)	☐ dog (/d/)
☐ bird (/b/)	☐ guitar (/g/)
☐ zip (/z/)	☐ kite (/k/)

▶ Isolating Final Phonemes

"I'm going to say a word and I want you to tell me the sound you hear at the **end** of the word." (Encourage learners to say the *sound*, not letter name.)

-Read each word and wait for the learner to answer. Check the box if the learner answers correctly.

score ____ / 6

☐ miss (/s/)	☐ smile (/l/)
☐ swim (/m/)	☐ train (/n/)
☐ hatch (/ch/)	☐ tooth (/th/)

▶ Separating Phonemes

-Say, "I'm going to say a word. I want you to say the word like a robot, splitting the word into its little sounds."

-"Let's try one together: *road*." (Model how to separate the sounds: /r/-/ō/-/d/.)

-Read each word and wait for the learner to answer. Check the box if the learner answers correctly.

score ____ / 8

☐ boat (/b/ - /ō/ - /t/)	☐ sock (/s/ - /ŏ/ - /k/)
☐ pie (/p/ - /ī/)	☐ flag (/f/ - /l/ - /ă/ - /g/)
☐ cliff (/k/ - /l/ - /ĭ/ - /f/)	☐ ship (/sh/ - /ĭ/ - /p/)
☐ row (/r/ - /ō/)	☐ leaf (/l/ - /ē/ - /f/)

▶ Isolating Middle/Vowel Sound

"I'm going to say a word and I want you to tell me the sound you hear in the **middle** of the word." (Encourage learners to make the *sounds*, not tell letter names.)

-Read each word and wait for the learner to answer. Check the box if the learner answers correctly.

score ____ / 6

☐ sack (/ă/)	☐ cage (/ā/)
☐ foot (/oo/)	☐ shell (/ĕ/)
☐ meet (/ē/)	☐ soap (/ō/)

www.thisreadingmama.com

▶ Adding Phonemes

-Say, "I can add a sound to make a new word. Listen to me do it with the word r*ow*."
-"If I start with *row* and add a /c/ to the beginning, I get the word *crow*."
-"I'll give you a word and tell you to add a sound to make a new word."
-Read each prompt and wait for the learner to answer. Check the box if the learner answers correctly.

score _____ / 6

☐ Add /b/ to the beginning of *end*. (bend)	☐ Add /t/ to the end of *stay*. (state)
☐ Add /sh/ to the beginning of *eat*. (sheet)	☐ Add /f/ to the end of *sell*. (self)
☐ Add /s/ to the beginning of *low*. (slow)	☐ Add /ch/ to the end of *ran*. (ranch)

▶ Deleting Phonemes

-Say, "I can take away a sound from a word to make a new word. Listen to me do it with the word bake."
-"If I start with *bake* and take away the /k/ at the end, I get the word *bay*."
-"I'll give you a word and tell you to take away a sound to make a new word."
-Read each prompt and wait for the learner to answer. Check the box if the learner answers correctly.

score _____ / 6

☐ Take /w/ from the beginning of *wall*. (all)	☐ Take /m/ from the end of *same*. (say)
☐ Take /d/ from the beginning of *date*. (ate)	☐ Take /b/ from the end of *robe*. (row)
☐ Take /s/ from the beginning of *swing*. (wing)	☐ Take /d/ from the end of *card*. (car)

▶ Manipulating Phonemes

-Say, "I can change one sound in a word to make a new word." Place three counters (or pennies) on the tabletop.
-"Watch how I touch each counter for each sound of *tape*: /t/-/ā/-/p/. If I change /ā/" (touch the middle counter) "to /ī/, I get the word *type*."
-Read each prompt and wait for the learner to answer. Check the box if the learner answers correctly.

score _____ / 6

☐ *chat* - change /ch/ to /b/ (b<u>a</u>t)	☐ *ball* - change /b/ to /t/ (t<u>a</u>ll)
☐ *beak* - change /k/ to /m/ (bea<u>m</u>)	☐ *teeth* - change /th/ to /n/ (tee<u>n</u>)
☐ *hop* – change /ă/ to /ĭ/ (h<u>i</u>p)	☐ *sick* – change /ĭ/ to /ŏ/ (s<u>o</u>ck)

www.thisreadingmama.com

Phonemic Awareness
Lesson Plans

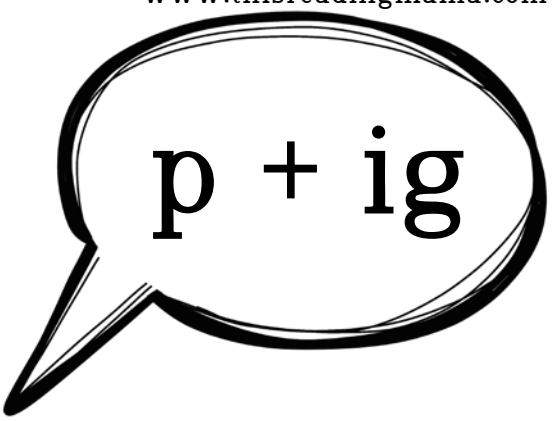
this Reading mama

Blending Phonemes

Onset + Rime Blending

Lesson 1

www.thisreadingmama.com



▶ Targeted Skill

Learners will blend the onset and rime in words.

▶ Materials

-Printable phoneme word list (page 40) for onsets and rimes (real words only)

▶ Preparation

-Select the words of your choice from the list or make your own list.

▶ Introduction

-Say, "We're going to put word parts together to make a real or silly word."

-"Listen as I do one. If I add /h/ and /at/, I get the word *hat*. /H/-/at/ makes *hat*."

-"Do you hear how I did that? Can you blend /h/ and /at/ like I did? Let's try it again. /h/-/at/, *hat*."

-"*Hat* is a real word. What if I added /z/ to /at/? I'd get the silly word *zat*."

▶ Guided Practice

-Say the onset and rime separated in the word.

-Encourage learners to repeat your separated sounds, then blend them to make a real or silly word.

-Afterwards, ask, "Is that a real or silly word?"

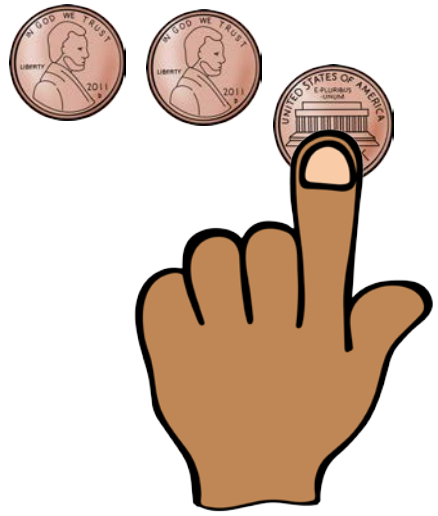
▶ Extensions / Tips for Struggling Learners

-It may be helpful to use counters or pennies to represent the two parts of the word. Simply put two counters out. Learners may touch the first one for the onset and the second one for the rime.

-Blending onsets and rimes allows our learners to get warmed up to blending the individual phonemes (letter sounds) in words and is a great place to start.

Push a Penny

www.thisreadingmama.com



▶ Targeted Skill

Learners will practice blending phonemes in words.

▶ Materials & Preparation

-2-4 pennies or small counters
-Printable phoneme word list on page 40

▶ Preparation

-Pick the words you want to use from the word list.

▶ Introduction

-Say, "Today, we're going to play a game with sounds in words."
-"I'll say the little sounds of a word very slowly. Then, we'll take the sounds and say them faster to say the word at a normal speed. We'll use these pennies as we slowly say the sounds. I'll push a penny forward for every sound in the word."
-Model with the word *book*. Say it slowly like /b/-/oo/-/k/. Slide a penny forward for each syllable. Then blend the sounds together to say *book* at a normal pace.

▶ Guided Practice

-Practice together with several words, being sure to encourage your learner(s) to push a penny forward for each sound, then blend the sounds together to say the word.

▶ Extensions / Tips for Struggling Learners

-Engaging learners in a multi-sensory way (involving their sight, body, mouth, and listening) is an effective way to teach phonemes to all your learners.
-If learners are struggling, start with two-phoneme words before using words with more phonemes. It may also help to go back to blending onsets and rimes in Lesson 1 (page 14).
-If your learner is ready, try this activity with words containing 4-5 phonemes.

Read Aloud Phoneme Blending

Lesson 3

▶ Targeted Skill

Learners will practice blending phonemes in real words.

▶ Materials

-A favorite picture book of your choice. *Not a Box* by Antoinette is the example in this lesson.
-Words you'll segment for learners to blend.

▶ Preparation

-Pick the simple words from the book that you're going to segment for learners to blend. If you can, keep it to words that have 2-4 phonemes.

▶ Introduction

-Say, "Today, I'm going to read one of my favorite books. The title of the book is, *Not a Box,* and it was written by Antoinette Portis."

-"I'm going to read the entire book through because it's so good! Then we'll go back together and I'm going to say some words like a robot (or turtle). It will be up to you to put all the sounds together to figure out the word from the book I'm trying to say."

▶ Guided Practice

-As you re-read the book, stop on several pages and say words funny like, "It's not a /b/ -/ ŏ/ - /k/ - /s/." Learners must blend the sounds/phonemes to together to say the entire word. (*box*)

▶ Extensions / Tips for Struggling Learners

-Do not skip the first read-through of the book. The first time through, you want to make sure you interrupt very little so learners can comprehend and enjoy the story.

-Be ready to support learners who seem to struggle by picking words with only 2-4 phonemes, over-emphasizing tricky sounds in the word (like the *mp* in *jump*), or giving them extra time to process and blend the sounds as you wait.

-If learners seem ready, pick a few words from the book to have them separate the sounds of. (See Lessons 9-13).

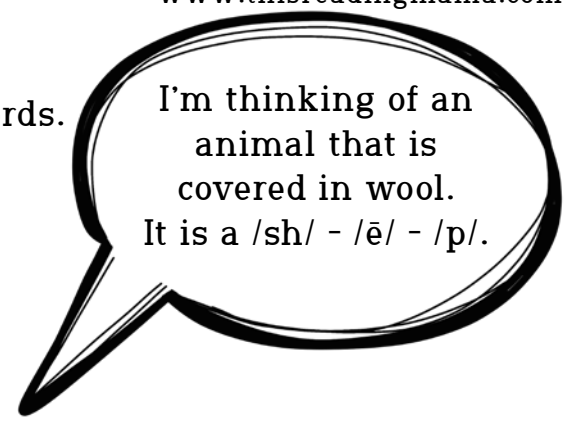
Riddle Me This

Lesson 4

www.thisreadingmama.com

▶ Targeted Skill

Learners will practice blending phonemes in real words.



▶ Materials

-Printable phoneme word list (page 40) or your own words

▶ Preparation

-Select the words you want to use to play the game. It may help to jot them down on a piece of paper or highlight them from the list, so you'll remember which objects you've chosen.

-Create a simple riddle or clue ahead of time, or you can do it on the spot.

▶ Introduction

-Say, "Let's play a game where you have to guess what I'm thinking of. I'll give you a clue (or a riddle), then I'll say the word I'm thinking of in a very slow way, stretching out the sounds."

-"You must blend the sounds together to figure out the word I'm thinking of."

▶ Guided Practice

-Play the game with your learner(s).

-If you're playing with a small or large group of learners, encouraging them *not* to shout out the answer if they get it right away so others can have time to figure it out, too.

▶ Extensions / Tips for Struggling Learners

-If the activity is too hard, make your riddle/clue more obvious and choose words with 2-3 phonemes.

-If the activity is too easy, think of harder clues and choose words with 4-5 phonemes.

-If learners seem ready to separate the phonemes in the words (see Lessons 9-13), they might be able to create their own riddles.

Phoneme Blending Race

Lesson 5

www.thisreadingmama.com

Targeted Skill

Learners will practice blending phonemes in real words.

Materials

-Printable phoneme cards (pages 41-47) or small objects from around the house/room
-Space to run or walk quickly
-A pocket chart, tabletop, or floor space to display your cards

Preparation

-Print off the phoneme word cards of your choice.
-Laminate (optional) and cut out the phoneme cards.
-Clear the floor area so it's free of clutter or take the game outside.
-Place the phoneme cards across the room in a pocket chart, on a tabletop, or on the floor.

Introduction

-Say, "Today, we're going to play a racing game with the sounds we hear in words."
-"I'm going to say the sounds in a word slowly like this: /s/-/n/-/ā/-/k/." (*snake*)
-You're going to put those sounds together and say the word. Then you'll run (skip/hop/jog/walk) over here, find the card with the picture that matches the word and bring it back."
-Model how you want your learners to move and what they need to do once they have the card. This blog post is specifically for syllables, but it can be adapted to include phonemes: https://thisreadingmama.com/run-find-syllables-game/

Guided Practice

-Play the racing game with your learners. Each time a learner returns with a picture, encourage everyone to check it.
-If learners get the picture wrong, say the word slowly again and then help them blend the sounds. Send them back for the correct picture.

Extensions / Tips for Struggling Learners

-If you're doing this activity with a small group, each learner can have multiple turns. If the entire class is doing it, you could have two areas where you place the cards. This means you'd need to print each picture card twice. Divide your learners into two equal groups and have them race to their separate areas to find the same card.

Matching & Isolating Phonemes

Please note: The activities within this section include games for beginning sounds, ending sounds, and middle/vowel sounds. Developmentally, the beginning sound games are the easiest for learners to start with. Move to ending sounds next and finally middle (vowel) sounds. See the phonemic awareness skill chart on page 4 for reference.

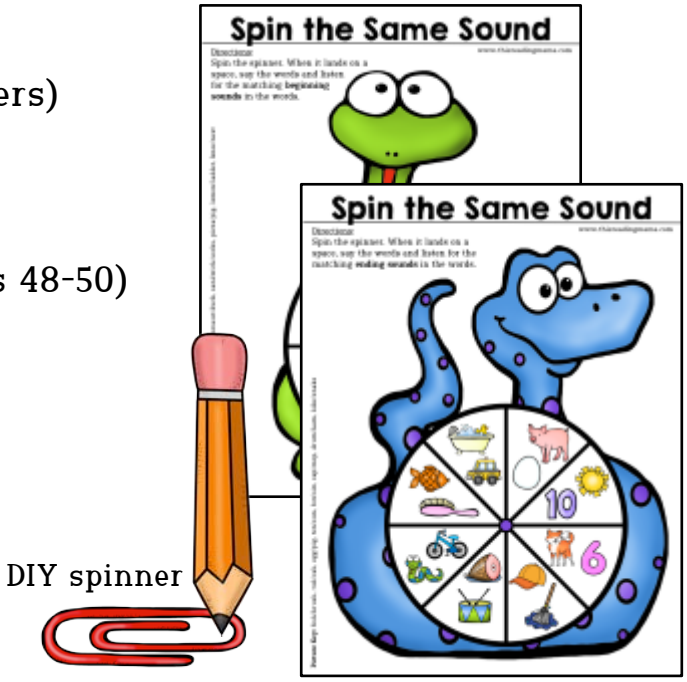
Spin the Same Sound

Lesson 6

www.thisreadingmama.com

▶ Targeted Skill

Learners will listen for matching sounds in the first, final, or middle position. (2-4 players)



DIY spinner

▶ Materials

-"Spin the Same Sound" game boards (pages 48-50)
-A large paper clip
-A pencil

▶ Preparation

-Print off the game board of your choice.

▶ Introduction

-Say, "Today, we're going to spin, say, and listen for same sounds in words."

-Model how to place the paperclip and pencil on the board to make a DIY spinner, making sure the tip of your pencil is touching the center point of the spinner. (See image above.)

-Model how to spin the spinner and name the pair of pictures the paper clip lands on so everyone playing can hear them. Tell what sound you hear at the beginning (end/middle).

▶ Guided Practice

-Encourage learners to spin and name the two pictures OUT LOUD when they land on a space.

-Once they name the pictures, you might ask, "What sound do you hear at the beginning/middle/end of those pictures?" (Focus on sounds, not letter names.)

▶ Extensions / Tips for Struggling Learners

-Be ready to help immediately if learners do not know what a picture represents so the focus is on listening for sounds. Vocabulary can be addressed before or after the game.

-Developmentally speaking, listening for beginning sounds is the easiest, while listening for middle vowel sounds is the hardest. Do some simple segmenting activities before learners are asked to listen for the middle sound. (See Lessons 9-13.)

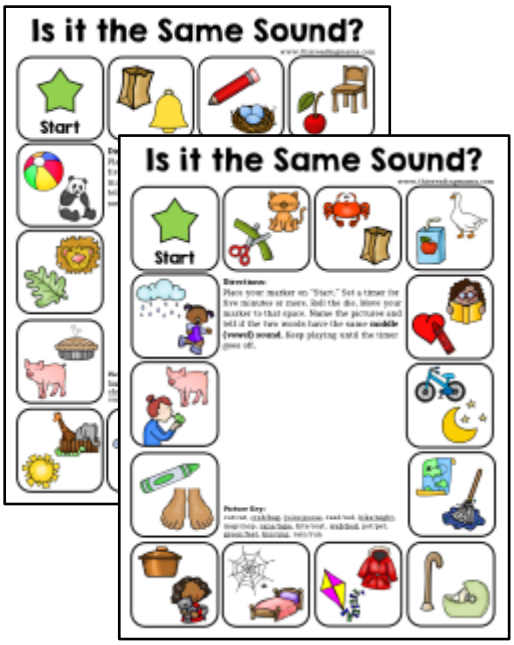
Is it the Same Sound?

Lesson 7

www.thisreadingmama.com

▶ Targeted Skill

Learners will isolate sounds to tell if they match in the first, final, or middle position. (2-4 players)



▶ Materials

-"Is it the Same Sound?" game boards (pages 51-53)
-One die
-A timer
-Small markers or objects for each player

▶ Preparation

-Print off the game board of your choice.

▶ Introduction

-Say, "Today, we're going to play a game with little sounds in words." (For this example, we'll use the ending sound game board.)

-"The ending sound in a word is the last sound we hear in words, like the /k/ in *book*."

-Model how to roll the die, move the marker, name the pictures, emphasize the final sounds, and tell if they are the same sound or not.

-For example, "Soap, top. Both of those words end in /p/. Can you hear them on the end when I say them? Soap, top."

▶ Guided Practice

-Set the timer and play the game together. Encourage learners to say the words out loud so all players can hear them.

▶ Extensions / Tips for Struggling Learners

-Help learners identify the picture immediately if they are struggling so the focus can be on listening for the same sounds in words.

-Developmentally speaking, listening for beginning sounds is the easiest, while listening for middle vowel sounds is the hardest. Do some simple segmenting activities before learners are asked to listen for the middle sound. (See Lessons 9-13.)

-If learners seem ready, encourage them to think of other words that have the same beginning, ending, or middle sounds.

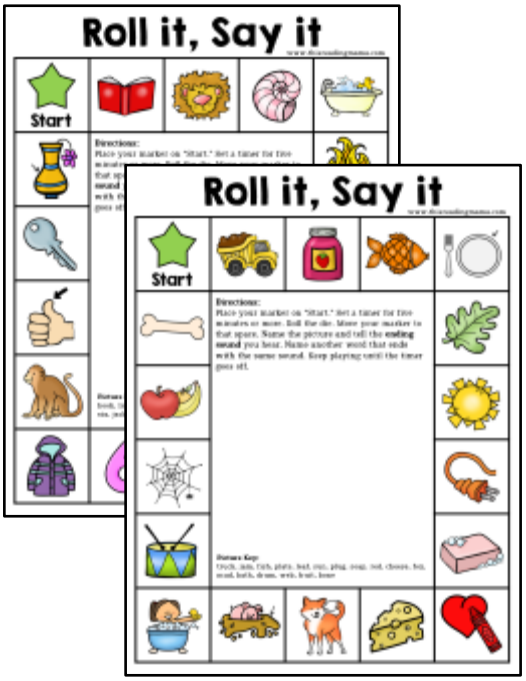
Roll it, Say it

Lesson 8

www.thisreadingmama.com

▶ Targeted Skill

Learners will listen for matching sounds in the initial, final, or middle position of a word AND produce a word that matches the specific phoneme. (2-4 players)



▶ Materials

-"Roll It, Say It" game boards (pages 54-56)
-One die
-A timer
-Small markers or objects for each player

▶ Preparation

-Print off the game board of your choice.

▶ Introduction

-Say, "Today, we're going to play a game with beginning sounds in words." (For this example, we'll use the beginning sound game board.)
-"The beginning sound in a word is the first sound we hear in words, like the /p/ in *pizza*."
-Model how to roll the die, move the marker, name the picture, emphasize the beginning sound, and then tell another word that has the same beginning sound.

▶ Guided Practice

-"Let's play the game together." Set the timer and play the game together.
-Encourage learners to say the words out loud so all players can hear them.

▶ Extensions / Tips for Struggling Learners

-Help learners identify the picture immediately if they are struggling so the focus can be on listening for the same sounds in words.
-Offer support with word choices if learners struggle to think of another word. For example, if a learner lands on *lion*, you might ask, "Would *leaf, book,* or *ball* be a word that starts with the same sound as *lion*?"
-Developmentally speaking, listening for beginning sounds is the easiest, while listening for middle vowel sounds is the hardest. Do some simple segmenting activities before learners are asked to listen for the middle sound. (See Lessons 9-13.)

Segmenting Phonemes

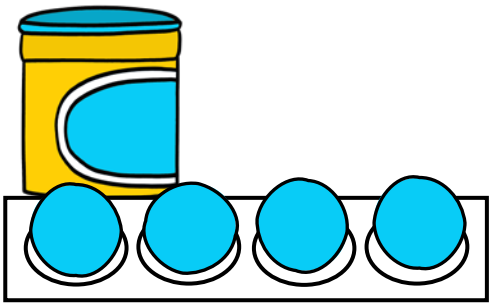
Phoneme Smash

Lesson 9

www.thisreadingmama.com

▶ Targeted Skill

Learners will separate/segment phonemes in words.



▶ Materials

-"Playdough Phoneme Strips" (optional, page 57)
-Tabletop
-Playdough
-Printable phoneme cards from pages 41-47 or phoneme word lists (page 40)

▶ Preparation

-Print, laminate (optional), and cut out the "Playdough Phoneme Strips."
-Roll up four balls of playdough and place them on each circle.

▶ Introduction

-Say, "Today, we're going to smash playdough as we listen for the little sounds in words."
-"Watch as I smash the sounds in the word *bug*."
-As you say the word, separate it into its three phonemes: /b/-/ŭ/-/g/. Smash a ball of playdough for each sound you say (smash 3).
-Reform the balls and model again with other words if needed.

▶ Guided Practice

-Encourage all learners to roll up four balls of playdough and place them on their strip.
-Call various words for learners to segment. They should smash a ball of playdough for each sound. Use the phoneme word cards (pages 41-47), phoneme word lists (page 40), or choose your own words with 2-4 phonemes.

▶ Extensions / Tips for Struggling Learners

-Engaging learners in a multi-sensory way (involving their sight, body, mouth, and listening) is an effective way to teach phonemes to all your learners.
-Note: If you are selecting your own set of words for learners to smash, be aware that some phonemes are trickier than others. (See page 4 for more details.) Be sure you are pronouncing these words by carefully emphasizing each phoneme.

Phoneme Sorting

Lesson 10

www.thisreadingmama.com

▶ Targeted Skill

Learners will segment and identify the number of phonemes (or sounds) in words.

▶ Materials

-Printable phoneme cards (pages 41-47)

-Pocket chart, tabletop, or carpet area for sorting

-Dry erase board & dry erase marker (optional)

▶ Preparation

-Print, laminate (optional), and cut the phoneme cards.

-Set up your number cards in your work area so the phoneme cards can be sorted underneath.

-Shuffle your phoneme cards.

-Write the numerals 1, 2, 3, 4, and 5 (to match the phoneme cards you've chosen) at a level where learners can reach them on a dry erase board.

▶ Introduction

-Say, "Today, we're going to count and sort words by the number of sounds they have."

-"Let me show you how with the word *frog*. Hmm...*frog*. When I stretch out the sounds in that word and say them slowly, it sounds like /f/-/r/-/o/-/g/."

-Say the four phonemes again. As you say each individual sound, point to the numerals on the board, starting at "1" and stopping at "4."

-"We stopped at '4,' so *frog* has four sounds. I'll sort *frog* under the '4.'"

▶ Guided Practice

-Hand out the remaining phoneme cards.

-Support each learner as they segment, count, and sort the cards. Allow learners to come to the dry erase board and touch each number for the phonemes in the word.

▶ Extensions / Tips for Struggling Learners

-Some learners may be able to segment perfectly but keeping track of the actual number is more difficult. That's why touching the numbers as learners count the phonemes is super helpful. Learners can even use their own fingers to count the phonemes.

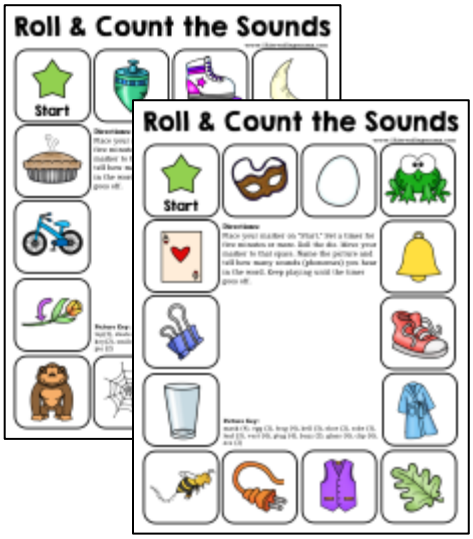
Roll & Count Phoneme Game

Lesson 11

www.thisreadingmama.com

▶ Targeted Skill

Learners will segment and identify the number of phonemes (or sounds) in words. (2-4 players)



▶ Materials

-"Roll & Count the Sounds" game board (pages 65-66)
-One die
-A timer
-Small markers or objects for each player

▶ Preparation

-Print off the game board of your choice. Choose from two different boards.

▶ Introduction

-Say, "Today, we're going to count the sounds we hear in words as we play a game."

-Model how to roll the die, move the marker, name the picture, separate the phonemes, and tell the number of phonemes it has.

-Hint: It may help to use the same method using a dry erase board as described in Lesson 10 under "Introduction."

▶ Guided Practice

-Set the timer and play the game together.

-Support each learner as they segment and count. If they segment or count incorrectly, help them segment and count the sounds.

-Note: A picture/answer key is located towards the bottom of each game board.

▶ Extensions / Tips for Struggling Learners

-Help learners identify the picture immediately if they are struggling so the focus can be on segmenting/counting phonemes. A picture key is provided on the game board.

-Some learners may be able to segment perfectly but keeping track of the actual number is more difficult. Learners can even use their own fingers to count the phonemes.

That's Not the Same

Lesson 12

www.thisreadingmama.com

Targeted Skill

Learners will find the one picture/word that has a different number of phonemes than the others.

Materials

-Printable phoneme cards (pages 41-47)
-Pocket chart or tabletop

Preparation

-Print, laminate (optional), and cut out the phoneme cards of your choice.

Introduction

-Say, "I have three picture cards in the pocket chart: *snake, bike,* and *cat*. Two of the pictures have the same number of little sounds and the other one does not."

-"Listen to how I stretch out the sounds in each word to find the one picture that doesn't have the same number of sounds."

-Segment each word by slowly saying the sounds. It may help to use the same method with numbers on a dry erase board as described in Lesson 10 under "Introduction."

-Once you've segmented and counted the phonemes in each word, say, "*Snake* doesn't match because it has four sounds. *Bike* and *cat* only have three sounds."

Guided Practice

-Try with more sets of three cards. Encourage learners to name all the pictures, segment the sounds, and count the sounds **before** deciding the one that isn't the same.

Extensions / Tips for Struggling Learners

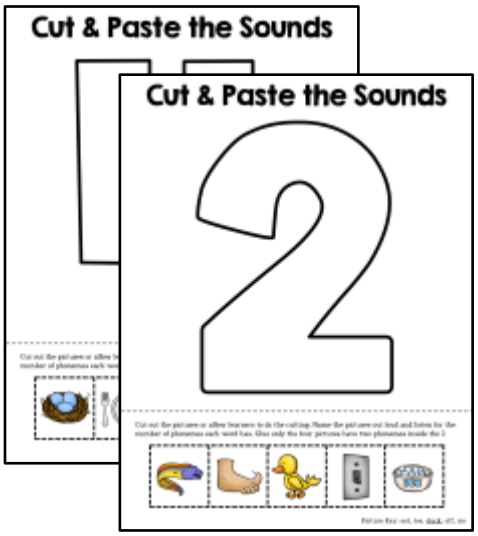
-Picture cards can be used to help learners remember the three words, but this activity can also be made more challenging without picture cards. Just say the three words out loud, making sure one doesn't have the same number of phonemes. (Use the "Phoneme Word Lists" on page 40 to help you think of words.)

-Some learners may be able to segment perfectly but keeping track of the actual number is more difficult. Learners can even use their own fingers to count the phonemes.

Cut & Paste the Sounds

Lesson 13

www.thisreadingmama.com



▶ Targeted Skill

Learners will segment and count phonemes in words.

▶ Materials

-"Cut & Paste the Sounds" pages (pages 58-64)
-Scissors
-Glue stick

▶ Preparation

-Print off the page(s) of your choice.

▶ Introduction

-Say, "Let's listen for and count the little sounds we hear in words. We are going to listen specifically for words that have two sounds. For example, in the word *zoo*, I hear /z/-/oo/. That's just two sounds."

-Model how to do one of the pages with your learners by naming the number (*two*) and cutting out all the pictures at the bottom of the page.

-Place all five pictures inside the two *before* gluing anything down.

▶ Guided Practice

-Name each picture by saying the word normally.
-"I'm going to say each word slower this time so we can hear all the sounds. Can you give me thumbs up if it has two sounds and a thumbs down if it doesn't?"
-Say each word slowly, separating the phonemes: /ee/-/l/ (*eel*), /t/-/oe/ (*toe*), /d/-/u/-/ck/ (*duck*), /ŏ/-/ff/ (*off*), /i/-/s/ (*ice*).

-Say, "Hmmm...I saw some thumbs down with *duck*, and you're right! How many sounds do you hear in *duck*?" (3) Note: The one picture that shouldn't be glued down is underlined in the picture key at the very bottom right of each page.

-Glue down *only* the four pictures that have the correct number of phonemes.

▶ Extensions / Tips for Struggling Learners

-Make sure your learners have tried all the words with the the featured word *before* gluing anything down.

-If learners are ready, give them the #4 or #5 pages.

Detecting Phonemes

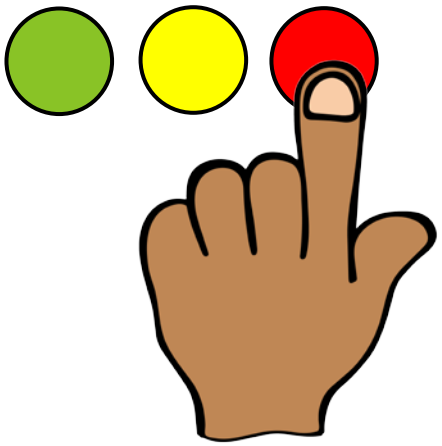
Say and Touch

Lesson 14

www.thisreadingmama.com

▶ Targeted Skill

Learners will detect the placement of phonemes in words.



▶ Materials

-3 counters or pennies
-Printable phoneme word list (page 40) or printable phoneme cards (pages 41-47)
-Tabletop

▶ Preparation

-Print, laminate (optional), and cut out the phoneme cards if you want to use them.

▶ Introduction

-Say, "Today, we're going to say and touch the sounds in words."
-Line three counters/pennies in a row on the tabletop.
-"Listen to this word: *duck*. I can hear that it has three sounds: /d/-/ŭ/-/ck/"
-Move the first counter forward for /d/, the second counter forward for /ŭ/ and the last counter for /ck/.
-"I'm going to touch the /ŭ/." (Touch the second counter.)
-"Now, I'll touch the /d/. (Touch the first counter.)

▶ Guided Practice

-"Can you touch the /ck/?" (Learners should touch the last counter.)
-"Let's try more words together!"
-Call out more words for learners to segment, then say and touch the individual phonemes in the word. Use the printable word list or show them pictures.

▶ Extensions / Tips for Struggling Learners

-If learners struggle, ask for the phonemes in order before you mix them up.
-Use shorter words with 2 phonemes to make it easier.
-Use longer words with 4-5 phonemes to make it more challenging.
-You can even use silly words like *rup, juzz*, or *chode* to extend learning.

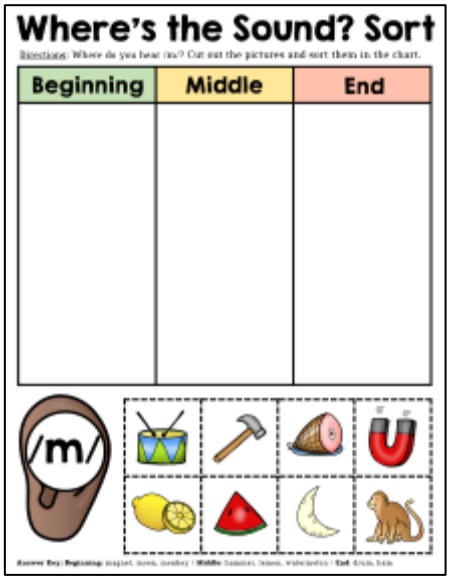
Where's the Sound?

Lesson 15

www.thisreadingmama.com

▶ Targeted Skill

Learners will isolate phonemes in words.



▶ Materials

-Green, yellow, and red paper
-A classroom or room in your house
-"Where's the Sound?" sorts (optional, pages 67-72)
-Scissors
-Glue/glue stick

▶ Preparation

-Tape green, yellow, and red paper to the walls of the room. Be sure to tape them from left to right so you represent the sounds in a word (green=beginning sound, yellow=middle sound, and red=ending sound.)
-Print off the "Where's the Sound?" page of your choice. Choose from six different pages. (Optional for extension.)

▶ Introduction

-Say, "Let's play a game called, 'Where's the Sound?' Let me show you how. I'm going to listen for /n/ in some words."
-"If I hear /n/ at the beginning of the word, I'll walk over and stand beside the green paper. If I hear /n/ in the middle of the word, I'll walk over and stand beside the yellow paper. And if I hear /n/ at the end of the word, I'll walk over and stand beside the red paper."
-"My first word is *candle*." Stretch out the phonemes. "When I stretch out that sounds in the word, I hear /n/ in the middle." (Walk over to the yellow paper.)

▶ Guided Practice

-Call out more words such as *Monday*, *run*, and *nose.* As you do, encourage learners to stretch out the sounds, listen for where they hear /n/, then walk and stand beside the colored paper.
-Try more sounds in words, such as listening for /r/ in *summer, rain,* and *hooray.*
-You can use some of the examples from the "Where's the Sound?" sorts.

▶ Extensions / Tips for Struggling Learners

-Extend learning by using the "Where's the Sound?" Sorts. (pages 67-72)
-If learners still need support, work one-on-one with a learner or pull a small group to work on a printable sort.

Manipulating Phonemes

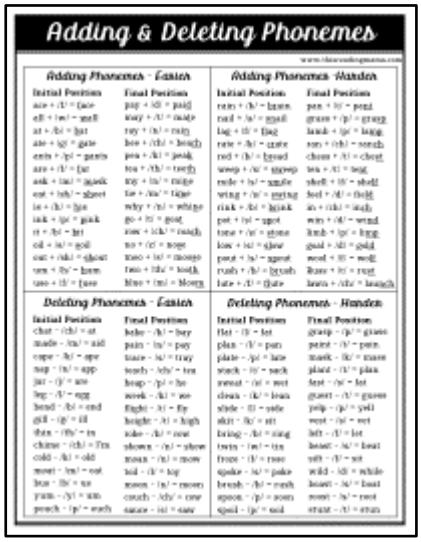
Make a New Word

Lesson 16

www.thisreadingmama.com

▶ Targeted Skill

Learners will add phonemes to words.


Adding & Deleting Phonemes

Adding Phonemes - Easier

Initial Position	Final Position
ace + /f/ = face	pap + /d/ = paid
all + /m/ = mall	may + /t/ = mate
at + /h/ = hat	ray + /n/ = rain
ate + /g/ = gate	bee + /ch/ = beach
eats + /p/ = pants	pea + /k/ = peak
are + /f/ = far	tea + /th/ = teeth
ask + /m/ = mask	egg + /n/ = nudge
eat + /sh/ = sheet	lie + /kn/ = night
in + /h/ = him	why + /t/ = white
ink + /p/ = pink	go + /t/ = goat
it + /b/ = bit	saw + /ch/ = watch
oil + /s/ = soil	no + /t/ = note
oat + /sh/ = shoot	moo + /s/ = mouse
saw + /b/ = bawl	two + /thr/ = broth
use + /f/ = fuse	blue + /m/ = bloom

Adding Phonemes - Harder

Initial Position	Final Position
rain + /b/ = brain	pen + /s/ = pens
rad + /a/ = grad	grass + /p/ = grasp
lag + /l/ = flag	lank + /p/ = lamp
rate + /b/ = crate	son + /ch/ = scorch
red + /h/ = bread	chum + /t/ = chest
weep + /st/ = sweep	tea + /t/ = treat
rule + /s/ = smile	shelf + /l/ = shelf
wring + /s/ = spring	hod + /d/ = hold
rink + /k/ = brink	in + /ch/ = inch
pot + /s/ = spot	win + /d/ = wind
tone + /s/ = stone	limb + /p/ = lamp
low + /s/ = slow	gad + /d/ = gold
post + /s/ = upset	wod + /l/ = well
rush + /b/ = brush	Rum + /s/ = rust
late + /f/ = flate	learn + /thr/ = launch

Deleting Phonemes - Easier

Initial Position	Final Position
chat - /ch/ = at	bebe - /b/ = bay
made - /m/ = aid	pain - /n/ = pay
cape - /k/ = ape	taste - /s/ = tray
nap - /n/ = app	ready - /d/ = tea
jar - /j/ = are	heap - /p/ = he
leg - /l/ = egg	week - /k/ = we
bend - /b/ = end	flight - /l/ = fly
gill - /g/ = ill	height - /t/ = high
than - /th/ = an	robe - /b/ = row
chime - /ch/ = I'm	shown - /n/ = show
cold - /k/ = old	noun - /n/ = now
meet - /m/ = eat	toil - /l/ = toy
bun - /b/ = un	moon - /n/ = moon
yarn - /y/ = arn	couch - /ch/ = cow
peach - /p/ = each	cause - /z/ = caw

Deleting Phonemes - Harder

Initial Position	Final Position
flat - /l/ = fat	grasp - /p/ = grass
plan - /l/ = pan	paint - /t/ = pain
plate - /p/ = late	mask - /k/ = mass
snack - /n/ = sack	plant - /t/ = plan
sweat - /s/ = wet	last - /s/ = lat
clean - /k/ = lean	guest - /t/ = guess
slide - /l/ = side	yelp - /p/ = yell
skirt - /k/ = sir	west - /s/ = wet
bring - /b/ = ring	left - /f/ = let
twirl - /w/ = tirl	beast - /s/ = beat
frost - /f/ = rust	salt - /l/ = sat
spike - /s/ = pike	wild - /l/ = while
breath - /b/ = reath	heart - /h/ = hart
spoon - /p/ = soon	vomit - /s/ = vest
spoil - /p/ = soil	strait - /t/ = strain

▶ Materials

-"Adding and Deleting Phonemes" word list (page 73)

-Counters or pennies so learner can touch and move them

▶ Preparation

-Pick the words from the list or create your own set.
Note: The word list contains easier and harder additions to the initial and final positions of words.

▶ Introduction

-Say, "I can make a new word by adding a sound at the <u>beginning</u> of a word. Listen as I make a new word." (This can also be done with ending sounds.)

-" I can add /f/ to the beginning of *ace* to get the new word *face*."

-Optional: Use counters or pennies to represent the word you're starting with and the new phoneme you are adding. Start with the counters separated and slide the first counter closer as you add the beginning sound to the word.

-Model with more examples from the word list if needed.

▶ Guided Practice

-"Now you give it a try."

-Give learners permission to use the counters/pennies if they need them.

-For each example say, "Add /t/ to the beginning of *all*."

▶ Extensions / Tips for Struggling Learners

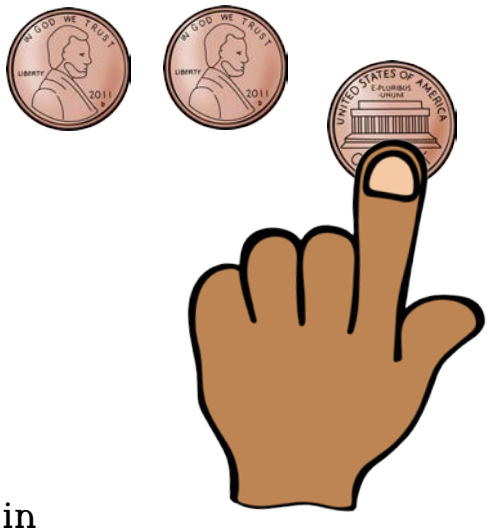
-Adding beginning sounds and ending sounds in the same lesson can be confusing to learners. Just focus on one at a time in your lesson.

-To extend learning, use the harder list on the top right side of the chart. These words ask learners to add sounds to words that will create a blend at the beginning or end of words.

Drop a Penny

Lesson 17

www.thisreadingmama.com



▶ Targeted Skill

Learners will delete phonemes in words.

▶ Materials

-"Adding and Deleting Phonemes" word list (page 73)
-Three pennies or counters

▶ Preparation

-Pick the words from the list or create your own set.
Note: The word list contains easier and harder deletions in the initial and final positions of words.

▶ Introduction

-Say, "I can make a new word by dropping a sound from the end of a word. Listen as I do this with the word *nose*." (This can also be done with beginning sounds.)
-Place three pennies on a tabletop, one for each phoneme of *nose*.
-"*Nose.* I can drop the /z/ at the end," (pull the last penny down) "to get the new word *no*."
-Model with more examples from the word list if needed.

▶ Guided Practice

-"Now you give it a try."
-Allow learners to use pennies or counters to "pull the sound" away from the word.
-For example, tell learners: "Take the /t/ off the end of goat."
-Use more words from the word list as you support your learner(s).

▶ Extensions / Tips for Struggling Learners

-Dropping beginning sounds and ending sounds in the same lesson can be confusing to learners. Just focus on one at a time.
-To extend learning, use the harder list on the bottom right side of the chart. These words ask learners to drop sounds to words with blends.

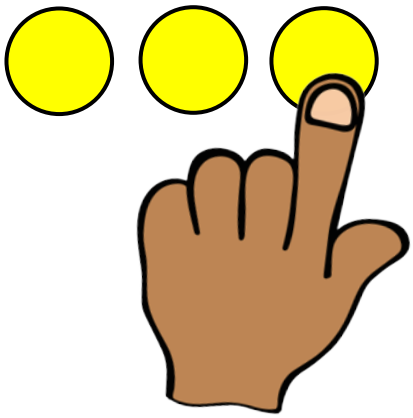
First or Last?

Lesson 18

www.thisreadingmama.com

▶ Targeted Skill

Learners will tell which phoneme has changed in a word.



▶ Materials

-"Switch-a-Roo" list (optional, page 74)
-Three counters or pennies

▶ Preparation

-Pick the words from the list you will use for the lesson.

▶ Introduction

-Say, "Today, we're going to play a game where you have figure out if I'm changing the first or the last sound when I say two words."

-Segment the word *gate* (/g/-/ā/-/t/) and point to each counter to show the three phonemes.

-"What if I changed just one of the sounds to make *gate* into *gain*? Hmmm...which sound changed? The last sound!" (Point to the last counter.) "I changed the /t/ to /n/."

▶ Guided Practice

-Say, "Now, you get to give it a try. I'm going to say a word. Use your counters to show the sounds in the word. Then I'll say the second word. See if you can figure out which sound has changed: the first sound or the last sound."

-"When you figure it out, touch the counter to show me which one has changed."

-Read various words from the "Switch-a-Roo" list, being sure to vary it between the first and last sound.

▶ Extensions / Tips for Struggling Learners

-Engaging learners in a multi-sensory way (involving their sight, body, mouth, and listening) is an effective way to teach phonemes to all your learners.

-See Lessons 19 and 20, which extend the skill introduced in this lesson.

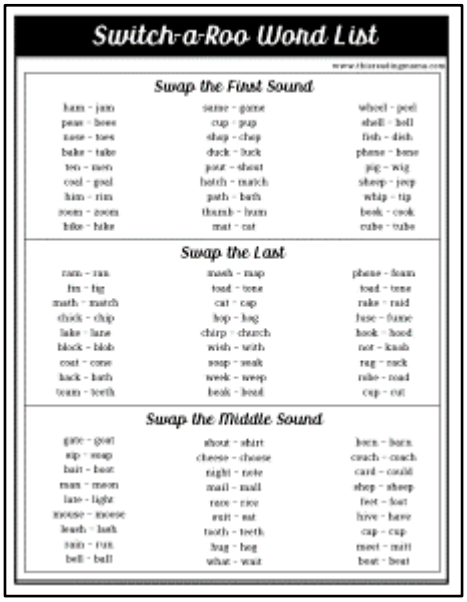
Vowel Switch-a-Roo

Lesson 19

www.thisreadingmama.com

▶ Targeted Skill

Learners will substitute phonemes in words.



Switch-a-Roo Word List

www.thisreadingmama.com

Swap the First Sound

ham - jam	saw - gaw	wheel - peel
paw - bee	cup - pup	shell - bell
nose - toes	ship - chip	fish - dish
bake - take	duck - buck	phone - bone
tea - wee	pout - shout	pig - wig
cool - pool	batch - match	sheep - jeep
him - rim	path - bath	whip - tip
zoom - zoom	thumb - bum	book - cook
bike - hike	mat - cat	cube - tube

Swap the Last

ram - run	mash - map	phone - foam
fin - fig	toad - tone	toad - tone
math - match	cat - cap	rake - raid
chick - chip	hop - hog	hose - home
lake - lane	chirp - church	hook - hood
block - blob	wish - with	not - knob
coat - cone	soup - soak	rug - rack
back - bath	week - weep	rake - road
foam - teeth	beak - bead	cup - cut

Swap the Middle Sound

gate - goat	shout - shirt	born - burn
sip - soap	cheese - choose	coach - couch
bait - boat	night - note	card - could
man - moon	mail - mall	sheep - sheep
late - light	rare - roe	feet - foot
moose - moose	suit - sat	hive - have
leash - lash	tooth - teeth	cap - cup
rain - run	hug - hog	meet - mitt
bell - ball	what - wait	beat - beat

▶ Materials

-"Swap the Middle Sound" from "Switch-a-Roo" word list (page 74)
-Three counters or pennies

▶ Preparation

-Print off the word list and choose your words.

▶ Introduction

-Say, "Today, we're going to do a little switch-a-roo with middle vowel sounds in words."

-"Listen to how I do it. Let's start with the word *goat*." Segment the word *goat* (/g/-/ō/-/t/) and point to each counter to show the three phonemes.

-"If I take out the /ō/," (point to the middle counter) "and put an /ā/ there instead, I get the new word *gate*."

-Model with more words from the list if needed.

▶ Guided Practice

-"Let's try a few more together."

-Give three counters to each learner. Call out the first word and ask learners to segment the three sounds in the word. Ask them to swap the middle vowel sound to make a new word.

-If you're working with a small or large group of learners, encouraging them *not* to shout out the answer if they get it right away so others can have time to figure it out, too.

▶ Extensions / Tips for Struggling Learners

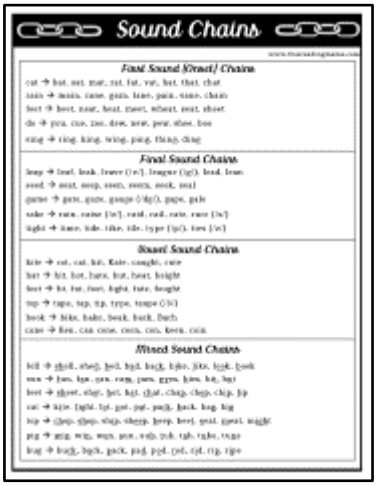
-Engaging learners in a multi-sensory way (involving their sight, body, mouth, and listening) is an effective way to teach phonemes to all your learners.

-Be sure learners have mastered swapping out the first and last sounds before trying middle vowel sounds. (See Lesson 18.)

Sound Chains

Lesson 20

www.thisreadingmama.com


Sound Chains

Final Sound /t/cat/ Chains

cat → bat, mat, mat, rat, fat, vat, hat, that, chat

train → main, raise, gain, lane, pain, cane, chain

feet → beet, meat, heat, sweet, wheat, seat, sheet

tie → pie, cue, tee, dew, sew, pew, shoe, boo

sing → ring, king, wing, pang, thing, zing

Final Sound Chains

leap → leaf, leak, leave (/v/), league (/g/), lead, lean

seed → seat, seep, seen, seem, seek, seal

game → gate, gaze, gauge (/dj/), gape, gale

take → rake, raise (/z/), raid, rail, rate, race (/s/)

light → time, tide, like, tile, type (/p/), lies (/z/)

Vowel Sound Chains

kite → cat, cut, hit, Kate, caught, cute

hot → hit, hot, hate, hut, heat, bright

feet → fit, fat, feet, fight, fate, fought

top → tape, tap, tip, type, taupe (/ō/)

book → bike, bake, beak, back, Bach

cute → few, cat, coke, coin, cot, keen, coin

Mixed Sound Chains

hill → shill, shell, bell, hill, hick, hike, Jill, hill, look

sun → fun, fan, pan, rung, pun, pen, him, hit, hip

feet → sheet, shit, bet, hit, chat, chap, chip, jip

cat → kite, light, bit, got, pat, pack, hack, hug, big

top → chop, chap, ship, sheep, beep, heel, seal, meat, might

pig → wig, wig, wax, pen, rub, tub, tab, tube, cup

bag → back, hack, pack, pig, pot, cot, cat, rig, ripe

▶ Targeted Skill

Learners will create new words by changing one phoneme.

▶ Materials

-"Sound Chains" word list (page 75) or create your own list of words
-Counters or pennies

▶ Preparation

-Print off the "Sound Chains" page (optional).

▶ Introduction

-Say, "Today, we're going to change the <u>beginning sound</u> in words to make new words."

-"Let's do one together. We'll start with *cat*. Let's show the three sounds of *cat* with these counters." (Use three counters for /k/ - /a/ - /t/.)

-"Alright, let's take off the beginning /k/," (Move the first counter away as you do this.) "and we'll put a /b/ there instead." (Add back a counter.)

-"Now, we have the word *bat*. We started with *cat*, and we made the word *bat* by changing the <u>first sound</u>."

*Change the underlined words to "ending sound," "middle/vowel sound," or a combination of beginning, middle, and end. Word lists for each are included on the "Sound Chains" page.

▶ Guided Practice

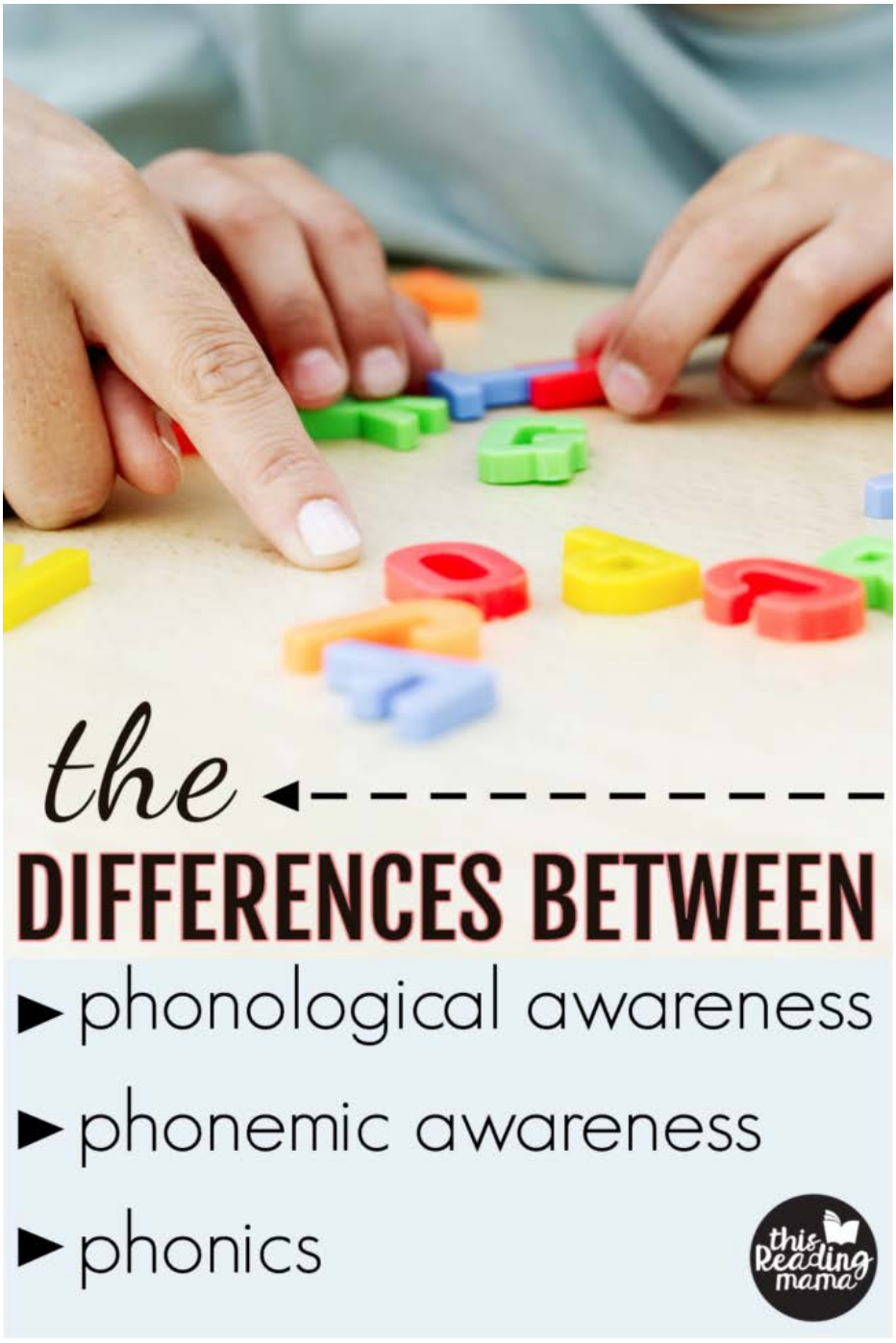
-Say, "Let's try changing *bat* into another word by changing the first sound in the word." Keep working through the *cat* sound chain. (This chain is the first one on the "Sound Chains" page.)

▶ Extensions / Tips for Struggling Learners

-Sound chains can be done with first sounds (easiest skill), final sounds, vowel sounds, or you can mix in all three (hardest skill).

Learn the Difference!

What's the difference between phonological awareness, phonemic awareness, & phonics? I'm so glad you asked! Read about it on my blog:
https://thisreadingmama.com/phonological-awareness-phonemic-awareness-phonics/



Printable Materials (color)

Phoneme Word Lists

www.thisreadingmama.com

Onsets + Rimes

b + ag	j + ar
m + at	sh + ark
c + an	ch + art
r + ake	h + eard
g + ain	d + irt
p + ail	f + ork
t + ape	h + eard
g + et	n + urse
ch + eese	j + oke
sh + eep	p + ole
b + ean	l + oad
h + en	f + oe
w + eb	m + oon
l + ight	sh + oe
t + ip	c + ute
r + ib	s + oup
t + ime	sh + out
b + ike	c + oin
w + ig	d + own
p + ick	sh + awl

Words with 2 Phonemes

ace	moo
add	mow
am	no/know
at	oak
aim	oat
ape	pay
ate	pea
bee	pie
bow	row
day	say
die	see/sea
eat	sew/so
eel	she
egg	shoe
hay	tea
he	tie
hi/high	toe
ice	two
key	up
knee	us
me	zoo

Words with 3 Phonemes

ball	lake
beach	leaf
bell	mat
bike	moon
boat	net
book	night
bug	nose
buzz	nut
cat	pig
chin	rake
coach	read
dog	road
duck	robe
face	sheep
feet	shell
fish	sock
foot	sun
ham	teeth
hill	top
kiss	tooth
kite	web

Words with 4 Phonemes

black	mask
block	nest
brain	paint
brick	plate
brush	plug
crab	queen
cliff	rust
clip	slide
clock	skate
clog	smile
crack	snake
dust	snap
flag	sleep
float	socks
fox	spoon
fright	steam
frog	stem
fruit	stop
glass	swim
globe	toast
hand	vest

Words with 5 Phonemes

blocks
blimp
branch
clocks
craft
crept
crest
crust
grapes
plant
plump
scream
screen
scrub
shrimp
splash
street
stamp
stand
stump

2

www.thisreadingmama.com

pie

www.thisreadingmama.com

toe

www.thisreadingmama.com

tea

www.thisreadingmama.com

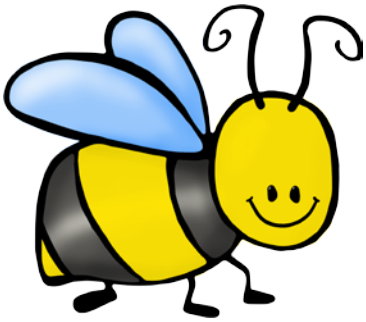
bow

www.thisreadingmama.com

ice

www.thisreadingmama.com

bee



www.thisreadingmama.com

hay

www.thisreadingmama.com

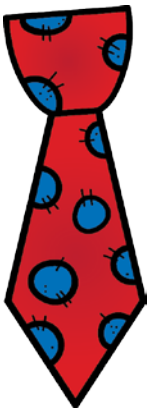
sew

www.thisreadingmama.com

knee

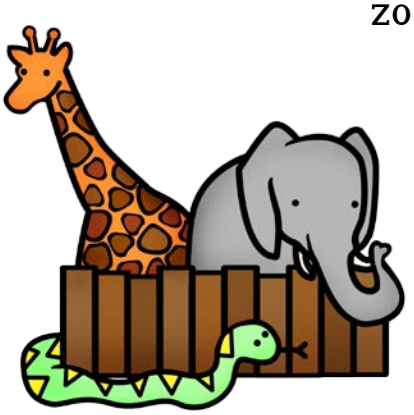
www.thisreadingmama.com

tie



www.thisreadingmama.com

zoo

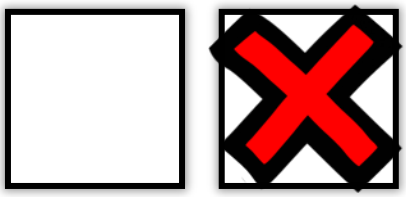


www.thisreadingmama.com

off

www.thisreadingmama.com

no



www.thisreadingmama.com

pay

www.thisreadingmama.com

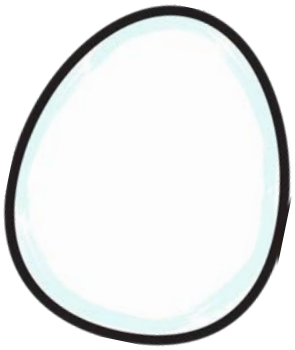
shoe

www.thisreadingmama.com

eat

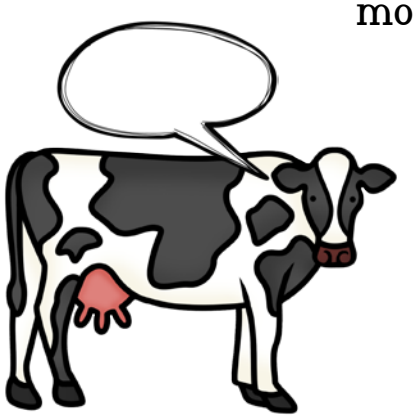
www.thisreadingmama.com

egg



www.thisreadingmama.com

moo

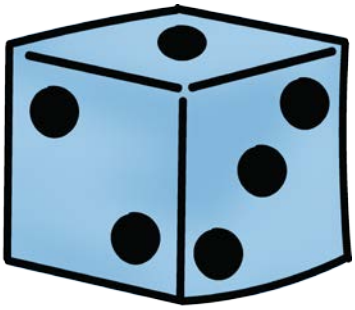


www.thisreadingmama.com

key

www.thisreadingmama.com

die



www.thisreadingmama.com

row

www.thisreadingmama.com

me

www.thisreadingmama.com

mow

www.thisreadingmama.com

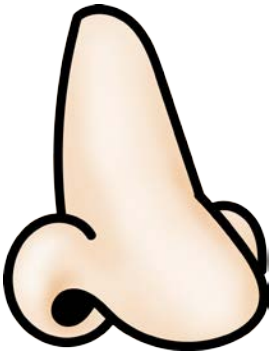
3

www.thisreadingmama.com

bike

www.thisreadingmama.com

nose



www.thisreadingmama.com

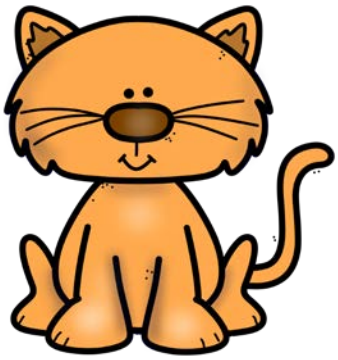
leaf

www.thisreadingmama.com

bug

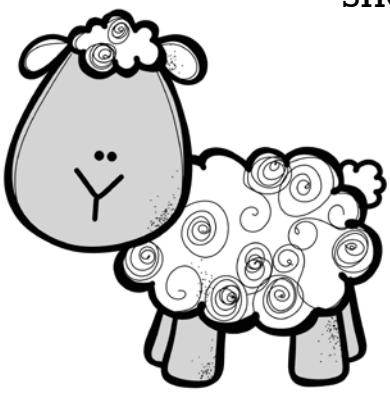
www.thisreadingmama.com

cat



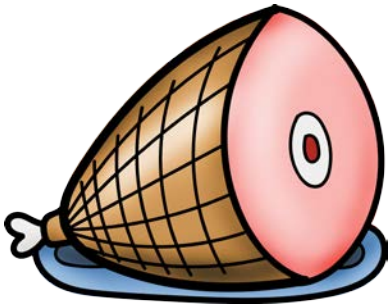
www.thisreadingmama.com

sheep



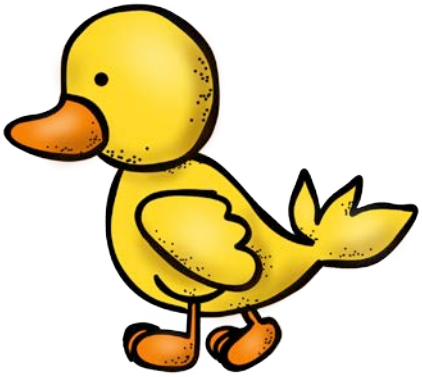
www.thisreadingmama.com

ham



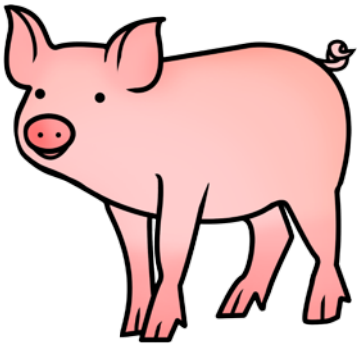
www.thisreadingmama.com

duck



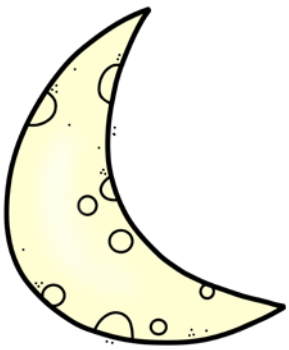
www.thisreadingmama.com

pig



www.thisreadingmama.com

moon

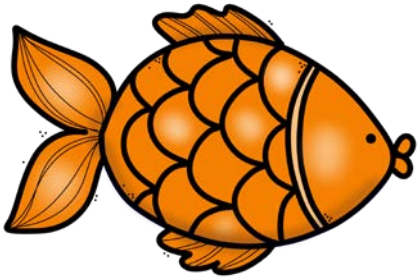


www.thisreadingmama.com

top

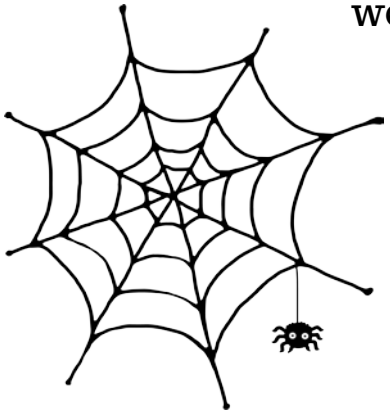
www.thisreadingmama.com

fish



www.thisreadingmama.com

web



www.thisreadingmama.com

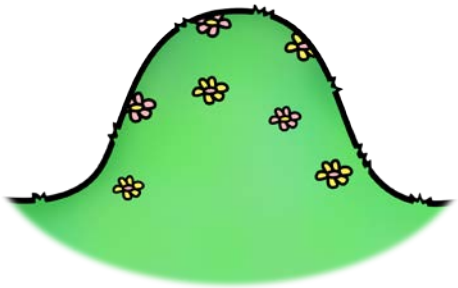
dog

www.thisreadingmama.com

feet

www.thisreadingmama.com

hill

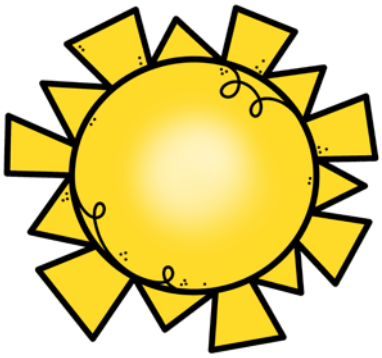


www.thisreadingmama.com

sock

www.thisreadingmama.com

sun



www.thisreadingmama.com

net

www.thisreadingmama.com

shell

www.thisreadingmama.com

read

www.thisreadingmama.com

boat

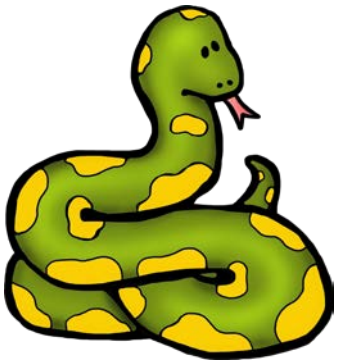
www.thisreadingmama.com

teeth

www.thisreadingmama.com

www.thisreadingmama.com

snake



www.thisreadingmama.com

slide

www.thisreadingmama.com

bread

www.thisreadingmama.com

stop

www.thisreadingmama.com

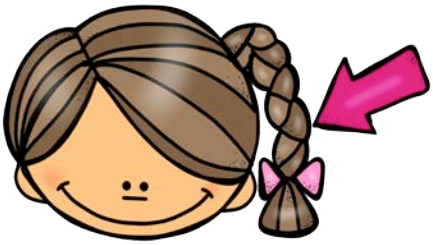
mask

www.thisreadingmama.com

fox

www.thisreadingmama.com

braid



www.thisreadingmama.com

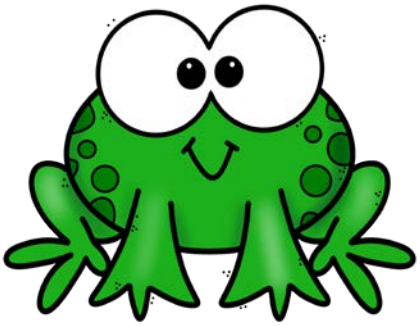
skate

www.thisreadingmama.com

flag

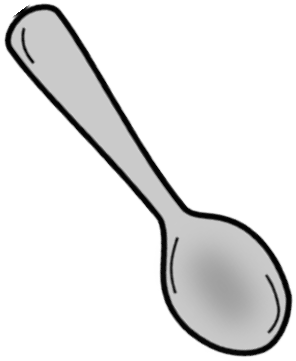
www.thisreadingmama.com

frog



www.thisreadingmama.com

spoon

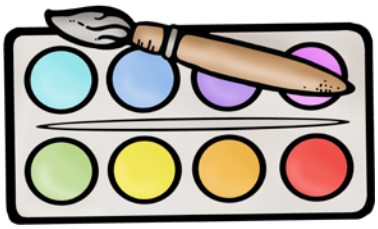


www.thisreadingmama.com

socks

www.thisreadingmama.com

paint



www.thisreadingmama.com

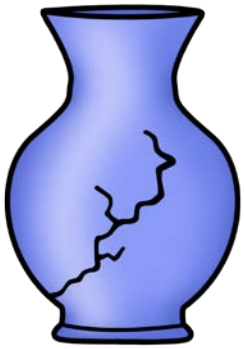
swim

www.thisreadingmama.com

brush

www.thisreadingmama.com

crack



www.thisreadingmama.com

smile

www.thisreadingmama.com

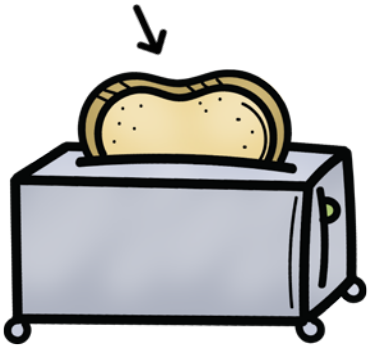
steam

www.thisreadingmama.com

sleep

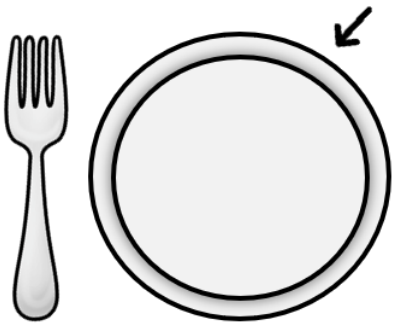
www.thisreadingmama.com

toast



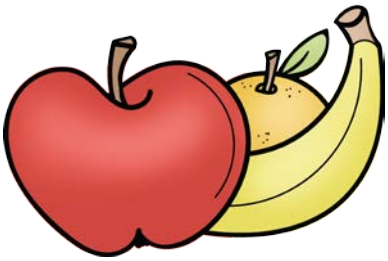
www.thisreadingmama.com

plate



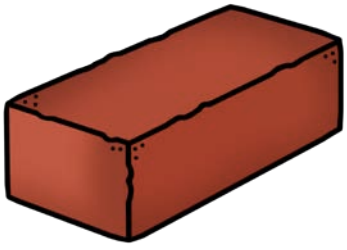
www.thisreadingmama.com

fruit



www.thisreadingmama.com

brick



www.thisreadingmama.com

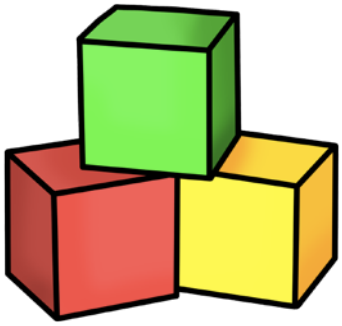
5

www.thisreadingmama.com

plant

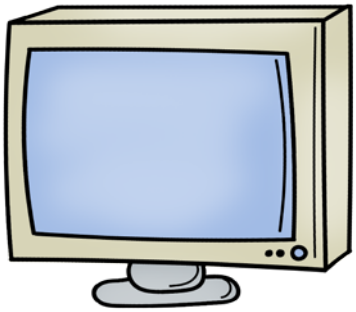
www.thisreadingmama.com

blocks



www.thisreadingmama.com

screen



www.thisreadingmama.com

scrub

www.thisreadingmama.com

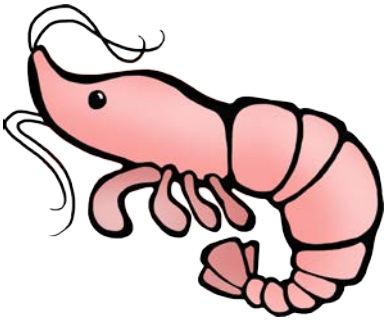
street

www.thisreadingmama.com

stump

www.thisreadingmama.com

shrimp

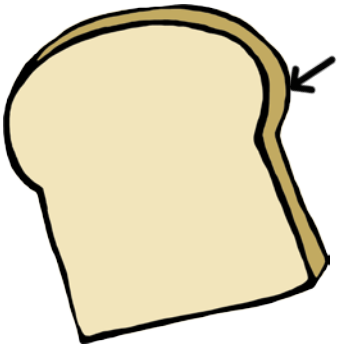


www.thisreadingmama.com

splash

www.thisreadingmama.com

crust

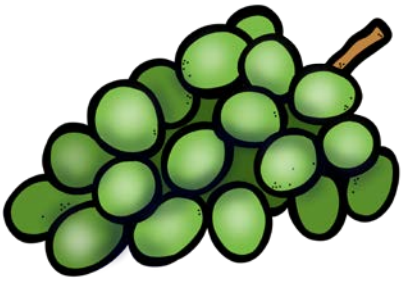


www.thisreadingmama.com

scream

www.thisreadingmama.com

grapes

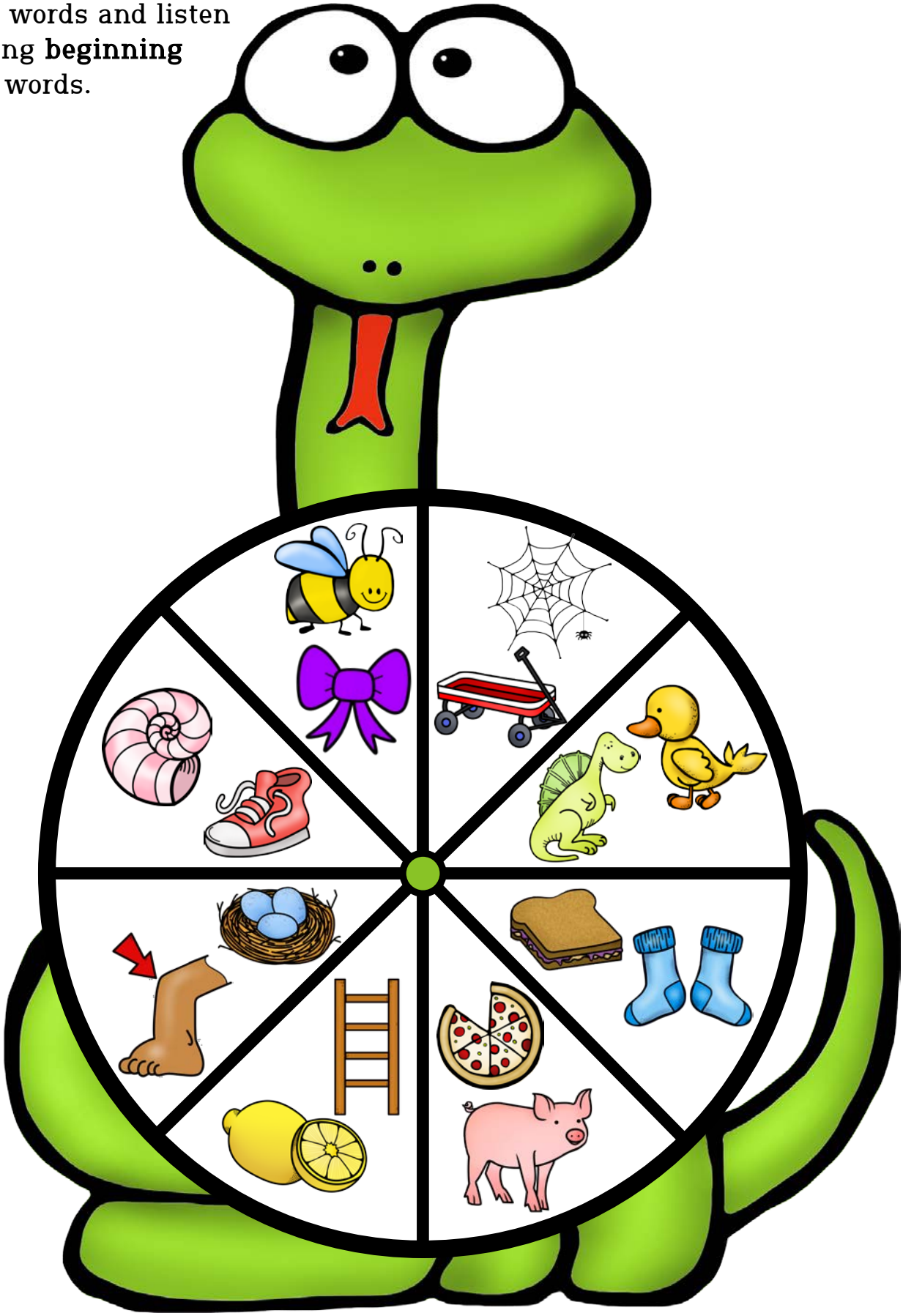


www.thisreadingmama.com

Spin the Same Sound

www.thisreadingmama.com

Directions:
Spin the spinner. When it lands on a space, say the words and listen for the matching **beginning sounds** in the words.

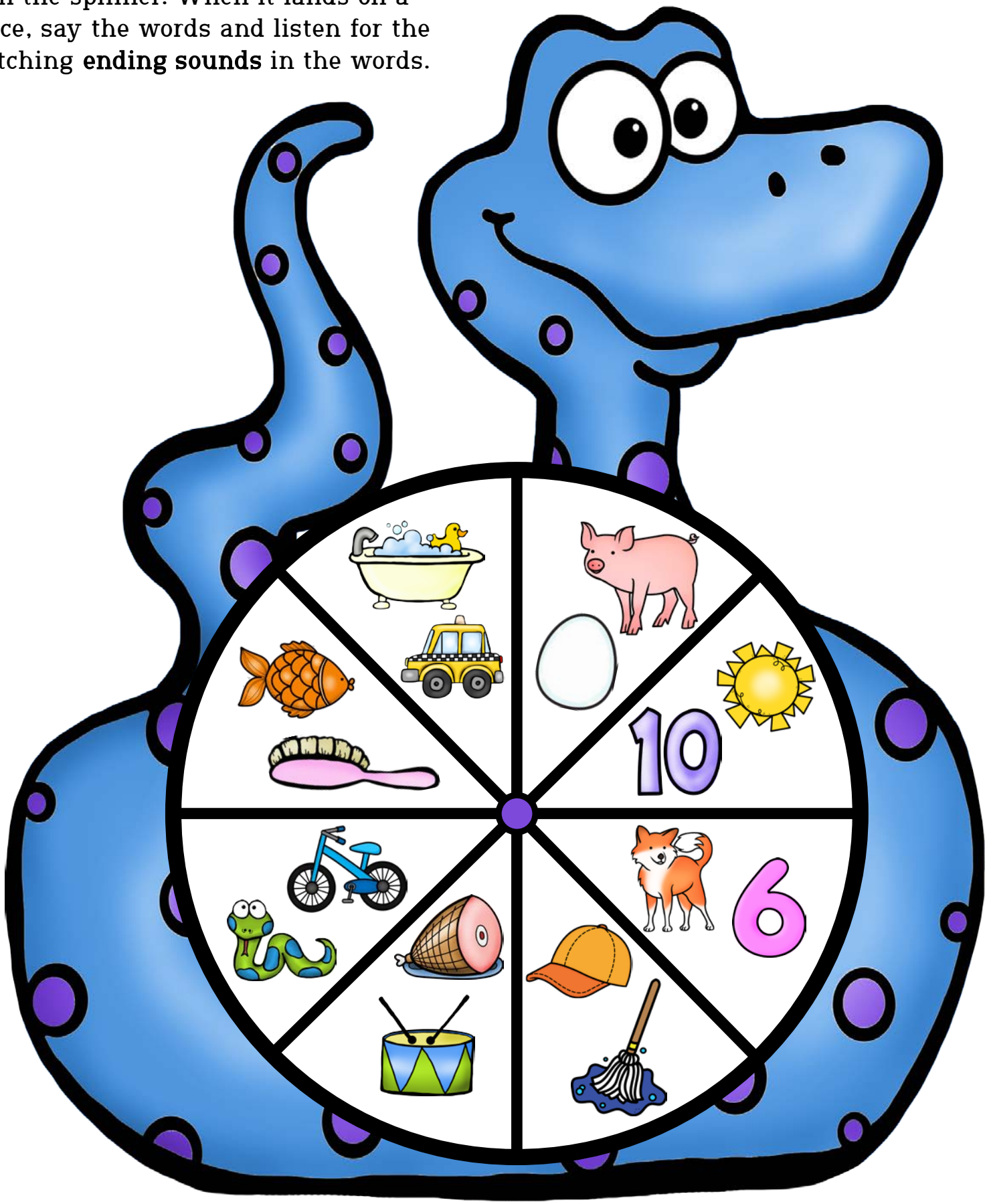


Picture Key: shell/shoe, bee/bow, web/wagon, dinosaur/duck, sandwich/socks, pizza/pig, lemon/ladder, knee/nest

Spin the Same Sound

www.thisreadingmama.com

Directions:
Spin the spinner. When it lands on a space, say the words and listen for the matching **ending sounds** in the words.

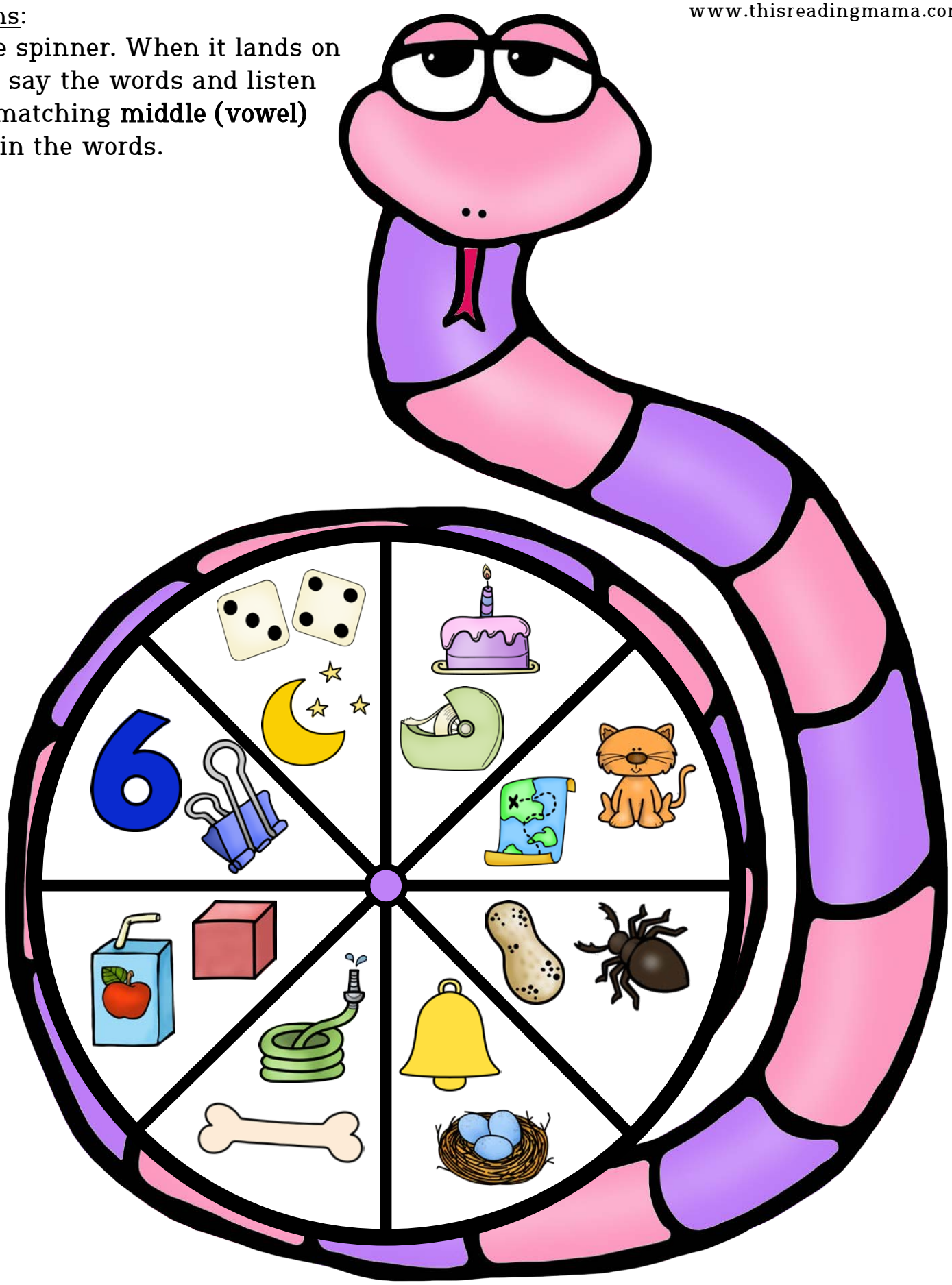


Picture Key: fish/brush, tub/cab, egg/pig, ten/sun, fox/six, cap/mop, drum/ham, bike/snake

Spin the Same Sound

www.thisreadingmama.com

Directions:
Spin the spinner. When it lands on a space, say the words and listen for the matching **middle (vowel) sounds** in the words.



Picture Key: six/clip, dice/night, cake/tape, map/cat, nut/bug, bell/nest, bone/hose, juice/cube

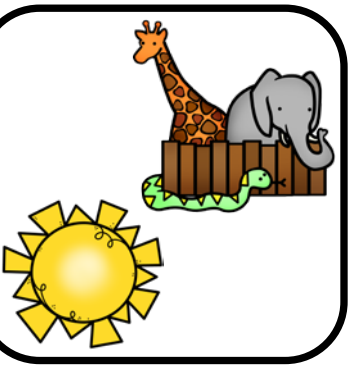
Is it the Same Sound?

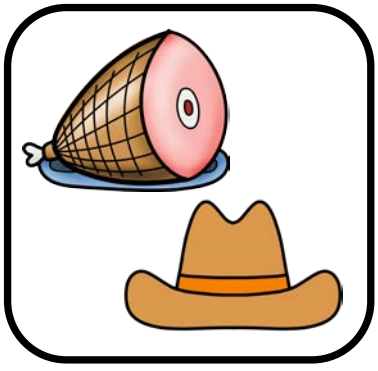
www.thisreadingmama.com

Start

Directions:
Place your marker on "Start." Set a timer for five minutes or more. Roll the die. Move your marker to that space. Name the pictures and tell if the two words **start** with the same sound. Keep playing until the timer goes off.

Picture Key:
bag/bell, pencil/nest, cherry/chair, five/six, sheep/shoe, star/car, vest/pants, ham/hat, boat/tub, sun/zoo, pie/pig, leaf/lion, ball/panda

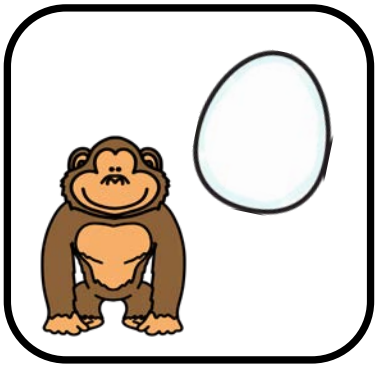




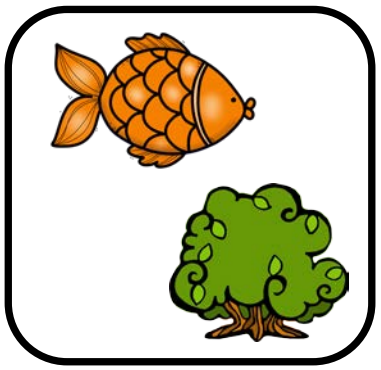
Is it the Same Sound?

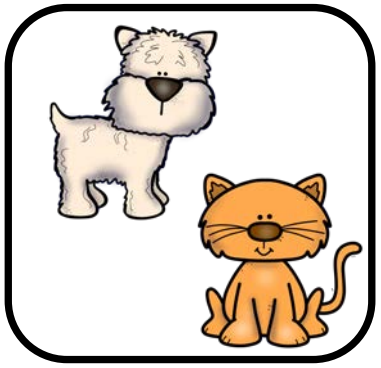
www.thisreadingmama.com

Start

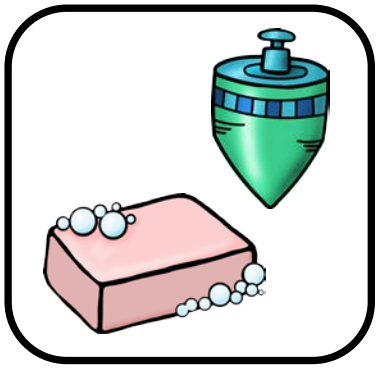


Directions:
Place your marker on "Start." Set a timer for five minutes or more. Roll the die. Move your marker to that space. Name the pictures and tell if the two words **end** with the same sound. Keep playing until the timer goes off.



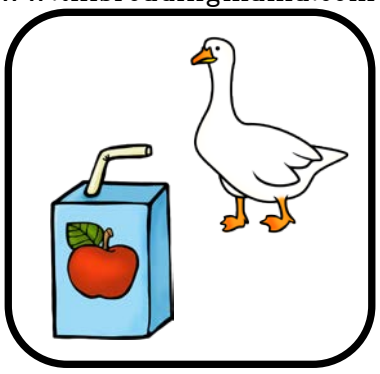


Picture Key:
juice/ice, ape/egg, boat/sad, fish/bush, dog/cat, five/love, clock/stop, book/frog, soap/top, six/box, snake/skate, smile/snail, sock/shoe

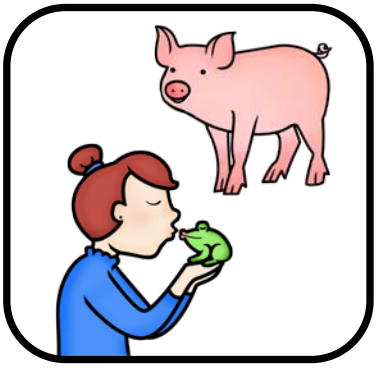


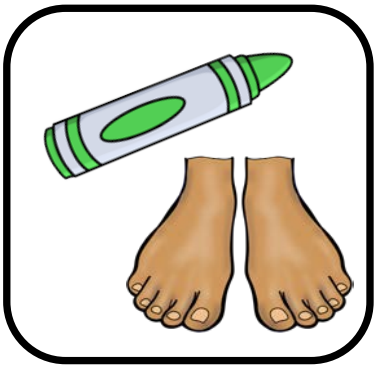
Is it the Same Sound?

www.thisreadingmama.com

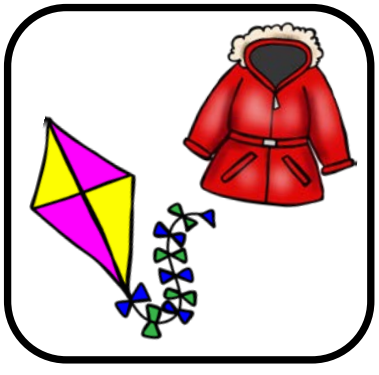


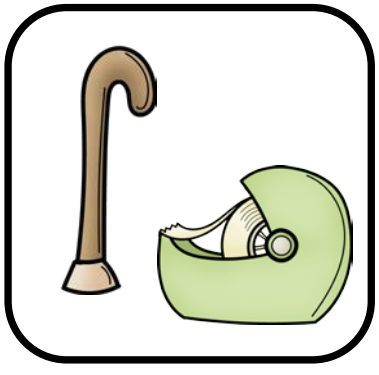
Directions:
Place your marker on "Start." Set a timer for five minutes or more. Roll the die. Move your marker to that space. Name the pictures and tell if the two words have the same **middle (vowel) sound.** Keep playing until the timer goes off.





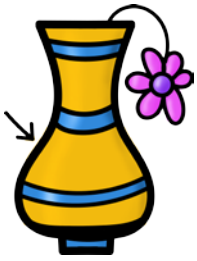
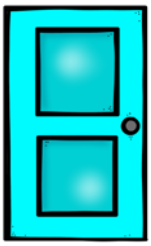
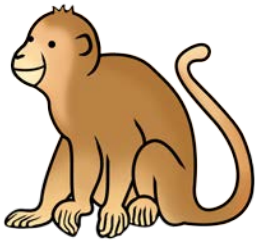
Picture Key:
cut/cat, crab/bag, juice/goose, read/red, bike/night, map/mop, cane/tape, kite/coat, web/bed, pot/pet, green/feet, kiss/pig, rain/run





Roll it, Say it

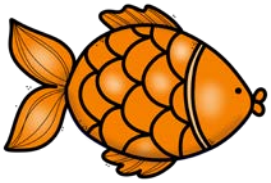
www.thisreadingmama.com

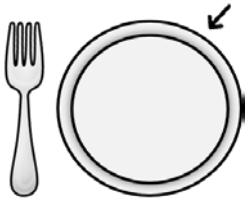
Start				
	**Directions:** Place your marker on "Start." Set a timer for five minutes or more. Roll the die. Move your marker to that space. Name the picture and tell the **beginning sound** you hear. Name another word that starts with the same sound. Keep playing until the timer goes off.			
				
	**Picture Key:** book, lion, shell, tub, fire, nest, door, pencil, hat, check, cat, six, jacket, monkey, thumb, key, vase			

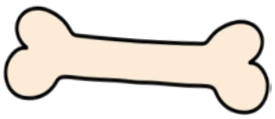
Roll it, Say it

www.thisreadingmama.com

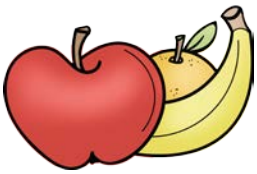
Start

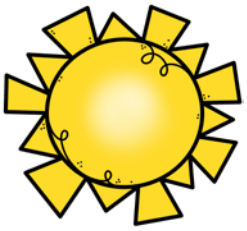


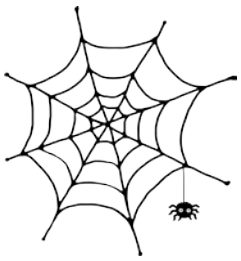




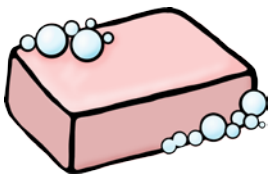
Directions:
Place your marker on "Start." Set a timer for five minutes or more. Roll the die. Move your marker to that space. Name the picture and tell the **ending sound** you hear. Name another word that ends with the same sound. Keep playing until the timer goes off.

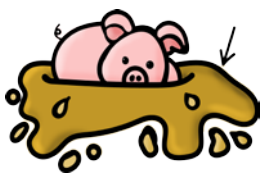






Picture Key:
truck, jam, fish, plate, leaf, sun, plug, soap, red, cheese, fox, mud, bath, drum, web, fruit, bone

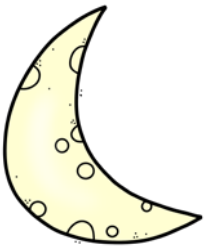




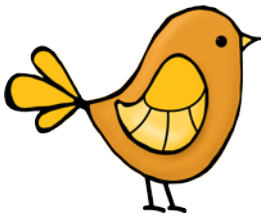
Roll it, Say it

www.thisreadingmama.com

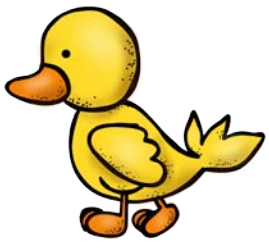
Start

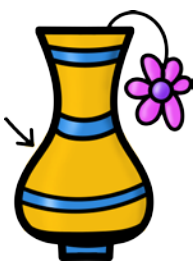


Directions:
Place your marker on "Start." Set a timer for five minutes or more. Roll the die. Move your marker to that space. Name the picture and tell the **middle (vowel) sound** you hear. Name another word that has the same middle sound. Keep playing until the timer goes off.

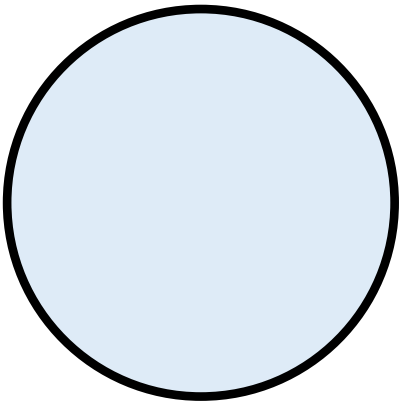
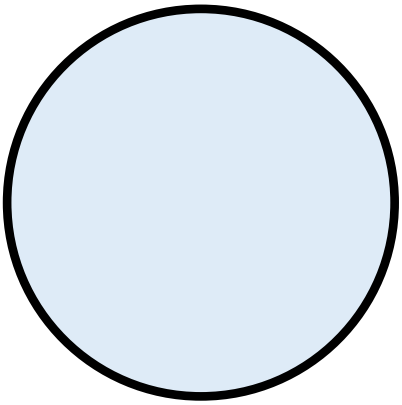
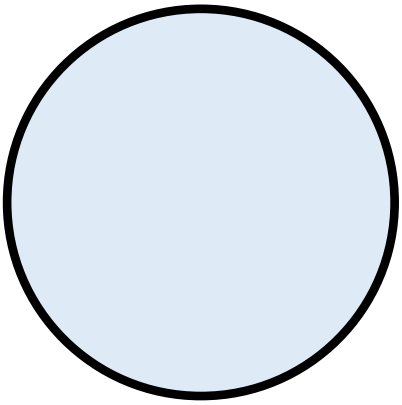
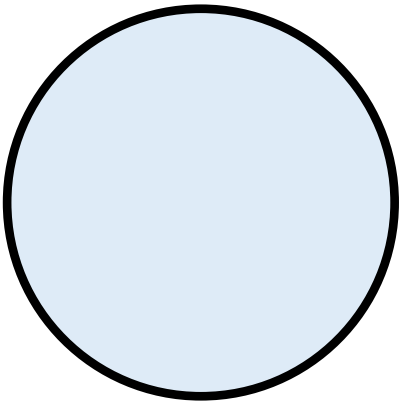


Picture Key:
hop, cat, bed, feet, log, bike, bird, wet, vase, yawn, duck, net, barn, cake, mouse, leaf, moon

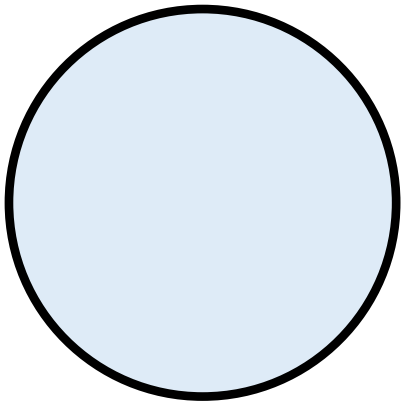
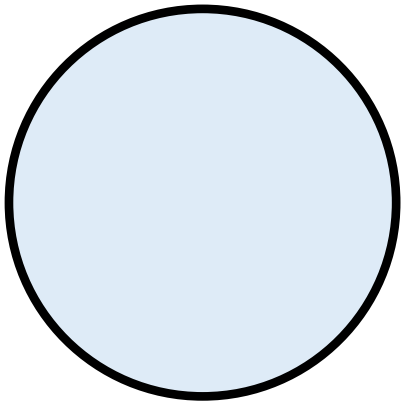
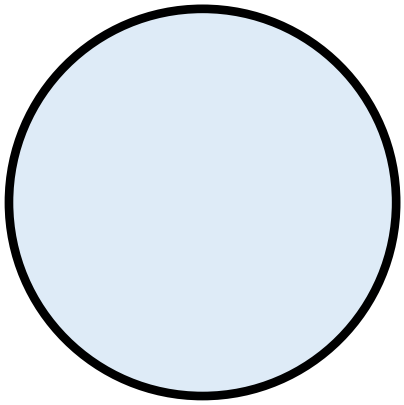
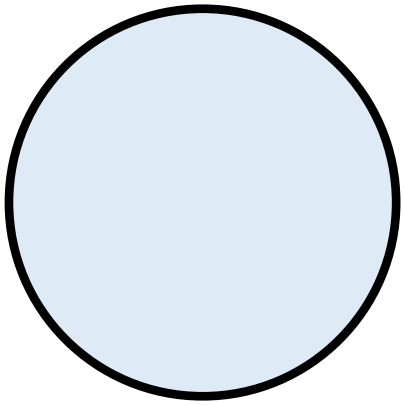




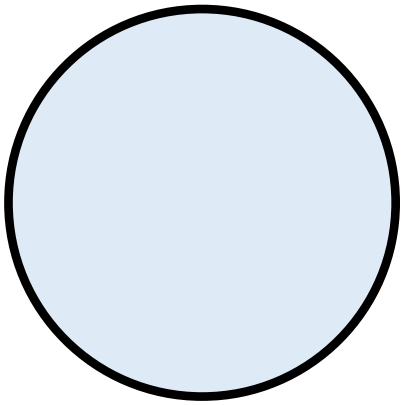
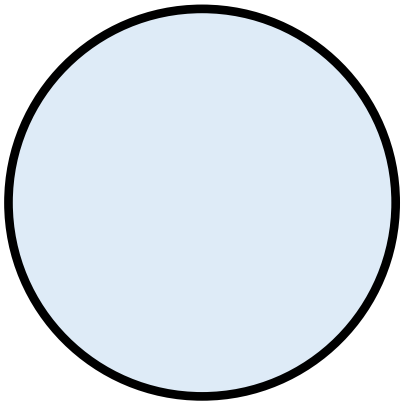
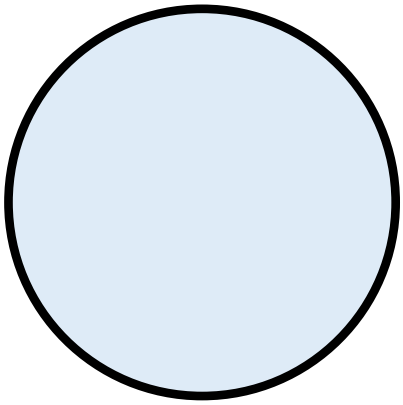
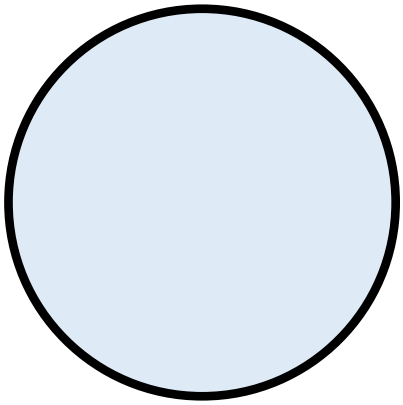
Playdough Phoneme Strips

www.thisreadingmama.com

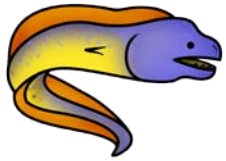
www.thisreadingmama.com

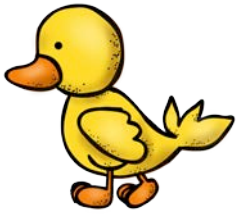





www.thisreadingmama.com

Cut & Paste the Sounds

Cut out the pictures or allow learners to do the cutting. Name the pictures out loud and listen for the number of phonemes each word has. Glue only the four pictures have two phonemes inside the 2.

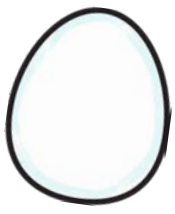




Picture Key: eel, toe, duck, off, ice

Cut & Paste the Sounds

Cut out the pictures or allow learners to do the cutting. Name the pictures out loud and listen for the number of phonemes each word has. Glue only the four pictures have two phonemes inside the 2.

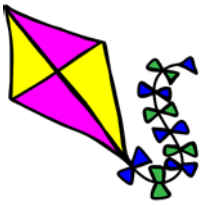


Picture Key: key, egg, bow, sock, pie

Cut & Paste the Sounds

3

Cut out the pictures or allow learners to do the cutting. Name the pictures out loud and listen for the number of phonemes each word has. Glue only the four pictures have three phonemes inside the 3.



Picture Key: fish, slide, bed, bug, kite

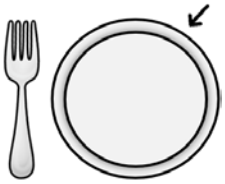
Cut & Paste the Sounds

Cut out the pictures or allow learners to do the cutting. Name the pictures out loud and listen for the number of phonemes each word has. Glue only the four pictures have three phonemes inside the 3.

Picture Key: shell, map, knee, leaf, ball

Cut & Paste the Sounds

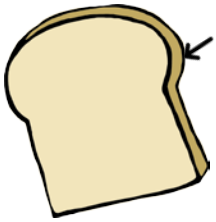
Cut out the pictures or allow learners to do the cutting. Name the pictures out loud and listen for the number of phonemes each word has. Glue only the four pictures have four phonemes inside the 4.

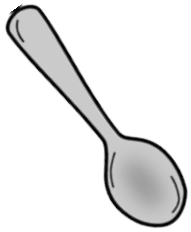


Picture Key: nest, plate, fish, clock, stem

Cut & Paste the Sounds

Cut out the pictures or allow learners to do the cutting. Name the pictures out loud and listen for the number of phonemes each word has. Glue only the four pictures have four phonemes inside the 4.





Picture Key: clip, crust, stop, vest, spoon

Cut & Paste the Sounds

5

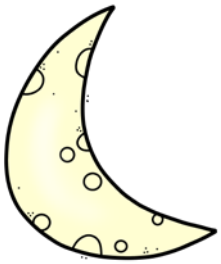
Cut out the pictures or allow learners to do the cutting. Name the pictures out loud and listen for the number of phonemes each word has. Glue only the four pictures have five phonemes inside the 5.

Picture Key: paint, plant, screen, stump, grapes

Roll & Count the Sounds

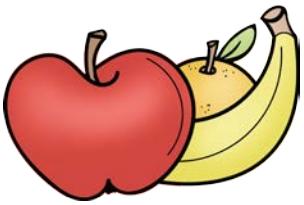
www.thisreadingmama.com

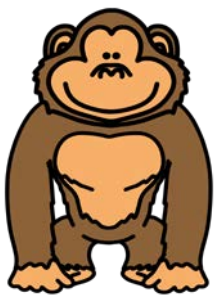
Start

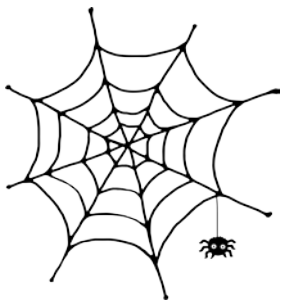


Directions:
Place your marker on "Start." Set a timer for five minutes or more. Roll the die. Move your marker to that space. Name the picture and tell how many sounds (phonemes) you hear in the word. Keep playing until the timer goes off.

Picture Key:
top(3), skate (4), moon (3), cliff (4), kiss (3), fruit (4), key(2), smile (4), web (3), ape (2), stem (4), bike (3), pie (2)



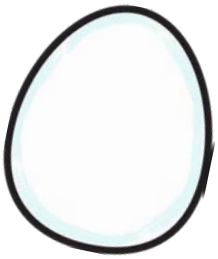


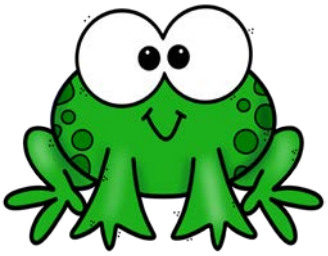


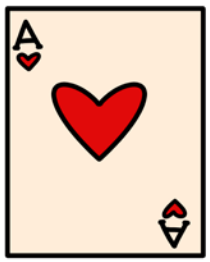
Roll & Count the Sounds

www.thisreadingmama.com

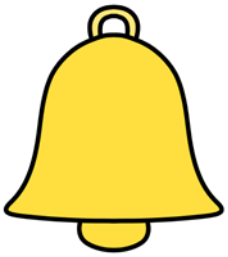
Start

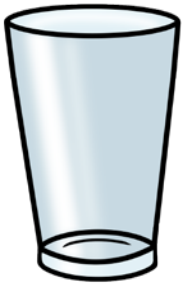






Directions:
Place your marker on "Start." Set a timer for five minutes or more. Roll the die. Move your marker to that space. Name the picture and tell how many sounds (phonemes) you hear in the word. Keep playing until the timer goes off.



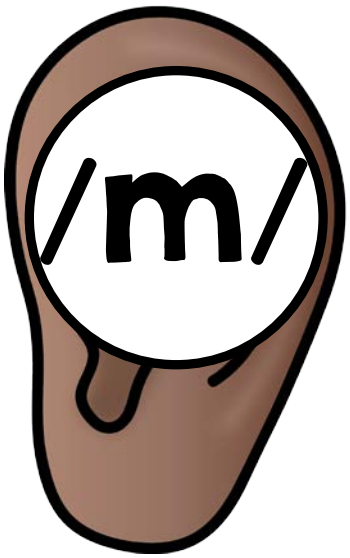


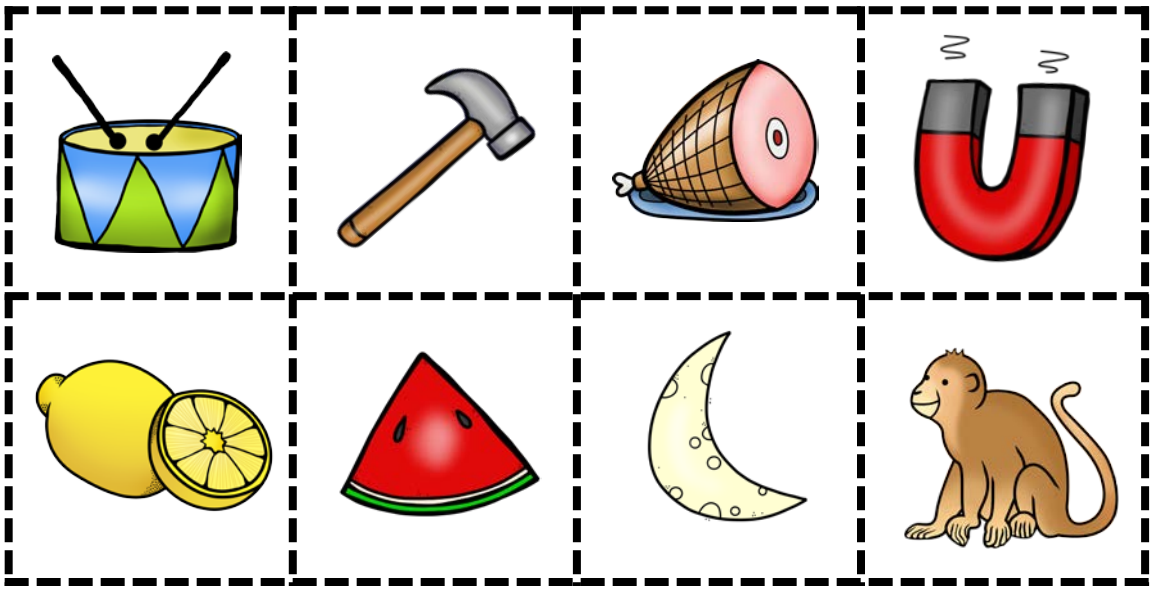
Picture Key:
mask (4), egg (2), frog (4), bell (3), shoe (2), robe (3), leaf (3), vest (4), plug (4), buzz (3), glass (4), clip (4), ace (2)

Where's the Sound? Sort

Directions: Where do you hear /m/? Cut out the pictures and sort them in the chart.

Beginning	Middle	End





Answer Key: Beginning: magnet, moon, monkey / **Middle**: hammer, lemon, watermelon / **End**: drum, ham

Where's the Sound? Sort

Directions: Where do you hear /d/? Cut out the pictures and sort them in the chart.

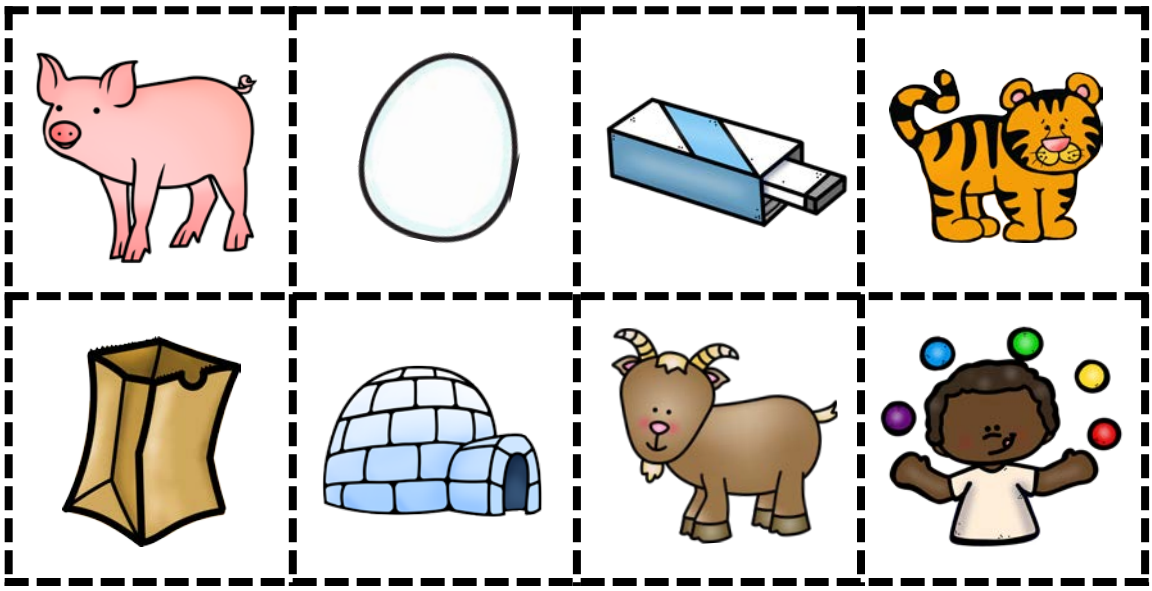
Beginning	Middle	End

Answer Key: Beginning: dinosaur, doughnut, dog / **Middle**: ladder, paddle, candle / **End**: mud, sad

Where's the Sound? Sort

Directions: Where do you hear /g/? Cut out the pictures and sort them in the chart.

Beginning	Middle	End

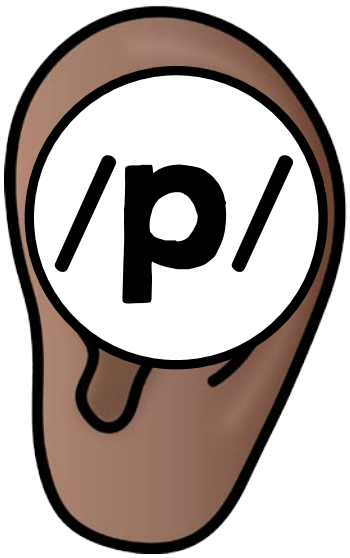


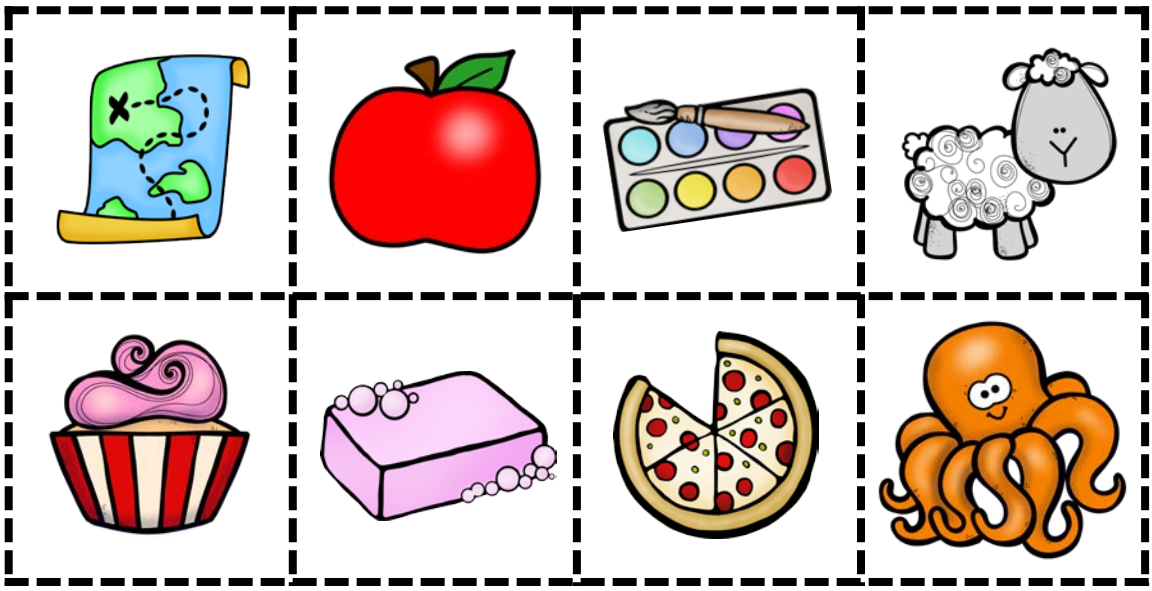
Answer Key: Beginning: gum, goat / **Middle**: tiger, igloo, juggle / **End**: pig, egg, bag

Where's the Sound? Sort

Directions: Where do you hear /p/? Cut out the pictures and sort them in the chart.

Beginning	Middle	End



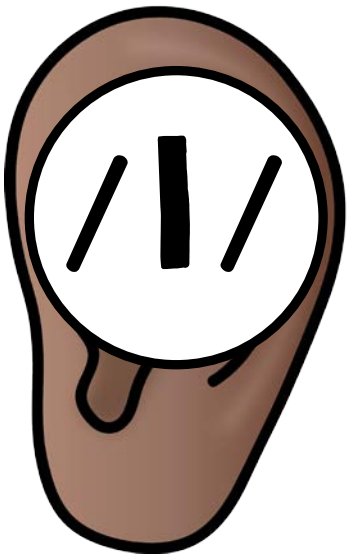


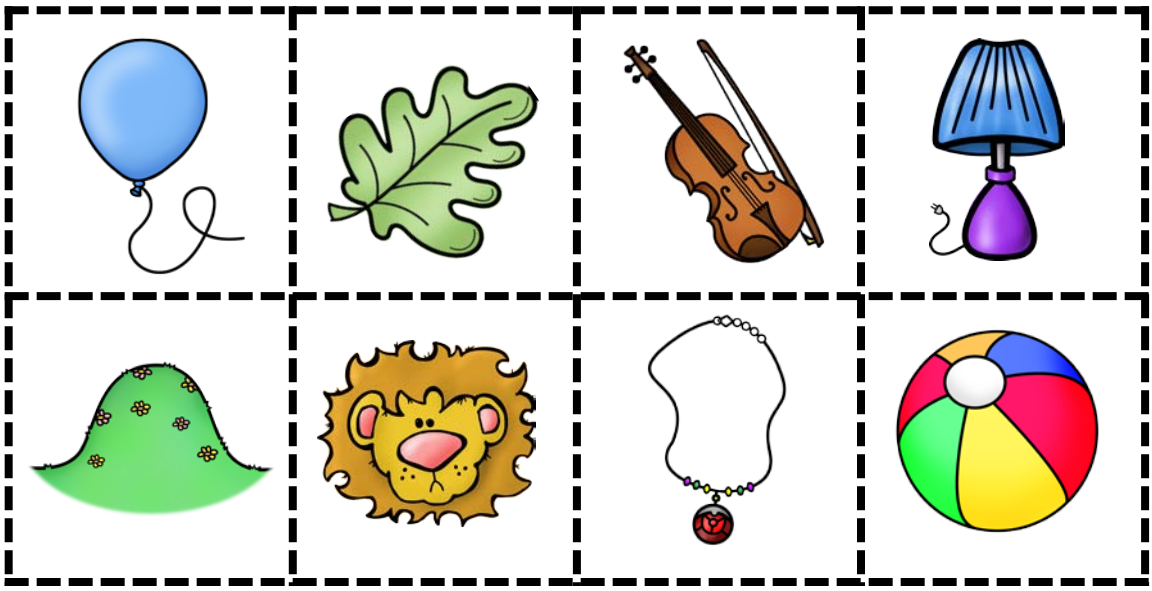
Answer Key: Beginning: paint, pizza / **Middle**: apple, cupcake, octopus / **End**: map, sheep, soap

Where's the Sound? Sort

Directions: Where do you hear /l/? Cut out the pictures and sort them in the chart.

Beginning	Middle	End



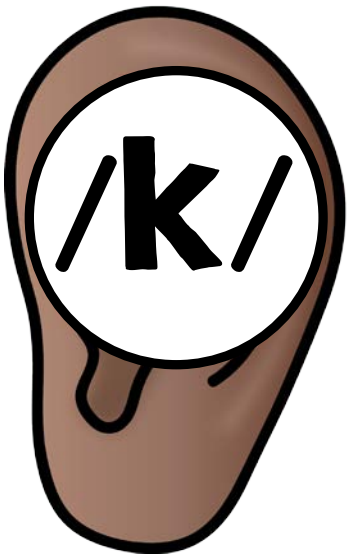


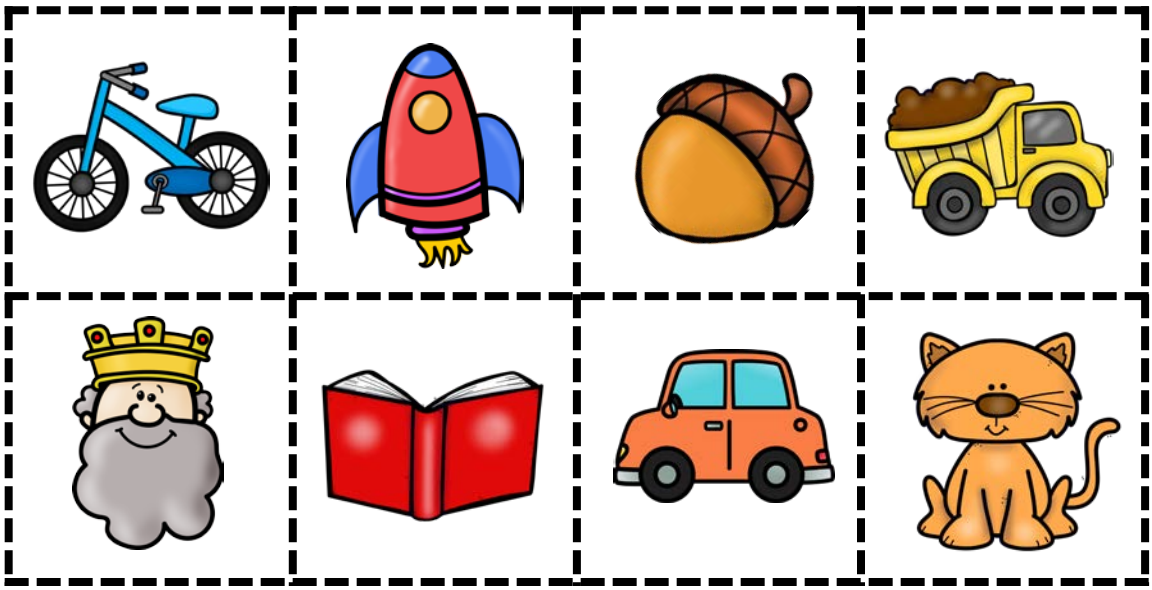
Answer Key: Beginning: leaf, lamp, lion / **Middle**: balloon, violin, necklace / **End**: hill, ball

Where's the Sound? Sort

Directions: Where do you hear /k/? Cut out the pictures and sort them in the chart.

Beginning	Middle	End





Answer Key: Beginning: king, car, cat / **Middle**: rocket, acorn / **End**: bike, truck, book

Adding & Deleting Phonemes

www.thisreadingmama.com

Adding Phonemes - Easier

Initial Position	Final Position
ace + /f/ = face	pay + /d/ = paid
all + /w/ = wall	may + /t/ = mate
at + /b/ = bat	ray + /n/ = rain
ate + /g/ = gate	bee + /ch/ = beach
ants + /p/ = pants	pea + /k/ = peak
are + /f/ = far	tea + /th/ = teeth
ask + /m/ = mask	my + /n/ = mine
eat + /sh/ = sheet	tie + /m/ = time
is + /h/ = his	why + /n/ = whine
ink + /p/ = pink	go + /t/ = goat
it + /b/ = bit	row + /ch/ = roach
oil + /s/ = soil	no + /z/ = nose
out + /sh/ = shout	moo + /s/ = moose
um + /h/ = hum	two + /th/ = tooth
use + /f/ = fuse	blue + /m/ = bloom

Adding Phonemes -Harder

Initial Position	Final Position
rain + /b/ = brain	pan + /t/ = pant
nail + /s/ = snail	grass + /p/ = grasp
lag + /f/ = flag	lamb + /p/ = lamp
rate + /k/ = crate	ran + /ch/ = ranch
red + /b/ = bread	chess + /t/ = chest
weep + /s/ = sweep	ten + /t/ = tent
mile + /s/ = smile	shell + /f/ = shelf
wing + /s/ = swing	feel + /d/ = field
rink + /b/ = brink	in + /ch/ = inch
pot + /s/ = spot	win + /d/ = wind
tone + /s/ = stone	limb + /p/ = limp
low + /s/ = slow	goal + /d/ = gold
pout + /s/ = spout	wool + /f/ = wolf
rush + /b/ = brush	Russ + /t/ = rust
lute + /f/ = flute	lawn + /ch/ = launch

Deleting Phonemes - Easier

Initial Position	Final Position
chat - /ch/ = at	bake - /k/ = bay
made - /m/ = aid	pain - /n/ = pay
cape - /k/ = ape	trace - /s/ = tray
nap - /n/ = app	teach - /ch/ = tea
jar - /j/ = are	heap - /p/ = he
leg - /l/ = egg	week - /k/ = we
bend - /b/ = end	flight - /t/ = fly
gill - /g/ = ill	height - /t/ = high
thin - /th/ = in	robe - /b/ = row
chime - /ch/ = I'm	shown - /n/ = show
cold - /k/ = old	moan - /n/ = mow
moat - /m/ = oat	toil - /l/ = toy
bus - /b/ = us	moon - /n/ = moon
yum - /y/ = um	couch - /ch/ = cow
pouch - /p/ = ouch	sauce - /s/ = saw

Deleting Phonemes - Harder

Initial Position	Final Position
flat - /l/ = fat	grasp - /p/ = grass
plan - /l/ = pan	paint - /t/ = pain
plate – /p/ = late	mask - /k/ = mass
stack - /t/ = sack	plant - /t/ = plan
sweat - /s/ = wet	fast - /s/ = fat
clean - /k/ = lean	guest – /t/ = guess
slide - /l/ = side	yelp - /p/ = yell
skit - /k/ = sit	vest - /s/ = vet
bring - /b/ = ring	left - /f/ = let
twin - /w/ = tin	beast - /s/ = beat
froze - /f/ = rose	sift - /f/ = sit
spoke - /s/ = poke	wild - /d/ = while
brush - /b/ = rush	boast - /s/ = boat
spoon - /p/ = soon	roost - /s/ = root
spoil - /p/ = soil	stunt - /t/ = stun

Switch-a-Roo Word List

www.thisreadingmama.com

Swap the First Sound

ham – jam	same – game	wheel - peel
peas – bees	cup - pup	shell – bell
nose - toes	shop - chop	fish – dish
bake – take	duck – luck	phone – bone
ten – men	pout – shout	pig – wig
coal - goal	hatch – match	sheep - jeep
him – rim	path – bath	whip – tip
room – zoom	thumb – hum	book - cook
bike - hike	mat - cat	cube - tube

Swap the Last

ram – ran	mash - map	phone - foam
fin - fig	toad – tone	toad – tone
math – match	cat – cap	rake – raid
chick – chip	hop – hog	fuse – fume
lake - lane	chirp – church	hook – hood
block – blob	wish – with	not – knob
coat – cone	soap – soak	rag – rack
back - bath	week – weep	robe - road
team - teeth	beak - bead	cup - cut

Swap the Middle Sound

gate – goat	shout – shirt	born – barn
sip – soap	cheese – choose	couch – coach
bait – boot	night – note	card – could
man – moon	mail – mall	shop – sheep
late - light	race – rice	feet – foot
mouse – moose	suit – sat	hive - have
leash – lash	tooth – teeth	cap – cup
rain – run	hug – hog	meet – mitt
bell - ball	what - wait	boat - beat

Sound Chains

www.thisreadingmama.com

First Sound (Onset) Chains

cat → bat, sat, mat, rat, fat, vat, hat, that, chat

rain → main, cane, gain, lane, pain, sane, chain

feet → beet, neat, heat, meet, wheat, seat, sheet

do → you, cue, zoo, dew, new, pew, shoe, boo

sing → ring, king, wing, ping, thing, ding

Final Sound Chains

leap → leaf, leak, leave (/v/), league (/g/), lead, lean

seed → seat, seep, seen, seem, seek, seal

game → gate, gaze, gauge (/dg/), gape, gale

rake → rain, raise (/z/), raid, rail, rate, race (/s/)

tight → time, tide, tike, tile, type (/p/), ties (/z/)

Vowel Sound Chains

kite → cot, cat, kit, Kate, caught, cute

hat → hit, hot, hate, hut, heat, height

feet → fit, fat, foot, fight, fate, fought

top → tape, tap, tip, type, taupe (/ō/)

book → bike, bake, beak, back, Bach

cane → Ken, can cone, coon, con, keen, coin

Mixed Sound Chains

fell → shell, shed, bed, bad, back, bike, like, look, book

sun → fun, fan, ran, ram, jam, gym, him, hit, hut

feet → sheet, shot, hot, hat, chat, chap, chop, chip, lip

cat → kite, light, lot, pot, pat, pack, back, bag, big

top → chop, shop, ship, sheep, beep, beet, seat, meat, might

pig → wig, win, won, sun, sub, tub, tab, tube, tune

bug → buck, back, pack, pad, pod, rod, rid, rip, ripe

Printable Materials (blackline)

Please note: Some of the "color" activities are already in black/white. Therefore, they are not duplicated in this section.
This includes the "Phoneme Word Lists" (page 40), "Adding & Deleting Phonemes" list (page 73), "Switch-a-Roo Word List" (page 74), and "Sound Chains" (page 75).

2

www.thisreadingmama.com

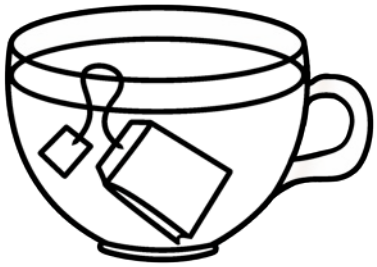
pie

www.thisreadingmama.com

toe

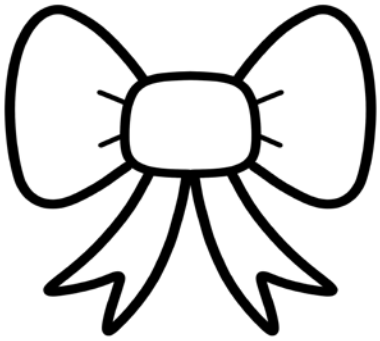
www.thisreadingmama.com

tea



www.thisreadingmama.com

bow

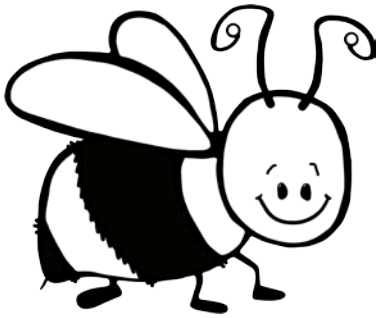


www.thisreadingmama.com

ice

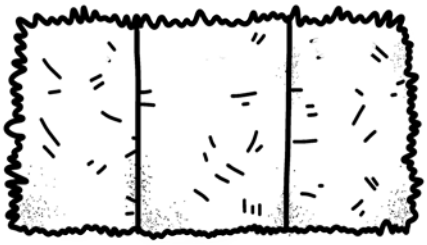
www.thisreadingmama.com

bee



www.thisreadingmama.com

hay



www.thisreadingmama.com

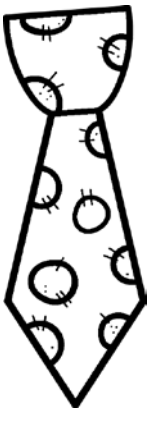
sew

www.thisreadingmama.com

knee

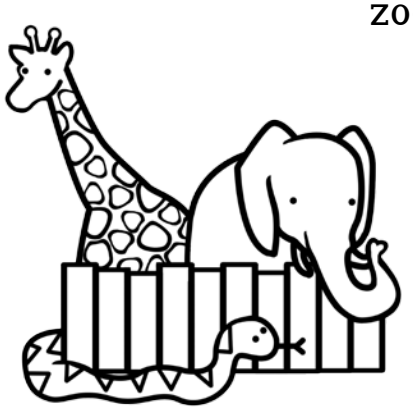
www.thisreadingmama.com

tie



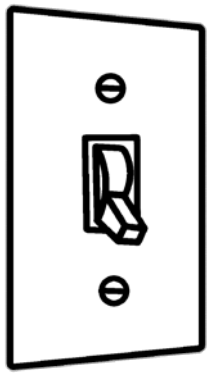
www.thisreadingmama.com

zoo



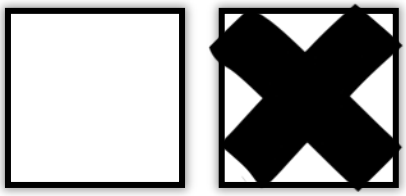
www.thisreadingmama.com

off



www.thisreadingmama.com

no



www.thisreadingmama.com

pay

www.thisreadingmama.com

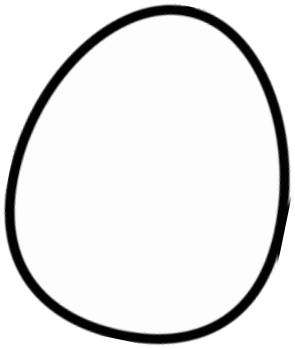
shoe

www.thisreadingmama.com

eat

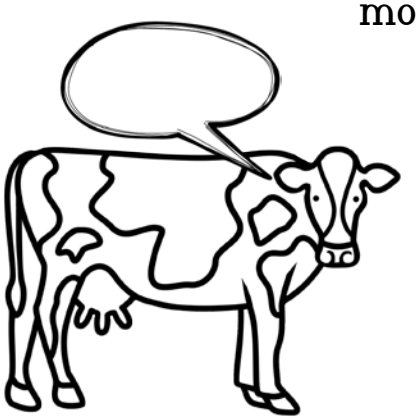
www.thisreadingmama.com

egg



www.thisreadingmama.com

moo

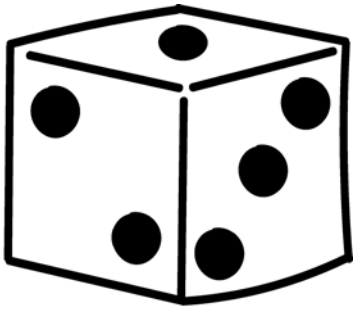


www.thisreadingmama.com

key

www.thisreadingmama.com

die



www.thisreadingmama.com

row

www.thisreadingmama.com

me

www.thisreadingmama.com

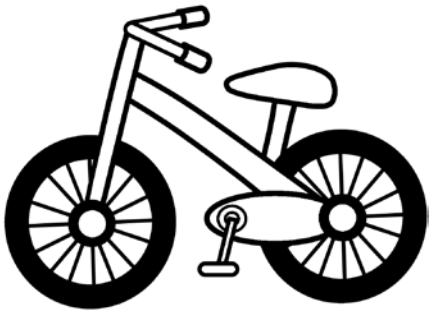
mow

www.thisreadingmama.com

3

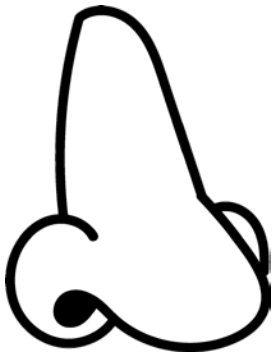
www.thisreadingmama.com

bike



www.thisreadingmama.com

nose

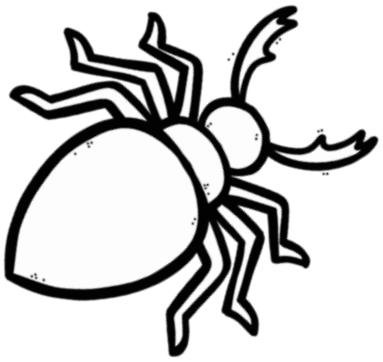


www.thisreadingmama.com

leaf

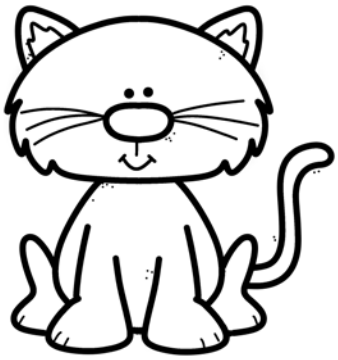
www.thisreadingmama.com

bug



www.thisreadingmama.com

cat

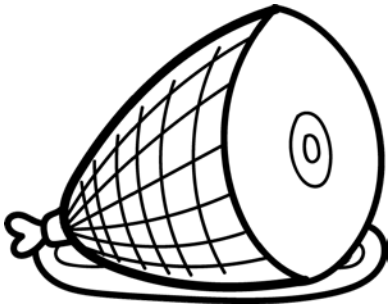


www.thisreadingmama.com

sheep

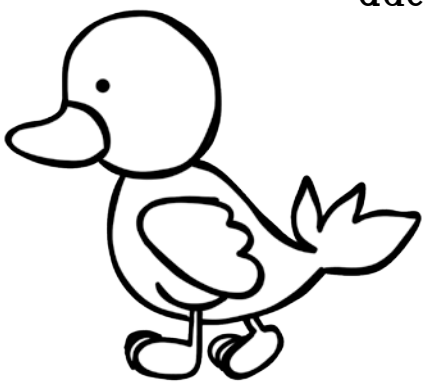
www.thisreadingmama.com

ham



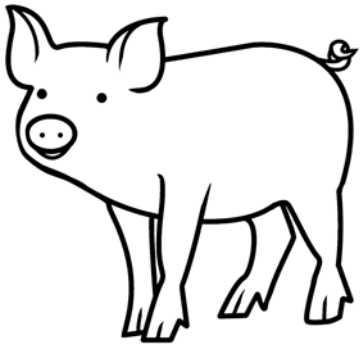
www.thisreadingmama.com

duck



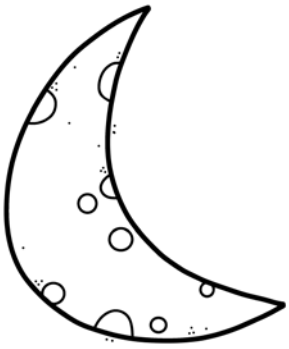
www.thisreadingmama.com

pig



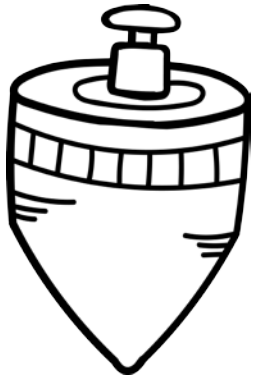
www.thisreadingmama.com

moon



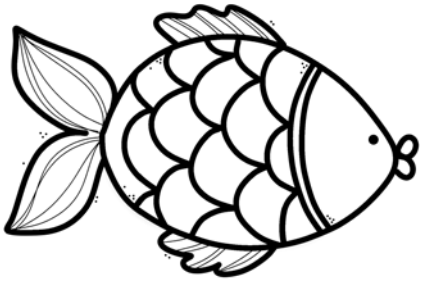
www.thisreadingmama.com

top



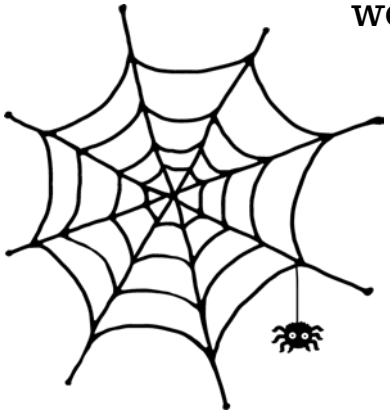
www.thisreadingmama.com

fish



www.thisreadingmama.com

web



www.thisreadingmama.com

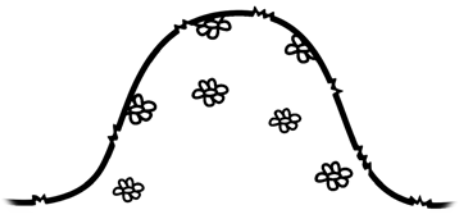
dog

www.thisreadingmama.com

feet

www.thisreadingmama.com

hill

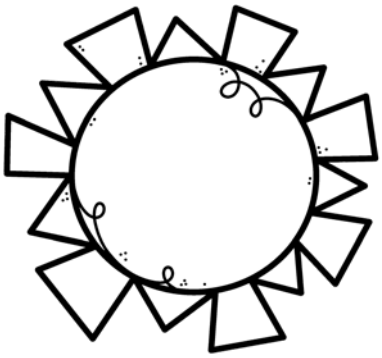


www.thisreadingmama.com

sock

www.thisreadingmama.com

sun



www.thisreadingmama.com

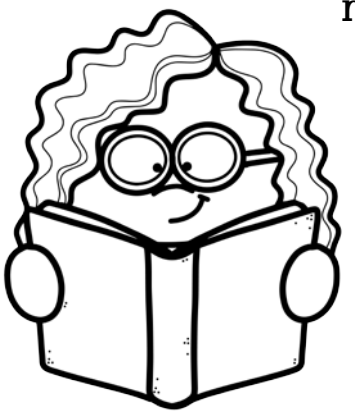
net

www.thisreadingmama.com

shell

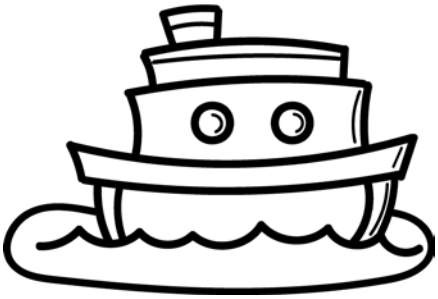
www.thisreadingmama.com

read



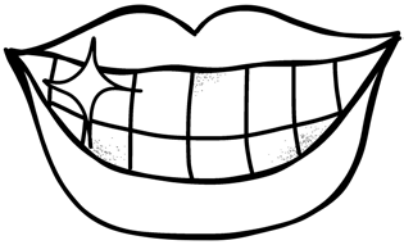
www.thisreadingmama.com

boat



www.thisreadingmama.com

teeth

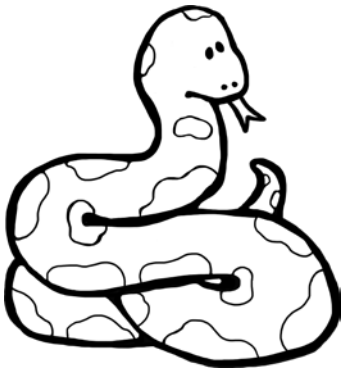


www.thisreadingmama.com

4

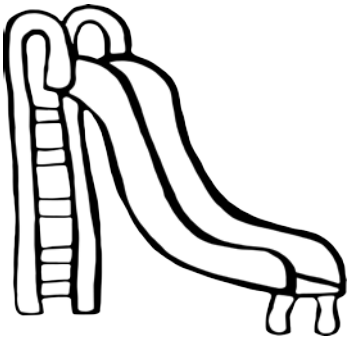
www.thisreadingmama.com

snake



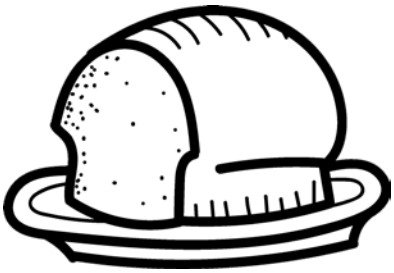
www.thisreadingmama.com

slide



www.thisreadingmama.com

bread



www.thisreadingmama.com

stop

www.thisreadingmama.com

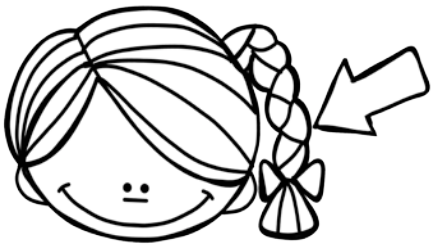
mask

www.thisreadingmama.com

fox

www.thisreadingmama.com

braid

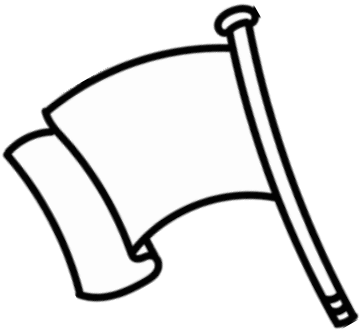


www.thisreadingmama.com

skate

www.thisreadingmama.com

flag

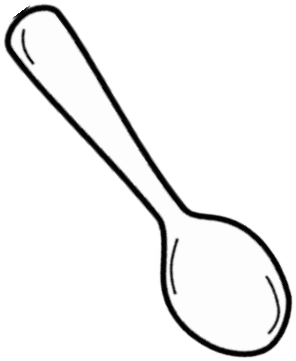


www.thisreadingmama.com

frog

www.thisreadingmama.com

spoon

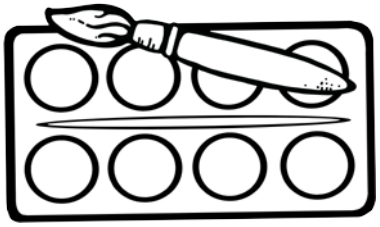


www.thisreadingmama.com

socks

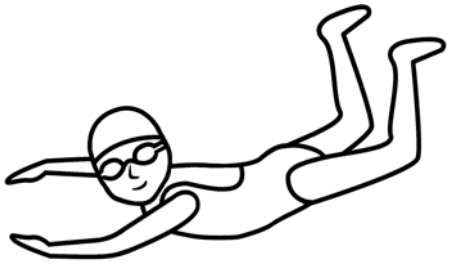
www.thisreadingmama.com

paint



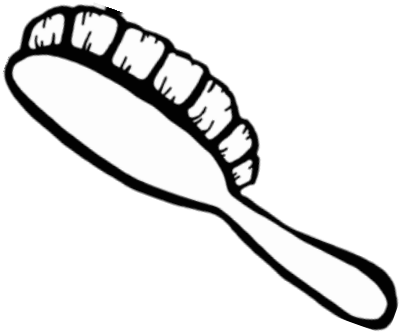
www.thisreadingmama.com

swim



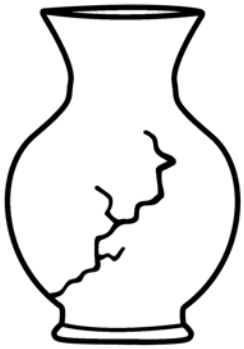
www.thisreadingmama.com

brush



www.thisreadingmama.com

crack



www.thisreadingmama.com

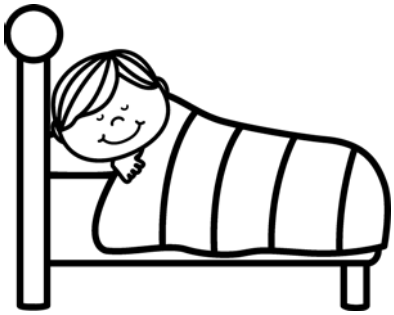
smile

www.thisreadingmama.com

steam

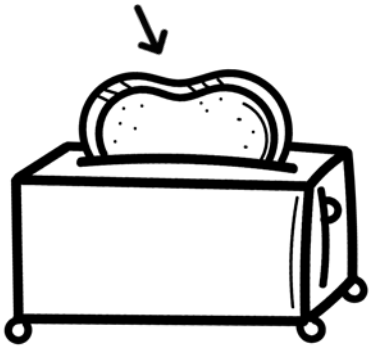
www.thisreadingmama.com

sleep



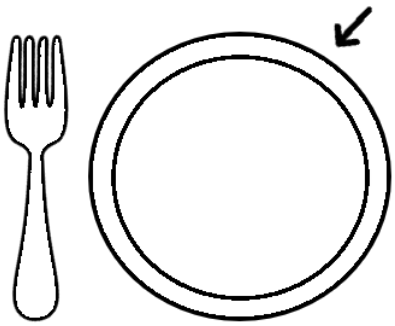
www.thisreadingmama.com

toast



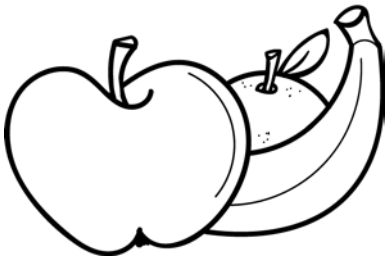
www.thisreadingmama.com

plate



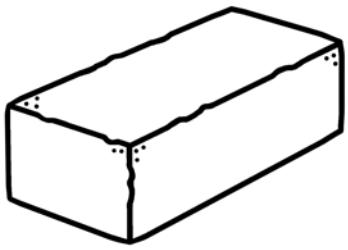
www.thisreadingmama.com

fruit



www.thisreadingmama.com

brick



www.thisreadingmama.com

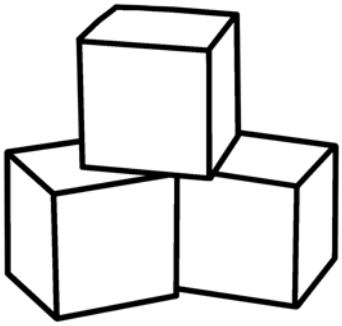
5

www.thisreadingmama.com

plant

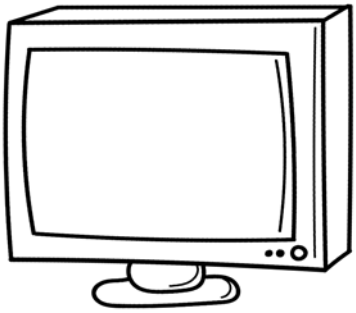
www.thisreadingmama.com

blocks



www.thisreadingmama.com

screen

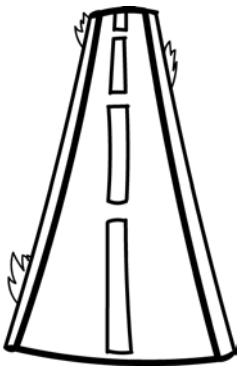


www.thisreadingmama.com

scrub

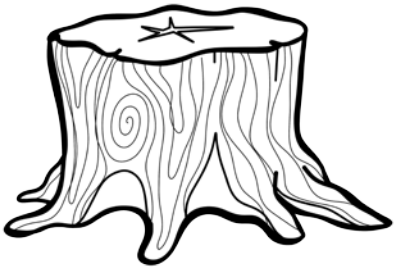
www.thisreadingmama.com

street



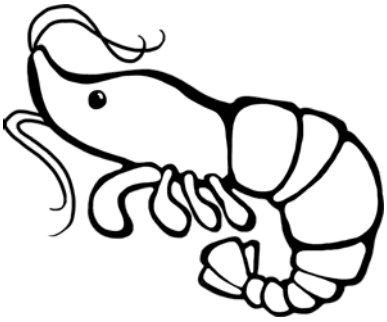
www.thisreadingmama.com

stump



www.thisreadingmama.com

shrimp

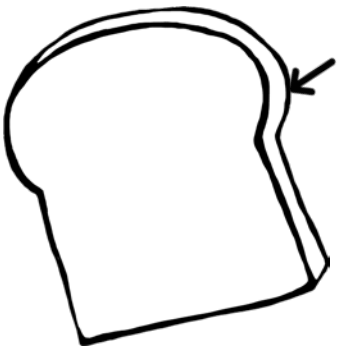


www.thisreadingmama.com

splash

www.thisreadingmama.com

crust

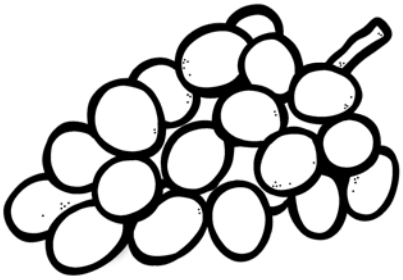


www.thisreadingmama.com

scream

www.thisreadingmama.com

grapes

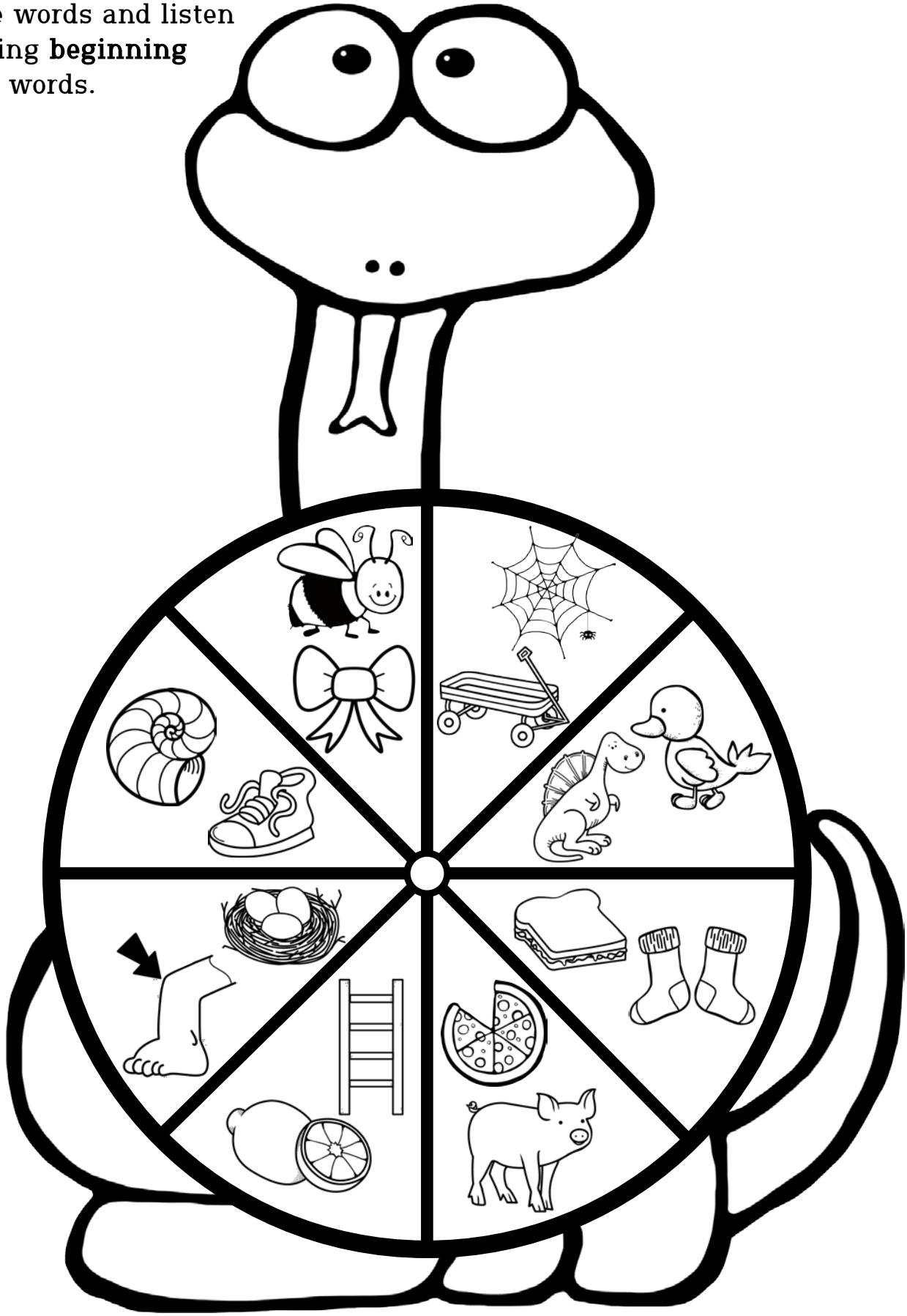


www.thisreadingmama.com

Spin the Same Sound

www.thisreadingmama.com

Directions:
Spin the spinner. When it lands on a space, say the words and listen for the matching **beginning sounds** in the words.

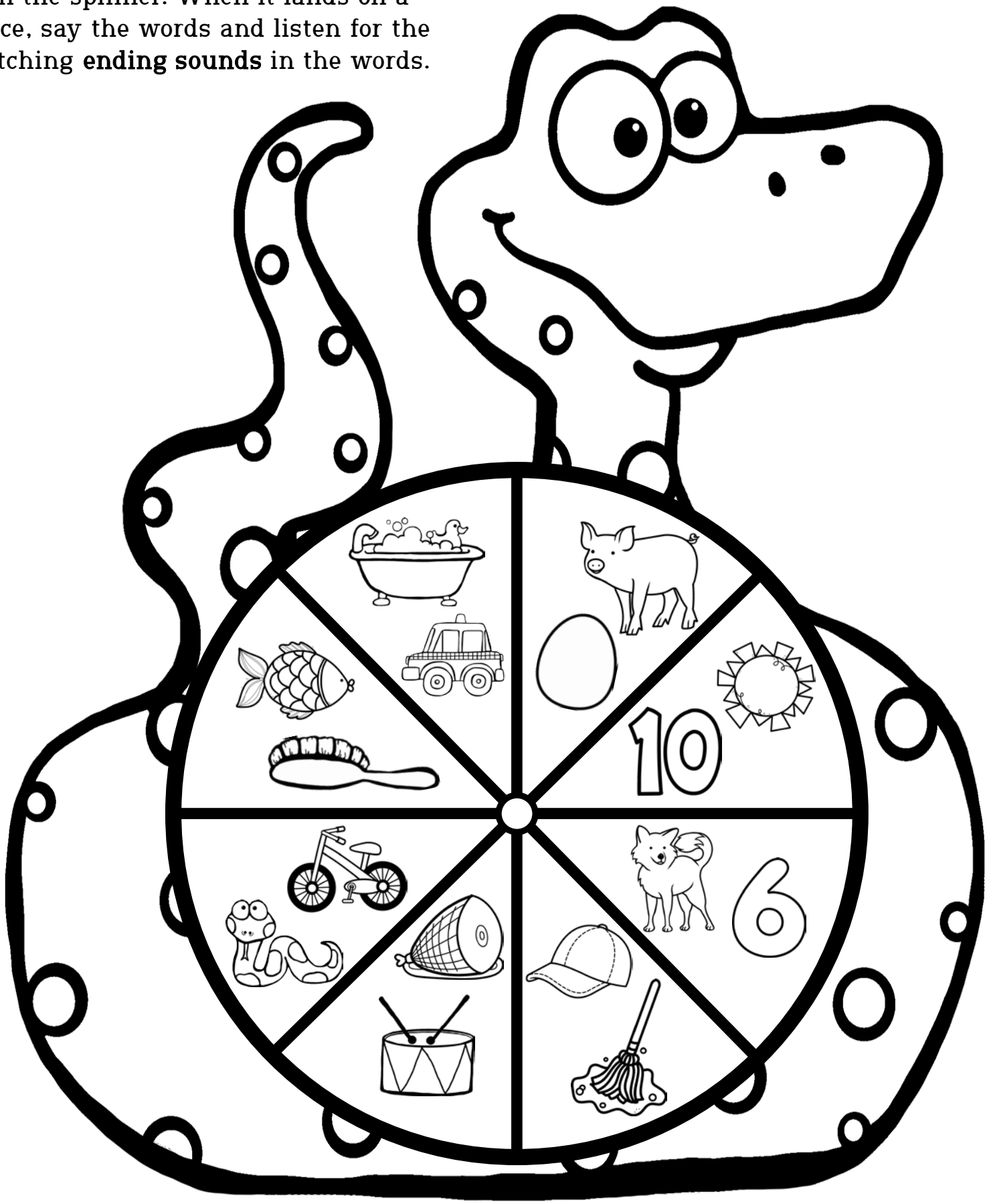


Picture Key: shell/shoe, bee/bow, web/wagon, dinosaur/duck, sandwich/socks, pizza/pig, lemon/ladder, knee/nest

Spin the Same Sound

www.thisreadingmama.com

Directions:
Spin the spinner. When it lands on a space, say the words and listen for the matching **ending sounds** in the words.

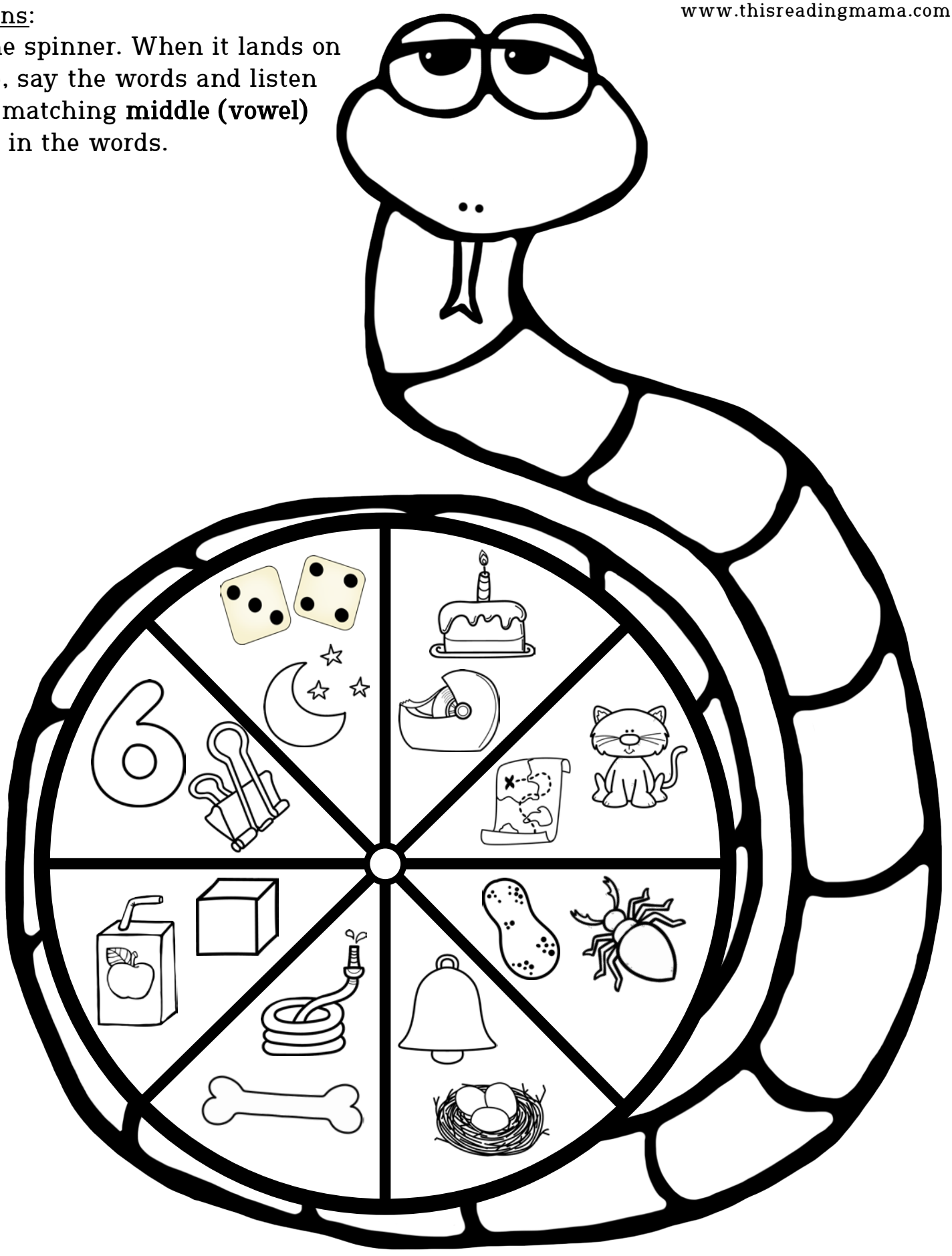


Picture Key: fish/brush, tub/cab, egg/pig, ten/sun, fox/six, cap/mop, drum/ham, bike/snake

Spin the Same Sound

www.thisreadingmama.com

Directions:
Spin the spinner. When it lands on a space, say the words and listen for the matching **middle (vowel) sounds** in the words.

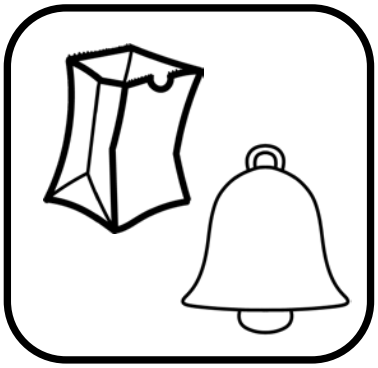


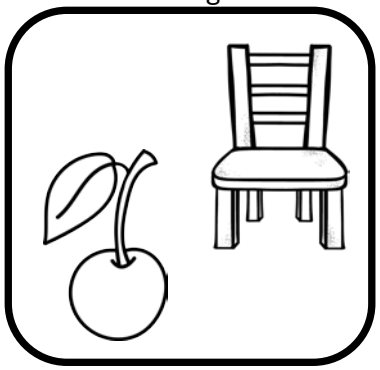
Picture Key: six/clip, dice/night, cake/tape, map/cat, nut/bug, bell/nest, bone/hose, juice/cube

Is it the Same Sound?

www.thisreadingmama.com

Start

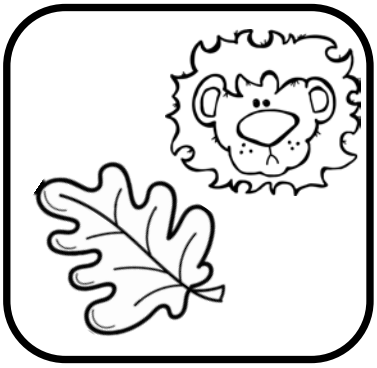




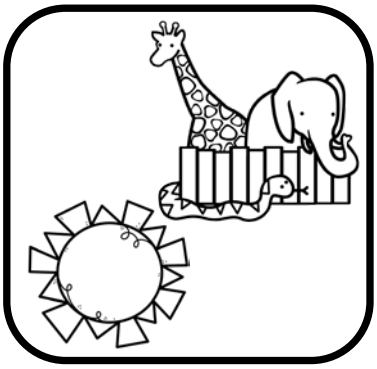
Directions:
Place your marker on "Start." Set a timer for five minutes or more. Roll the die. Move your marker to that space. Name the pictures and tell if the two words **start** with the same sound. Keep playing until the timer goes off.

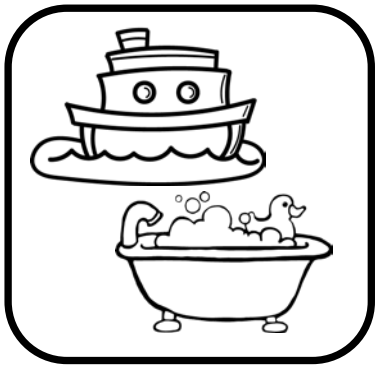
5

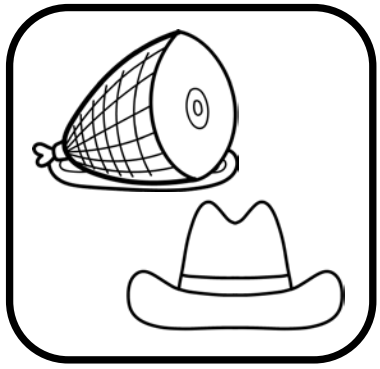
6

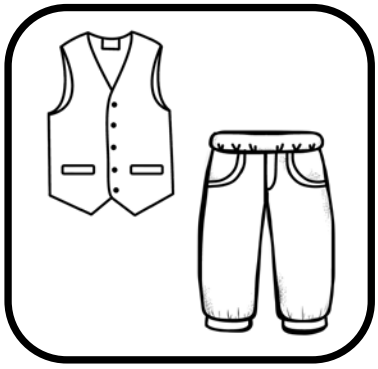


Picture Key:
bag/bell, pencil/nest, cherry/chair, five/six, sheep/shoe, star/car, vest/pants, ham/hat, boat/tub, sun/zoo, pie/pig, leaf/lion, ball/panda





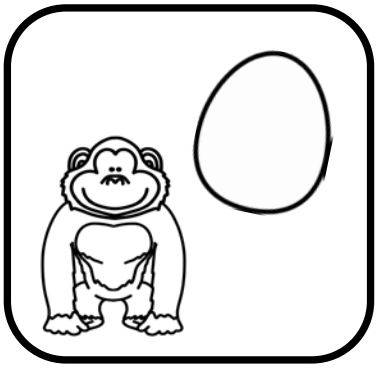


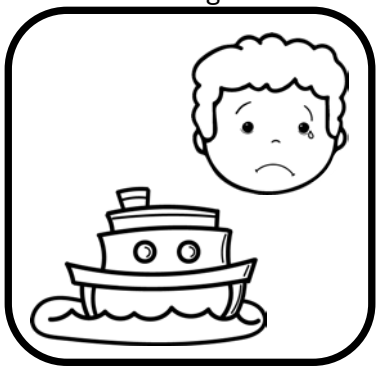


Is it the Same Sound?

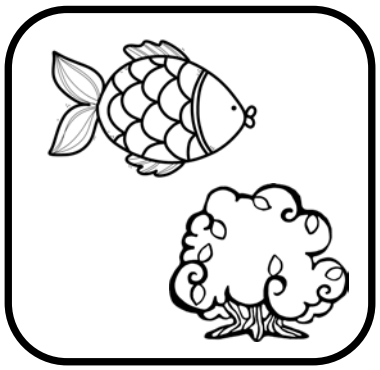
www.thisreadingmama.com

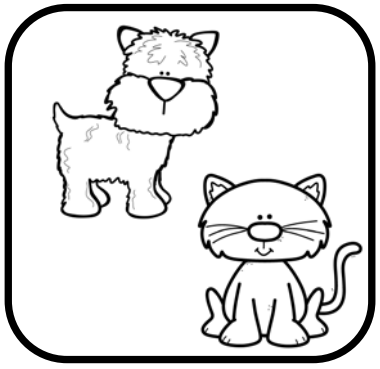
Start

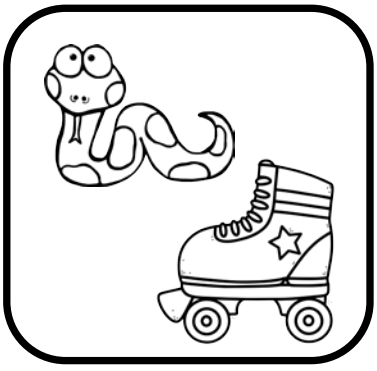




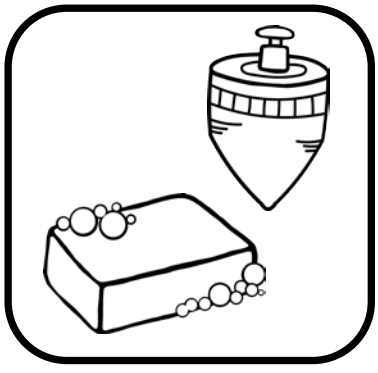
Directions:
Place your marker on "Start." Set a timer for five minutes or more. Roll the die. Move your marker to that space. Name the pictures and tell if the two words **end** with the same sound. Keep playing until the timer goes off.

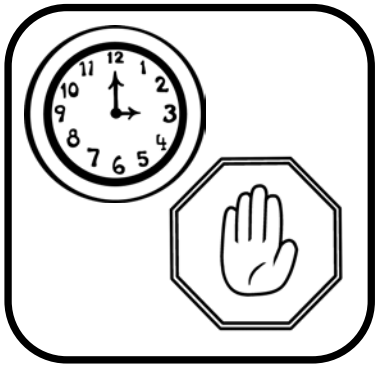






Picture Key:
juice/ice, ape/egg, boat/sad, five/love, dog/cat, fish/bush, clock/stop, book/frog, soap/top, six/box, snake/skate, smile/snail, sock/shoe

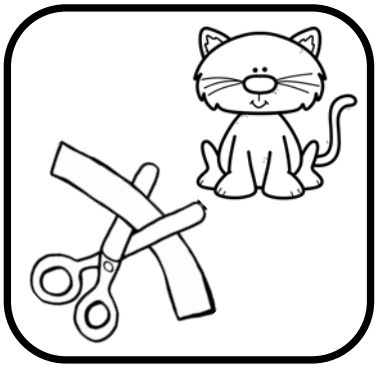


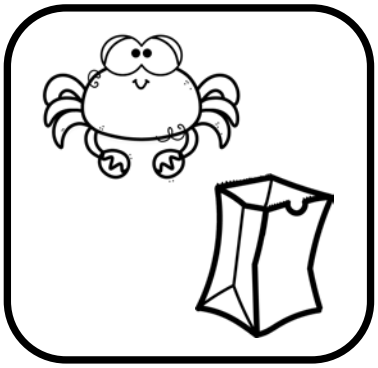


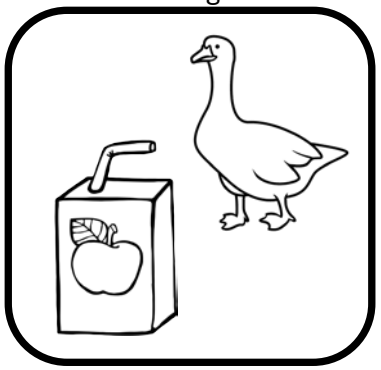
Is it the Same Sound?

www.thisreadingmama.com

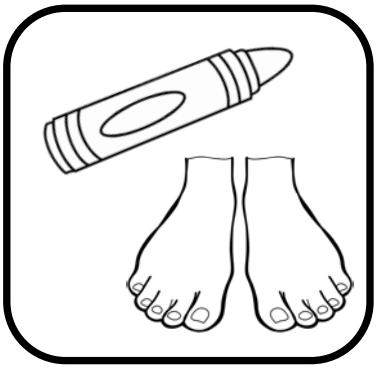
Start







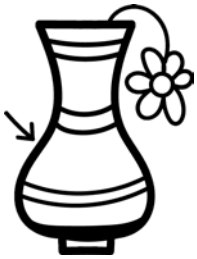
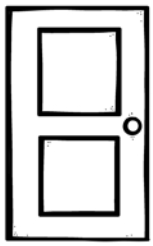
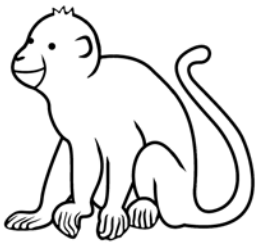
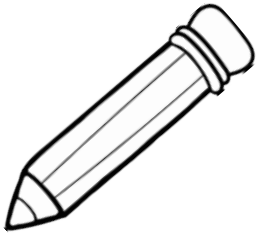
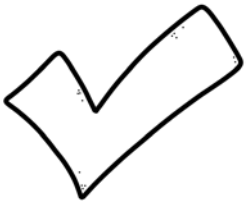
Directions:
Place your marker on "Start." Set a timer for five minutes or more. Roll the die. Move your marker to that space. Name the pictures and tell if the two words have the same **middle (vowel) sound.** Keep playing until the timer goes off.



Picture Key:
cut/cat, crab/bag, juice/goose, read/red, bike/night, map/mop, cane/tape, kite/coat, web/bed, pot/pet, green/feet, kiss/pig, rain/run

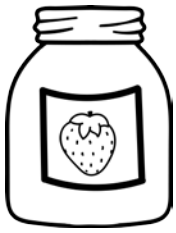
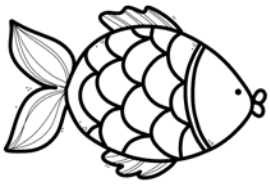
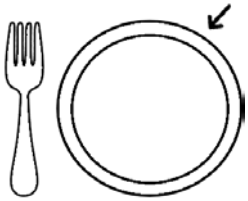
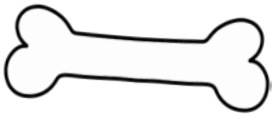
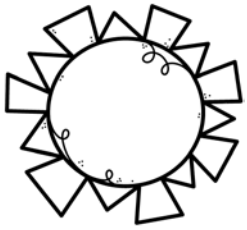
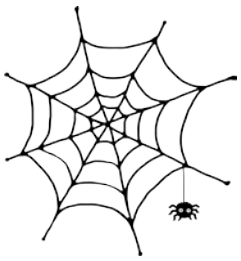
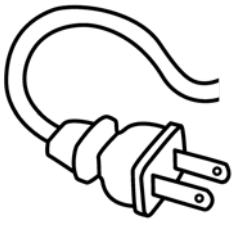
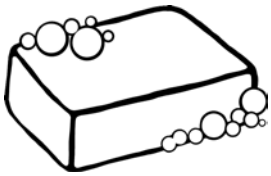
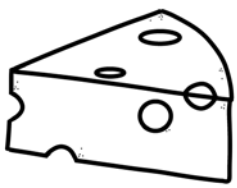
Roll it, Say it

www.thisreadingmama.com

Start				
	**Directions:** Place your marker on "Start." Set a timer for five minutes or more. Roll the die. Move your marker to that space. Name the picture and tell the **beginning sound** you hear. Name another word that starts with the same sound. Keep playing until the timer goes off.			
				
	**Picture Key:** book, lion, shell, tub, fire, nest, door, pencil, hat, check, cat, six, jacket, monkey, thumb, key, vase			
				

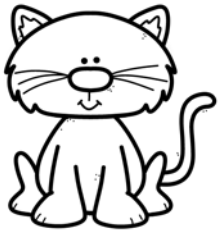
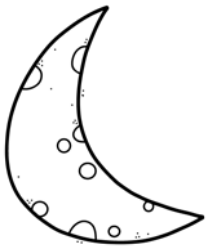
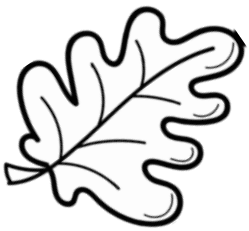
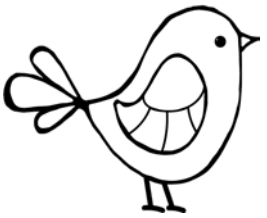
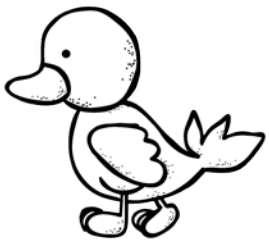
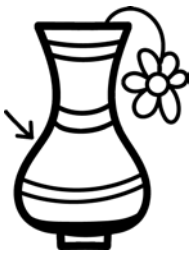
Roll it, Say it

www.thisreadingmama.com

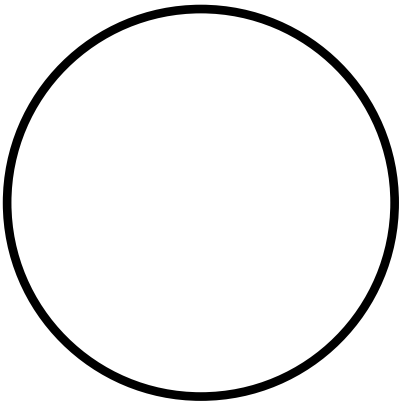
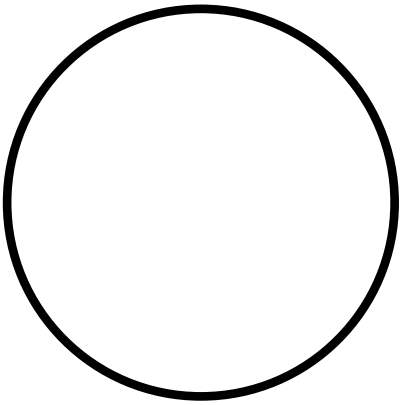
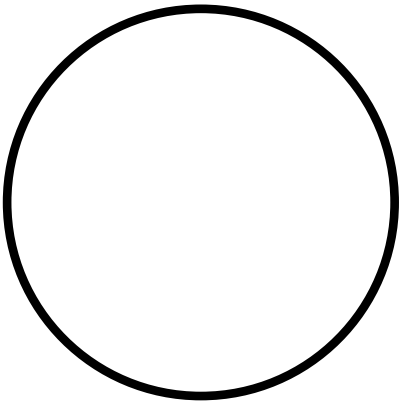
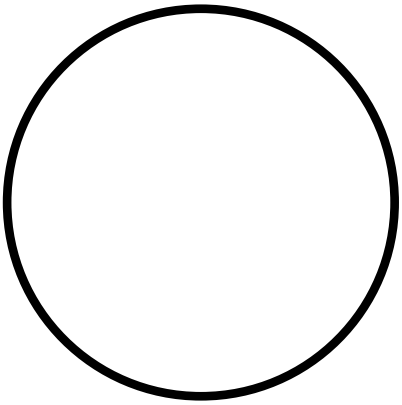
Start				
	**Directions:** Place your marker on "Start." Set a timer for five minutes or more. Roll the die. Move your marker to that space. Name the picture and tell the **ending sound** you hear. Name another word that ends with the same sound. Keep playing until the timer goes off.			
				
				
	Picture Key: truck, jam, fish, plate, leaf, sun, plug, soap, red, cheese, fox, mud, bath, drum, web, fruit, bone			
				

Roll it, Say it

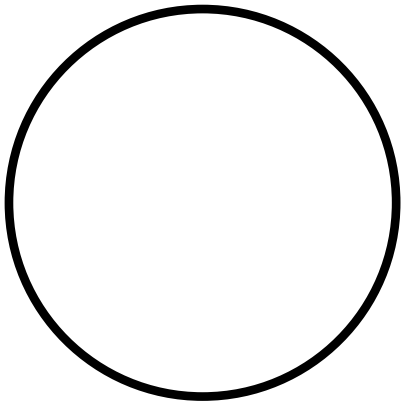
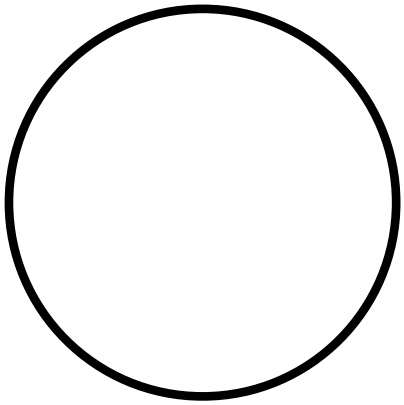
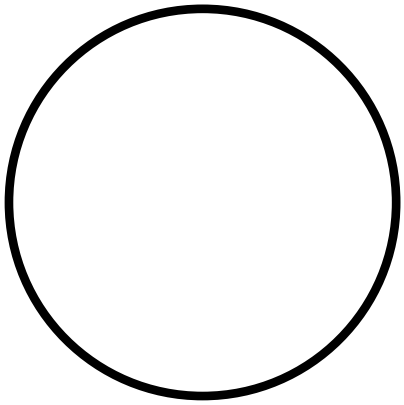
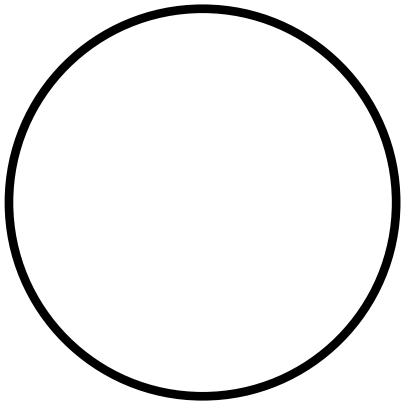
www.thisreadingmama.com

Start				
	**Directions:** Place your marker on "Start." Set a timer for five minutes or more. Roll the die. Move your marker to that space. Name the picture and tell the **middle (vowel) sound** you hear. Name another word that has the same middle sound. Keep playing until the timer goes off.			
				
				
	Picture Key: hop, cat, bed, feet, log, bike, bird, wet, vase, yawn, duck, net, barn, cake, mouse, leaf, moon			
				

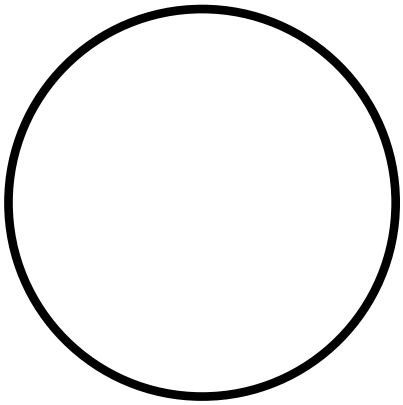
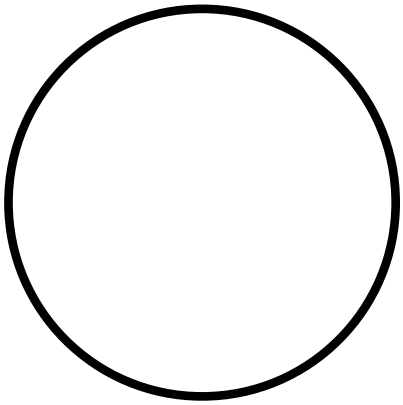
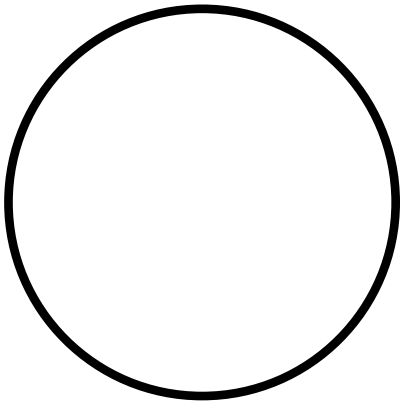
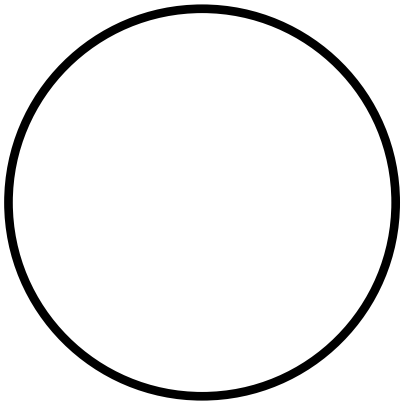
Playdough Phoneme Strips

www.thisreadingmama.com

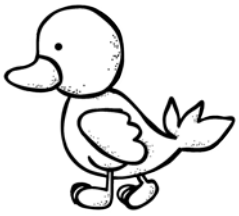
www.thisreadingmama.com

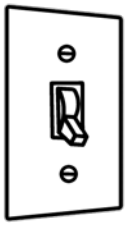





www.thisreadingmama.com

Cut & Paste the Sounds

Cut out the pictures or allow learners to do the cutting. Name the pictures out loud and listen for the number of phonemes each word has. Glue only the four pictures have two phonemes inside the 2.

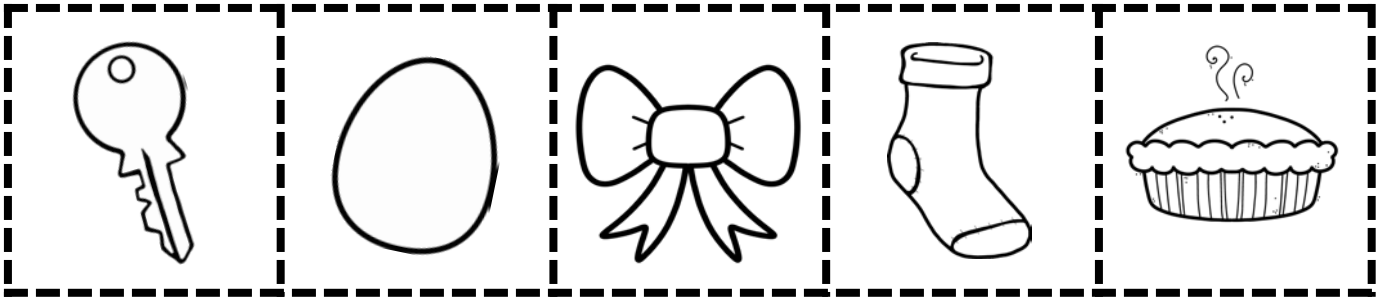




Picture Key: eel, toe, duck, off, ice

Cut & Paste the Sounds

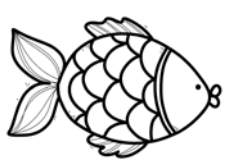
Cut out the pictures or allow learners to do the cutting. Name the pictures out loud and listen for the number of phonemes each word has. Glue only the four pictures have two phonemes inside the 2.

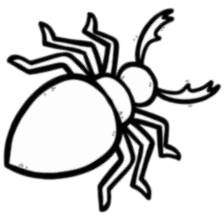
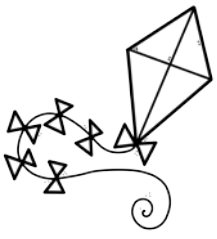


Picture Key: key, egg, bow, sock, pie

Cut & Paste the Sounds

Cut out the pictures or allow learners to do the cutting. Name the pictures out loud and listen for the number of phonemes each word has. Glue only the four pictures have three phonemes inside the 3.

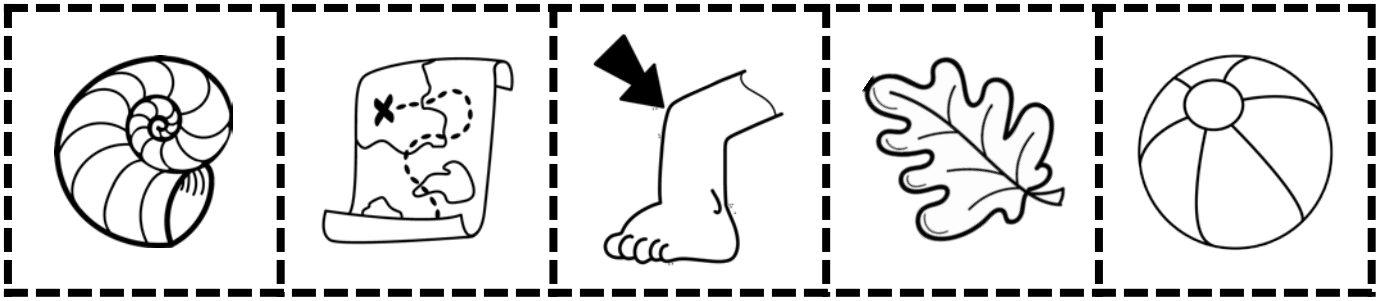


Picture Key: fish, slide, bed, bug, kite

Cut & Paste the Sounds

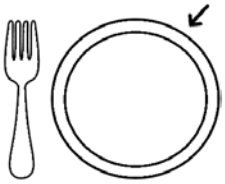
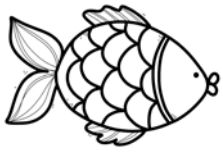
Cut out the pictures or allow learners to do the cutting. Name the pictures out loud and listen for the number of phonemes each word has. Glue only the four pictures have three phonemes inside the 3.



Picture Key: shell, map, knee, leaf, ball

Cut & Paste the Sounds

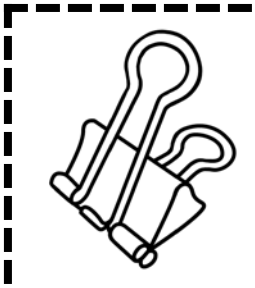
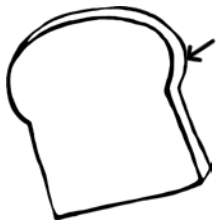
Cut out the pictures or allow learners to do the cutting. Name the pictures out loud and listen for the number of phonemes each word has. Glue only the four pictures have four phonemes inside the 4.

Picture Key: nest, plate, fish, clock, stem

Cut & Paste the Sounds

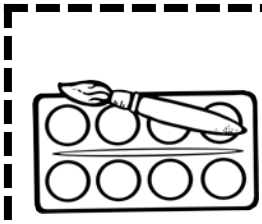
Cut out the pictures or allow learners to do the cutting. Name the pictures out loud and listen for the number of phonemes each word has. Glue only the four pictures have four phonemes inside the 4.

Picture Key: clip, crust, stop, vest, spoon

Cut & Paste the Sounds

Cut out the pictures or allow learners to do the cutting. Name the pictures out loud and listen for the number of phonemes each word has. Glue only the four pictures have five phonemes inside the 5.

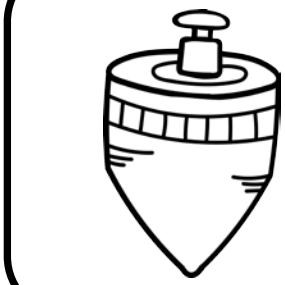


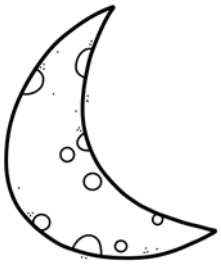
Picture Key: paint, plant, screen, stump, grapes

Roll & Count the Sounds

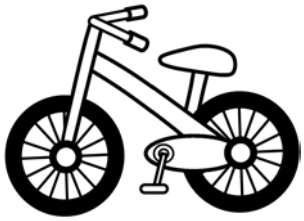
www.thisreadingmama.com

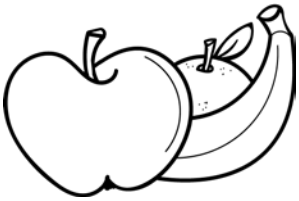
Start



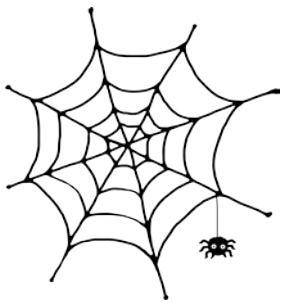


Directions:
Place your marker on "Start." Set a timer for five minutes or more. Roll the die. Move your marker to that space. Name the picture and tell how many sounds (phonemes) you hear in the word. Keep playing until the timer goes off.



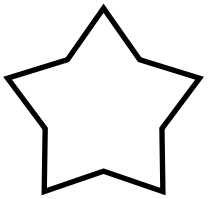


Picture Key:
top(3), skate (4), moon (3), cliff (4), kiss (3), fruit (4), key(2), smile (4), web (3), ape (2), stem (4), bike (3), pie (2)

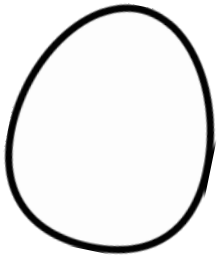


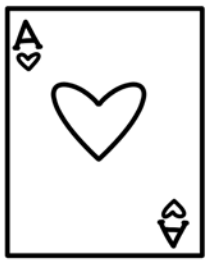
Roll & Count the Sounds

www.thisreadingmama.com

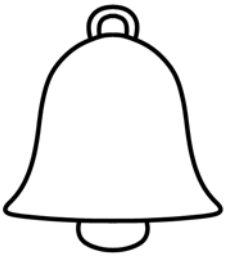


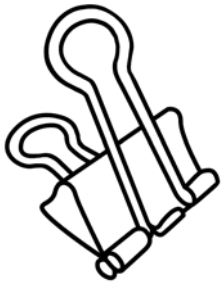
Start

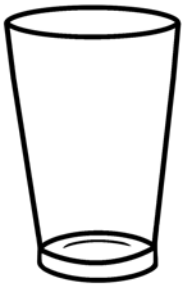




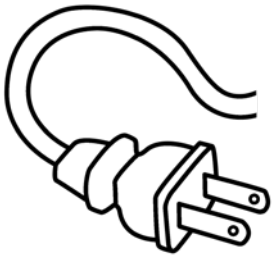
Directions:
Place your marker on "Start." Set a timer for five minutes or more. Roll the die. Move your marker to that space. Name the picture and tell how many sounds (phonemes) you hear in the word. Keep playing until the timer goes off.

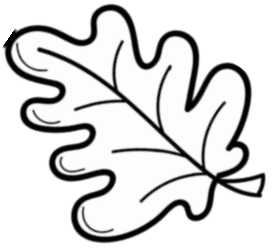






Picture Key:
mask (4), egg (2), frog (4), bell (3), shoe (2), robe (3), leaf (3), vest (4), plug (4), buzz (3), glass (4), clip (4), ace (2)

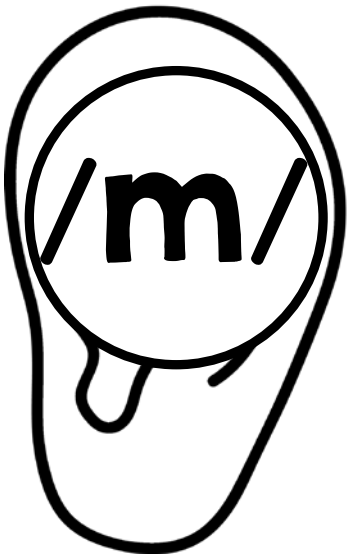


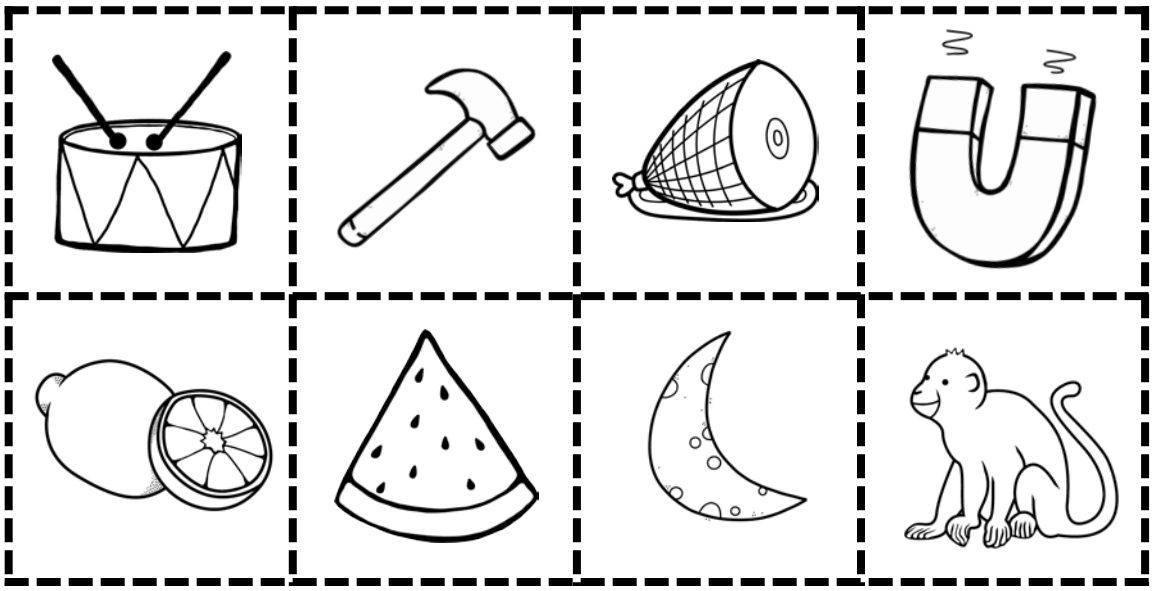


Where's the Sound? Sort

Directions: Where do you hear /m/? Cut out the pictures and sort them in the chart.

Beginning	Middle	End



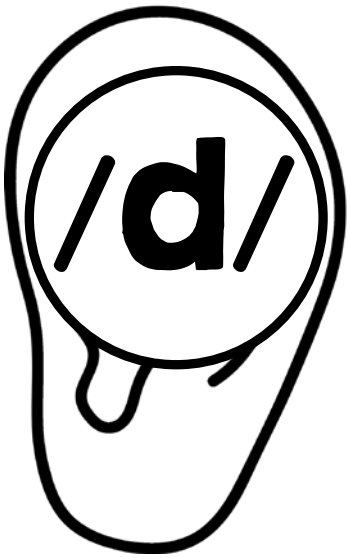


Answer Key: Beginning: magnet, moon, monkey / **Middle**: hammer, lemon, watermelon / **End**: drum, ham

Where's the Sound? Sort

Directions: Where do you hear /d/? Cut out the pictures and sort them in the chart.

Beginning	Middle	End

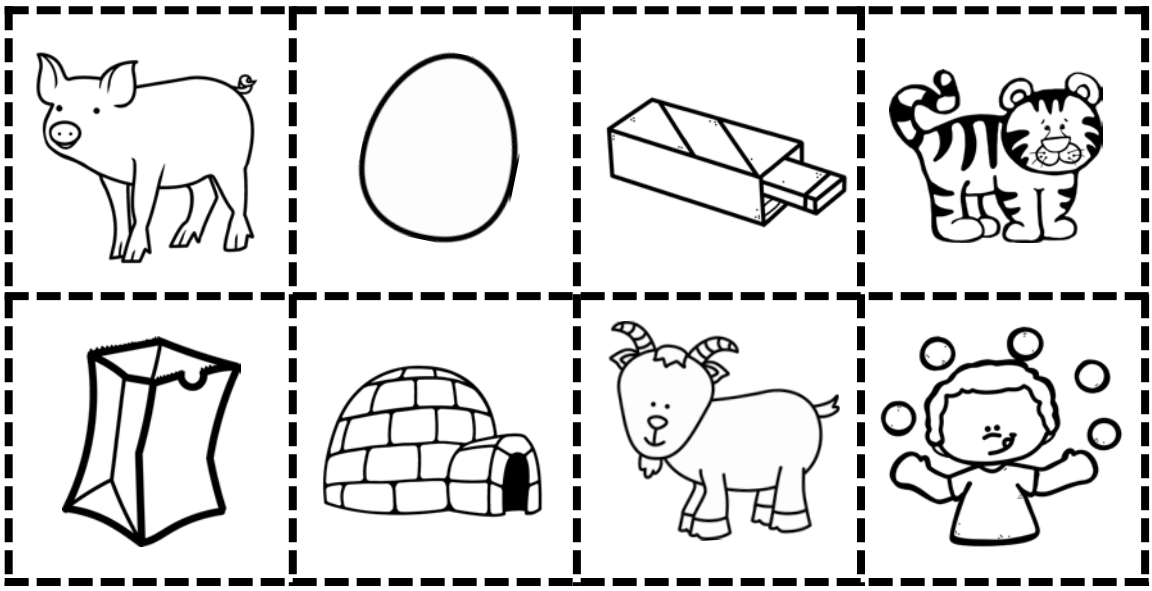


Answer Key: Beginning: dinosaur, doughnut, dog / **Middle**: ladder, paddle, candle / **End**: mud, sad

Where's the Sound? Sort

Directions: Where do you hear /g/? Cut out the pictures and sort them in the chart.

Beginning	Middle	End

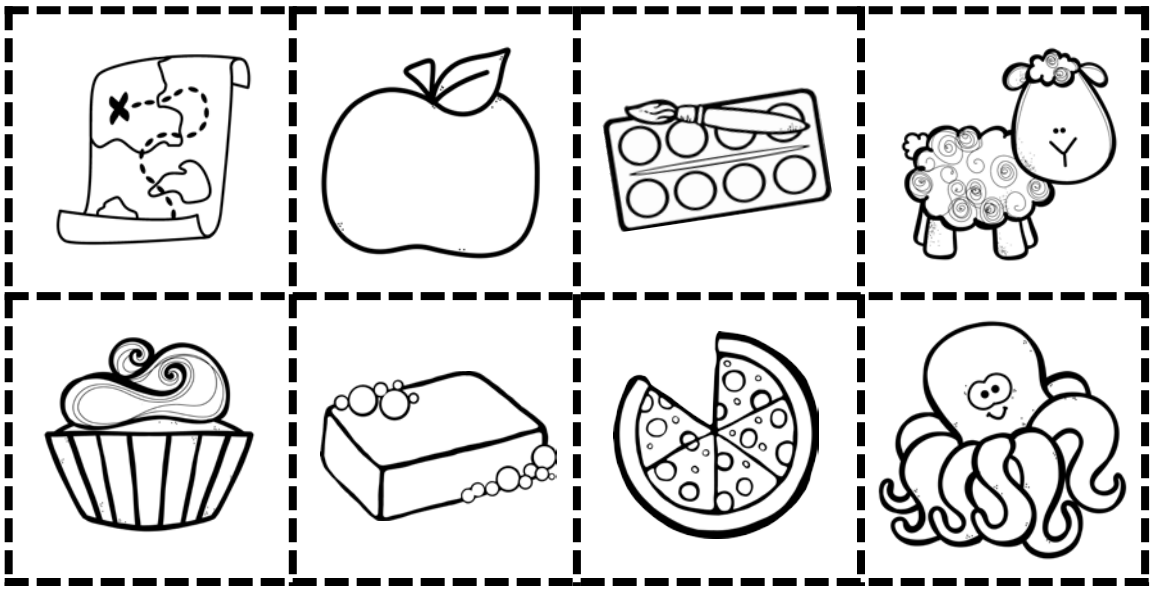


Answer Key: Beginning: gum, goat / **Middle**: tiger, igloo, juggle / **End**: pig, egg, bag

Where's the Sound? Sort

Directions: Where do you hear /p/? Cut out the pictures and sort them in the chart.

Beginning	Middle	End

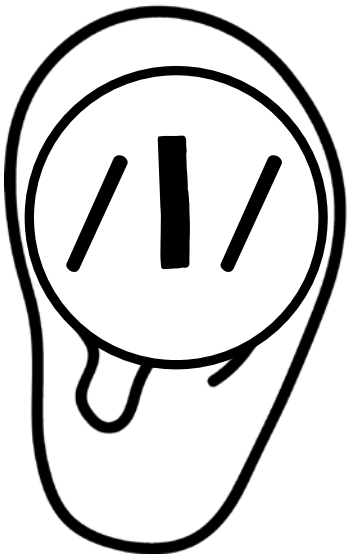


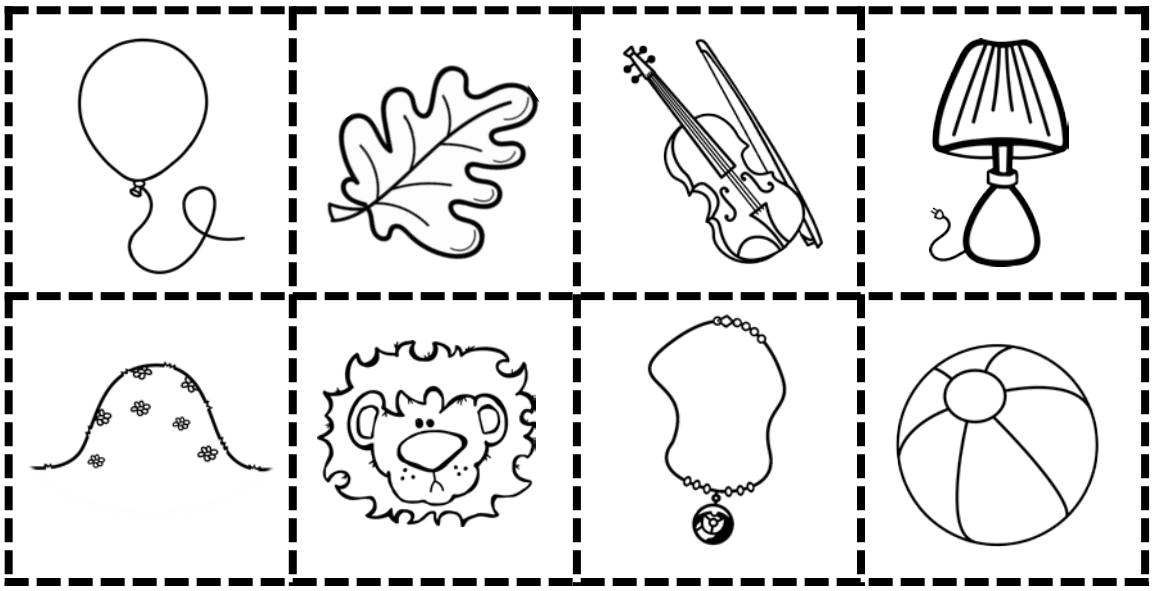
Answer Key: Beginning: paint, pizza / **Middle**: apple, cupcake, octopus / **End**: map, sheep, soap

Where's the Sound? Sort

Directions: Where do you hear /l/? Cut out the pictures and sort them in the chart.

Beginning	Middle	End



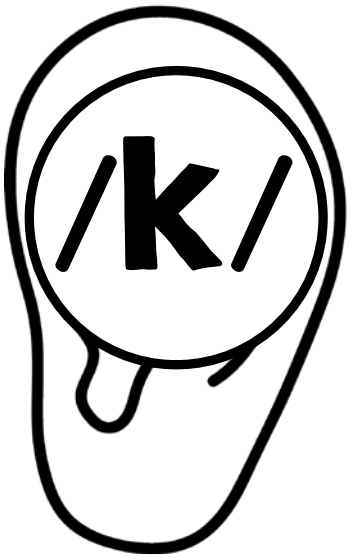


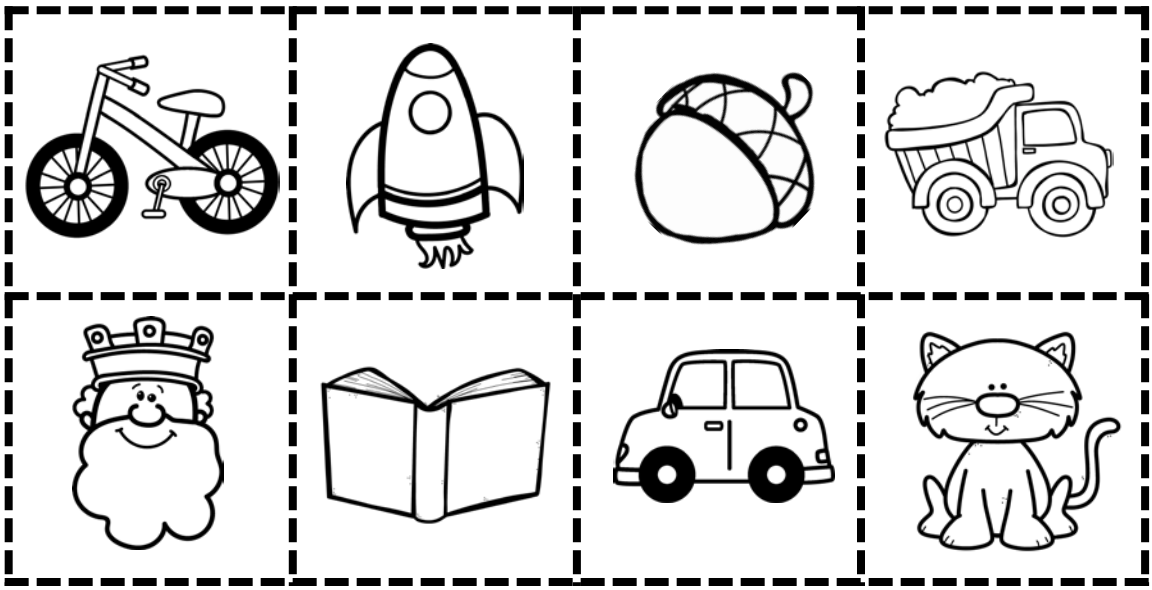
Answer Key: Beginning: leaf, lamp, lion / **Middle**: balloon, violin, necklace / **End**: hill, ball

Where's the Sound? Sort

Directions: Where do you hear /k/? Cut out the pictures and sort them in the chart.

Beginning	Middle	End





Answer Key: Beginning: king, car, cat / **Middle**: rocket, acorn / **End**: bike, truck, book

Let's Connect!

Clip art & fonts:

this Reading mama