



### Final Phoneme Pie

#### Objective

The student will manipulate phonemes in words.

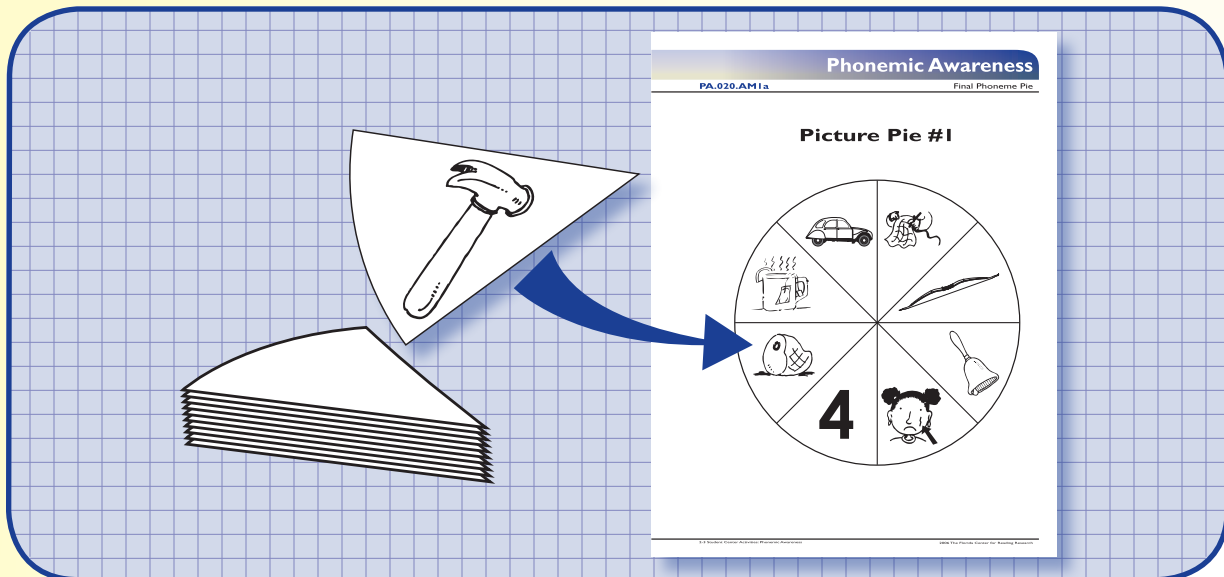
#### Materials

- ▶ Picture Pie (Activity Master PA.020.AM1a - PA.020.AM1b)  
*Names of pictures are listed below instead of on Activity Master to conceal from students.*  
*Picture Pie #1: sew, bow, bell, scar, four, ham, tea, car*  
*Picture Pie #2: bee, two, pen, ten, cow, jug, hand, tie*
- ▶ Pie pieces (Activity Master PA.020.AM2a - PA.020.AM2b)  
*Cut pieces out and laminate. Add velcro to gameboards and pieces to assure placement.*

#### Activity

Students manipulate final phonemes and match new word to pictures.

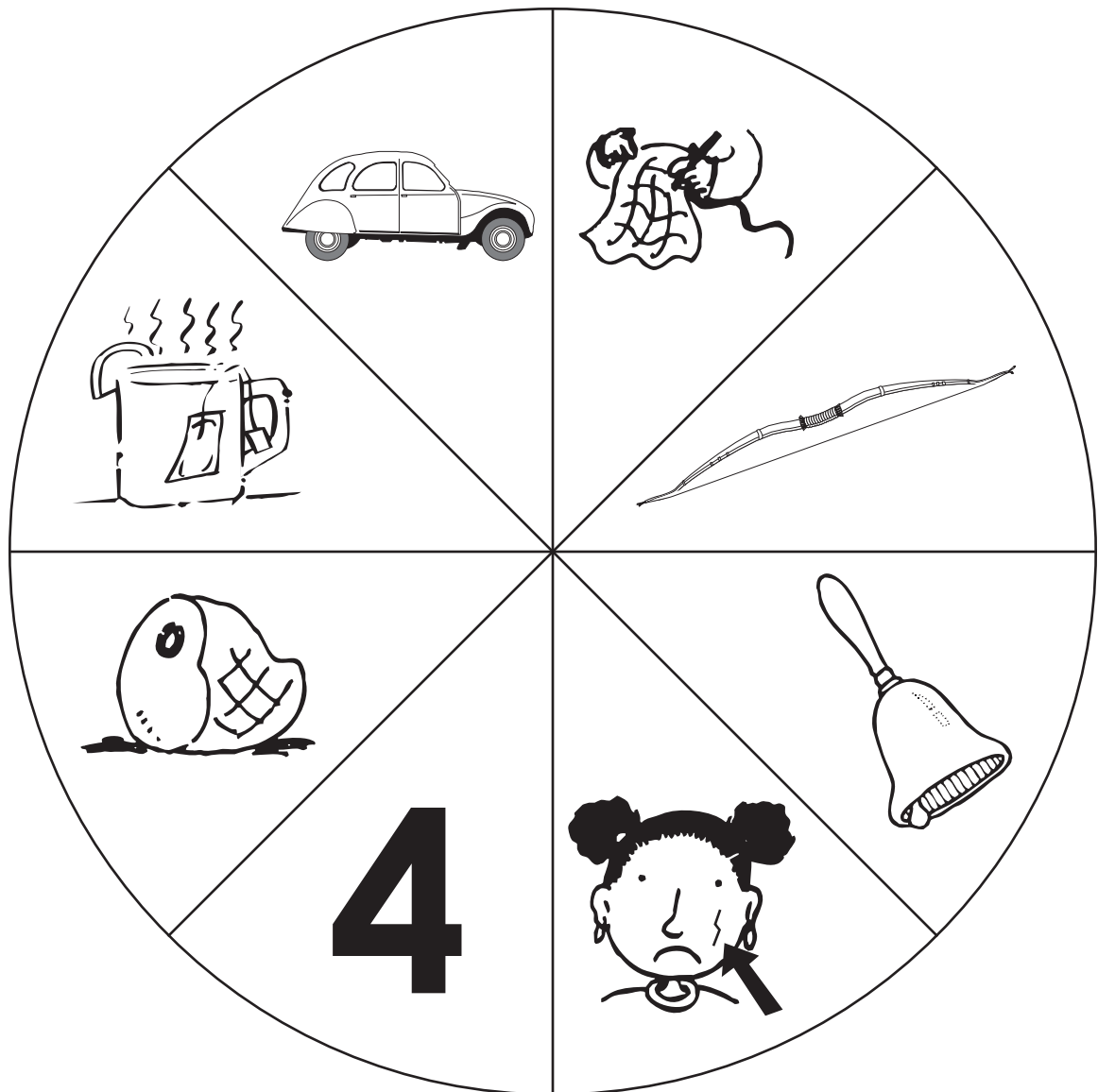
1. Place pie pieces in a stack face down at the center. Provide each student with a different Picture Pie.
2. Taking turns, students select the top pie piece from the stack.
3. Say the name of the picture on the pie piece, delete final phoneme, and say the new word (e.g., “hammer” becomes “ham”).
4. Find the picture of the new word (“ham”) on the Picture Pie and place the pie piece (“hammer”) on top of it. If picture of the new word is not on student’s game board, return pie piece to the bottom of the stack.
5. Continue until all pie pieces are placed.
6. Peer evaluation



#### Extensions and Adaptations

- ▶ Swap game boards and repeat activity.

## Picture Pie #1

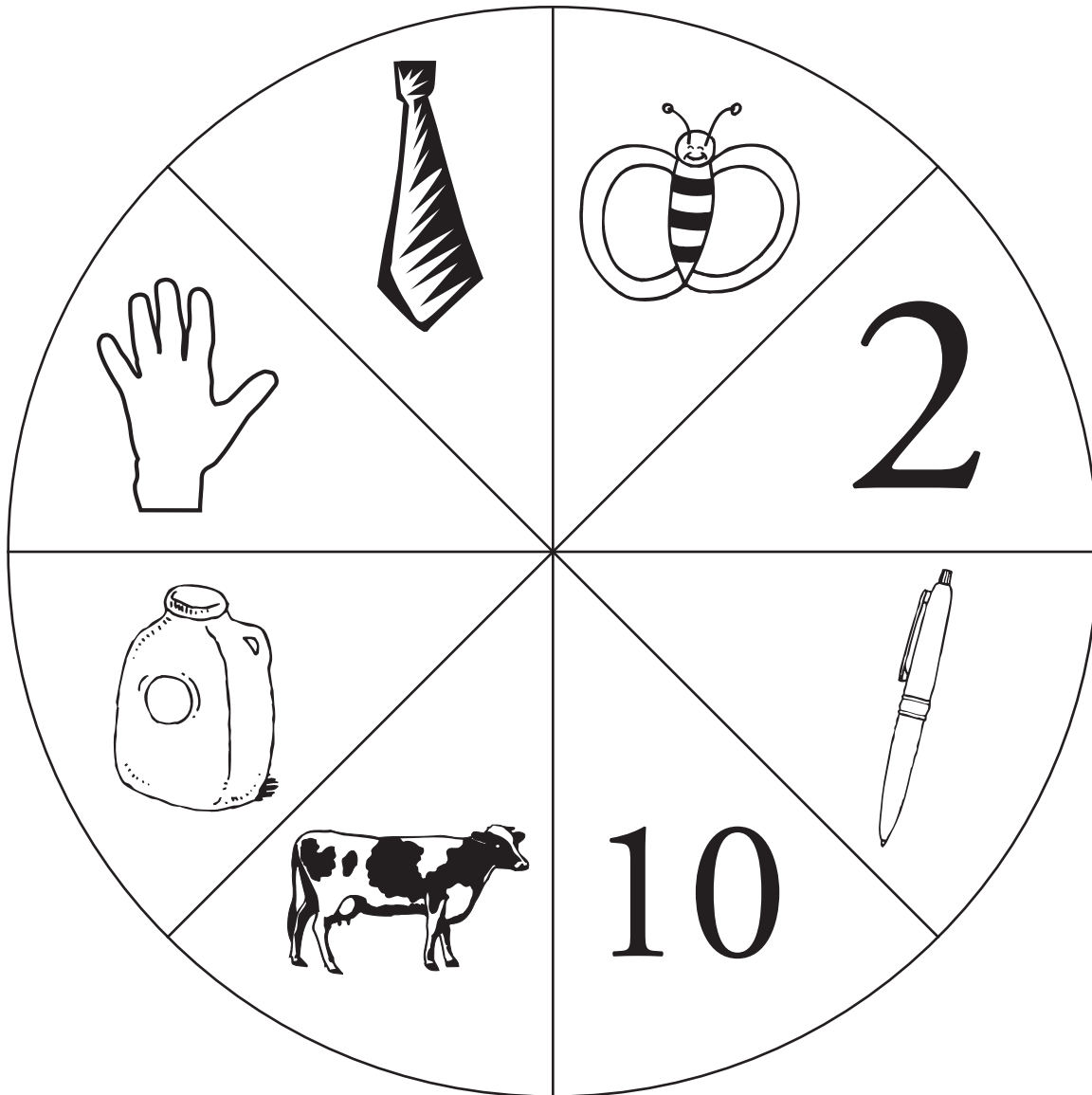


# Phonemic Awareness

Final Phoneme Pie

PA.020.AM1b

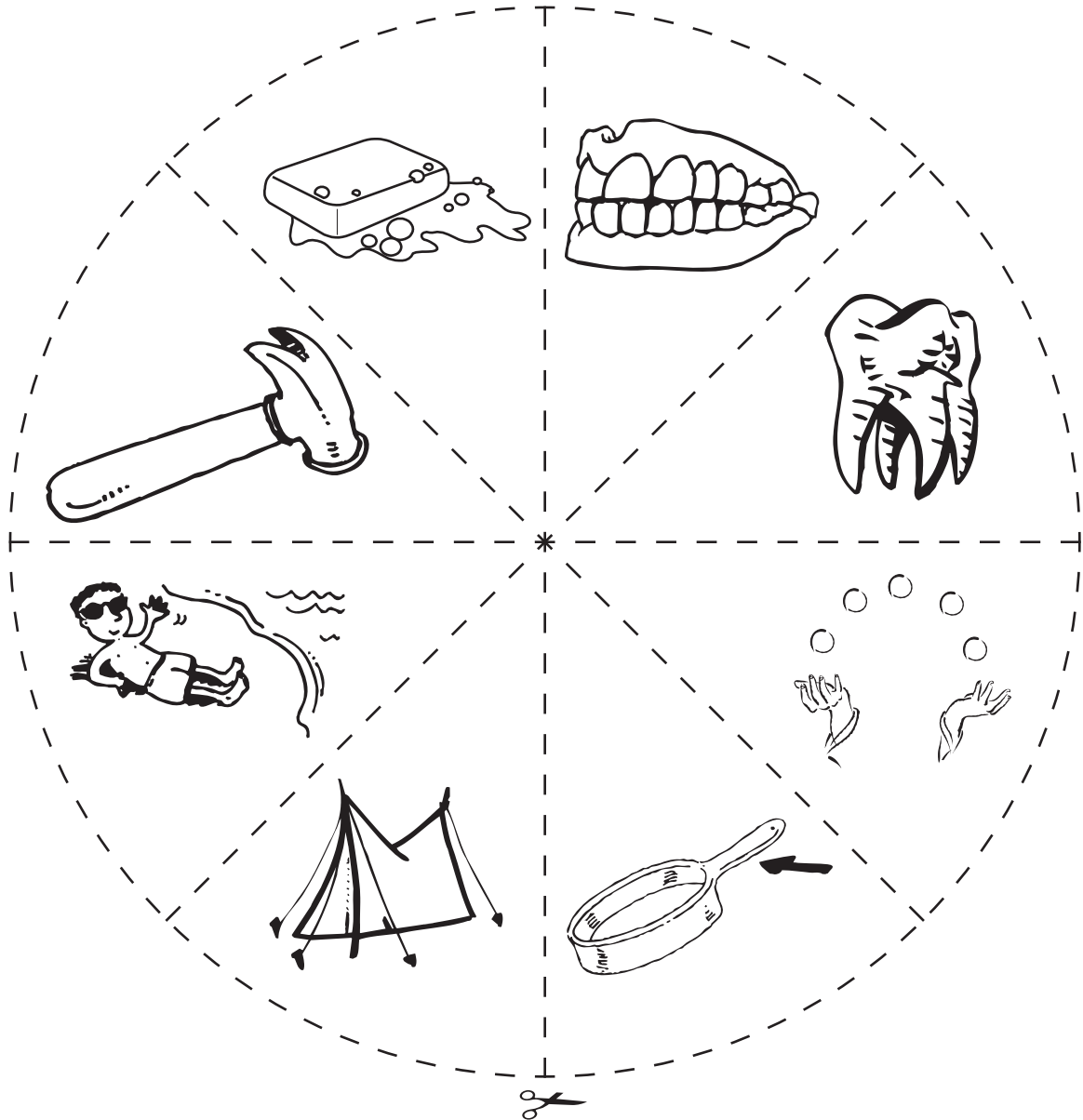
## Picture Pie #2



# Phonemic Awareness

PA.020.AM2a

Final Phoneme Pie

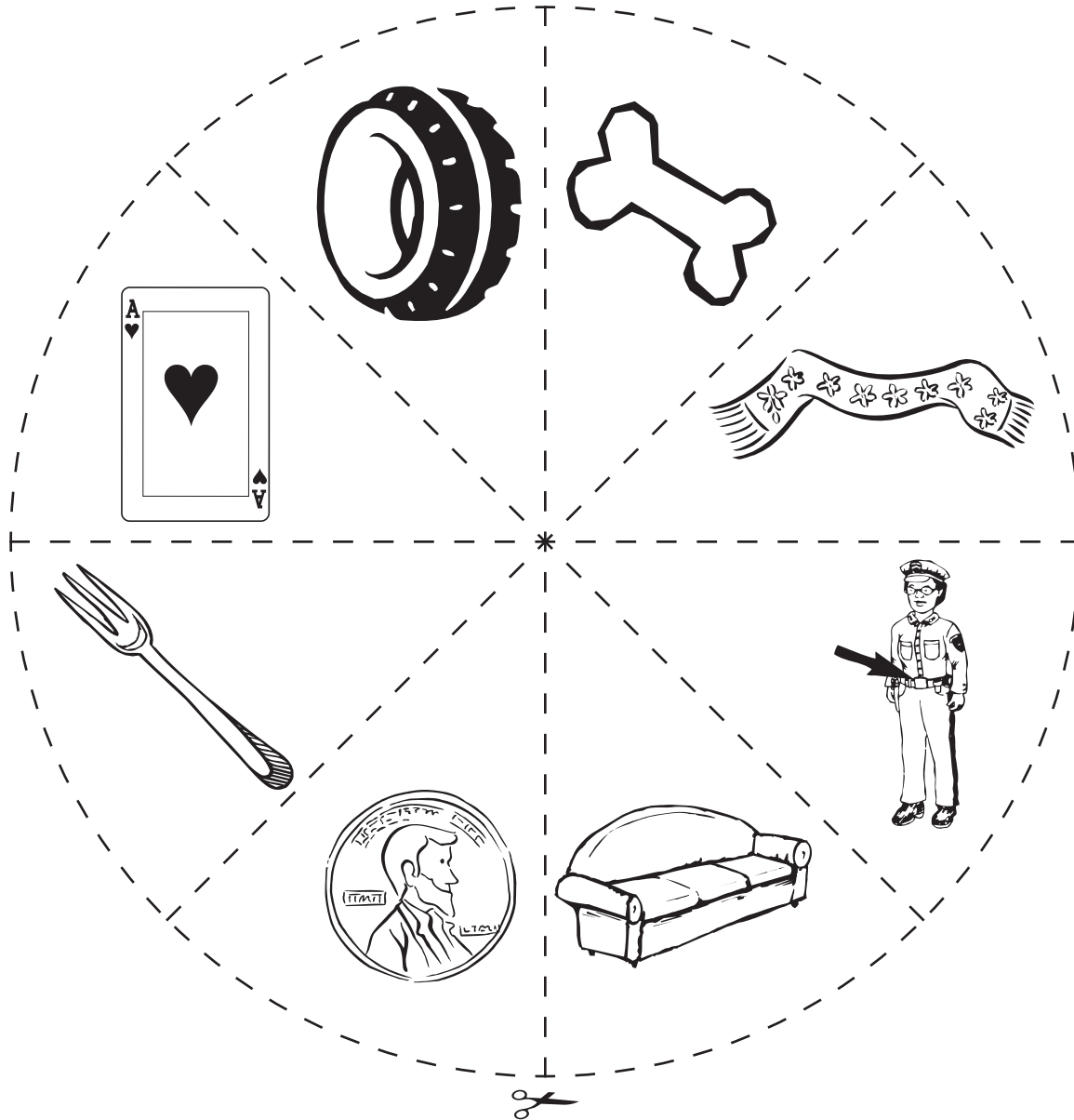


teeth, tooth, juggle, handle, tent, beach, hammer, soap

# Phonemic Awareness

Final Phoneme Pie

PA.020.AM2b



bone, scarf, belt, couch, penny, fork, card, tire



# Phonemic Awareness

PA.021

Phoneme Manipulating  
Make It, Find It, Keep It

## Objective

The student will manipulate phonemes in words.

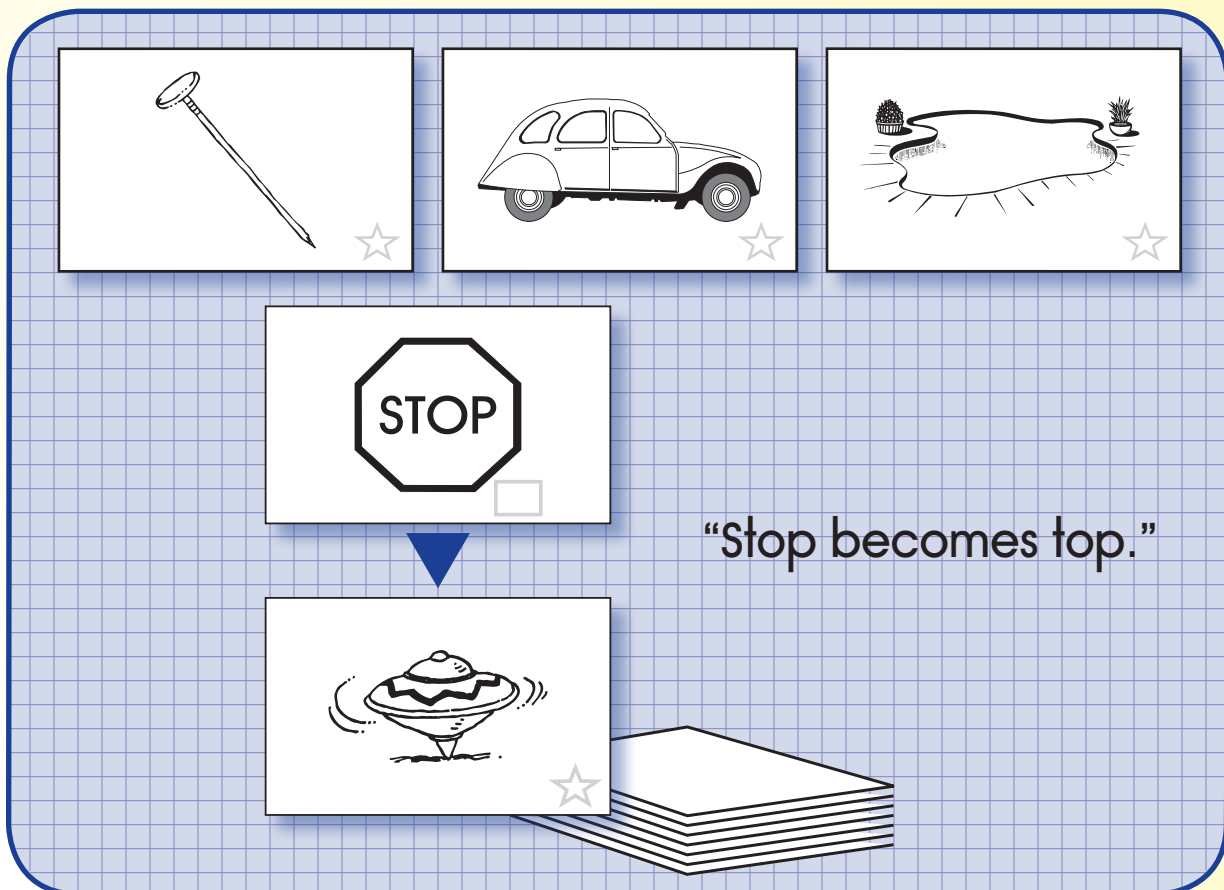
## Materials

▶ Picture cards (Activity Master P.021.AM1a - P.021.AM1c)

## Activity

Students manipulate initial phonemes in blends and match the new word to picture.

1. Divide picture cards by icon. Place cards with squares in a stack face down at the center. Place cards with stars face up in rows.
2. Taking turns, students select the top card from the stack (cards with squares) and name picture. Delete the initial phoneme and say resulting word (e.g., “stop becomes top”).
3. Look at the cards with star icons. Select the card of the new word (i.e., top). Keep the pair.
4. Reverse roles and continue until all matches are made.
5. Peer evaluation



“stop becomes top.”

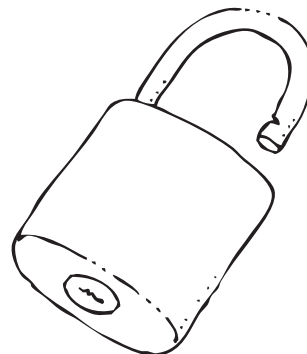
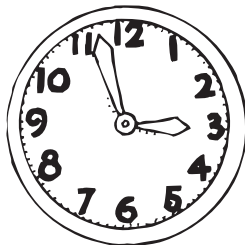
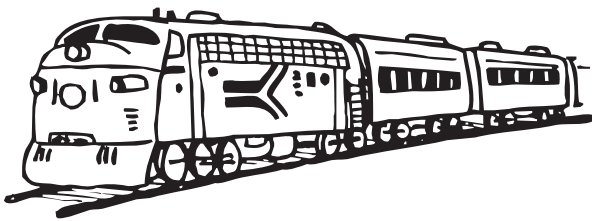
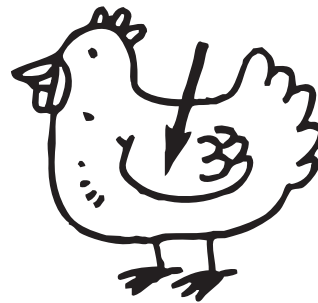
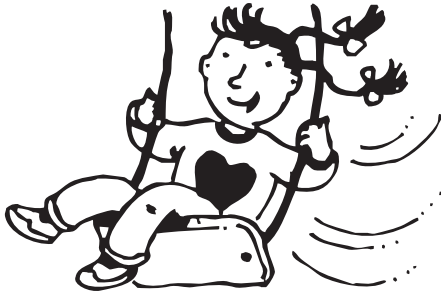
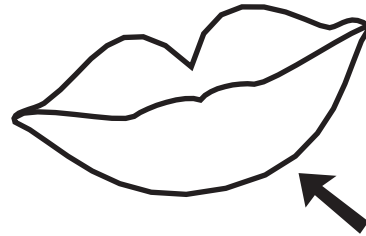
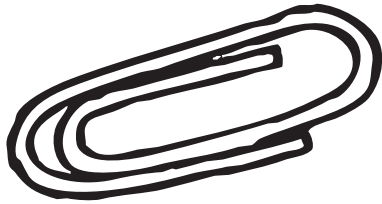
## Extensions and Adaptations

- ▶ Count and record number of phonemes (Activity Master P.021.SS).
- ▶ Sort picture cards by number of phonemes.

# Phonemic Awareness

Make It, Find It, Keep It

PA.021.AM1a



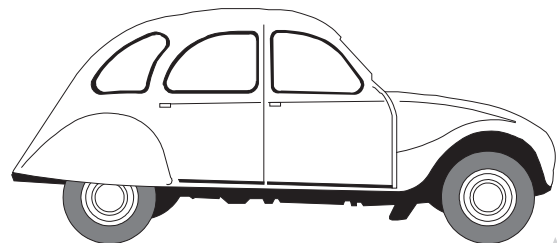
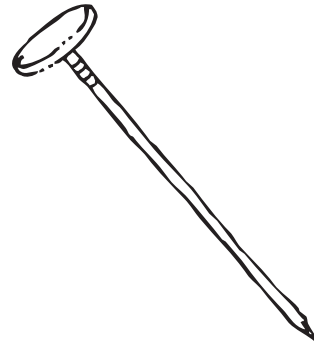
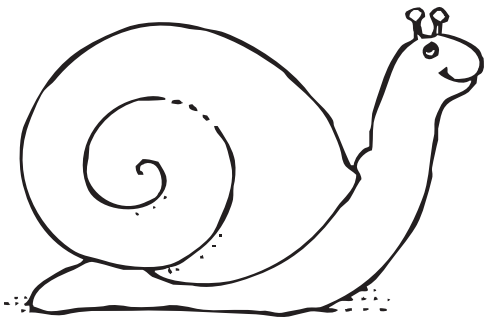
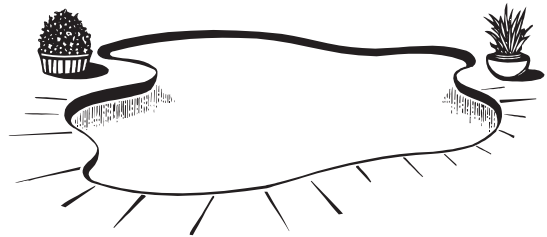
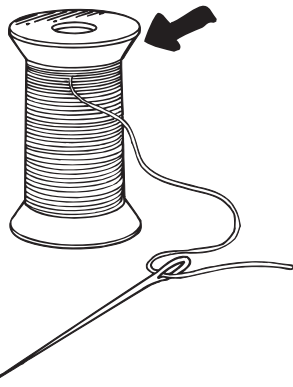
clip, lip, swing, wing, train, rain, clock, lock



# Phonemic Awareness

PA.021.AM1b

Make It, Find It, Keep It



stop, top, spool, pool, snail, nail, scar, car

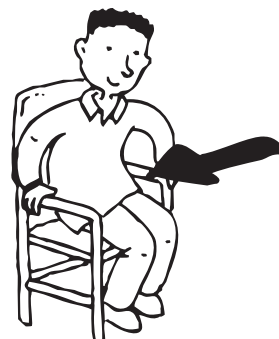
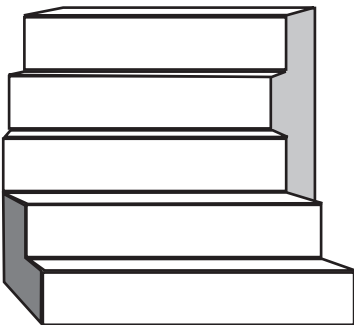
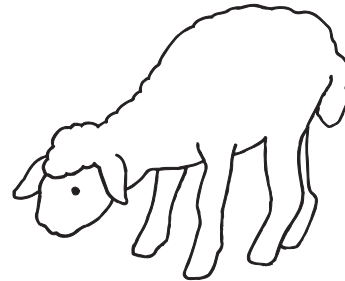
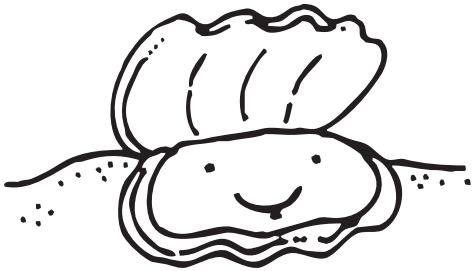
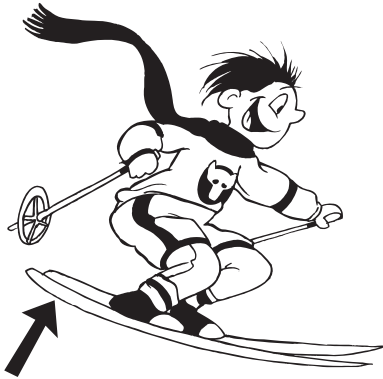




# Phonemic Awareness

Make It, Find It, Keep It

PA.021.AM1c






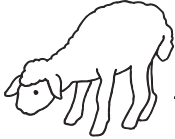











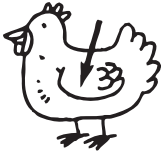








ski, key, clam, lamb, stair, tear, clap, lap



# Name \_\_\_\_\_

**PA.02.1.SS**

**Make It, Find It, Keep It**

 _____Phonemes	 _____Phonemes	 _____Phonemes
 _____Phonemes	 _____Phonemes	 _____Phonemes
 _____Phonemes	 _____Phonemes	 _____Phonemes
 _____Phonemes	 _____Phonemes	 _____Phonemes
 _____Phonemes	 _____Phonemes	 _____Phonemes
 _____Phonemes	 _____Phonemes	 _____Phonemes
 _____Phonemes	 _____Phonemes	 _____Phonemes
 _____Phonemes	 _____Phonemes	 _____Phonemes



### Phoneme Position Sort

#### Objective

The student will manipulate phonemes in words.

#### Materials

- ▶ Header picture cards (Activity Master PA.022.AM1)

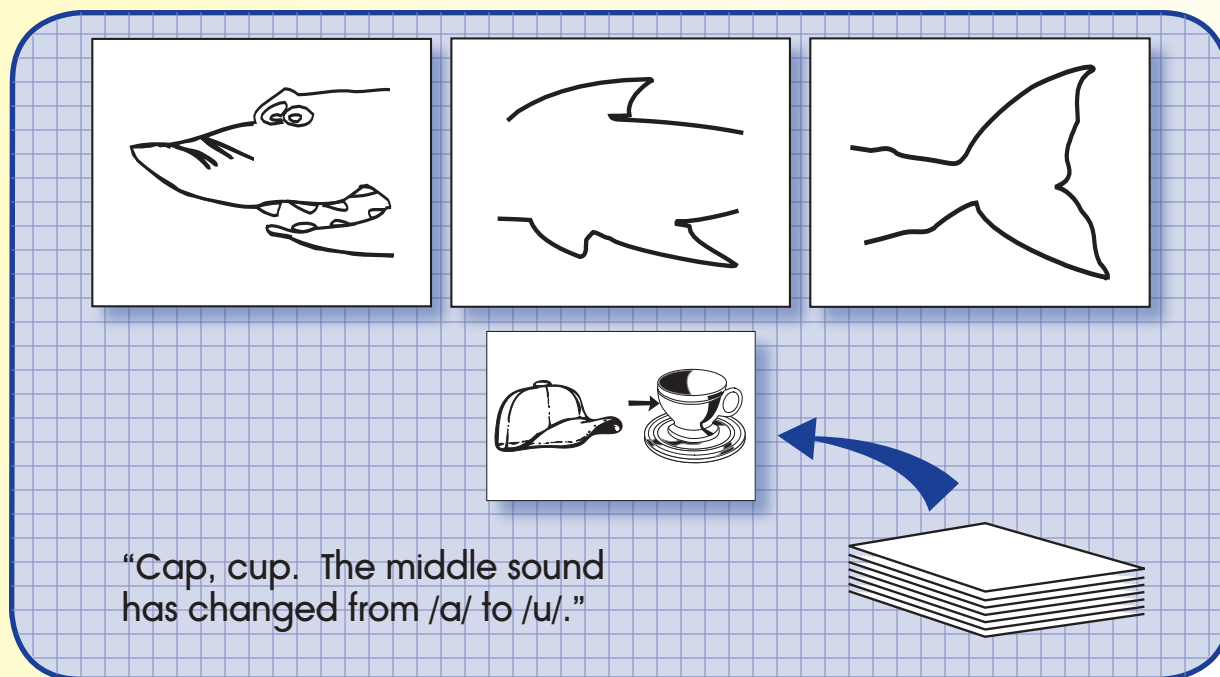
*Note: The head of the shark denotes the beginning sound, the body of the shark with fin denotes the middle sound, and the tail denotes the final sound.*

- ▶ Set of picture cards (Activity Master PA.022.AM2a - PA.022.AM2d)

#### Activity

Students will sort pictures by location of phoneme substitution.

1. Place header picture cards face up on flat surface. Mix and place the picture cards face down in a stack.
2. Taking turns, students select the top card from the stack, name the two pictures (“cap” and “cup”).
3. Determine the phoneme that has changed between the two pictures (e.g., “. . . the middle sound has changed from /a/ to /u/”).
4. Place picture card under the header that matches the position of the changed phoneme (e.g., under the body of the shark to indicate the medial phoneme).
5. Continue until all cards are sorted.
6. Peer evaluation



“Cap, cup. The middle sound has changed from /a/ to /u/.”

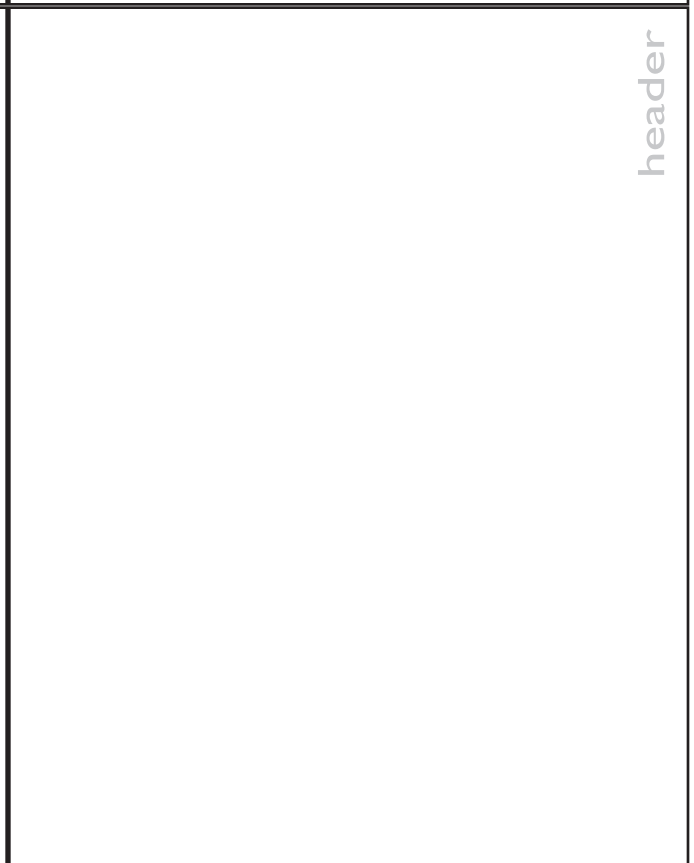
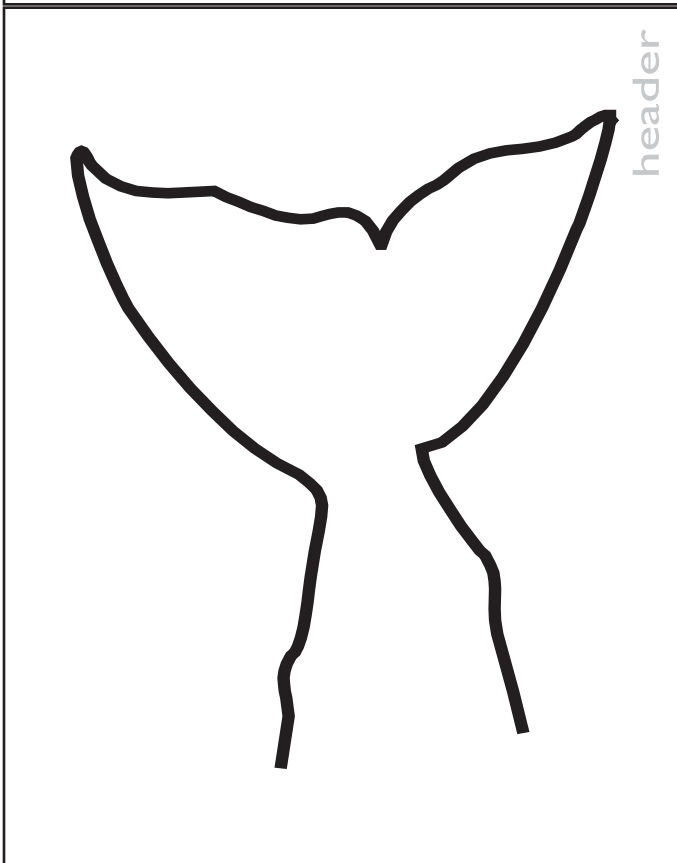
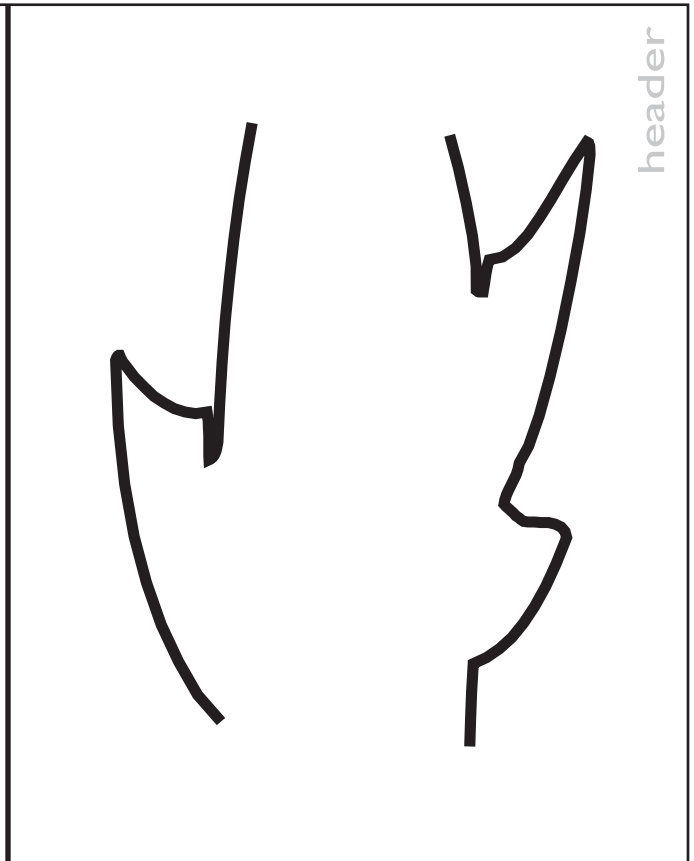
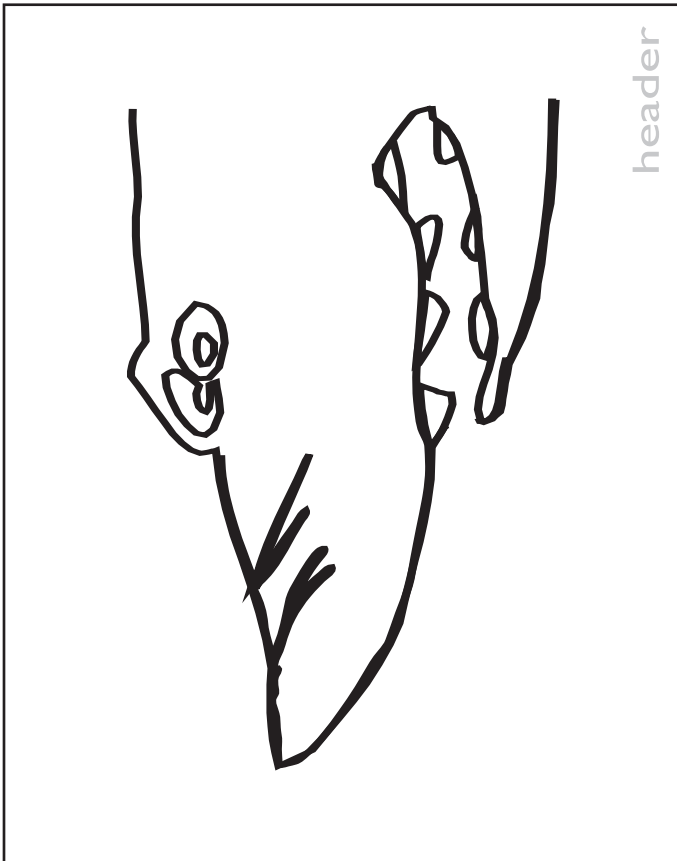
#### Extensions and Adaptations

- ▶ Make more phoneme substitution picture cards.

# Phonemic Awareness

PA.022.AMI

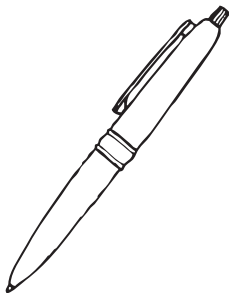
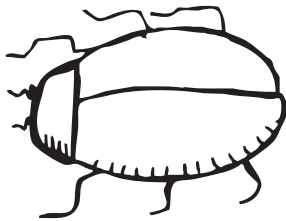
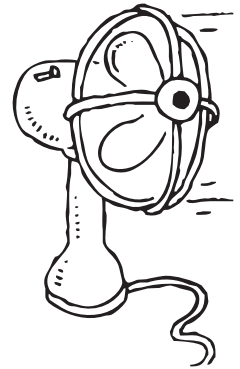
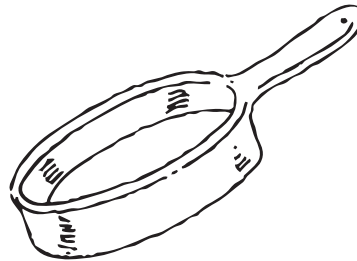
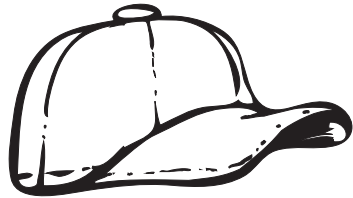
Phoneme Position Sort



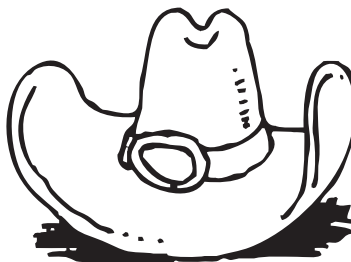
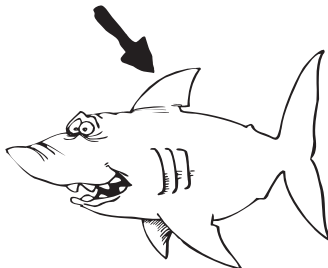
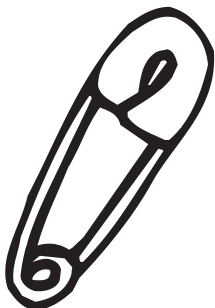
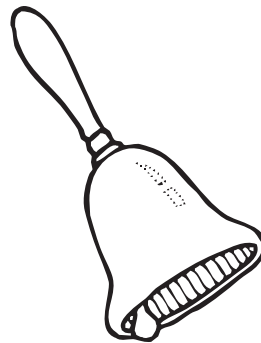
# Phonemic Awareness

Phoneme Position Sort

PA.022.AM2a



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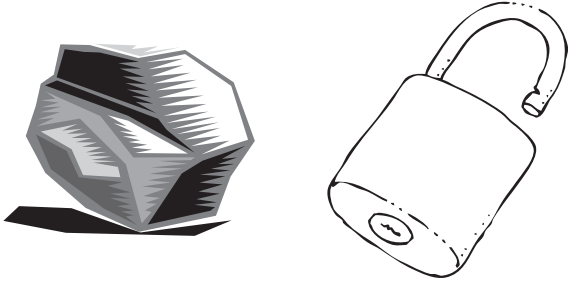

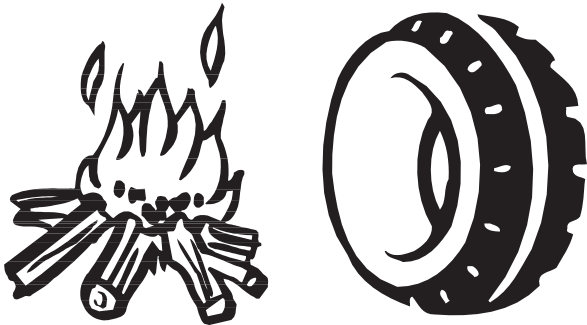


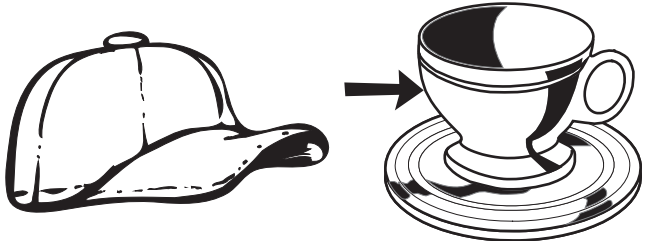

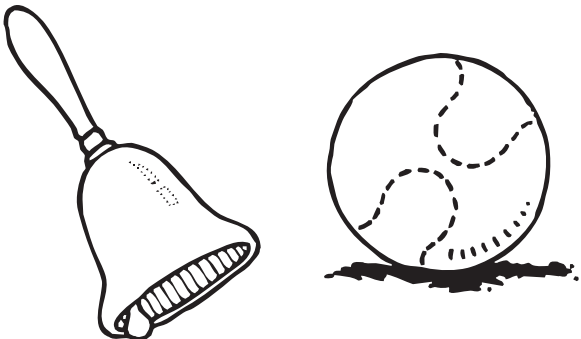


INITIAL: lap - cap, pan - fan, rug - bug, bed - head, pen - ten, bell - shell, pin - fin, hat - cat

# Phonemic Awareness

PA.022.AM2b

Phoneme Position Sort

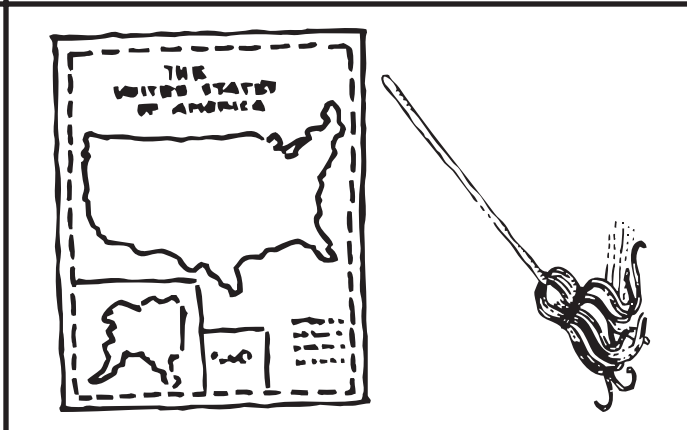
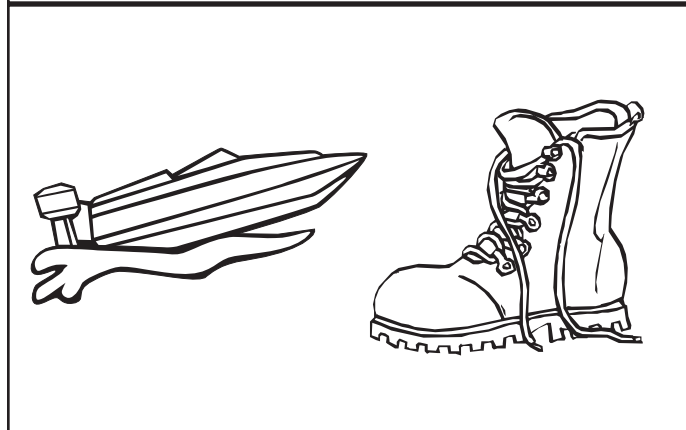
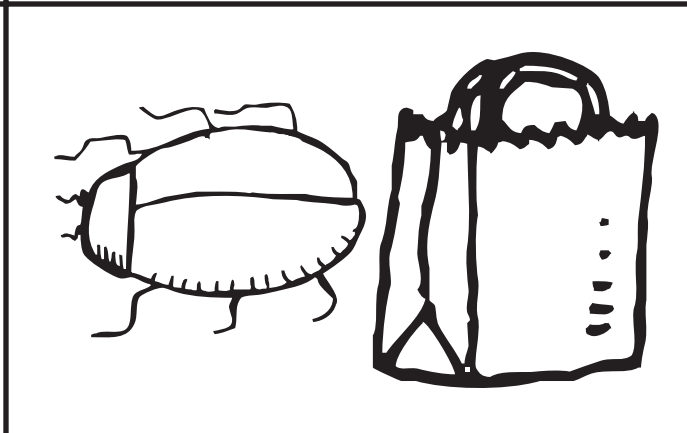
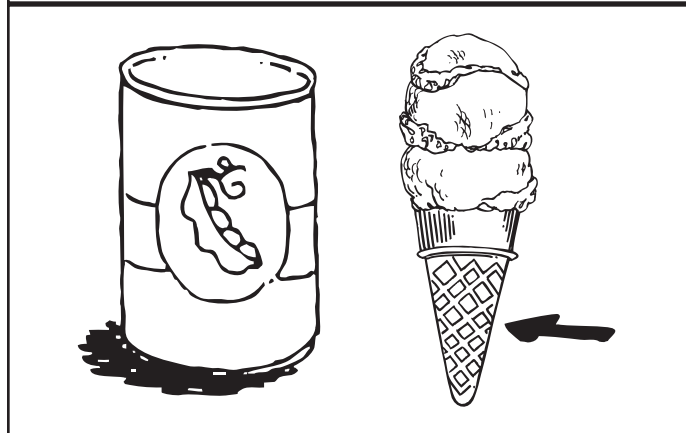
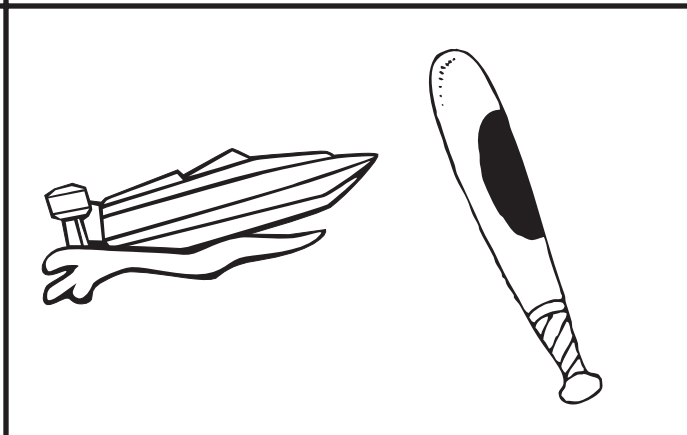
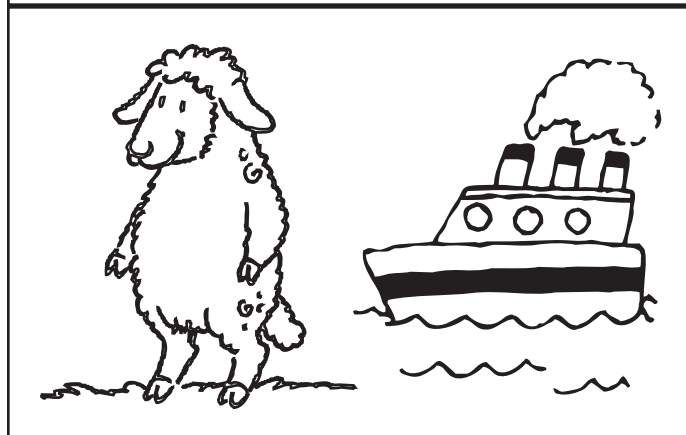
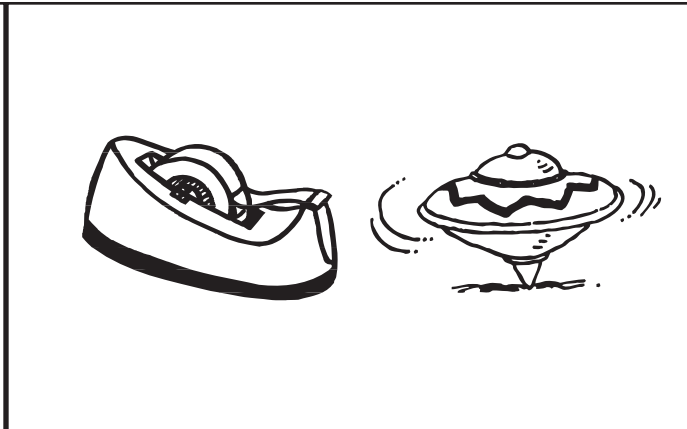
	
	
	
	

rock - lock, lake - cake, fire - tire, house - mouse MEDIAL: shawl - shell, cap - cup, chalk - check, bell - ball

# Phonemic Awareness

Phoneme Position Sort

PA.022.AM2c



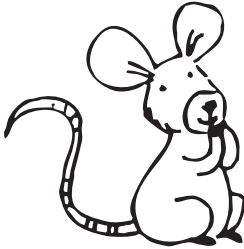

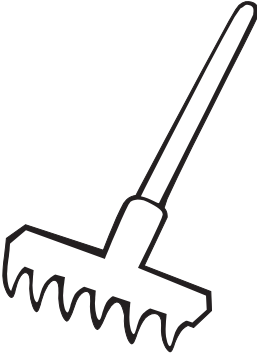


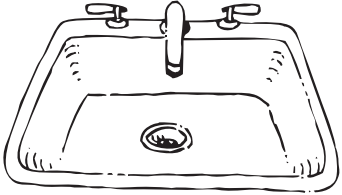

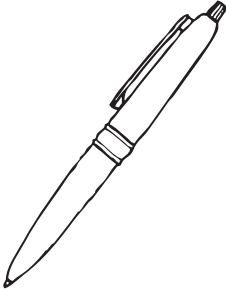
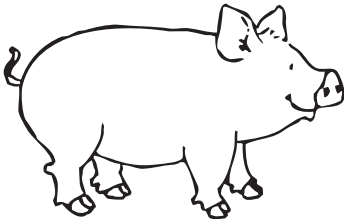
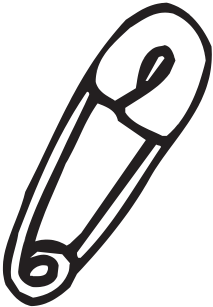

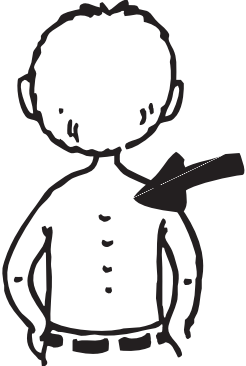




MEDIAL: hop - hip, tape - top, sheep - ship, boat - bat, can - cone, bug - bag, boat - boot, map - mop

# Phonemic Awareness

PA.022.AM2d

Phoneme Position Sort



FINAL: cane - cave, mouse - mouth, rake - rain, sing - sink, pet - pen, pig - pin, bat - back, sleep - sleeve





### Phoneme Swap

#### Objective

The student will manipulate phonemes in words.

#### Materials

- ▶ Phoneme substitution picture cards (Activity Master PA.023.AM1a - PA.023.AM1b)
- ▶ Student sheet (Activity Master PA.023.SS1a - PA.023.SS1b)

*Can be copied back to back.*

*Note: The head of the shark denotes the beginning sound, the body of the shark with fin denotes the middle sound, and the tail denotes the final sound.*

- ▶ Pencils

#### Activity

Students decide which phoneme has been changed by comparing two pictures.

1. Place the phoneme substitution picture cards face down at the center. Provide each student with both student sheets.
2. Taking turns, students select top card. Say the name of each picture (“boat” and “coat”).
3. Determine what sound has been changed and say those two sounds (e.g., “/b/ to /k/”).
4. State whether the sound change is located at the beginning, middle, or end of the word (e.g., “. . . the beginning sound changed from /b/ to /k/”).
5. Place an “X” under the correct heading on their student sheets.
6. Continue until all cards are identified.
7. Teacher evaluation

Name _____	PA.023.SS2		
Phoneme Swap			
→			
→			
→			
→			
→			
→	X		
→			
→			

“Boat, coat. The beginning sound changed from /b/ to /k/.”

→

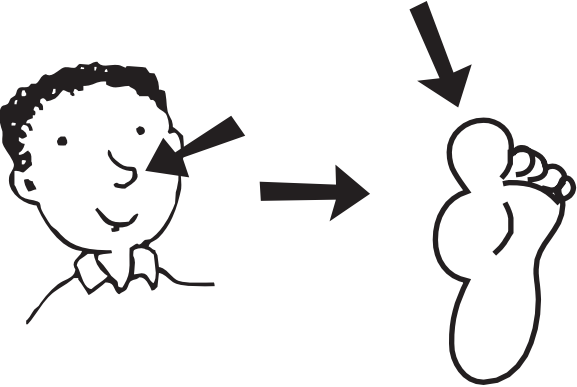
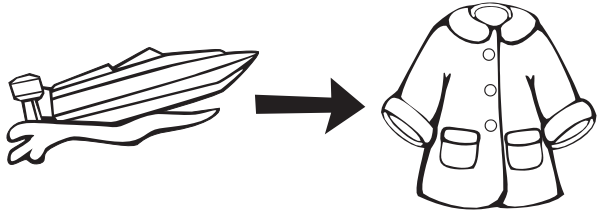
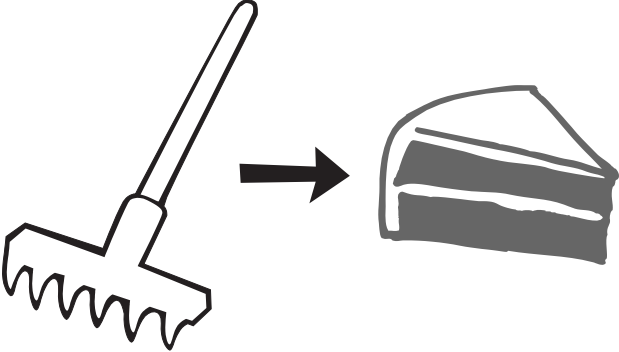
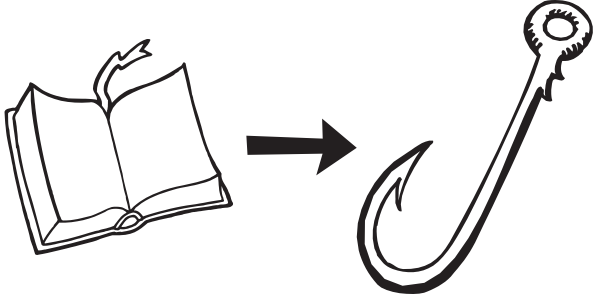
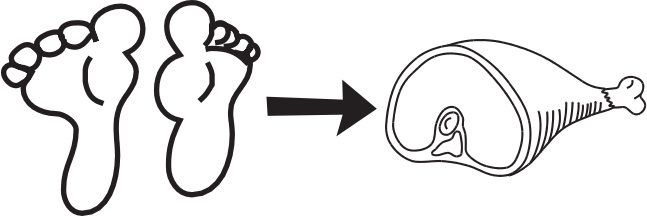
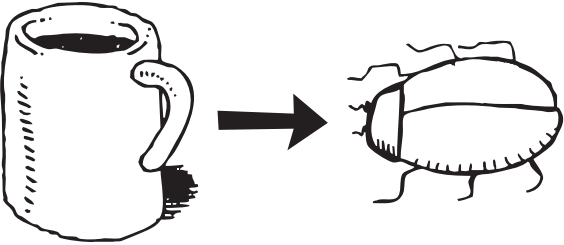
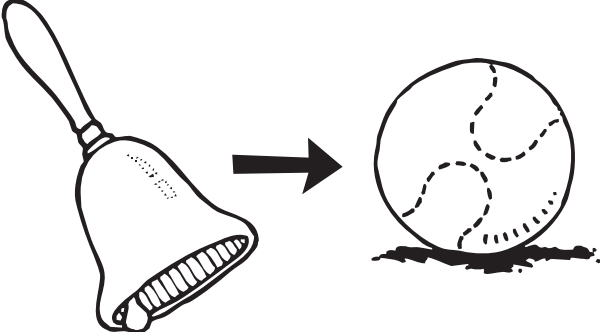
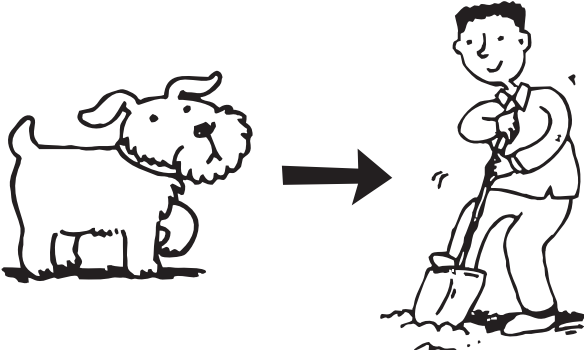
#### Extensions and Adaptations

- ▶ Sort pictures on a pocket chart by initial, final, or medial sound changes using header picture cards (Activity Master PA.022.AM1).

# Phonemic Awareness

PA.023.AM1a

Phoneme Swap

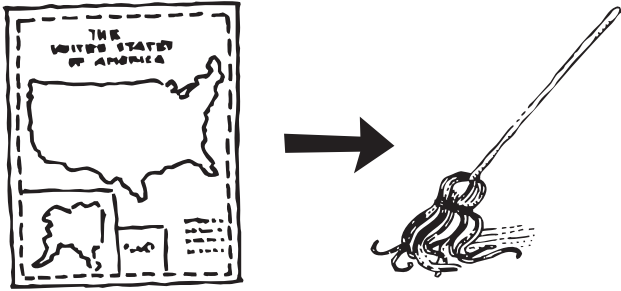
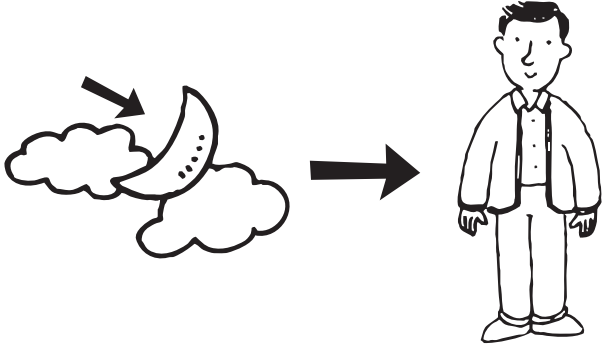
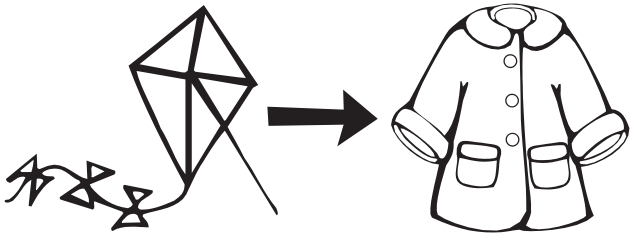
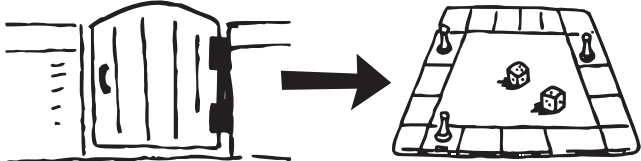
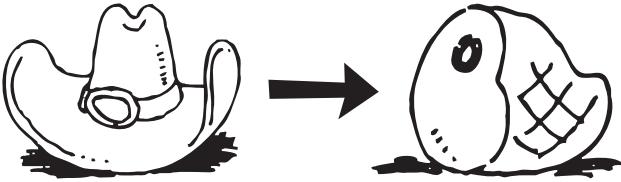
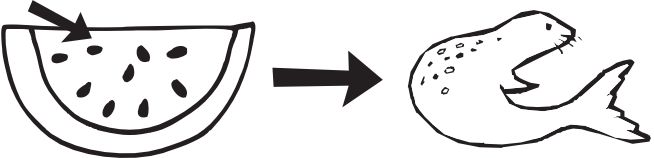
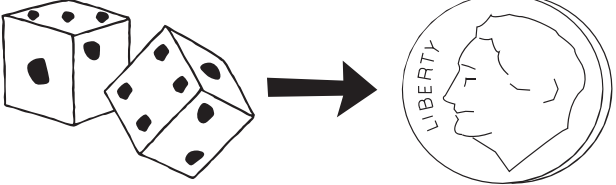
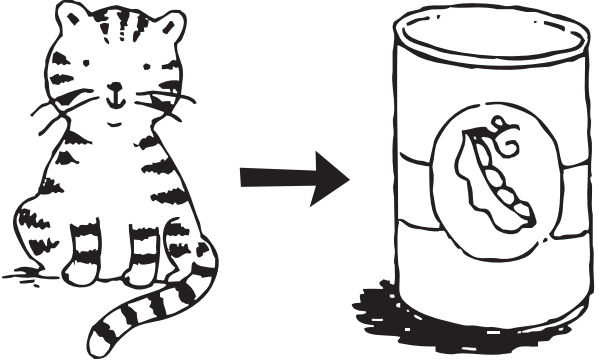
	
	
	
	

INITIAL: nose - toes, boat - coat, rake - cake, book - hook, feet - meat, mug - bug MEDIAL: bell - ball, dog - dig

# Phonemic Awareness

Phoneme Swap

PA.023.AM1b


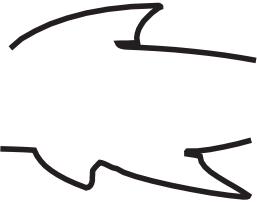
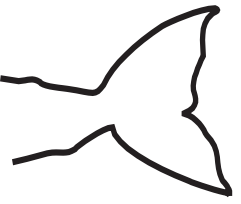

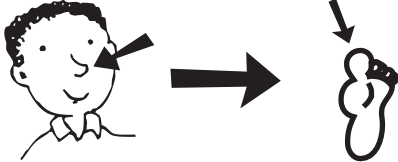

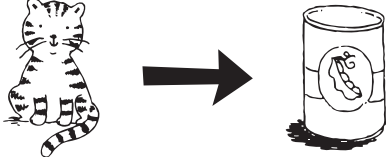
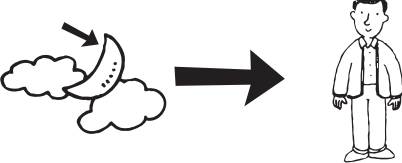
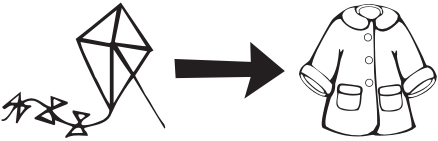
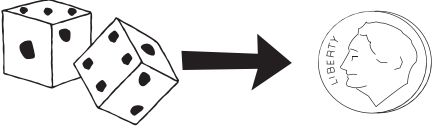
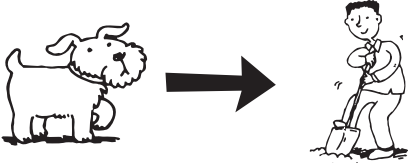
	
	
	
	

map - mop, moon - man, kite - coat FINAL: gate - game, hat - ham, seed - seal, dice - dime, cat - can

# Name \_\_\_\_\_

PA.023.SS I a


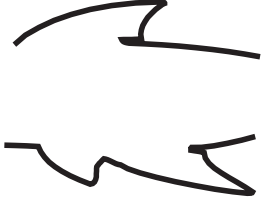
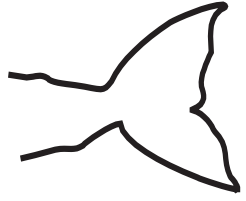
















Phoneme Swap

# Name \_\_\_\_\_

Phoneme Swap

PA.023.SS1b

			
 → 			
 → 			
 → 			
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# Phonemic Awareness

PA.024

Phoneme Manipulating  
Word Change

## Objective

The student will manipulate phonemes in words.

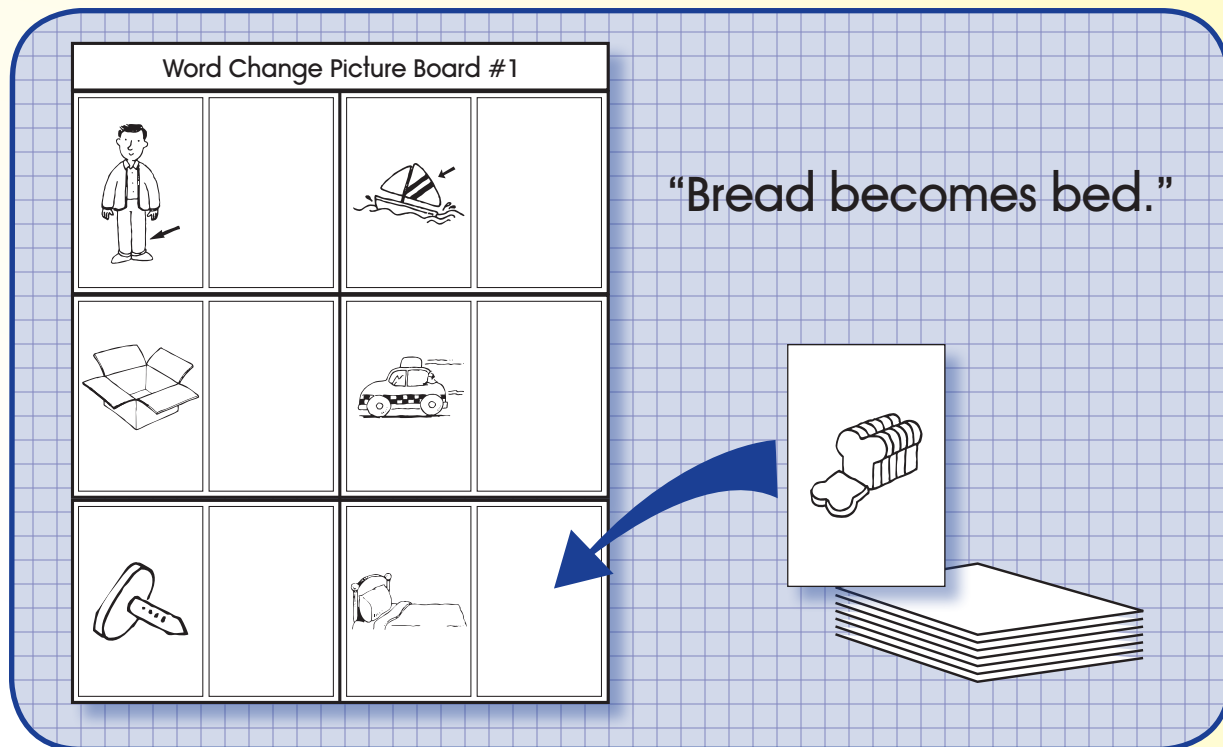
## Materials

- ▶ Picture boards (Activity Master PA.024.AM1a - PA.024.AM1b)
- ▶ Picture cards (Activity Master PA.024.AM2)

## Activity

Students delete second phoneme of a blend to form a new word and match the corresponding pictures.

1. Place picture cards face down in a stack at the center. Provide each student with a different picture board.
2. Taking turns, students select the top picture card from the top of the stack.
3. Say the name of the picture, delete the second phoneme in the blend of the word and say the new word (e.g., “bread becomes bed”).
4. Look for the picture (e.g., bed) on picture board. If there, place the picture card beside it. If picture is not on picture board, return card to the bottom of the stack.
5. Continue until all the pictures on the boards are matched with a picture card.
6. Peer evaluation



Word Change Picture Board #1

“Bread becomes bed.”

## Extensions and Adaptations

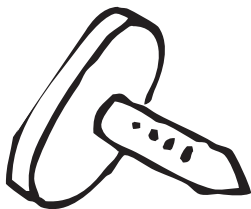
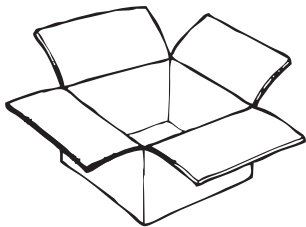
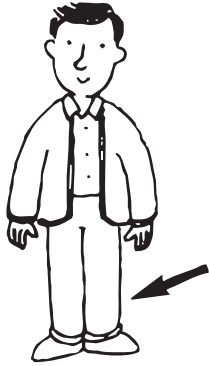
- ▶ Say the phoneme that is deleted. For example, “bread becomes bed. The deleted sound is /r/.”
- ▶ Segment the entire word (e.g., “crab is /k/ /r/ /a/ /b/”).

# Phonemic Awareness

Word Change

PA.024.AM1a

## Word Change Picture Board #1



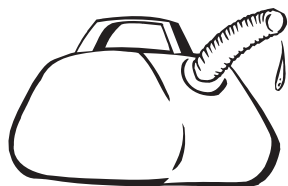
pants, sail, box, cab, tack, bed

# Phonemic Awareness

PA.024.AM1b

Word Change

## Word Change Picture Board #2



gas, sing, tea, fog, cap, six

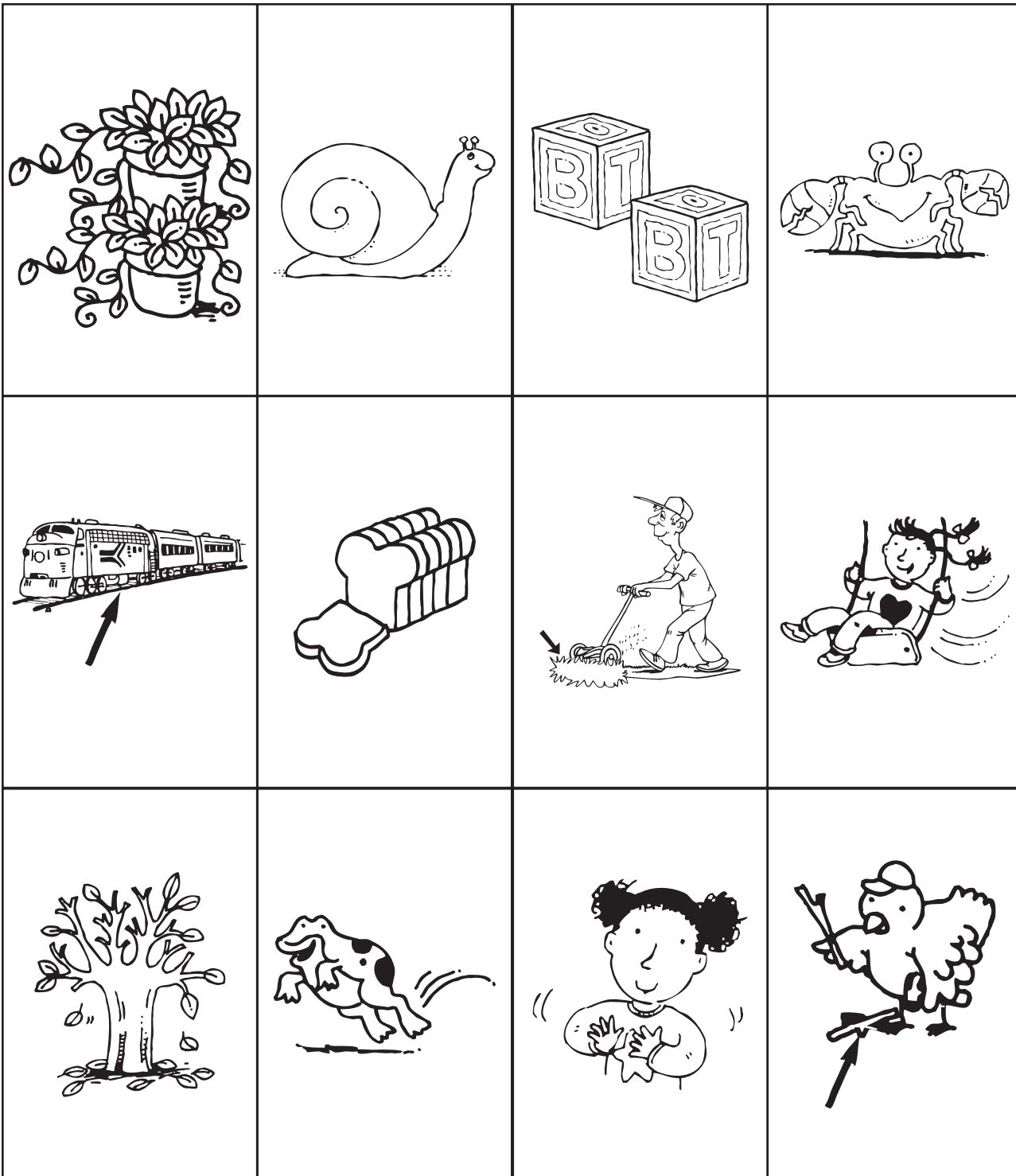




# Phonemic Awareness

Word Change

PA.024.AM2



plants, snail, blocks, crab, track, bread, grass, swing, tree, frog, clap, sticks



# Phonemic Awareness

PA.025

Phoneme Manipulating  
Sound Changes

## Objective

The student will manipulate phonemes in words.

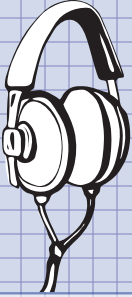
## Materials

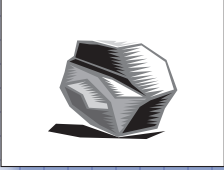
- ▶ Tape player
- ▶ Headphones
- ▶ Blank tape
- ▶ Dialogue (Activity Master PA.025.AM1)  
*Record on tape.*
- ▶ Student sheet (Activity Master PA.025.SS)
- ▶ Picture sheet (Activity Master PA.025.AM2)  
*Note: Student sheet and picture sheet should be copied separately.*
- ▶ Pencils

## Activity

Students manipulate phonemes in words to form new words.

1. Set up the listening center. Provide the student with a student sheet and a picture sheet.
2. Student cuts apart picture sheet and places pictures face up in rows.
3. Puts on headphones and listens to the directions on the tape (e.g., “. . . the word is sock, change /s/ to /r/”).
4. Says new word and pauses tape (i.e., “. . . the new word is rock”).
5. Finds and places picture of new word next to the picture of the original word.
6. Continues until student sheet is completed.
7. Glues pictures to the student sheet.
8. Self-check (provide answer key)

















➔

Name \_\_\_\_\_

PA.025.SS Sound Changes

“Number One. Say sock.  
Now change the /s/ to /r/.  
Say the new word.”

## Extensions and Adaptations

- ▶ Change a different phoneme in each picture and write the original and new word on paper.

## Teacher Dialogue

Preparation: Record the bold text.

Allow time for students to say words at the ellipses ( . . . ).

An Answer Key is provided at the bottom of the page.

Listen to each word, follow the directions, and say the new word. For example, say “rose,” now change /r/ to /n/, say the new word . . . “nose.” Then pause the tape. Find the picture of the new word and place it next to the picture of the original word. You will glue all the pictures in place at the end of the activity.

**Number 1. Say sock. . . . Now change the /s/ to /r/. Say the new word. . . .**

**Number 2. Say tree. . . . Now change the /t/ to /th/. Say the new word. . . .**

**Number 3. Say cat. . . . Now change the /t/ to /n/. Say the new word. . . .**

**Number 4. Say coin. . . . Now change the /oi/ to /ā/. Say the new word. . . .**

**Number 5. Say bow. . . . Now change the /ō/ to /ē/. Say the new word. . . .**

**Number 6. Say pen. . . . Now change the /e/ to /a/. Say the new word. . . .**

**Number 7. Say kite. . . . Now change the /ī/ to /ō/. Say the new word. . . .**

**Number 8. Say train. . . . Say it without the /t/. . . . Say the new word. . . .**

**Number 9. Say snail. . . . Say it without the /n/. . . . Say the new word. . . .**

**Number 10. Say block. . . . Say it without the /b/. . . . Say the new word. . . .**

**Number 11. Say fork. . . . Say it without the /k/. . . . Say the new word. . . .**

**Number 12. Say tie. . . . Say it without the /t/. . . . Say the new word. . . .**






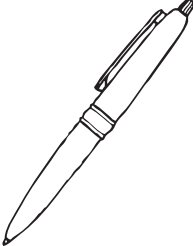
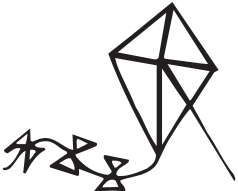

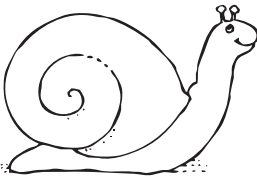
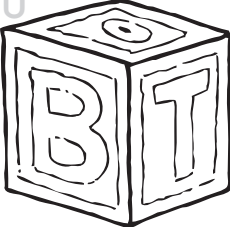
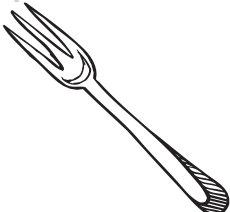

Answer Key:

1. rock 2. three 3. can 4. cane 5. bee 6. pan 7. coat 8. rain 9. sail 10. lock 11. four 12. eye

# Name \_\_\_\_\_

PA.025.SS

Sound Changes

1 		2 	
3 		4 	
5 		6 	
7 		8 	
9 		10 	
11 		12 	

# Phonemic Awareness

Sound Changes

PA.025.AM2

