

Preview

Phonemic Awareness Lesson Plans & Activities

Phonemic Awareness Post-Assessment

Read Aloud Phoneme Blending

Sound Chains

Phoneme Smash

Where's the Sound? Sort

Spin the Same Sound

Beginning	Middle

Beginning	Middle

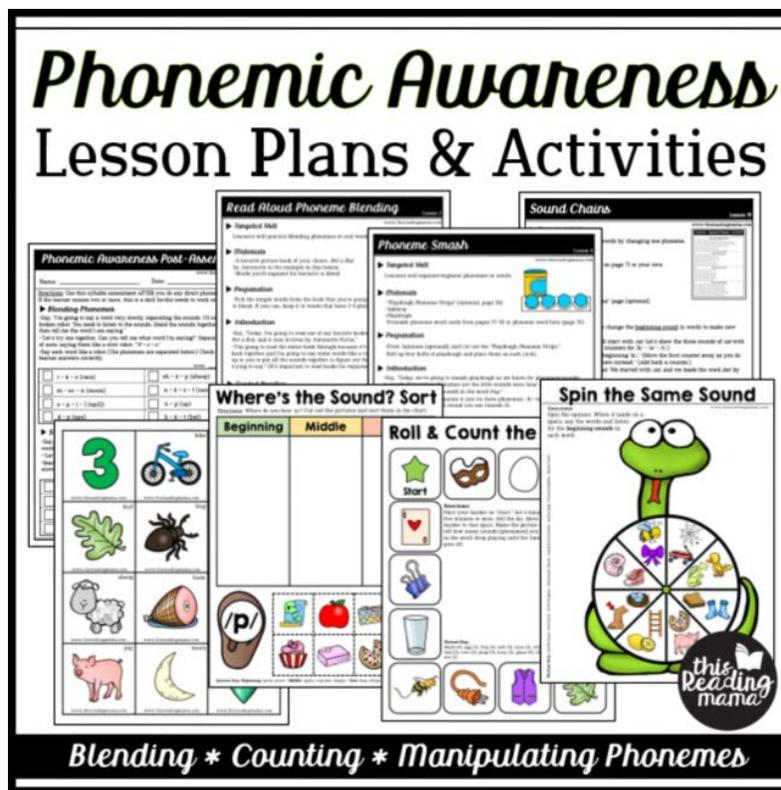
Blending * Counting * Manipulating Phonemes

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.



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Phonemic Awareness

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▶ *All Phoneme Printables*

When applicable, phoneme lessons will reference the page number(s) of the printable.

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Preview

Phonemic Awareness Frequently Asked Questions

Q: What are phonemes?

A: Phonemes are the smallest units of sounds in a word. 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 *log* and *dog* (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 like /m/ in this word?

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 (*luck*), KE (*key*), or C (in *church*). 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 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, *he* 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 combination *z*.) 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/-/ō/-/k/.

Phonemic Awareness Pre-Assessment

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Name: _____

Date: _____

Directions: Use this syllable assessment BEFORE you do any direct phonics instruction. If the learner misses two or more, this is a skill they need 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 *noze*, 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.

8

<input type="checkbox"/> /ch/ - /ō/ - /p/ (chop)	<input type="checkbox"/> /f/ - /l/ - /t/ (float)
<input type="checkbox"/> /d/ - /ū/ - /s/ - /t/ (dust)	<input type="checkbox"/> /h/ - /ī/ (high)
<input type="checkbox"/> /s/ - /ē/ (see)	<input type="checkbox"/> /b/ - /ī/ - /g/ (big)
<input type="checkbox"/> /b/ - /ā/ - /g/ (bag)	<input type="checkbox"/> /s/ - /n/ - /ā/ - /p/ (snap)

► Identifying 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

<input type="checkbox"/> head (/h/)	<input type="checkbox"/> feather (/f/)
<input type="checkbox"/> car (/k/)	<input type="checkbox"/> toast (/t/)
<input type="checkbox"/> socks (/s/)	<input type="checkbox"/> happy (/h/)

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 D'Amico 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 D'Amico."
- "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 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 slowly, "It's not a *box* / - / ɒ / - / k / - / s / ." Learners must blend the sounds/phonemes together to say the entire word. (*box*)

► Extensions / Tips for Struggling Learners

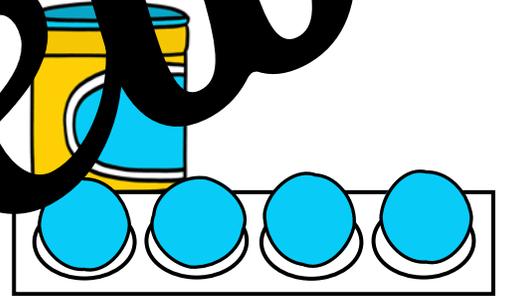
- Do not skip the first read through of the book. The first time through, you want to make sure you reread very little so learners can comprehend and enjoy the story.
- If reading to support learners who seem to struggle by picking words with only 2-4 phonemes, over-emphasize tricky sounds in the word (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).

► Targeted Skill

Learners will separate/segment phonemes in words.

► Materials

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



► Preparation

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

► Introduction

- Say, "Today, we're going to smash playdough and listen for the little sounds in words."
- "Watch as I smash the sound in the word *bug*."
- As you say *bug*, 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.

► Extension: 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.

► Targeted Skill

Learners will detect the placement of phonemes in words.

► Materials

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

► Preparation

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

► Introduction

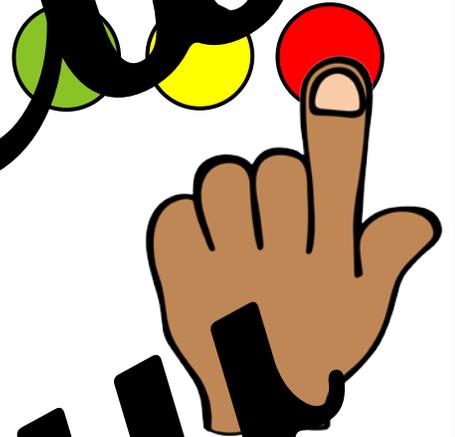
- Say, "Today, we're going to say and touch the sounds in words."
- Line three counters/pennies in a row on the tabletop.
- "Listen to this word: *duck*. I can hear that it has three sounds: /d/-/ŭ/-/ck/!"
- Move the first counter forward for /d/, the second counter forward for /ŭ/ and the last counter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

► Extension: Try for Struggling Learners

- If a learner struggles, work on 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.



► Targeted Skill

Learners will add phonemes to words.

► Materials

- "Adding and Deleting Phonemes Word List" (page 73)
- Counters or pennies so learners can touch and move them

► Preparation

- Pick the words from the list to create your own set.
- Note: The words on the list are 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 beginning 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 over so 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 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.

Adding Phonemes - Beginning		Adding Phonemes - End	
Phoneme	Word	Phoneme	Word
pp	pen	ss	pass
kk	back	tt	pat
rr	run	ll	roll
ff	fan	mm	map
tt	top	nn	nap
ll	lap	pp	pop
ss	spin	tt	stop
mm	map	rr	rap
nn	nap	ll	lap
pp	pop	ss	spin
rr	rap	mm	map
ll	lap	nn	nap
ss	spin	pp	pop
mm	map	rr	rap
nn	nap	ll	lap
pp	pop	ss	spin
rr	rap	mm	map
ll	lap	nn	nap
ss	spin	pp	pop
mm	map	rr	rap
nn	nap	ll	lap
pp	pop	ss	spin
rr	rap	mm	map
ll	lap	nn	nap
ss	spin	pp	pop
mm	map	rr	rap
nn	nap	ll	lap
pp	pop	ss	spin
rr	rap	mm	map
ll	lap	nn	nap
ss	spin	pp	pop
mm	map	rr	rap
nn	nap	ll	lap
pp	pop	ss	spin
rr	rap	mm	map
ll	lap	nn	nap
ss	spin	pp	pop
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pp	pop	ss	spin
rr	rap	mm	map
ll	lap	nn	nap
ss	spin	pp	pop
mm	map	rr	rap
nn	nap	ll	lap
pp	pop	ss	spin
rr	rap	mm	map
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ss	spin	pp	pop
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nn	nap	ll	lap
pp	pop	ss	spin
rr	rap	mm	map
ll	lap	nn	nap
ss	spin	pp	pop
mm	map	rr	rap
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pp	pop	ss	spin
rr	rap	mm	map
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ss	spin	pp	pop
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ss	spin	pp	pop
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pp	pop	ss	spin
rr	rap	mm	map
ll	lap	nn	nap
ss	spin	pp	pop
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