

Phoneme Segmentation

On occasion, have students write the word and then read it aloud at a normal speaking rate.

First, the teacher says the word slowly and asks, “What is the word?” Students respond.

Next, the teacher asks, the children to say the word as separate sounds. Then the teacher says, “Let’s write the sounds in the word.”

The teacher writes the words on the board while saying the sounds. Then the children write the word, saying the sounds. Finally, the students read the words.

Three Sounds

pad	bed	pig	pot	rag
rat	rip	fox	rub	sat
let	sun	bed	ten	tub
van	web	fill	tap	man
fin	six	hat	can	log
tell	net	bat	mop	fall
rob	win	pet	met	get

Four Sounds

block	bread	crab	snake	
glass	grape	truck	find	gift
jump	grab	glad	small	fast
stop	steak	clean	scout	lamp
desk	land	train	left	sweet
green	yellow	brown	slide	



Phonemic Awareness

Activities to use on the run

Including Phoneme

- *Isolation*
- *Identity*
- *Categorization*
- *Blending*
- *Segmentation*
- *Deletion*
- *Addition*
- *Subtraction*

Phoneme Blending

The most challenging way to present this activity is to not give any clues to the categories.

“What do these words have in common?”

Two Sounds

t-oe	kn-ee	u-p	s-o	i-t	d-ay	
m-y	b-ow	sh-oe	l-ie	d-ay		
m-oo	m-e	i-s	a-t	g-o	i-n	a-m

Three Sounds

j-o-b	b-e-d	r-oo-f	d-oo-r	b-u-s
b-o-a-t	f-oo-t	b-a-ck	m-ou-th	
ch-i-n	l-e-g	r-i-ght	o-v-er	
s-l-ow	t-o-p	d-ow-n	l-o-ng	d-r-y
h-ou-se	ch-ee-k	l-ou-d	l-a-te	
p-u-sh	w-ea-k	h-ar-d	sh-ou-t	

Four Sounds

t-ea-ch-er	t-r-ai-n	f-a-st
u-n-d-er	l-e-f-t	s-l-i-d-e
b-r-ea-d	g-r-a-p-e	s-t-ea-k
s-w-ee-t	g-r-ee-n	y-ell-ow
b-r-ow-n	b-l-a-ck	p-ai-n-t

Follow up by having students write and read the words.

Phoneme Segmentation

Break a word into its separate sounds.

Students say each sound separately as they raise a finger for each sound.

“Say the word _____ in two separate sounds.”

Two Sounds

pie	bee	shoe	it	knee	is	day
key	chew	he	zoo	tie	shy	
hay	whoa	so	bye	to	no	see
my	row	do	in	toe	she	mow
day	go	boo	hoe	tea	say	

Three Sounds

lug	tug	mom	big	bus	hug	
pan	sit	cap	cup	cut	dim	dog
fat	bib	gum	sat	hen	hid	hop
bug	hum	jam	kit	leg	tag	lid
lip	tip	mad	beg	map	mat	fall
mug	top	not	nut	fun	run	



Phoneme Deletion

Students recognize what remains when a phoneme is removed from another word.

The teacher says the sound, NOT the letter name. Letters inside the // mean the sound.

“What is smile without the /s/?”

frat without the /f/

split without the /l/

pray without the /r/

prod without the /p/

grit without the /r/

blue without the /l/

brash without the /b/

price without the /p/

bless without /b/

drag without /d/

blow without /b/

slang with out /l/

black without /l/

snob without the /s/

spray without the /sp/

drug without /d/

snag without the /s/

spend without the /sp/



Phoneme Identity

Avoid initial blends as they are made up of two distinct sounds and may confuse students.

Final Sounds

Hearing final sounds is a more advanced task than hearing sounds in the beginning of words. “What is the final sound in this set of words?”

him, time, gum / m/

rib, tub, robe /b/

if, beef, leaf /f/

eat, light, boat /t/

yes, us, nice /s/

make, look, duck /k/

up, stop, clap /p/

been, can, fun /n/

car, jar, far /r/

fall, call, ball /l/

bed, good, had /d/

egg, pig, fog /g/

cage, huge, fudge /j/

love, dive, stove /v/

Variation with Initial Sounds

Example: “Can you tell me a word that begins with the same sound as mmmmm-oon?”

Repeat this question several times with various, initial sounds.



Phoneme Categorization

Students recognize the words in a set of three words that has a different initial sound.

“Which word doesn’t belong?”

bus, bun, rug

mop, rat, moon

coat, hose, horse

pants, pink, four

x-ray, jam, jet

door, plate, desk

ball, cat, big

apple, alien, red

television, phone, tent

table, horse, taco

dog, sun, sub

ruler, mat, rocket

sand, queen, quarter

rake, baby, bed

zoo, wolf, window

house, hunt, pumpkin

nickel, jeep, jam

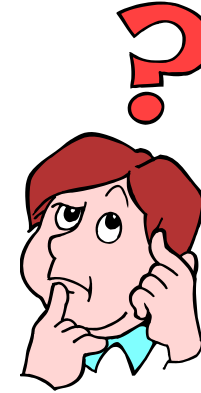
corn, dog, cage

hot, hat, shirt

rug, mirror, make

first, fourth, second

seven, eight, six



More Fun with Phoneme Deletion

Teacher says,

“What is ham without /h/?”

cat without the /k/

blast without the /b/

cloud without the /k/

slap without the /s/

gram without the /g/

bleep without the /l/

skid without the /s/

plod without the /pl/

clean without the /k/

slam without the /sl/

pluck without the /p/

snob without the /s/

trip without the /t/

plus without the /pl/

graft without the /g/

clot without the /c/

splint without the /sp/

pride without the /p/

trot without the /t/

clash without the /k/

seat without the /s/

gram without the /g/

spot without the /s/



Phoneme Blending

Students listen to a sequence of separate sounds and then combine them to form a word. Say the word slowly, stretching but not distorting the sounds. To make the activity easier, begin with a simple riddle.

“What am I thinking of? It falls from the sky? r-ai-n”
“I sleep in this at night. b-e-d”
“I wear this on my foot. s-o-ck”
“A red light means to do this. s-t-o-p”
“They help you when you are hurt. n-ur-se”
“It helps me find a street in a city m-a-p”

To make the activity a little harder, only give a category.

“I am thinking of things that you would do in a gym.”
r-u-n s-k-i-p h-o-p j-u-m-p
r-a-ce j-u-m-p j-o-g g-l-i-de
“I am thinking of different types of weather.”
r-ai-n s-l-ee-t f-o-g s-n-ow
w-i-n-d i-ce



Phoneme Isolation

Students recognize individual sounds in a given word. Before isolating sounds, be sure children have the concept of first, middle and last.

Students should respond with the sound (phoneme) not the letter name when the teacher asks:
“What is the first sound in?”
two four six eight

“What is the first sound in?”
farmer doctor teacher soldier
nurse painter lawyer dentist

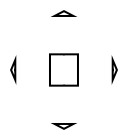
“What is the first sound in... ?”
banana pickle milk ice cream
hamburger apple bread hotdog

“What is the first sound in....?”
lion dinosaur turtle pig rabbit
bear ox cow elk fox ape deer

“What is the first sound in....?”
jacket boot hat pants mitten

“What is the first sound in?”
circle round triangle oval

Phoneme Categorization



Students will recognize the words in a set of four that does not start like the other three words.
“Which one does not belong?”

sink, seem, sing, thud
dive, dove, vest, dad
thin, shine, think, thumb
spill, sun, sand, six
rode, roam, prod, roll
boat, thin, bike, bath
eagle, eat, ape, eel
acorn, apron, ice, able

More Difficult to Distinguish

chin, chocolate, chair, sheet
zig, zag, zeal, sing
joke, cheer, choice, chest
van, that, vine, vow
chin, chunk, chill, jump
they, dare, day, dive
fin, fire, free, thin
shin, cheer, sheet, shade
feel, vase, fine, face
jump, jar, cheer, junk
sheep, sheen, shop, stop
dove, dig, drove, dump

Phoneme Isolation

(Final Sound)

“What is the last sound in....?”

boat plane bus ship

horse ship taxi car

“What is the last sound in....?”

arm hand knee toe leg foot

“What is the last sound in....?”

big small on off up

over fast slow quickly snap

lug crack nest grass

tree stick snap crack sun

globe rectangle round map flat

square house roof trailer

door paint pizza orange pie

(Medial Sounds)

These are the hardest to hear!

“What sound do you hear in the
middle of the word....?”

balloon kitten cotton sugar

rotten wood river gallon water

mitten flower mother brother

sour cover oven memo

Phoneme Substitution

Final Sound Changes

Students will follow the clues to create a new word.

“The word is bug. Change /g/ to /n/.
What is the new word? (bun)”

cat change /t/ to /n/

dip change /p/ to /g/

not change /t/ to /d/

sock change /k/ to /b/

fish change /sh/ to /t/

ham change /m/ to /d/

nice change /s/ to /n/

hedge change /j/ to /d/

win change /n/ to /g/

had change /d/ to /t/

can change /n/ to /sh/

plate change /t/ to /s/

wage change /g/ to /v/

age change /g/ to /k/

gas change /s/ to /p/

mass change /s/ to /sh/

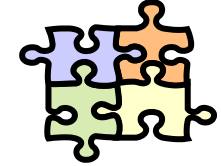
price change /c/ to /z/

Pull a new word
out of the hat!



Phoneme Identity

Students will recognize the same sound in different words.



“What sound is the same in the
beginning of ?”

(Teacher can accept the sound or
the letter name.)

moon, map, monkey

bike, big, bubble

sun, seven, soup

time, tent, toad

foot, fence fish

apple, alligator, actor

camera, coat, cup

pizza, piano, penny

itch, igloo, icky

hunt, hook, hi

leaf, lady, lucky

doll, dinner, dinosaur

key, kite, kitten

egg, elephant, exit

yellow, yarn, yes

thank, thumb, thin

she, ship, sugar