General Progression of Phonological Awareness Skills (PreK–1)

Word Awareness (Spoken Language)
- Move a chip or marker to stand for each word in a spoken sentence.
  The dog barks. (3) The brown dog barks. (4) The brown dog barks loudly. (5)

Rhyme Recognition during Word Play
- Say “yes” if the words have the same last sounds (rhyme):
  clock/dock (y) red/said (y) down/boy (n)

Repetition and Creation of Alliteration during Word Play
Nice, neat Nathan Chewy, chunky chocolate

Syllable Counting or Identification (Spoken Language)
A spoken syllable is a unit of speech organized around a vowel sound.
- Repeat the word, say each syllable loudly, and feel the jaw drop on the vowel sound:
  chair (1) table (2) gymnasium (4)

Onset and Rime Manipulation (Spoken Language)
Within a single syllable, onset is the consonant sound or sounds that may precede the vowel; rime is the vowel and all other consonant sounds that may follow the vowel.
- Say the two parts slowly and then blend into a whole word:
  place: onset - /pl/; rime - /ace/ all: onset (none); rime - /all/

General Progression of Phoneme Awareness Skills (K–2)

Phonemes are individual speech sounds that are combined to create words in a language system. Phoneme awareness requires progressive differentiation of sounds in spoken words and the ability to think about and manipulate those sounds. Activities should lead to the pairing of phonemes (speech sounds) with graphemes (letters and letter combinations that represent those sounds) for the purposes of word recognition and spelling.

Phoneme Identity
- Say the sound that begins these words. What is your mouth doing when you make that sound?
  milk, mouth, monster /m/ - The lips are together, and the sound goes through the nose.
  thick, thimble, thank /th/ - The tongue is between the teeth, and a hissy sound is produced.
  octopus, otter, opposite /o/ - The mouth is wide open, and we can sing that sound.

Phoneme Isolation
- What is the first speech sound in this word?
  ship /sh/ van /v/ king /k/ echo /e/
- What is the last speech sound in this word?
  comb /m/ sink /k/ rag /g/ go /o/

Phoneme Blending (Spoken Language)
- Blend the sounds to make a word: (Provide these sounds slowly.)
  /s/ /ay/ say /ou/ /t/ out /sh/ /ar/ /k/ shark /p/ /o/ /s/ /t/ post

Phoneme Segmentation (Spoken Language)
- Say each sound as you move a chip onto a line or sound box:
  no /n/ /o/ rag /r/ /a/ /g/ socks /s/ /o/ /k/ /s/ float /f/ /l/ /oa/ /t/

Phoneme Addition (Spoken Language)
- What word would you have if you added /th/ to the beginning of “ink”? (think)
- What word would you have if you added /d/ to the end of the word “fine”? (find)
- What word would you have if you added /z/ to the end of the word “frog”? (frogs)

Phoneme Substitution (Spoken Language)
- Say “rope.” Change /r/ to /m/. What word would you get? (mope)
- Say “chum.” Change /u/ to /ar/. What word would you get? (charm)
- Say “sing.” Change /ng/ to /t/. What word would you get? (sit)

Phoneme Deletion (Spoken Language)
- Say “park.” Now say “park” without /p/. (ark) Say “four.” Now say “four” without /f/. (or)
1. Alliteration Games

Materials:
Picture cards

Directions:
1. Pass a picture (face down) to each student. The student turns over the picture card, verbally labels the picture, and then says a word (or two) starting with the same sound as the picture. *penguin* = /p/ = Patty, put, or pig. Play moves to the next student.

Variations:
2. After turning over his card, each student in the group says a word with the same sound.
3. The student labels the picture, then says a name or noun, starting with the same sound as the picture. *penguin* = Patty, Pete or pig
4. The student labels the picture, says a name or noun, starting with the same sound as the picture and then adds an action (noun + verb). *n* = Nancy naps. *L* = Lihla leaps. *b* = Bears bounce.
5. The teacher tosses a koosh ball (or bean bag) to each student and they alliterate the words.
6. After alliterating, the student tosses a koosh ball (or bean bag) into a hoop, box or bucket.
2. Memory Matching “Concentration” Games

Materials:
Cards sets created for matching
Match:
1. Initial, final, or medial consonant sounds
2. Vowels, or blends (initial and final)
3. Rhyming

Directions:
1. Place cards face down in rows and columns. Players search for matches by turning over two cards a time.
2. The first student turns over two cards, and verbalizes the required skill for the card. “Tiger, /t/, and gum, /g/, do not match, so I will turn them back over.”
3. If the cards match, the student keeps the two cards, and gets another turn.
4. If the cards do not match, play moves to the next person.

Initial Sound Match
<table>
<thead>
<tr>
<th>fox</th>
<th>quarter</th>
<th>dog</th>
<th>fish</th>
</tr>
</thead>
<tbody>
<tr>
<td>binoculars</td>
<td>quilt</td>
<td>doll</td>
<td>belt</td>
</tr>
</tbody>
</table>

Last Sound Match
<table>
<thead>
<tr>
<th>bird</th>
<th>sled</th>
<th>dress</th>
<th>nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>coins</td>
<td>cheese</td>
<td>foot</td>
<td>cat</td>
</tr>
</tbody>
</table>

Medial Sound Match - Short Vowel
<table>
<thead>
<tr>
<th>match</th>
<th>plant</th>
<th>nest</th>
<th>fish</th>
</tr>
</thead>
<tbody>
<tr>
<td>shell</td>
<td>mop</td>
<td>sink</td>
<td>block</td>
</tr>
</tbody>
</table>

Rhyming Match

<table>
<thead>
<tr>
<th>Page 1</th>
<th>hive</th>
<th>five</th>
<th>ring</th>
<th>king</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>shoe</td>
<td>two</td>
<td>dog</td>
<td>frog</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Page 2</th>
<th>box</th>
<th>fox</th>
<th>peach</th>
<th>beach</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>cat</td>
<td>hat</td>
<td>mail</td>
<td>whale</td>
</tr>
</tbody>
</table>
3. Column Sorting Games

Materials:
Picture cards sets: Initial sounds, final, medial consonants or vowels, blends (initial and final), rhyming words

Directions:
1. Create a grid by laying one picture representing each sound at the top of the space to create columns. Say the names of the pictures and the sound. Mix other cards and place them face down in a draw pile.
2. Players take turns drawing, saying the picture name, the sound, and placing the card under the correct column. Tiger, /t/, goes under the column with the top. Gum, /g/ goes under glue.

Game ideas:
1. Match picture cards with consonants (vowels, blends) in the initial (final or medial) positions.
2. Create columns of words that rhyme.
3. Increase the number of columns for more difficulty.

3 Column Initial Sound Sort

<table>
<thead>
<tr>
<th>Page 1</th>
<th>table</th>
<th>two</th>
<th>twins</th>
<th>tea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>taxi</td>
<td>tooth</td>
<td>toys</td>
<td>truck</td>
</tr>
<tr>
<td>Page 2</td>
<td>saw</td>
<td>scarf</td>
<td>six</td>
<td>skate</td>
</tr>
<tr>
<td></td>
<td>smile</td>
<td>snake</td>
<td>snowflake</td>
<td>spider</td>
</tr>
<tr>
<td>Page 3</td>
<td>bird</td>
<td>badge</td>
<td>bald</td>
<td>belt</td>
</tr>
<tr>
<td></td>
<td>boil</td>
<td>box</td>
<td>bridge</td>
<td>butterfly</td>
</tr>
</tbody>
</table>

2 Column Last Sound Sort

<table>
<thead>
<tr>
<th>Page 1</th>
<th>flashlight</th>
<th>kite</th>
<th>plant</th>
<th>quilt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>raft</td>
<td>rocket</td>
<td>skate</td>
<td>vest</td>
</tr>
<tr>
<td>Page 2</td>
<td>book</td>
<td>clock</td>
<td>hook</td>
<td>rake</td>
</tr>
<tr>
<td></td>
<td>shark</td>
<td>truck</td>
<td>block</td>
<td>milk</td>
</tr>
</tbody>
</table>
4. Onset–rime, Substitution Activity Games

Materials:
Picture cards

Directions:
1. **Onset-rime**: After the teacher models, each student says his name and then separates the onset and rime. “My name is Carl: /k/-/arl/.

   **Substitution**: Choose a sound. “All of our names are going to start with the sound /m/. My name is Mrs. Jones, so I will be Mrs. Mones. Garrret will be Marret. Sally will be Mally.

   *Be careful- if you have Chuck, don’t choose /f/. If you have Nell, don’t choose /h/.

2. The teacher hands each student a picture card. The student says the word on his picture card, and separates the onset and rime. “My word is cat: /k/-/at/.

3. Taking turns, each student acts as the “teacher,” holding up his card to the group, and saying, “Say, (cat).” Students respond. “Now separate it: /k/-/at/.” Students respond in unison.

   - Do the activity above with a partner.

4. Tic-tac-toe: for older students. Lay the cards out three by three in a tic-tac-toe grid. Use colored chips (five of one color for each student) instead of x’s and o’s. As the student lays down the chip, he divides the word into an onset and rime.

<table>
<thead>
<tr>
<th>Page 1</th>
<th>bird</th>
<th>sled</th>
<th>dress</th>
<th>nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>coins</td>
<td>cheese</td>
<td>foot</td>
<td>milk</td>
</tr>
<tr>
<td>Page 2</td>
<td>kite</td>
<td>plant</td>
<td>quilt</td>
<td>shark</td>
</tr>
<tr>
<td></td>
<td>vest</td>
<td>whale</td>
<td>clock</td>
<td>truck</td>
</tr>
<tr>
<td>Page 3</td>
<td>block</td>
<td>skate</td>
<td>raft</td>
<td>splash</td>
</tr>
<tr>
<td></td>
<td>hook</td>
<td>broom</td>
<td>thorn</td>
<td>cat</td>
</tr>
</tbody>
</table>
5. Counting Game: Syllable or Phonemes

**Materials:** Picture cards; Counters, tiles, blocks, or chips

**Directions:**
1. The teacher hands each student a picture card. The student labels the picture and says the sounds (or syllables) in the picture. Cat= three sounds, /k/ /a/ /t/. Use fingers to count sounds. Responses may vary depending on how students label the pictures (cat or kitten).
2. Each student acts as the “teacher.” The “teacher” holds up his card to the group, and says, “Say, (wheelbarrow).” Students respond in unison. “How many syllables (sounds) in (wheelbarrow)?” The students hold up their fingers to show the number of syllables (sounds) in the word and then, as a group, verbalize the syllables (sounds).

**Variation:**
1. Use counters to identify each sound (or syllable). Touch the chip while saying the syllables or sounds.

6. Compound Word Deletion Game

**Materials:**
- Picture cards
- Words List - One syllable words, Compound Words, Multiple Syllable Words
- Pennies; Manipulatives; Koosh ball

**Directions/ rules:**
1. Pass the student a compound word picture cards and follow the pattern... “Wheelbarrow without the... wheel...is...” The student responds with, “...barrow,” and earns the card. After deleting initially, progress to final deletion (then, mix the two).
2. Pass a card and penny to each student. The student says the word on his picture card. He flips his penny to determine heads (delete beginning compound) or tails (final deletion). Then, he follows the pattern, “Wheelbarrow without the... wheel (or barrow)...is...”
2. Each student takes a turn acting as the “teacher.” The “teacher” holds up his card to the group, and names the picture. The leader flips his penny to determine heads (beginning compound deletion) or tails (final deletion). He says to the group, “Say, (wheelbarrow).” Students respond in unison. “I flipped tails. So, we are going to delete the last syllable. The last part of (wheelbarrow) ..is...” The students respond in unison (barrow). “Wheelbarrow without the...barrow...is...” Student respond, “Barrow.”
7. Verbal "Without the" Deletion Game

Materials:
Words List - One syllable words, Compound Words, Multiple Syllable Words
Manipulatives or Koosh ball

Directions/rules:
1. The teacher says a word. The student repeats the word, and verbalizes the pattern.
   "Dog, dog without the /d/...is... og. Mouse without the /s/... is... mou..."

Progression of difficulty:
1. Compound words (also see picture game): delete beginning syllables, then ending syllables. "Flagpole without the flag is... pole, Flagpole without the pole is... flag."
   Compounds: flagpole, mailman, cowboy, doghouse, airport, butterfly, snowman, tablecloth

2. Initial sounds: "Dog, without the /d/...is... og."
   Initial/ final words: dog, cat, bed, chair, shirt, purse, cheese (last sound is/z/), rose

3. Final sounds: "Dog without the /g/...is... do."

4. Medial sounds: "Flagpole without the /p/...is flag-ole."
   Medial: ladder w/o /d/= la-er, little /t/, cable /b/, meadow, pencil, eagle, giggle

5. Multiple syllables: initial, final, (medial).
   "Picnic without the pic...is nic." Dictionary without the tion...is dic-ary."
   Multi-syllable: September, napkin, library, hummingbird, caterpillar, vacation, tornado, elephant, pencil, calculator, elevator, Alaska, Saturday, Tuesday, sister,

6. Initial blends (internal):
   "Truck without the /t/...is ruck." "Truck without the /r/...is tuck."
   Initial blends: truck, flip, brush, crash, grow, glob, proud, plow, stop, slim

7. Final blends (internal):
   "Jump without the /p/... is...jum." "Jump without the /m/... is...jup."
   Final blends: stamp, belt, held, stunt, bold, find, bent, ramp, felt, mold, pond

8. Mixed deletion: mix any of the above
Koosh Ball Games for Phonological and Phonemic Awareness

Toss the ball to the next person in the circle and play the games.

1. Word Boundary Awareness, One Word at a Time: Say one word, then pass the ball- Pledge of Allegiance, familiar songs, nursery rhymes.

2. Syllables: Segment the words into syllables passing the ball with each syllable. Use the above or individual words.
   2a. Follow a pattern:
       • Say only one-syllable words: dog, cat, horse, pans
       • Say only two (or more) syllable words: pillow, hanger, apple

3. Rhyme words: say words (real or nonsense) that rhyme with... cat. (hat, splat, snat)
   - Don’t use, -uck, -it, -am

   A, can’t do that (skip vowels). B would be band; C would be cand. D would be dand.
   Q becomes qu- quand, and x typically doesn’t come at the beginning of a word (skip).

5. Generate words in sound positions:
   • Initial sound, start with /ch/, (Chuck chairs, cherry)
   • Medial sound (/ou/, pout, clown, flower, our)
   • Final sounds (/t/, hat, sit, shout). Rhyming words fit here. So, the rule: only two words in a row can rhyme.

6. Beginning and Ending Sound Game: Use the last sound of the previous player’s word to start the next word. (rabbit, tiger, riddle, lemon, nose, zoo). English words don’t start with -ng, so we can’t use ring. But, rings works.
   ** Please note: This activity uses phonemes (sounds), not letters.
   (cheese, zippy, eagle, lie, ice, salad)
   • Make it harder: Use only one-syllable words, use only two syllable words.

7. Count syllables or phonemes: The teacher holds up a picture card, and the student says the number of syllable (or phonemes), then tosses the ball to the next student.