**Phonemic Awareness**

**Activities**

* **The understanding that words are made up of individual sounds. It included the abilitiy to distinguish rhyme, blend sounds, isolate sounds, segment sounds, and manipulate sounds in words.**

Activity: Loud Voice-Soft Voice

Group Size: Small Group

Purpose: To develop beginning sound awareness, ending sound awareness, and knowledge of letter-sound relationships.

Materials: Pictures that begin or end with the sounds children segment from words; letters to represent the sounds; and alphabet strip for each child.

Step by Step Directions:

1. Show children a picture of a word that begins with the sound children will segment, for example /*sun/.* Show children the letter *s.* Explain that we use the letter *s* to represent the /s/ in /sun/. As you pronounce the /s/, stretch it to make the sound more obvious: /ssssun/.
2. Have children say /sun/. Ask children to listen to the first sound /sss/ in sun. Have children say /ssssun/ twice.
3. Ask children to say /ssss/ in a loud voice and to whisper /un/ in a soft voice. Have them do this three times.
4. Remind children that the *s* represents/sss/. Have children point to the *s* on their alphabet strips.
5. Talk about other /ssss/ words. Find words on the word wall. Have children suggest other /sss/ words. Write then on the board and/or add them to your word wall.
6. Use for other letters.
7. Later, the same process can be used for ending sounds.

Activity: Beginning Sound Clothesline

Group Size: Small Group

Purpose: To develop beginning-sound awareness.

Materials: Construction paper, pictures, clothespins, rope, markers, glue, scissors.

Step by Step Directions:

\* Beforehand cut construction paper into clothes: pants, tops, dresses, skirts, shoes, caps, etc. String the lightweight rope or heavy string across the classroom or zigzag it down a bulletin board, fastening it with thumbtacks.

1. Show children several pictures. Put pictures in the chalk try or on a table. Have children find pictures that begin with the sound you specify.
2. Give children construction paper clothes. have children glue the pictures to the clothes. Alternatively, you might ask children to draw pictures rather than glue them on the clothes.
3. Write the beginning letter above the picture on each clothing item.
4. Use a clothespin to fasten the clothing onto the clothesline.
5. Read and reread the words in chorus. Point out beginning letters. Talk about how words that begin with the same sound also begin with the same letter.

Activity: Spelling for Sounds

Group Size: Small Group .

Materials: Chalk/White boards, chalk/dry erase markers, decodable words.

Step by Step Directions:

1. Select a word that children want to spell or wish to have in a story. One example would be “mad.” Stretch the word “mmmmaaaad” and ask the children to listen for the first sound.
2. When the children say the sound, ask them to name the letter that the “mmmm” represents and write *m* on the board.
3. Next stretch the sound “maaaa.” Ask the students to identify the letter that represents that particular sound. Write an *a* next to the *m* so it will look like “ma.”
4. Because we can’t stretch the letter *d* pronounce it with a strong voice emphasis “maaa**d**.” When the children identify what letter represents that particular sound, they have completed the word “mad.”

Activity: What’s Missing? Rhyming

Group Size: Small Group

Purpose: To develop rhyme awareness.

Materials: Whiteboard and dry erase markers.

Step by Step Directions:

1. Sketch something on a dry erase board omitting several important features. For example you might draw a dog without a tail, eyes, and a nose, or a bicycle without handlebars, pedals, and just one wheel.
2. Give children rhyming clues to the missing parts. If you draw a dog you might say, “Our dog needs something that rhymes with sail. What’s missing?” Children would say “tail” and you would then draw the tail. Continue saying “We need to add something to our dog that rhymes with “rose.” Etc.
3. After completing the picture, you may wish to ass accessories to the dog like a collar, leash, sweater, hat, or even sunglasses. Call on children who whisper in your ear what should be drawn next, and give the rest of the class a rhyming clue for drawing.

Activity: Grab Bag Blending

Group Size: Small Group

Purpose: To blend word sounds.

Materials: Paper sack and small pictures or objects.

Step by Step Directions:

1. Put small objects or pictures in a bag; keep the objects or pictures hidden.
2. Grab an object or picture; pronounce each sound. For instance you may say, “This is a /c/, /ow/ or this is a /c/ /a/ /t/. What is it?
3. Children guess the object or picture by listening to the sounds and blending them into a word.
4. Give additional hints to children who need extra help by stretching the word and then pronouncing its sounds in isolation.

Activity: Child-Created Beginning Letter Sound Chants

Group Size: Small Group

Purpose: To develop beginning sound awareness.

Materials Colored markers or crayons, construction paper.

Step by Step Directions:

1. Write a letter across the board. Ex: *bbbbb.*  Ask the children to name the letter and say the sound. Pronounce /b/-/b/-/b/. This is the first part of the chant.
2. Ask children to think of a word that begins with the sound. Ex: Children may think of *boat* for the letter *b.*
3. Turn this into a chant by saying each /b/ in succession, while pointing to each letter and saying “boat.” Have the group join in chorus: “bbb boat.”
4. Give each student a piece of construction paper, markers or crayons. Have each child make three chants and share them with the group.

Activity: Blending Slide

Group Size: Small Group

Purpose: To develop beginning-sound awareness.

Materials: Small construction paper mouse for each student, picture of a slide.

Step by Step Directions:

1. Draw a slide on the board. Explain that we slide sounds together as we blend. Write the letters of a word from the top to the bottom of the slide.
2. To blend /fat/, put your hand at the top of the slide when you pronounce the /f/ in the middle of the slide when you say /a/, and toward the end when you say /t/. Beginning at the top of the slide , blend the /f/, /a/, and /t/ together as you slide your hand to the bottom. Pronounce /fat/ when you reach the bottom. Have children join in blending, invite individuals to be the slider.

Mouse Blending: (You can use any animal you’d like)

1. Do the same procedure on the board while the students have a picture of a slide and a paper mouse in front of them.
2. The children will slide the mouse down the slide as you blend a word.

Activity: Letter-Sound Cubes

Group Size: Small Group

Purpose: To develop beginning-sound awareness.

Materials: Cubes with letters or cubes with letters and pictures.

Step by Step Directions:

1. Children in a small group take turns tossing the cube.
2. Children say a sound associated with the picture and then say another word that begins with the same sound.
3. Write the words on the board. Underline or point out the beginning sounds and letters.
4. For a more challenging activity, have children toss cubes with a single letter and no picture. Follow the same procedure.

Activity: Sorting Sounds

Group Size: Small Group

Purpose: To develop beginning, middle, or ending sounds.

Materials: Pictures, Paper Bags.

Step by Step Directions:

1. Place pictures and small stacks with pictures that represent the same speech sounds in the beginning, middle, or ending position in a learning center.
2. Pairs will work together to sort pictures into groups that share the same beginning, middle, or ending sounds. They will place the pictures in the appropriate sack labeled *beginning, middle, end.*
3. An alternative is to draw connected boxes on the sacks to represent the number of sounds the picture makes and match it to pictures with the same sounds.

Activity: Engine-Car-Caboose

Group Size: Small Group

Purpose: To develop segmenting

Materials: Poster board: Draw a picture of a train engine, a car, and a caboose. Popsicle sticks.

Step by Step Directions:

1. Put three chairs in a row in front of the group. Ask children to sit in the chairs. Give the child in the front chair the *engine*, the second child the *car* and the third child the *caboose.*
2. If the teacher pronounces a word with three sounds, such as /mat/, and then says one sound, /t/, perhaps. If the sound comes at the end of the word, the child with the caboose stands up. The child with the engine stands for the beginning sound, the child with the car stands for the middle sound.
3. Get everyone in the small group by giving each child a small engine, car, and caboose glued to a popsicle stick. Children listen for sounds and hold up the images to identify beginning, middle, or ending sounds.
4. Connect letters to sounds by asking volunteers to say (or find) the letters associated with the sounds.