

# Phonemic Awareness

## FIRST

## Determine English Proficiency Level

**Evaluate** your students' English proficiency and **choose activities** on the following pages that match their levels.

### Beginner Level

Students may be silent. They may avoid vocalizing or not be able to distinguish English phonemes they are unfamiliar with.

#### You should:

- model phonemes at normal speed and slowly.
- teach correct mouth and tongue positions.
- use songs and rhymes.
- focus on difficult transfer sounds.

### Early Intermediate Level

Students are familiar with most phonemes but might struggle with those that vary between languages.

#### You should:

- review and reinforce the correct English phonemes.
- use rhyme and alliteration.
- encourage frequent oral practice of phonemes.

### Intermediate Level

Students are comfortable speaking in English, but may repeat the same errors with certain phonemes.

#### You should:

- focus on phoneme manipulation by talking about word families.
- encourage students to create their own rhymes and songs.
- focus more on integrating phonics and decoding skills.

## NEXT

## Select Picture Pack Cards

**Refer to the Teacher's Resource Guide (TRG) for lists that pull together Picture Pack Cards in the following categories.**

- Beginning Sounds, TRG p. 15
- Ending Sounds, TRG p. 19
- Rhyming Words, TRG p. 23
- Consonant Blends, TRG p. 36
- Homophones, TRG p. 37
- Two-Syllable Words, TRG p. 37
- Three-Syllable Words, TRG p. 37
- Digraphs, TRG p. 37
- CVC Words, TRG p. 37

## Professional Development Notes



### What the Research Says...

Sensitivity to speech sounds is called *phonemic awareness*. There are about forty-one phonemes in the English language.

- \* **Phonemic awareness is a prerequisite** to phonics instruction.
- \* Even older students need an **understanding of phonemic awareness in order to learn a new language.**
- \* Teaching phonemic awareness before phonics **helps beginning readers to recognize written words.**

#### For further research,



Go To Groff, P. "Onsets and Rimes": Their Relation to Effective Phonics Instruction. Retrieved September 19, 2008, from The National Right to Read Foundation Web site: [www.nrrf.org](http://www.nrrf.org).



### ELL Best Practices

**Linguistic Considerations** Understand how the linguistic characteristics of your students' native languages affect learning. Be mindful that certain sounds that exist in English may not exist in a student's native language.



### TESOL Standards

The activities on this card will help students meet these standards.

- 2.1 Interact in the classroom
- 2.2 Provide subject matter information

# Beginner Level Activities

## Guided Instruction

**IDEA 1 Identifying Rhymes** Practice rhyming words.

1. Select some sight word cards that contain short words with one or two syllables.  
**EXAMPLE** *am, at, best, buy, can, hot, play, take, run, well, write*
2. Show students a card. Say the word and have students repeat it. Have students select a rhyming word from another group of cards.  
**EXAMPLE** Say: *I know a word that rhymes with can but starts with /f/. What is it?* Students point to the fan card and say: *Fan*.

**IDEA 2 Connect a Sound with a Word** Identify sounds in words.

1. Select a target sound. Collect five photo cards that contain the sound and five that do not.  
**EXAMPLE** /sh/: *goldfish, fish, shark, sheep, eggshell*
2. Show a card, say the word, and have students repeat.
3. Mix up the cards, and put four cards on the table. One card should have the target sound.
4. Have students point to a card with the /sh/ sound. **EXAMPLE** You say: *Point to a card with /sh/. or Which card has the /sh/ sound?*

**Language Extension** Ask yes/no questions about the cards on the table.

**EXAMPLE** Point to a card and say: *Does this word have the /sh/ sound?* Students say: *Yes.* or *Yes, it has the /sh/ sound.*

## Sentence Frames

### Talk About Sounds

It has the \_\_\_\_\_ sound.

#### EXAMPLE

- It has the /b/ sound.
- It has the /ā/ sound.

#### Extend the Frame

- It **doesn't have** the /b/ sound.
- **Does it have** the /d/ sound?

## Oral Language Practice

**Comparing Sounds** Compare voiced and unvoiced sounds.

1. Identify two sounds for students to practice differentiating. Gather photo cards for each sound. **EXAMPLE** /k/ and /g/, /p/ and /b/, /f/ and /v/
2. Review the target sounds by indicating how students should form their mouths and where they should put their tongues to properly say the sound. Point to your throat to indicate your use of vocal chords. Show that the only difference in pronouncing these sounds is whether or not they use their voices.  
**EXAMPLE** Say: /p/ *No voice.* /b/ *Use your voice.*
3. Show a photo card, say the word, and have students repeat. **EXAMPLE** Show *banana* and say: *Banana*. Students say: *Banana*.
4. Have students indicate the beginning sound of the object in the photo by making the appropriate sound. **EXAMPLE** Say: *Which sound?* Students use their voices to say: /b/.

## Graphic

## Organizers

**Counting Syllables** Determine the number of syllables in words.

1. Select a number of photo cards to review. Include words with different numbers of syllables. **EXAMPLE** *air, beach, fog, ice, rain, river, rainbow, lightning, snowflake, tornado*
2. As you show each card, model how to say the word with each syllable enunciated, and have students clap for each syllable as they repeat the word. **EXAMPLE** Show *rainbow*. You say: *Rain-bow*. Students tap a pencil or their foot for each syllable and say: *Rain-bow*.
3. Ask a student to tell how many syllables are in the word.
4. Have students work in pairs or threes to sort the cards on the Sorting Mat according to their number of syllables.

# Early Intermediate Level Activities

## Kinesthetic Support

**Listening for Vowel Sounds** Locate similar vowel sounds in words.

1. Display the *at* and *ate* sight word cards on the board. Review the cards with students. Emphasize the vowel sounds.
2. Select up to 20 photo cards that have the target sounds, in this case, /a/ and /ā/.  
**EXAMPLE** *cave, Asia, lake, plain, algae, man, ash, amber, baby, grass, apple, ant, crab, clam, gas, axe, map, wave, bat, cat*
3. Show students a card, say the word, and have students repeat.
4. Students should point to the appropriate side of the board and say the sound.

**Vowel Comparisons** This activity demonstrates the difference between the long and short sounds of the same vowel. However, you can use this activity to compare any vowel, long or short; for example, /a/ and /e/, or /ā/ and /ē/.

## Guided Instruction

**Sound Discrimination** Distinguish between different ending sounds.

1. Collect sight word cards for each of two ending sounds. Review cards with students.  
**EXAMPLE** /n/: *an, brown, down, green, one, soon, run, when, in*; /t/: *at, eat, get, it, just, not, out, that, white*
2. Mix up the cards and place them in three piles on a table. Have three students come to the front of the room and have each take one card from a pile.
3. As students show the card to the rest of the class, say each word and have students repeat. **EXAMPLE** *soon, eat, green*
4. Then ask: *Does one of these words end with a different sound?* Have students identify the odd word if there is one. Repeat with three new words.

**Activity Extension** Allow students to browse through the cards and create their own three-card sets to use for quizzing a partner.

## Oral Language Practice

**IDEA 1 Sound Review** Identify sounds at the ends of words.

1. Collect a set of cards.
2. Have students sit in a circle, either on the floor or at their desks. You will sit in the middle with the pile of cards.
3. Have one student stand behind another student. Show a card, and say the word. Whichever student names the final sound first moves on to the next student.
4. The goal for students is to be the first one to make it all the way around the circle to their original position.

**IDEA 2 Sound Matching** Match beginning or ending sounds.

1. Select two photo cards with the same ending sound for each of several sounds. There should be one card for each student. **EXAMPLE** /k/, /l/, /m/, /n/
2. Show cards to students and review the words.
3. Give each student a card, and tell him or her to find another student who has a card that ends with the same sound.
4. Mix the cards up, redistribute, and play again.

**Variation** This activity may also be used to match beginning sounds.

**Odd Number of Students?** If you have an odd number of students, tell them that you will be playing too.

## Sentence Frames

### Discuss Rhyme

\_\_\_\_\_ rhymes with \_\_\_\_\_.

#### EXAMPLE

- *Book* rhymes with *look*.
- *Moon* rhymes with *soon*.

#### Extend the Frame

- *Farmer* **doesn't rhyme** with *firefighter*.
- *Jacket* rhymes with *racket*, **but it doesn't rhyme with pocket**.

## Intermediate Level Activities

### Guided Instruction

**Rhyming Words** Look and listen for words that rhyme.

1. Assemble cards with words that rhyme and review them with students. **EXAMPLE** *mouse, house, blouse, cat, bat, frog, dog, pen, ten*
2. Distribute cards to students. Call out a word, and have students look through their cards to find one that rhymes. **EXAMPLE** You say: *den*.
3. Have each student with a match raise their card and say the word. **EXAMPLE** Student shows the *pen* photo card and says: *Pen rhymes with den*.
4. As their ability level allows, have students use their word in another sentence. **EXAMPLE** Student says: *This is a black pen*.

### Writing Skills

**Poetry** Create a poem using rhyme and alliteration.

1. Allow students to browse the card collections independently.
2. Introduce the idea of poetry to students with a familiar rhyme, such as “Roses Are Red.” Have each student choose a card, or several cards, and write a poem.
3. Challenge students to highlight the sounds for their words and use rhyme, alliteration, and repetition in their poems.

### Sentence Frames

#### Compare Sounds

The word \_\_\_\_\_ has the \_\_\_\_\_ sound, but it doesn't have the \_\_\_\_\_ sound.

#### EXAMPLE

- The word *teacher* has the /t/ sound, but it doesn't have the /z/ sound.

#### Extend the Frame

- Which word has the /zh/ sound, *garage* or *bridge*?

### Oral Language Practice

**Identifying Sounds** Discover which sounds make up the names of heritage countries.

1. Use the Political Maps and have students locate their heritage countries.
2. Have each student say the name of his or her country. Have other students repeat. Pair two students with different countries, if possible.
3. Have pairs identify the number of sounds in the names of each of their countries.
4. Monitor students, and listen for proper identification of each sound. Help students recognize that some names will have fewer sounds than the number of letters in the name. **EXAMPLE** The name *Spain* has five letters, but it has only four sounds: /s/ /p/ /ā/ /n/.

**Activity Extension** Have students identify the sounds in their own names or in the names of other countries on the Political Map.

### Independent Practice

**Quick Sound Review** Review beginning, middle, or ending sounds.

1. Select a set of cards with objects that are familiar to students. **EXAMPLE** Food, Toys, School, Animals
2. Have students work independently or with a partner to review the words. Remind students to ask for help with a word if necessary.
3. Have one student say the word and the final sound. **EXAMPLE** Student says: *cheese, /z/*. Have students switch roles and repeat the activity.

**Error Correction** Model for students how they might correct each other. **EXAMPLE** Student says: *cheese, /s/*. Partner says: *cheese, /z/*.

**Content Area Connection** Use vocabulary cards with words that students might be using in other subjects, such as science or social studies.