

# Phonological Awareness



## Phoneme Segmenting and Blending

PA.047

### Treasure Chest

#### Objective

The student will segment and blend phonemes in words.

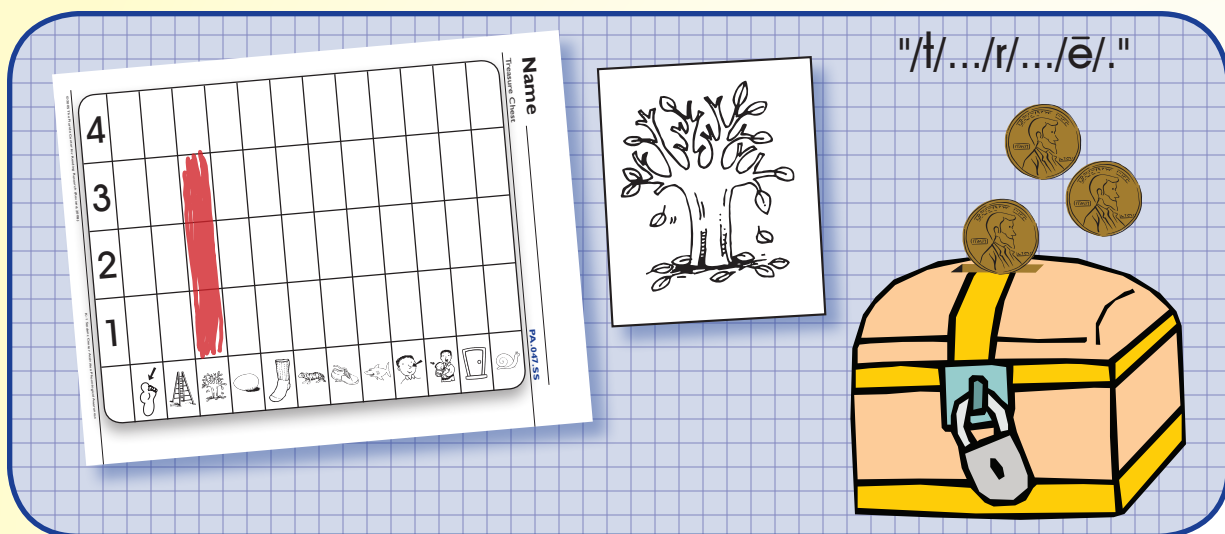
#### Materials

- ▶ Two-to-four phoneme picture cards (Activity Master PA.047.AM1a - PA.047.AM1c)
- ▶ Student sheet (Activity Master PA.047.SS)
- ▶ Box  
*Decorate as a treasure chest.*
- ▶ Pennies
- ▶ Crayons or markers

#### Activity

Students segment words into phonemes to use as clues and blend together to play a treasure chest game.

1. Place phoneme picture cards face down in a stack. Place treasure chest, pennies, and crayons on a flat surface. Provide each student with a student sheet.
2. Taking turns, student one selects a picture card and silently names the picture (e.g., “tree”). Orally segments the word into phonemes (e.g., “/t/ /r/ /ē/”) and turns the card face down.
3. Student two blends the phonemes together and says the word (i.e., “tree”).
4. If correct, puts one penny for each phoneme in the treasure chest. If not correct, places card at the bottom of the stack.
5. Both students find the corresponding picture on their student sheet and record the number of phonemes.
6. Continue until all picture cards are used.
7. Teacher evaluation



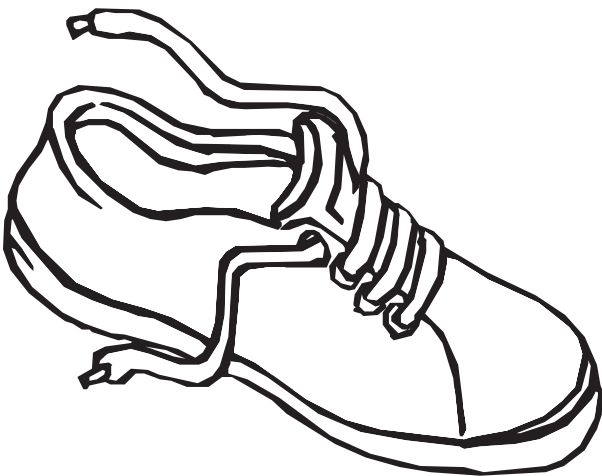
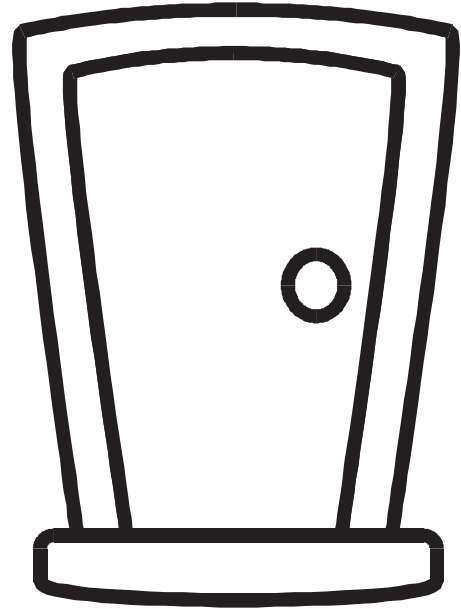
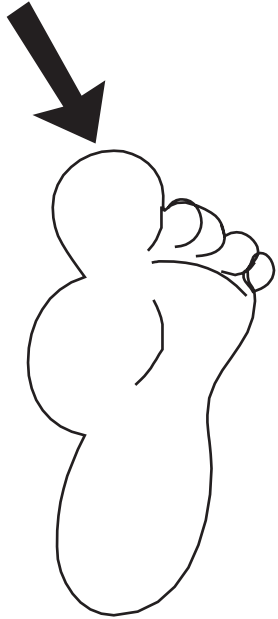
#### Extensions and Adaptations

- ▶ Use other picture cards.
- ▶ Write the initial letter under the corresponding picture on the student sheet.

# Phonological Awareness

PA.047.AM1a

Treasure Chest



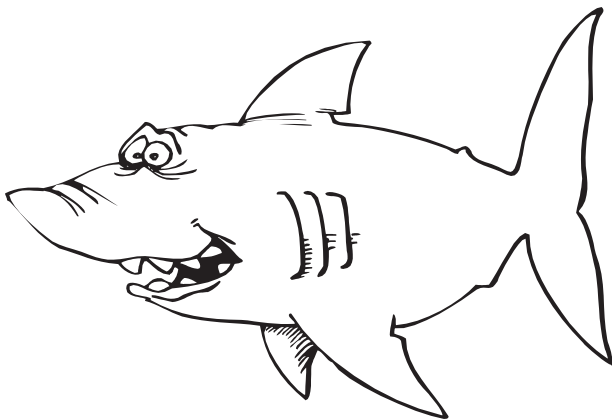
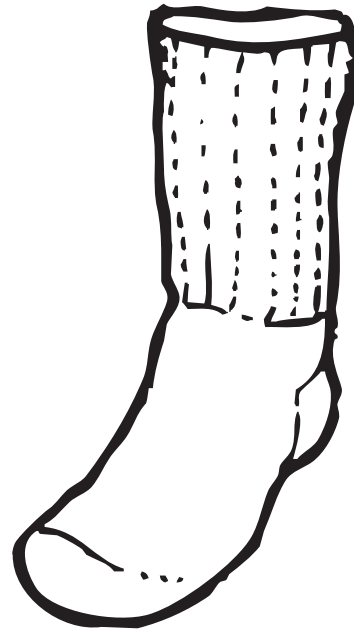
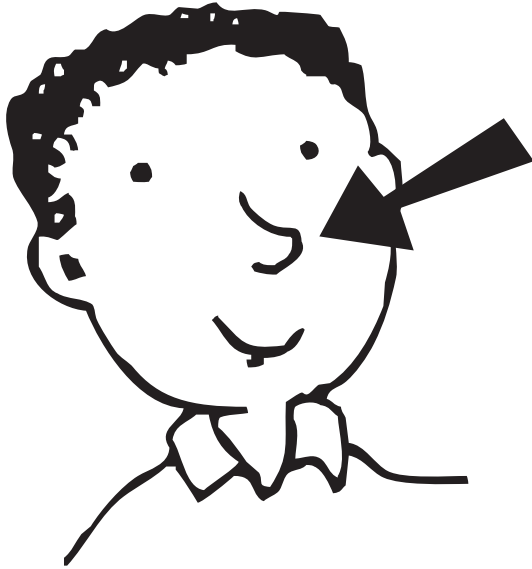
phoneme picture cards: toe-2, door-2, shoe-2, egg-2



# Phonological Awareness

Treasure Chest

PA.047.AM1b



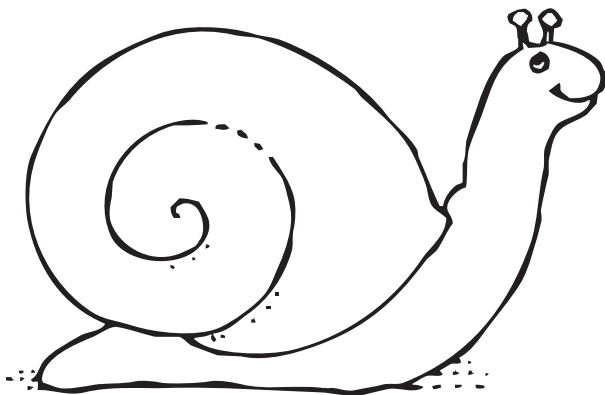
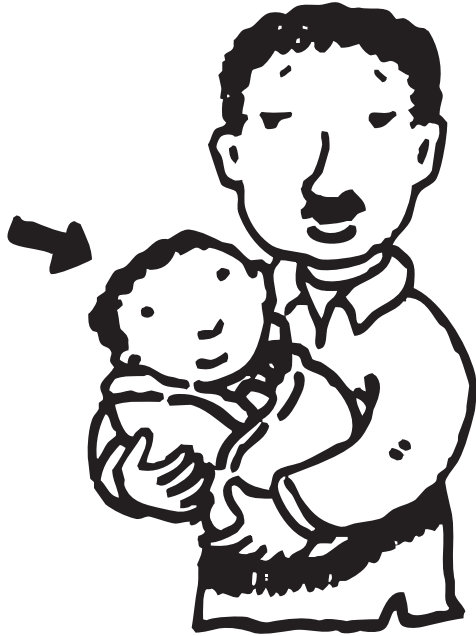
phoneme picture cards: nose-3, sock-3, shark-3, tree-3



# Phonological Awareness

PA.047.AM1c

Treasure Chest




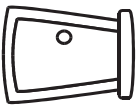





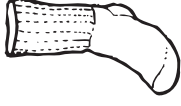




phoneme picture cards: baby-4, tiger-4, snail-4, ladder-4



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

Treasure Chest

PA.047.SS

|          |          |          |          |                                                                                       |
|----------|----------|----------|----------|---------------------------------------------------------------------------------------|
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|          |          |          |          |  |
| <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |                                                                                       |



# Phonological Awareness

PA.048

Phoneme Segmenting and Blending

Picture Slide

## Objective

The student will segment and blend phonemes in words.

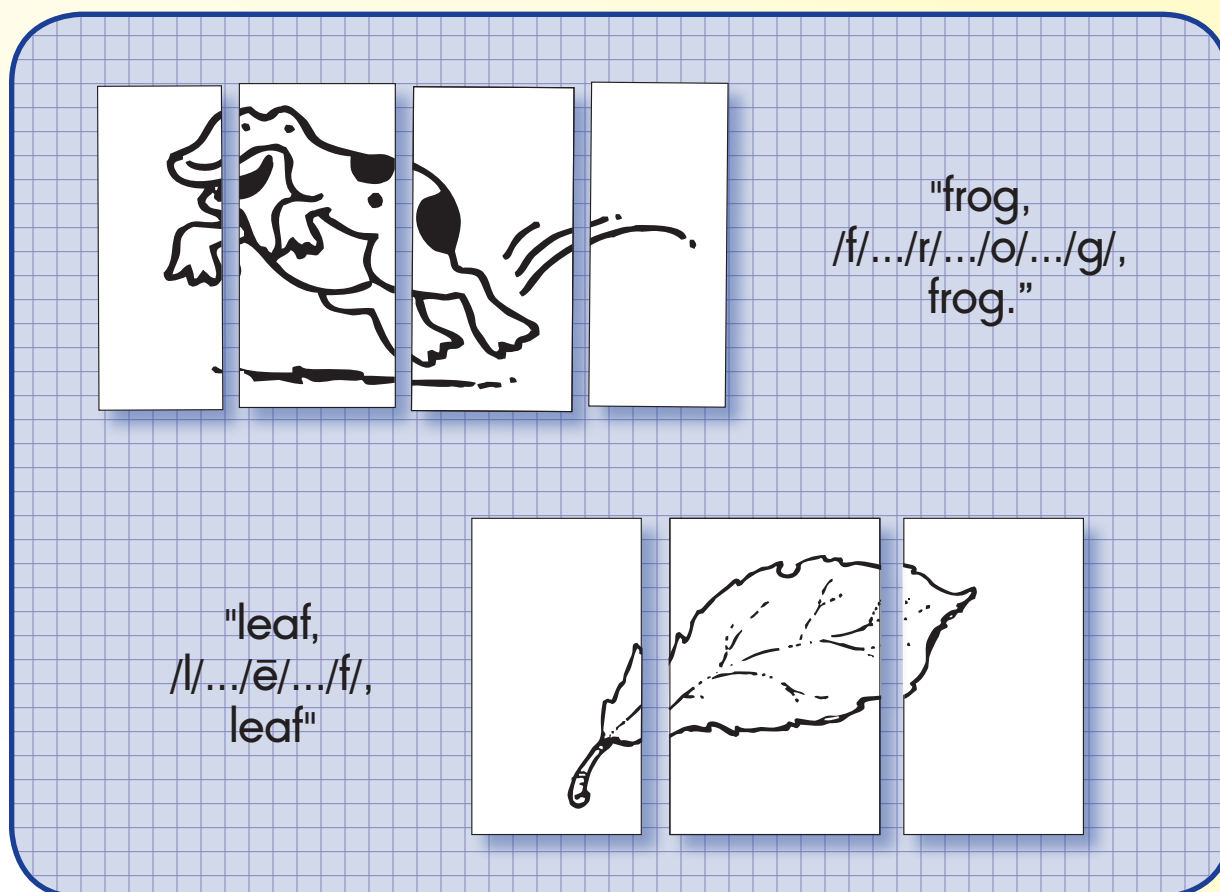
## Materials

- ▶ Two-to-five phoneme picture cards (Activity Master PA.048.AM1a - PA.048.AM1h)  
*Copy on card stock, laminate, and cut on dotted lines.*

## Activity

Students blend phonemes to make words while sliding pieces together to make pictures.

1. Place picture card parts in individual stacks on a flat surface.
2. The student chooses a stack of picture parts and puts in order leaving spaces between the parts.
3. Names the picture and segments the word into phonemes while slowly sliding the parts together (e.g., “frog, /f/ /r/ /o/ /g/”). Repeats the word (i.e., “frog”).
4. Continues until all pictures are assembled.
5. Self-check



"frog,  
/f/.../r/.../o/.../g/,  
frog."

"leaf,  
/l/.../ē/.../f/,  
leaf"

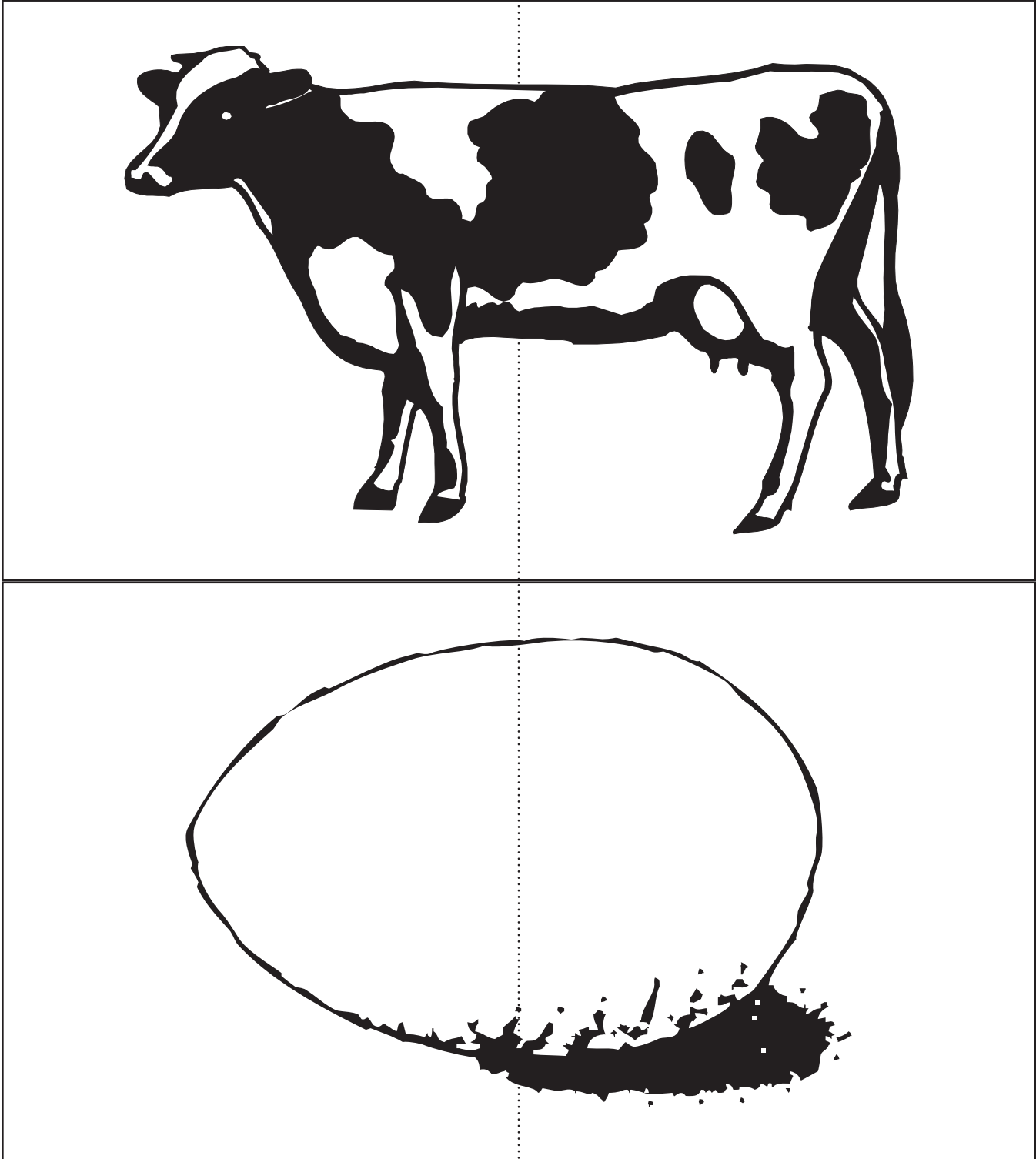
## Extensions and Adaptations

- ▶ Use photographs of students.
- ▶ Use other picture cards.

# Phonological Awareness

Picture Slide

PA.048.AM1a

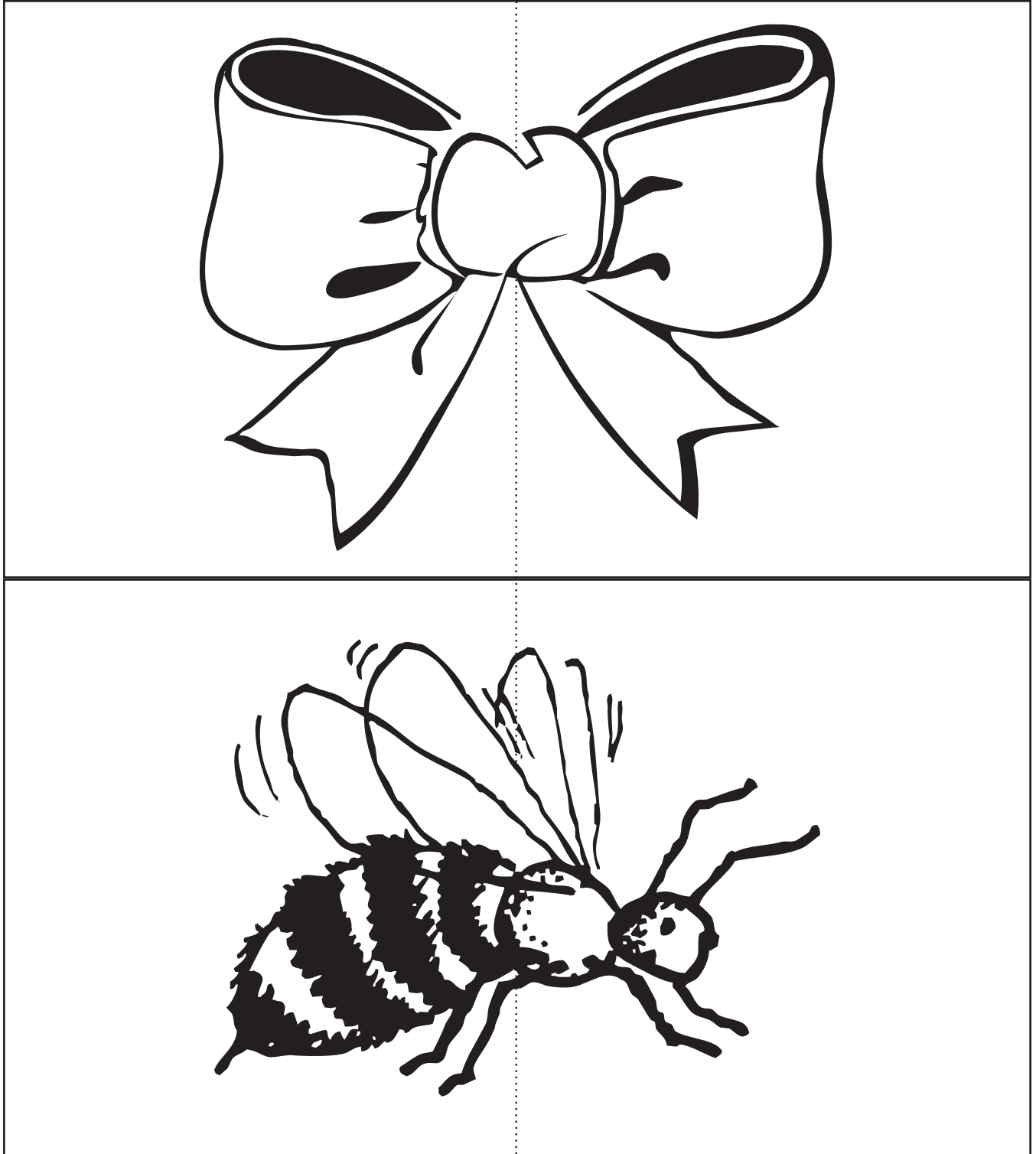


phoneme picture cards: cow-2, egg-2

# Phonological Awareness

PA.048.AM1b

Picture Slide



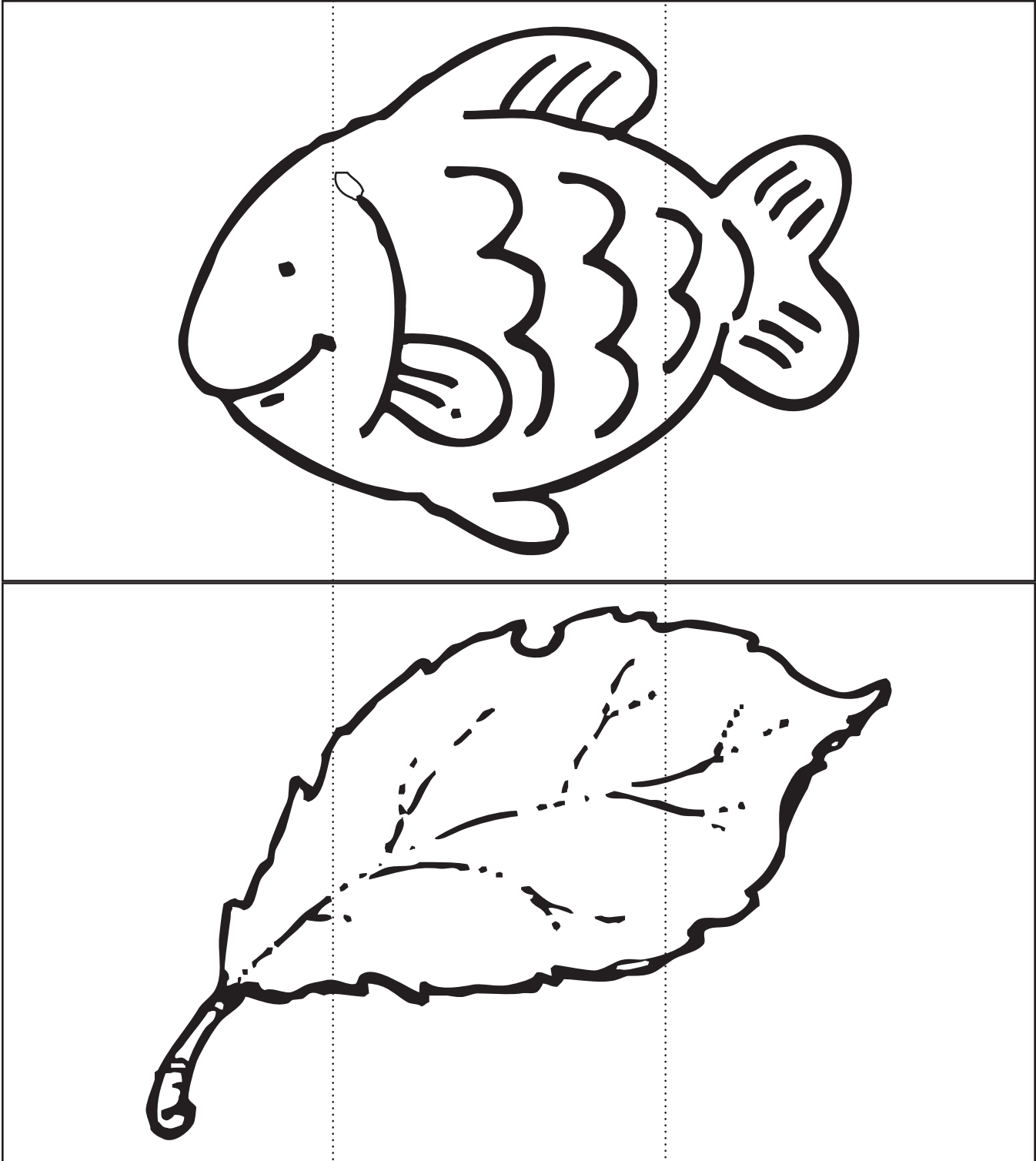
phoneme picture cards: bow-2, bee-2



# Phonological Awareness

Picture Slide

PA.048.AM1c

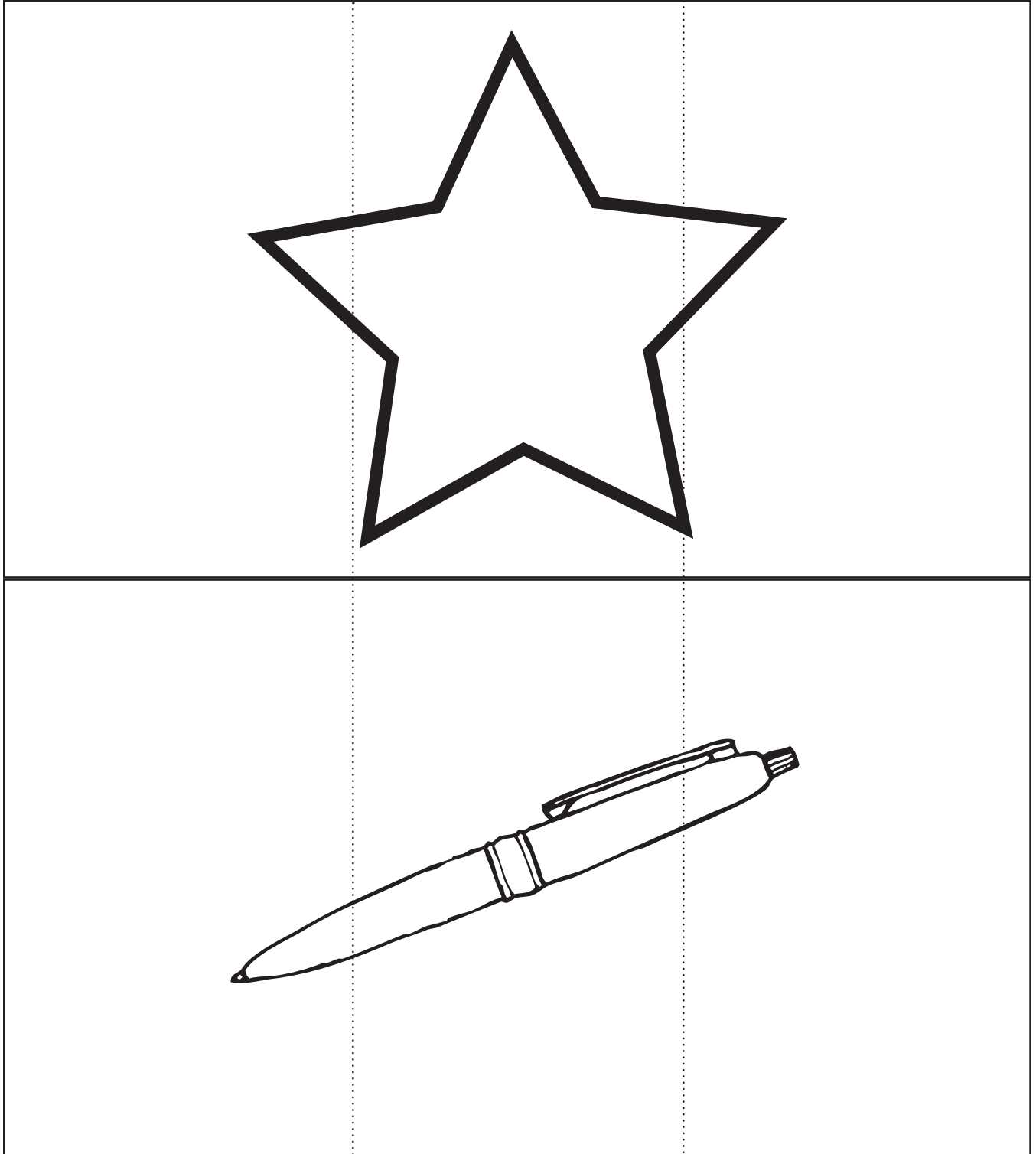


phoneme picture cards: fish-3, leaf-3

# Phonological Awareness

PA.048.AM1d

Picture Slide

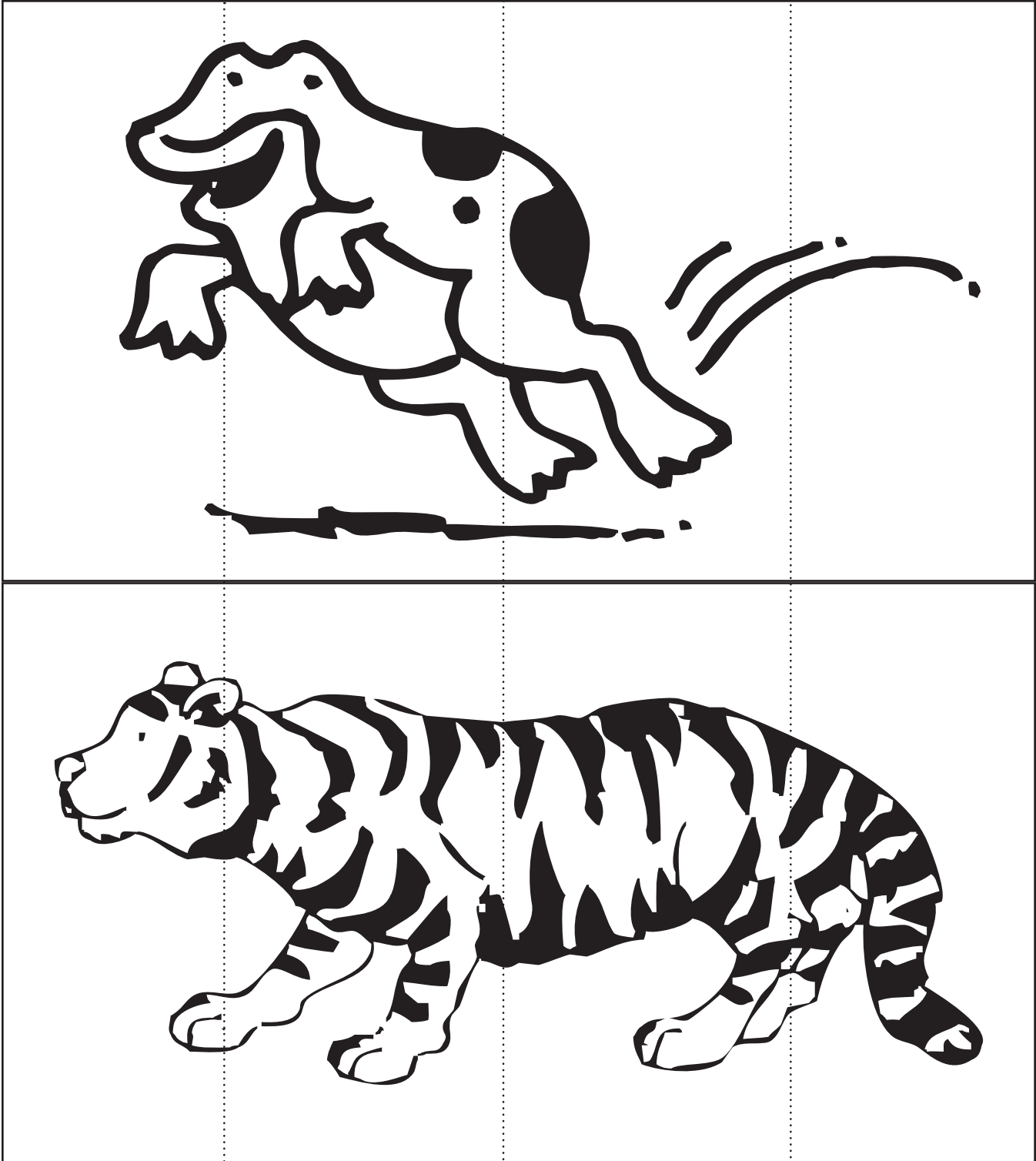


phoneme picture cards: star-3, pen-3

# Phonological Awareness

Picture Slide

PA.048.AM1e

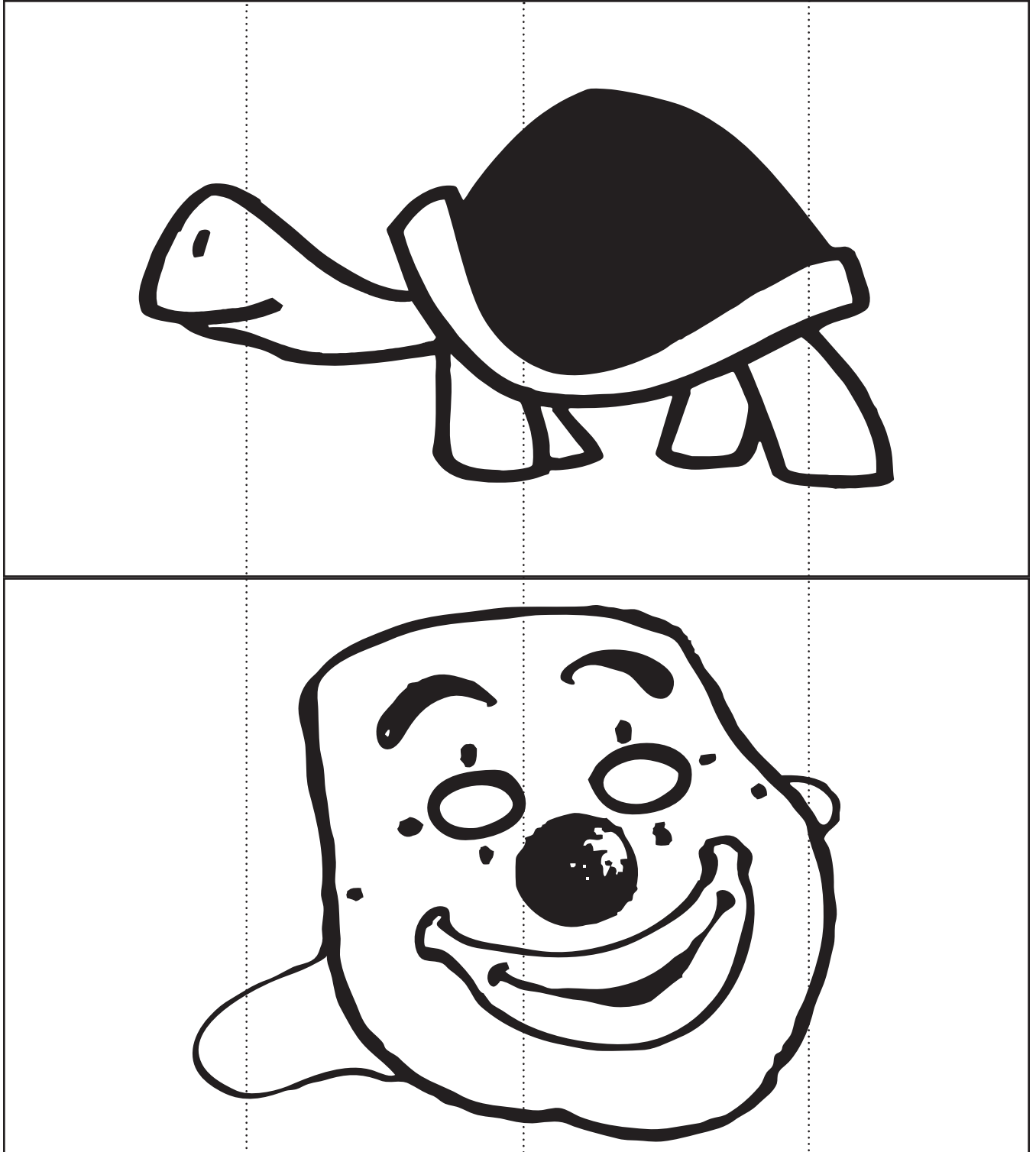


phoneme picture cards: frog-4, tiger-4

# Phonological Awareness

PA.048.AM1f

Picture Slide

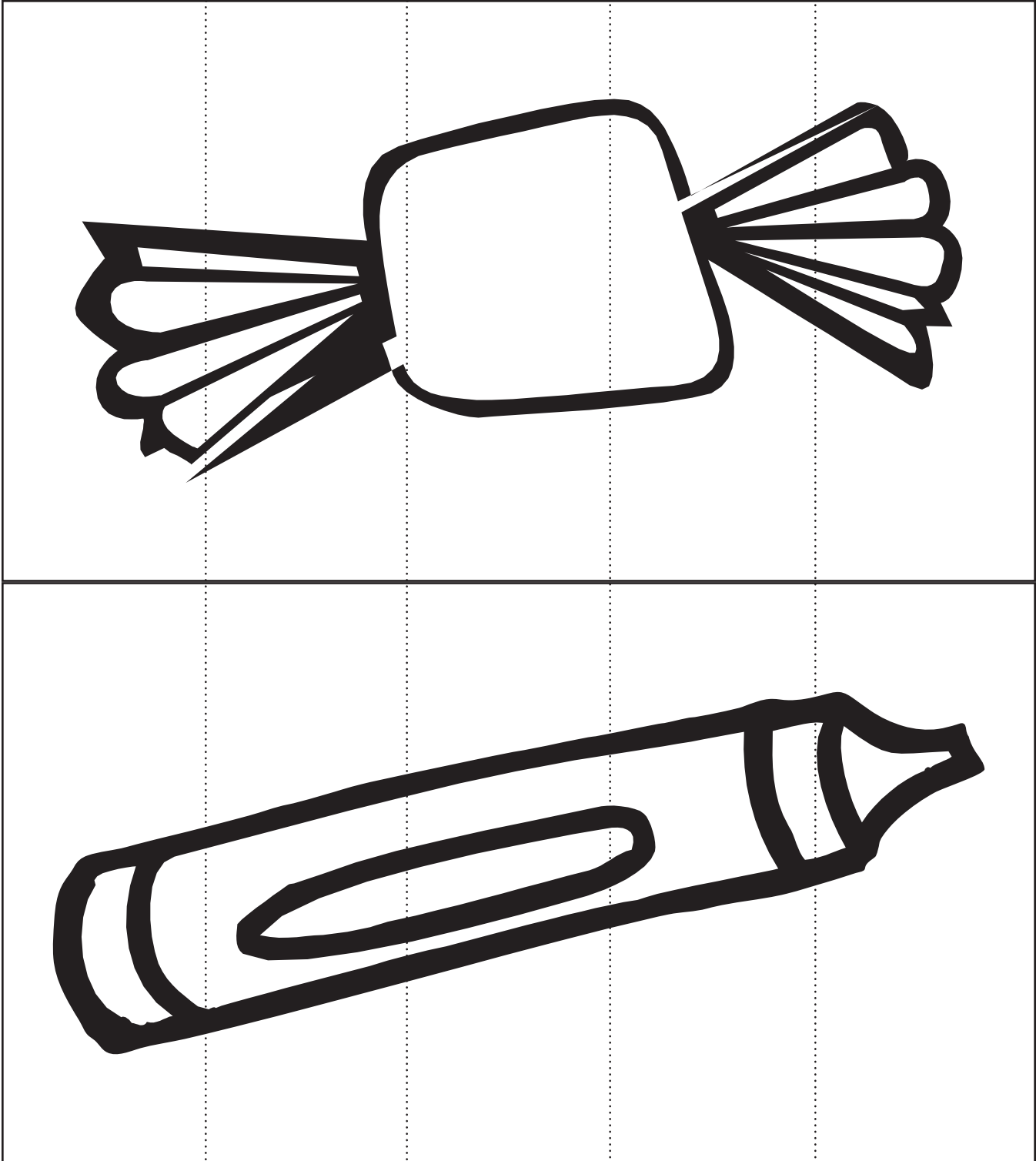


phoneme picture cards: turtle-4, mask-4

# Phonological Awareness

Picture Slide

PA.048.AM1g

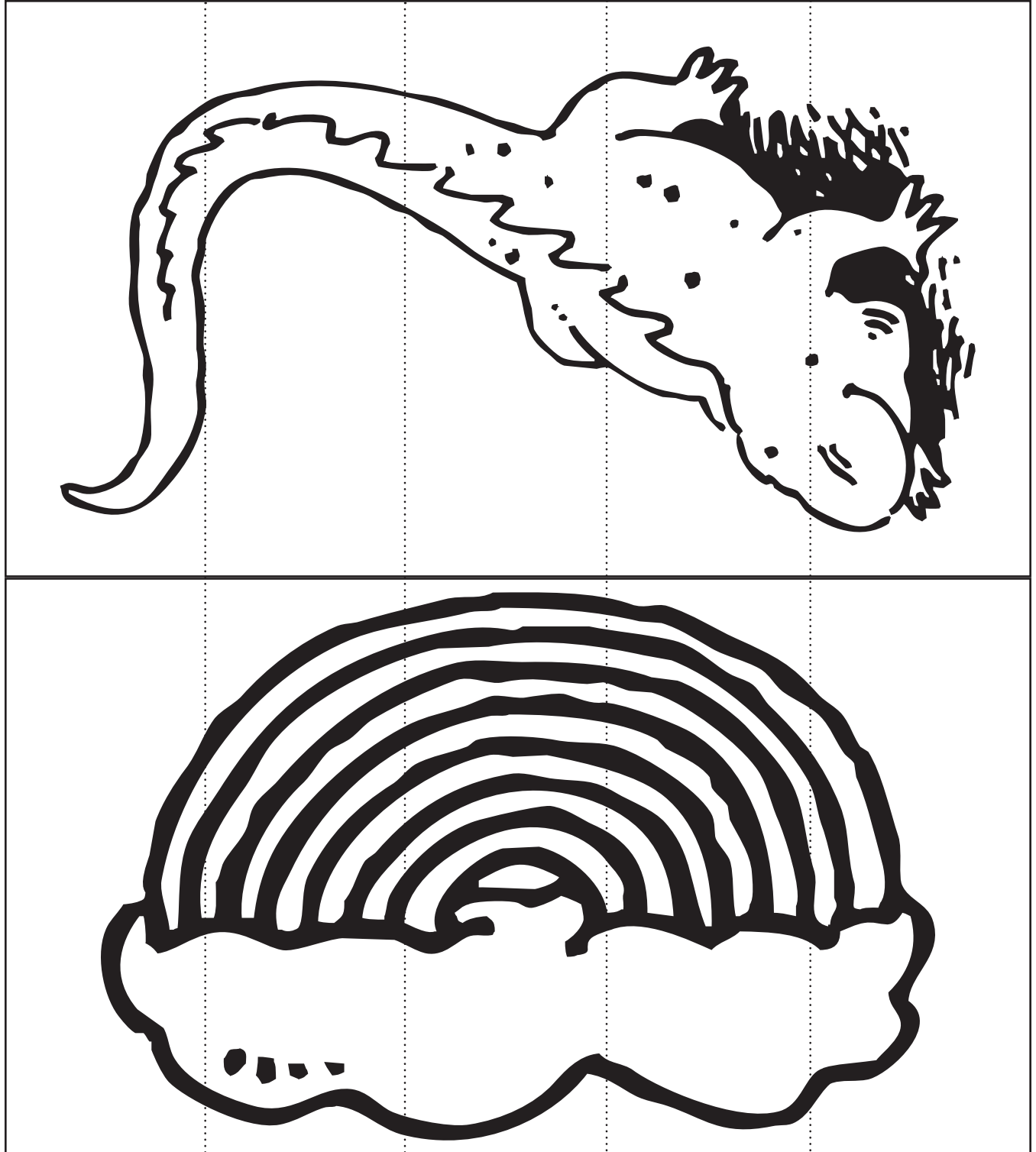


phoneme picture cards: candy-5, crayon-5

# Phonological Awareness

PA.048.AM1h

Picture Slide



phoneme picture cards: lizard-5, rainbow-5



### Drop and Say

#### **Objective**

The student will manipulate phonemes in words.

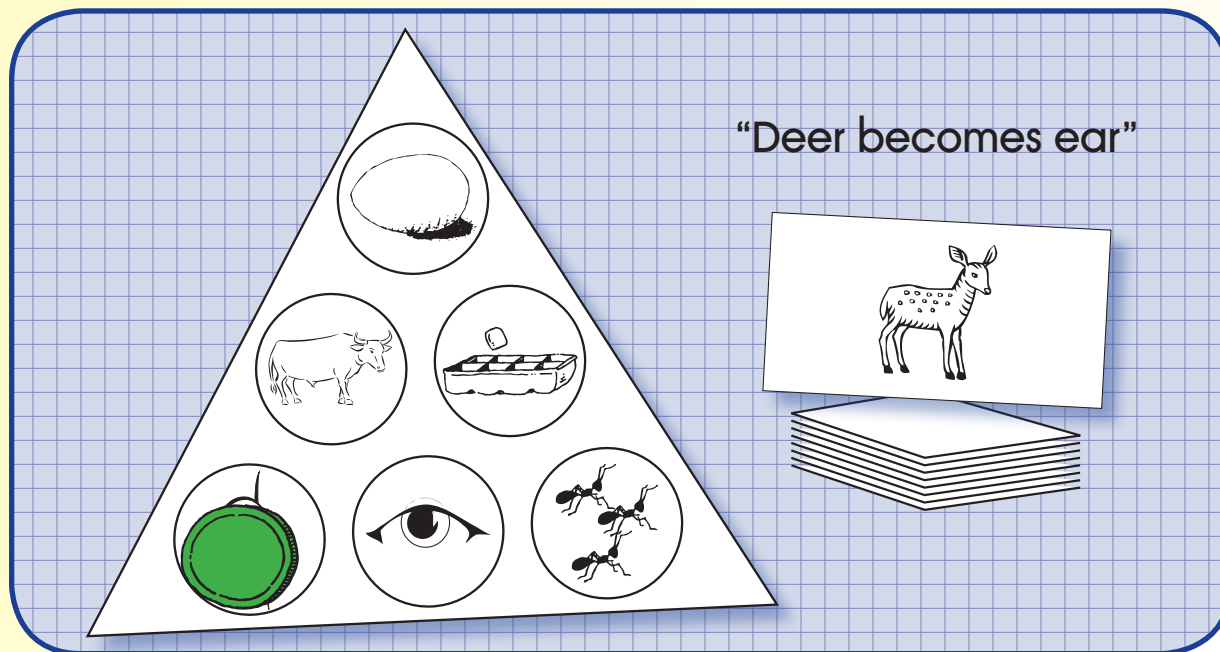
#### **Materials**

- ▶ Drop and Say triangles (Activity Master PA.049.AM1a - PA.049.AM1b)
- ▶ Drop and Say picture cards (Activity Master PA.049.AM2a - PA.049.AM2b)
- ▶ Answer key (Activity Master PA.049.AM3a - PA.049.AM3b)  
*An answer key is provided.*
- ▶ Game pieces (e.g., counters)

#### **Activity**

Students delete initial phonemes and match the new word to a picture.

1. Place Drop and Say picture cards face down in a stack at the center. Provide each student with game pieces and a different Drop and Say triangle.
2. Taking turns, students select the top picture card from the stack and name the picture (e.g., “deer”).
3. Delete initial phoneme and say resulting word (i.e., “deer becomes ear”). Look for picture of new word on triangle (i.e., “ear”).
4. If found, place game piece on that picture. If not found, place picture card at the bottom of the stack.
5. Continue until all pictures on triangle are covered.
6. Peer evaluation



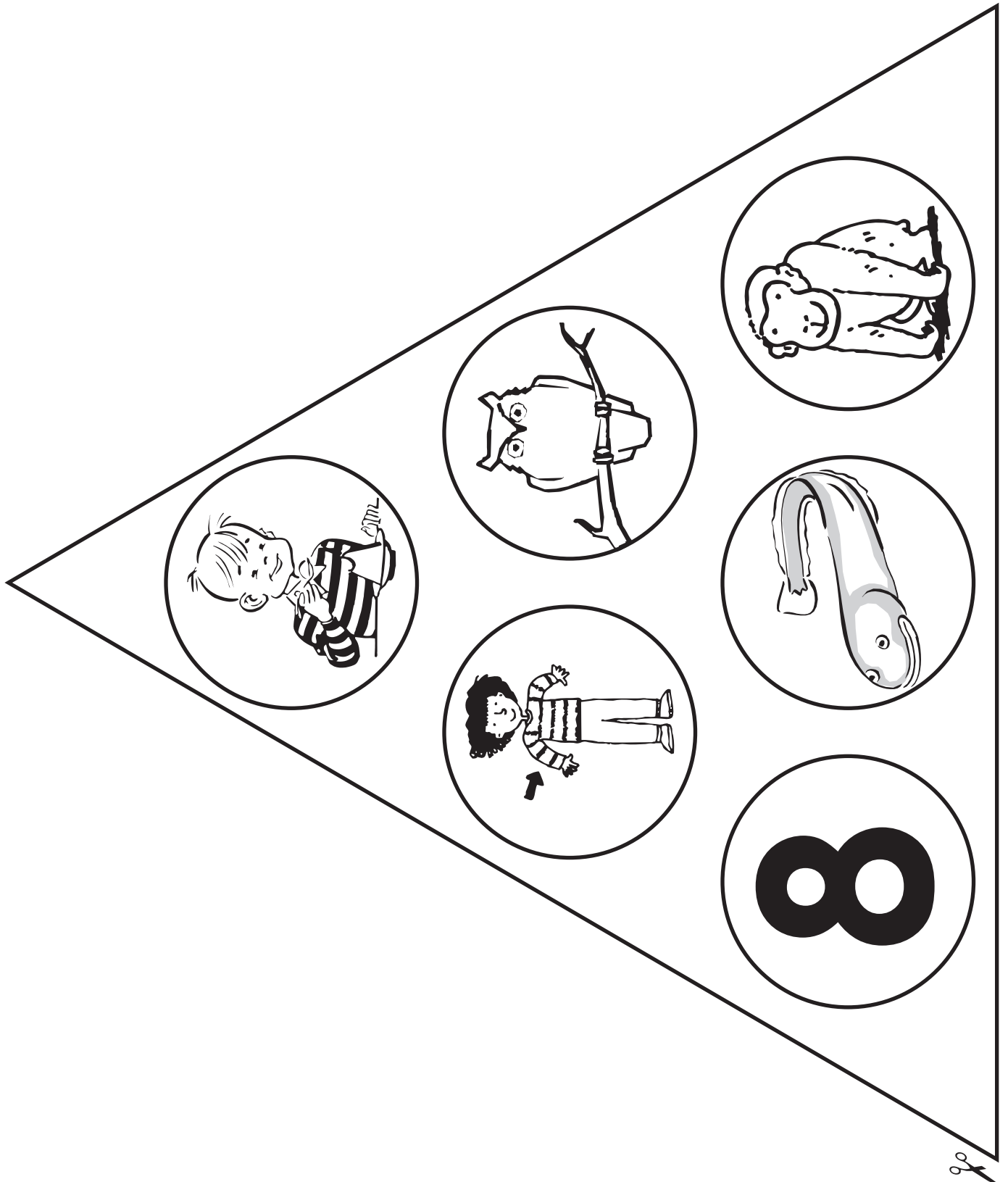
#### **Extensions and Adaptations**

- ▶ Play by deleting final phonemes (Activity Master PA.049.AM4a - PA.049.AM4b; Activity Master PA.049.AM5a - PA.049.AM5b; Activity Master PA.049.AM6a - PA.049.AM6b)

# Phonological Awareness

PA.049.AM1a

Drop and Say



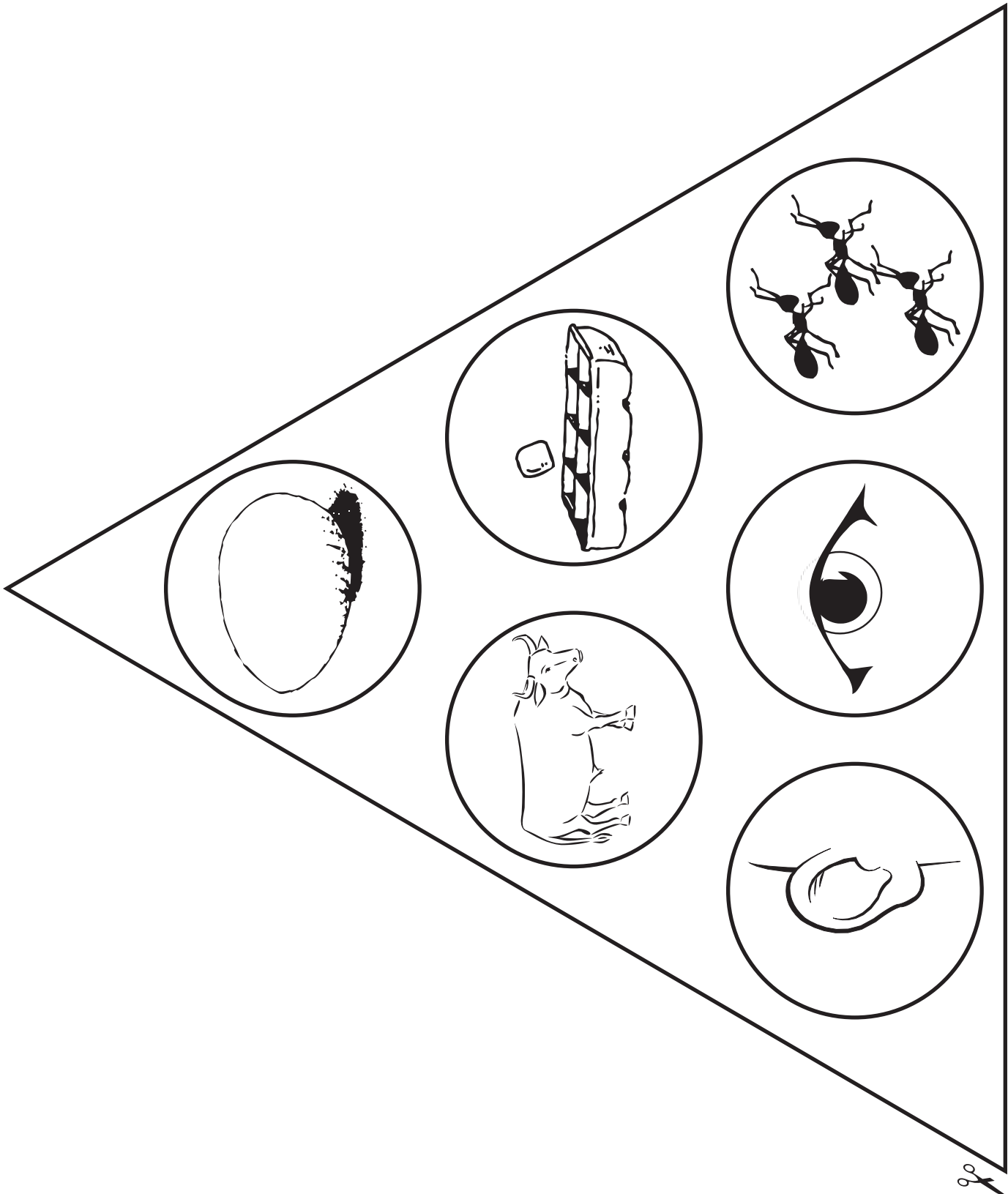
drop and say triangle: eat, arm, owl, eight, eel, ape



# Phonological Awareness

Drop and Say

PA.049.AM1b

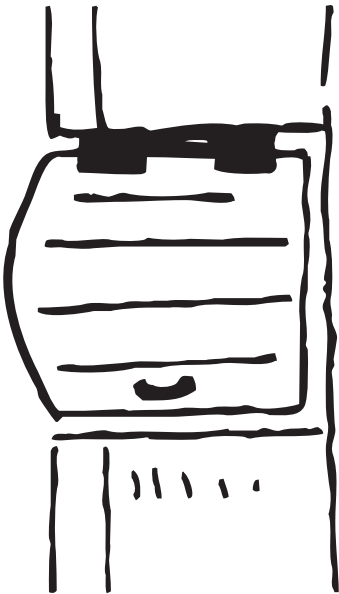
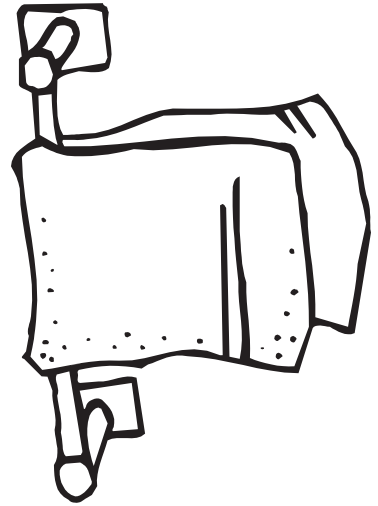
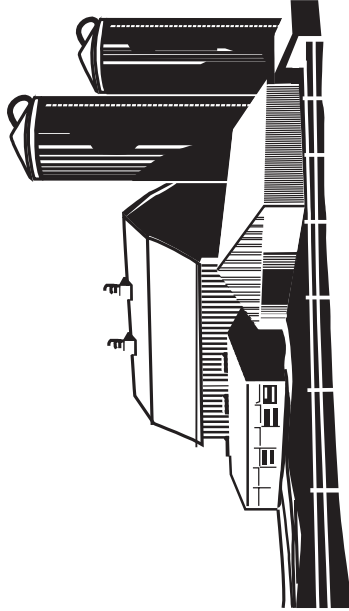
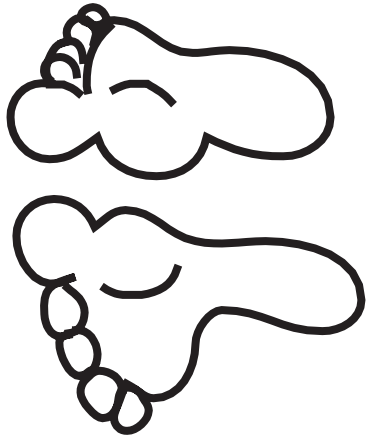


drop and say triangle: egg, ox, ice, ear, eye, ants

# Phonological Awareness

PA.049.AM2a

Drop and Say



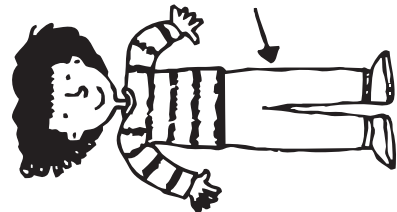
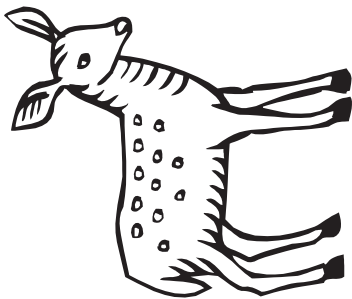
drop and say picture cards: feet, farm, towel, gate, seal, tape



# Phonological Awareness

Drop and Say

PA.049.AM2b



drop and say picture cards: leg, fox, mice, deer, tie, pants

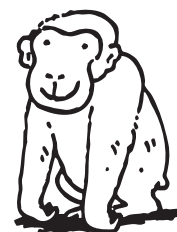
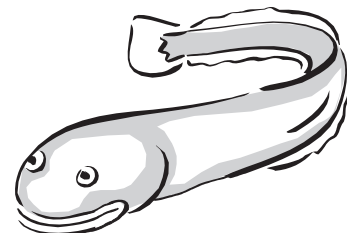
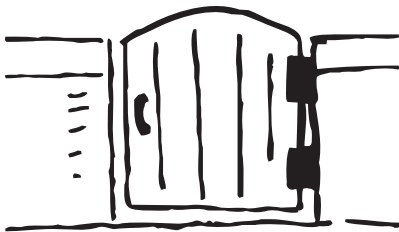


# Phonological Awareness

PA.049.AM3a

Drop and Say

## Answer Key

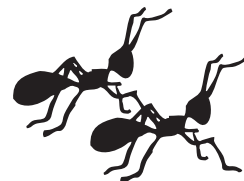
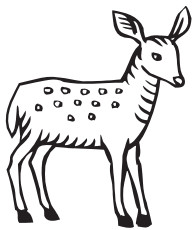
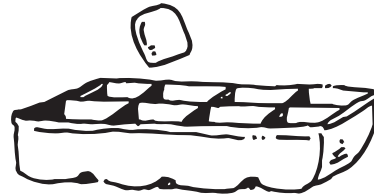
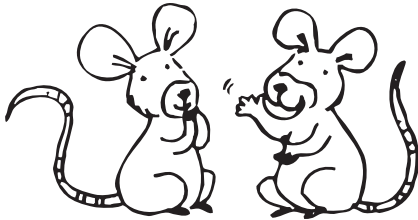
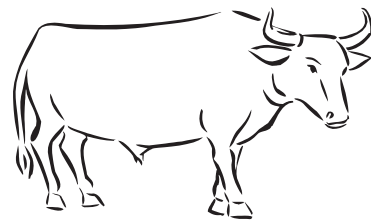
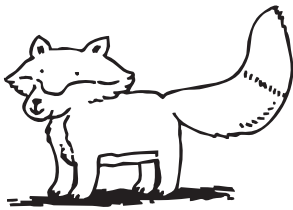


# Phonological Awareness

Drop and Say

PA.049.AM3b

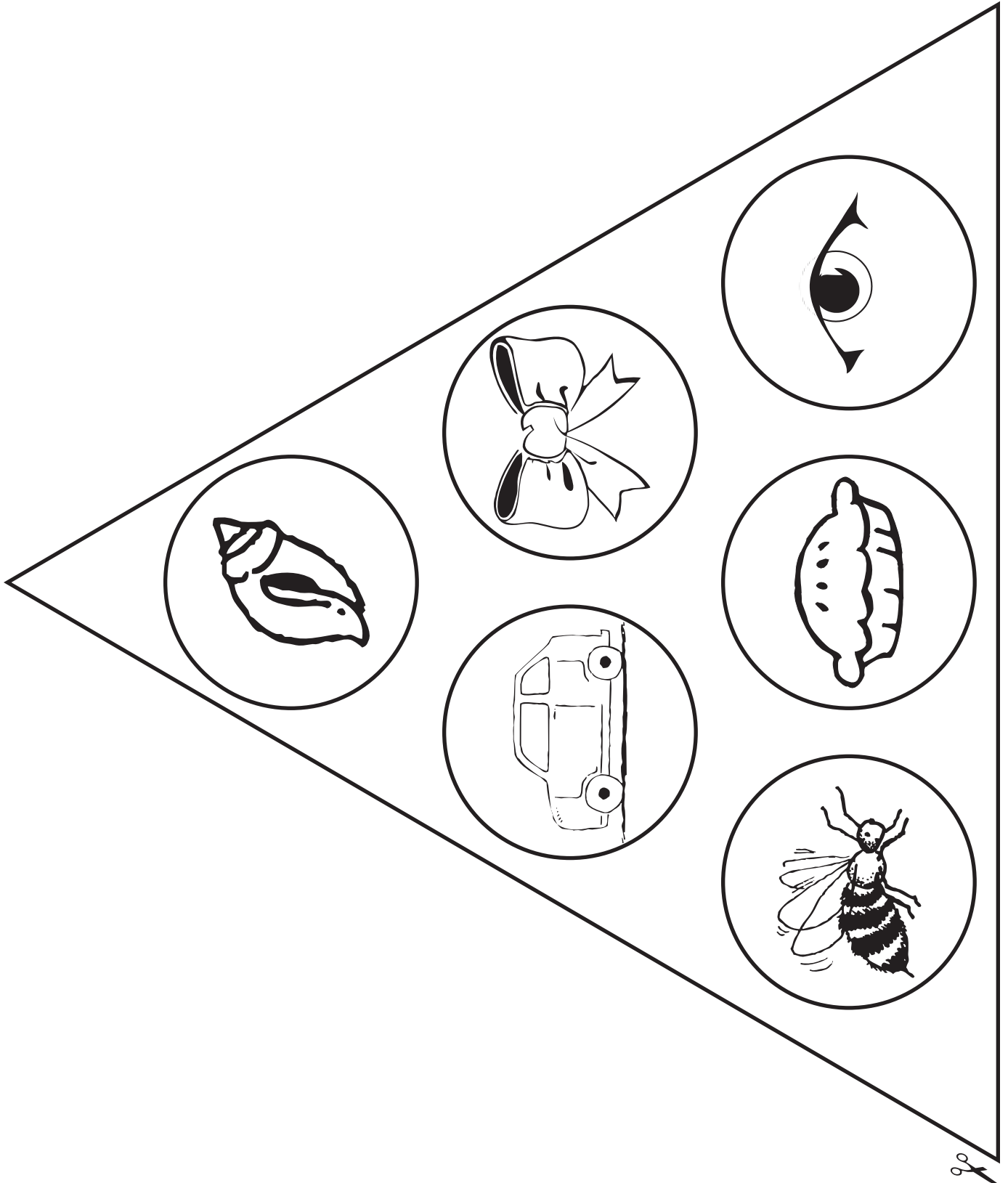
## Answer Key



# Phonological Awareness

PA.049.AM4a

Drop and Say – Extension (final sound)

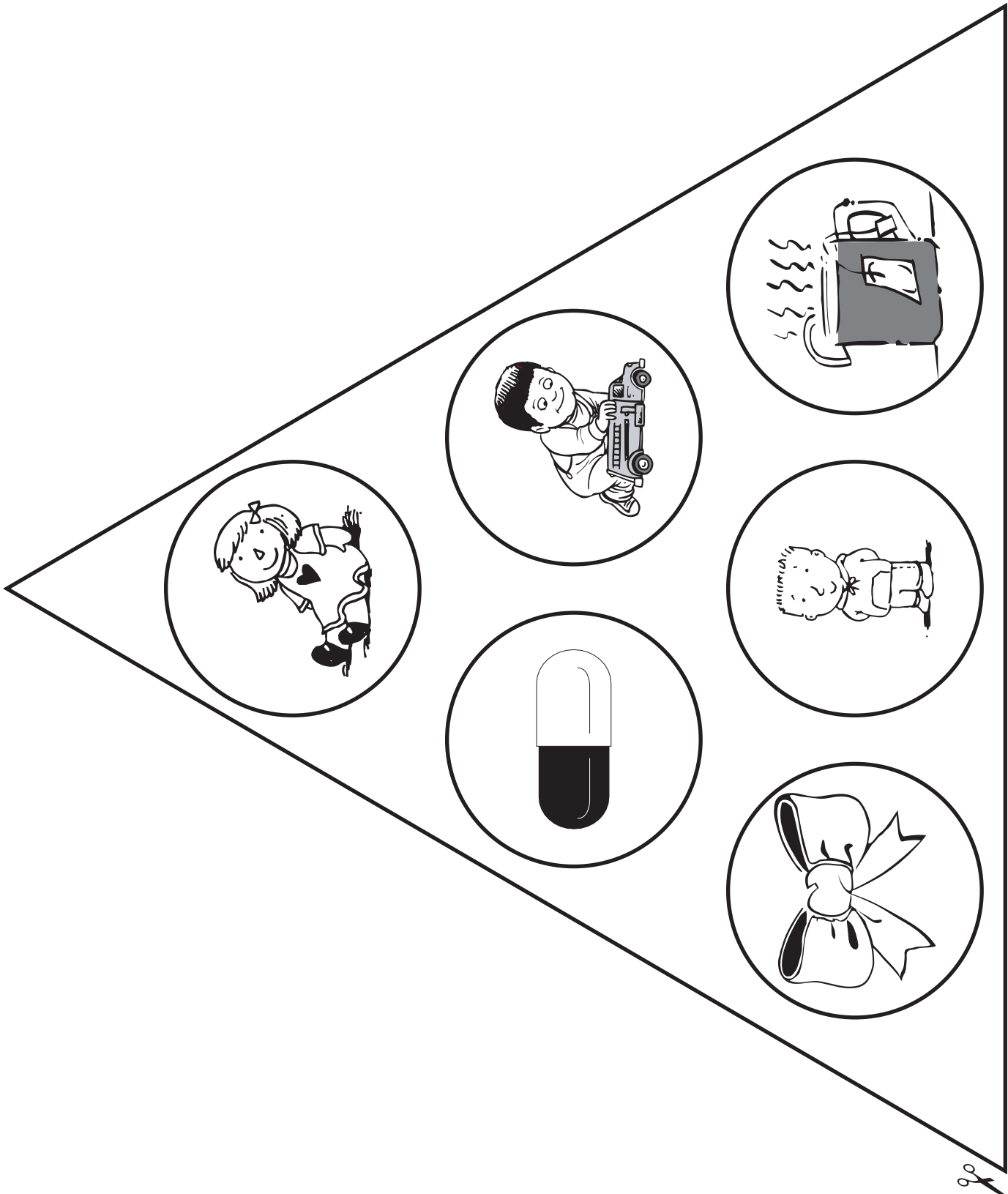


drop and say triangle: shell, car, bow, bee, pie, eye

# Phonological Awareness

Drop and Say – Extension (final sound)

PA.049.AM4b

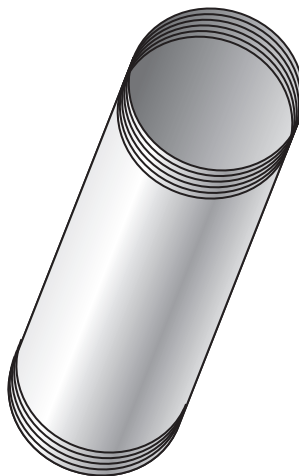
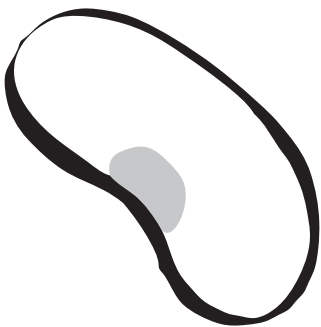
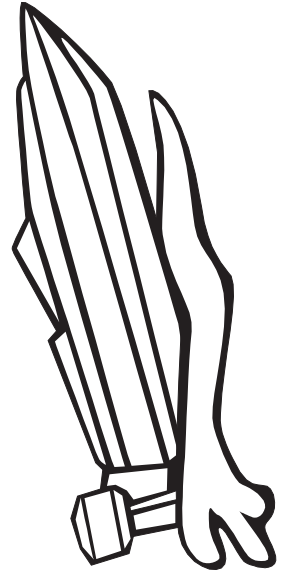
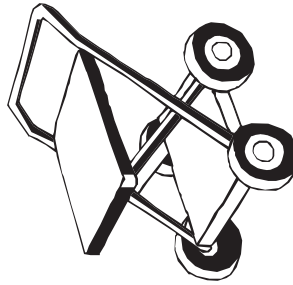
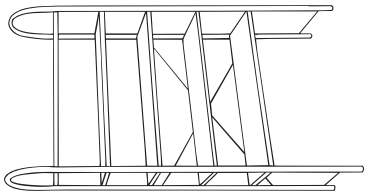


drop and say triangle: doll, pill, play, bow, boy, tea

# Phonological Awareness

PA.049.AM5a

Drop and Say – Extension (final sound)



drop and say picture cards: shelf, cart, boat, bean, pipe, ice

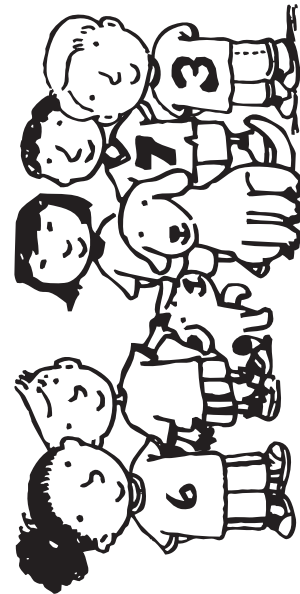
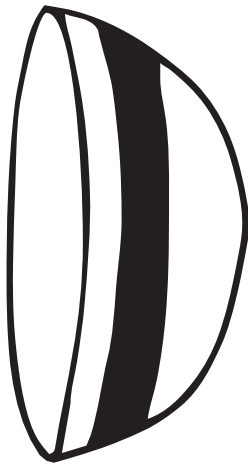
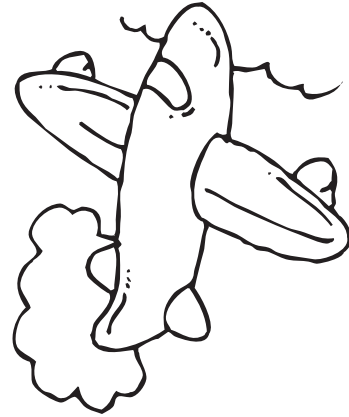
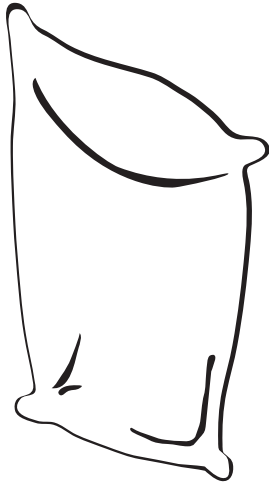




# Phonological Awareness

Drop and Say – Extension (final sound)

PA.049.AM5b



drop and say picture cards: dollar, pillow, plane, bowl, boil, team

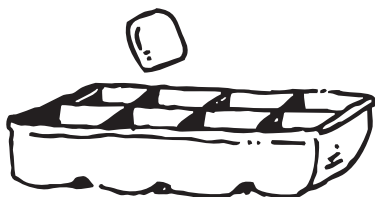
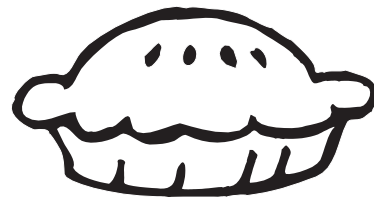
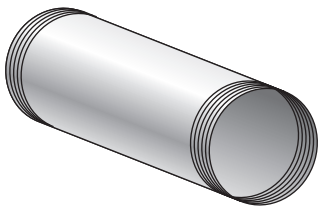
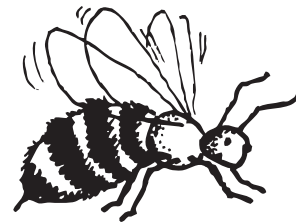
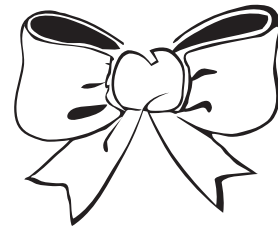
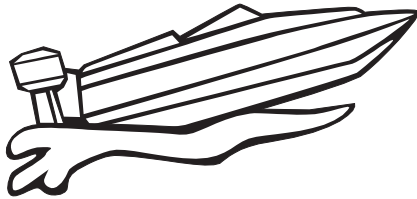
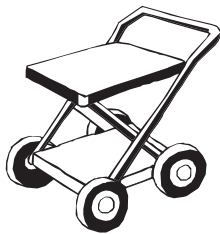


# Phonological Awareness

PA.049.AM6a

Drop and Say – Extension (final sound)

## Answer Key

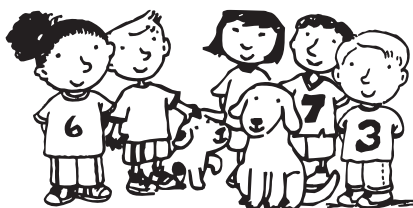
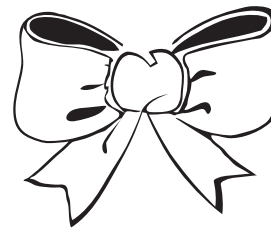
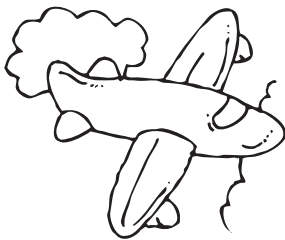
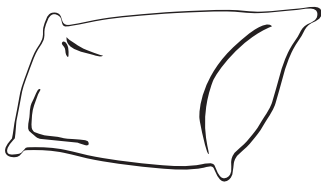


# Phonological Awareness

Drop and Say – Extension (final sound)

PA.049.AM6b

## Answer Key





# Phonological Awareness

PA.050

Phoneme Manipulating  
Name Changes

## Objective

The student will manipulate phonemes in words.

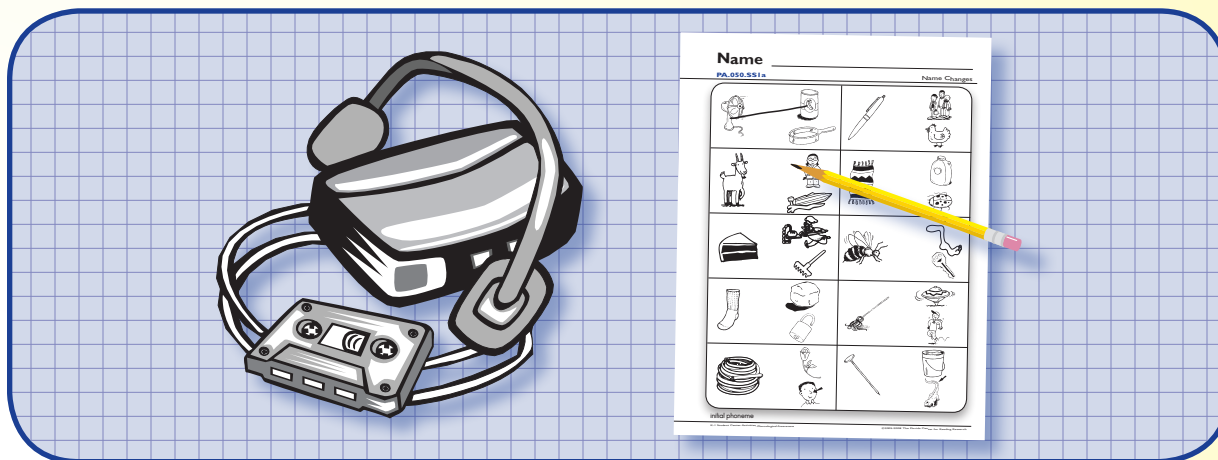
## Materials

- ▶ Tape player
- ▶ Blank tapes
- ▶ Script (Activity Master PA.050.AM1a – PA.050.AM1c)  
*Record each script on a different tape.*  
*Note: Each script addresses phonemes in a different position within the word (i.e., initial, final, and medial).*  
*Choose target position tape.*
- ▶ Headphones
- ▶ Student sheet (Activity Master PA.050.SS1a – PA.050.SS1c)  
*Choose corresponding target position student sheet.*
- ▶ Pencil

## Activity

Students substitute phonemes in words using taped instructions.

1. Place the tape player, headphones, and scripted tape at the center. Provide the student with a student sheet.
2. The student puts on headphones and listens to the directions on the tape (e.g., “Say fan. Now change the /f/ to /k/.”).
3. Says the new word and pauses tape (i.e., “...the new word is can.”)
4. Decides which picture represents the new word. Draws a line from the beginning picture (i.e., fan) to the picture of the new word that is formed (i.e., can).
5. Continues until student sheet is complete.
6. Teacher evaluation



## Extensions and Adaptations

- ▶ Listen to tape (Activity Master PA.050.AM2) and complete mixed phoneme position student sheet (Activity Master PA.050.AMSS2)

# Phonological Awareness

Name Changes

PA.050.AM1a

## Teacher Script

Preparation: Record the bold text.

After recording each item, allow wait time for student to say words at the ellipses (. . .).

An answer key is provided at the bottom of the page.

Teacher begins recording:

Listen to each word, follow the directions, and say the new word. For example say, “cat.” Now change /k/ to /h/. Say the new word . . . “hat.” Then pause the tape. Find the picture of the new word and draw a line from the beginning word (cat) to the new word (hat). Begin the tape again and go on to the next picture.

Let’s begin.

Number 1. Say fan . . . Now change the /f/ to /k/ . . . Say the new word . . .

Number 2. Say pen . . . Now change the /p/ to /h/ . . . Say the new word . . .

Number 3. Say goat . . . Now change the /g/ to /b/ . . . Say the new word . . .

Number 4. Say rug . . . Now change the /r/ to /j/ . . . Say the new word . . .

Number 5. Say cake . . . Now change the /k/ to /r/ . . . Say the new word . . .

Number 6. Say bee . . . Now change the /b/ to /n/ . . . Say the new word . . .

Number 7. Say sock . . . Now change the /s/ to /l/ . . . Say the new word . . .

Number 8. Say mop . . . Now change the /m/ to /t/ . . . Say the new word . . .

Number 9. Say hose . . . Now change the /h/ to /n/ . . . Say the new word . . .

Number 10. Say nail . . . Now change the /n/ to /p/ . . . Say the new word . . .

Answer Key:

1. can 2. hen 3. boat 4. jug 5. rake 6. knee 7. lock 8. top 9. nose 10. pail

# Phonological Awareness

PA.050.AM1b

Name Changes

## Teacher Script

Preparation: Record the bold text.

After recording each item, allow wait time for student to say words at the ellipses (. . .).

An answer key is provided at the bottom of the page.

Teacher begins recording:

Listen to each word, follow the directions, and say the new word. For example say, “bat.” Now change /t/ to /k/. Say the new word . . . “back.” Then pause the tape. Find the picture of the new word and draw a line from the beginning word (bat) to the new word (back). Begin the tape again and go on to the next picture.

Let’s begin.

Number 1. Say **cake** . . . Now change the /k/ to /n/ . . . Say the new word . . .

Number 2. Say **five** . . . Now change the /v/ to /l/ . . . Say the new word . . .

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

Number 4. Say **bat** . . . Now change the /t/ to /j/ . . . Say the new word . . .

Number 5. Say **kiss** . . . Now change the /s/ to /ng/ . . . Say the new word . . .

Number 6. Say **bus** . . . Now change the /s/ to /g/ . . . Say the new word . . .

Number 7. Say **cow** . . . Now change the /ow/ to /ē/ . . . Say the new word . . .

Number 8. Say **doll** . . . Now change the /l/ to /k/ . . . Say the new word . . .

Number 9. Say **pig** . . . Now change the /g/ to /n/ . . . Say the new word . . .

Number 10. Say **rope** . . . Now change the /p/ to /ch/ . . . Say the new word . . .

Answer Key:

1. cane 2. file 3. cat 4. badge 5. king 6. bug 7. key 8. dock 9. pin 10. roach

# Phonological Awareness

Name Changes

PA.050.AM1c

## Teacher Script

Preparation: Record the bold text.

After recording each item, allow wait time for student to say words at the ellipses (. . .).

An answer key is provided at the bottom of the page.

Teacher begins recording:

Listen to each word, follow the directions, and say the new word. For example say, “hot.” Now change the /o/ to /a/. Say the new word . . . “hat.” Then pause the tape. Find the picture of the new word and draw a line from the beginning word (hot) to the new word (hat). Begin the tape again and go on to the next picture.

Let’s begin.

Number 1. Say cub . . . Now change the /u/ to /a/ . . . Say the new word . . .

Number 2. Say cart . . . Now change the /ar/ to /ī/ . . . Say the new word . . .

Number 3. Say bell . . . Now change the /e/ to /aw/ . . . Say the new word . . .

Number 4. Say pin . . . Now change the /i/ to /e/ . . . Say the new word . . .

Number 5. Say bike . . . Now change the /ī/ to /ā/ . . . Say the new word . . .

Number 6. Say chalk . . . Now change the /aw/ to /e/ . . . Say the new word . . .

Number 7. Say pail . . . Now change the /ā/ to /ōō/ . . . Say the new word . . .

Number 8. Say bat . . . Now change the /a/ to /ē/ . . . Say the new word . . .

Number 9. Say moon . . . Now change the /ōō/ to /a/ . . . Say the new word . . .

Number 10. Say phone . . . Now change the /ō/ to /i/ . . . Say the new word . . .

Answer Key:

1. cab 2. kite 3. ball 4. pen 5. bake 6. check 7. pool 8. beet 9. man 10. fin

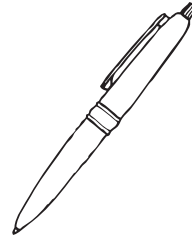
# Name \_\_\_\_\_

PA.050.SS.1a

Name Changes



1



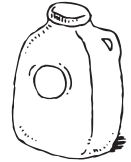
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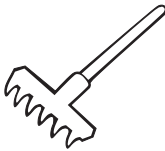
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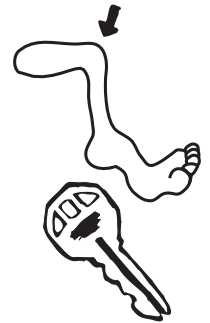
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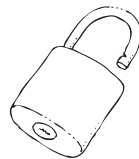
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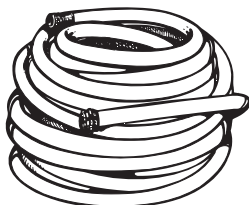
6



7



8



9



10



initial phoneme



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

Name Changes


PA.050.SS1b

1



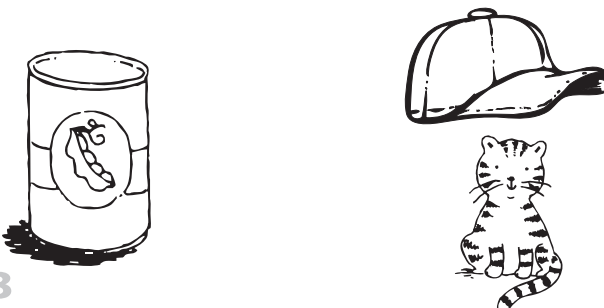
A slice of pie is shown on the left. On the right, a boy is standing with a backpack on his back, indicated by an arrow pointing to the backpack.

2



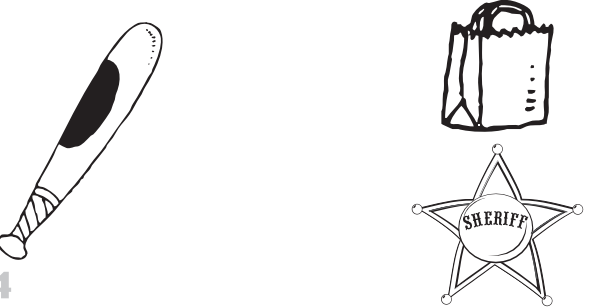
The number 5 is shown in the center. To the right, there is a canoe and a campfire with sticks and flames.

3




A can of peas is on the left. On the right, there is a striped cat sitting down.

4




A baseball bat is on the left. On the right, there is a five-pointed star with the word "SHERIFF" written on it.

5



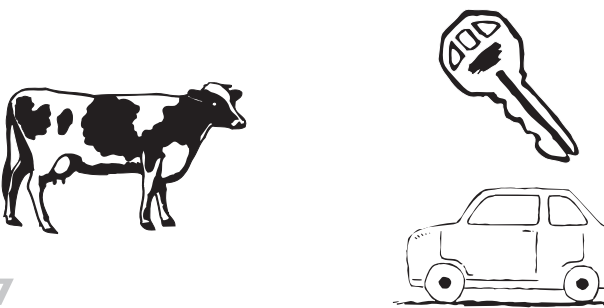
On the left, a boy is kneeling and kissing a dog. On the right, a boy is kicking a ball.

6



A school bus is on the left. On the right, there is a hamburger with an arrow pointing to it.

7



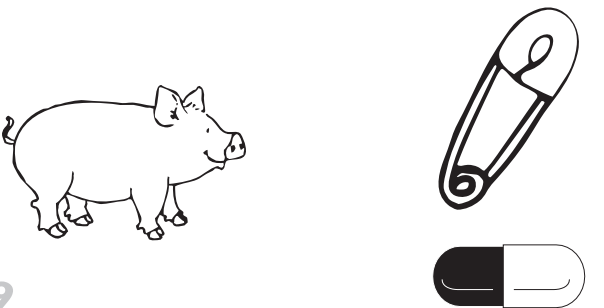
A cow is on the left. On the right, there is a car.

8



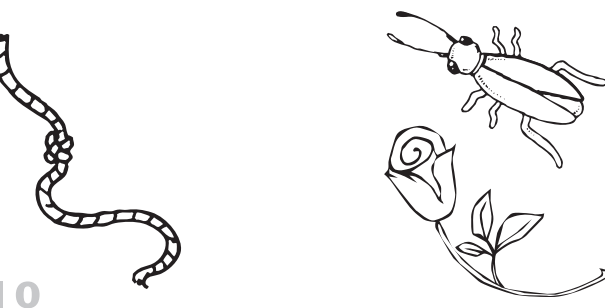
A girl is sitting on the left. On the right, there is a boat on a lake with an arrow pointing to it.

9



A pig is on the left. On the right, there is a safety pin.

10




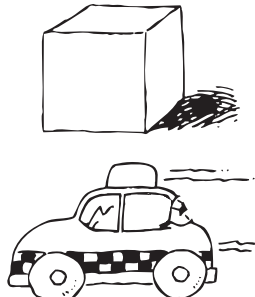

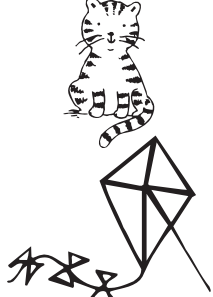
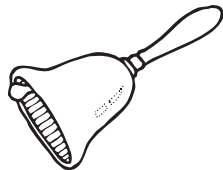
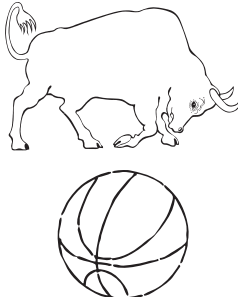
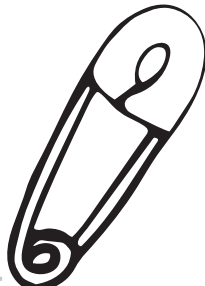






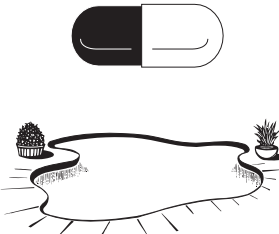





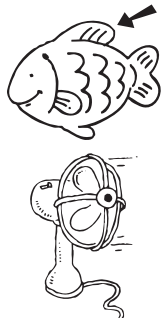
A snake is on the left. On the right, there is a grasshopper.

final phoneme

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

PA.050.SS.1.c

Name Changes

|                                                                                          |                                                                                     |                                                                                            |                                                                                       |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 1<br>   |    | 2<br>    |    |
| 3<br>   |    | 4<br>    |    |
| 5<br> |   | 6<br>  |   |
| 7<br> |  | 8<br>  |  |
| 9<br> |  | 10<br> |  |

medial phoneme

# Phonological Awareness

Name Changes

PA.050.AM2

## Teacher Script

Preparation: Record the bold text.

After recording each item, allow wait time for student to say words at the ellipses (. . .).

An answer key is provided at the bottom of the page.

Teacher begins recording:

Listen to each word, follow the directions, and say the new word. For example say, “bat.” Now change the /t/ to /k/. Say the new word . . . “back.” Then pause the tape. Find the picture of the new word and draw a line from the beginning word (bat) to the new word (back). Begin the tape again and go on to the next picture.

Let’s begin.

Number 1. Say bat . . . Now change the /b/ to /h/ . . . Say the new word . . .

Number 2. Say match . . . Now change the /ch/ to /p/ . . . Say the new word . . .

Number 3. Say cane . . . Now change the /ā / to /a/ . . . Say the new word . . .

Number 4. Say mice . . . Now change the /m/ to /r/ . . . Say the new word . . .

Number 5. Say boat . . . Now change the /t/ to /n/ . . . Say the new word . . .

Number 6. Say back . . . Now change the /a/ to /ī/ . . . Say the new word . . .

Number 7. Say dog . . . Now change the /d/ to /l/ . . . Say the new word . . .

Number 8. Say kite . . . Now change the /ī/ to /ō/ . . . Say the new word . . .

Number 9. Say dive . . . Now change the /v/ to /s/ . . . Say the new word . . .

Number 10. Say sax . . . Now change the /a/ to /i/ . . . Say the new word . . .

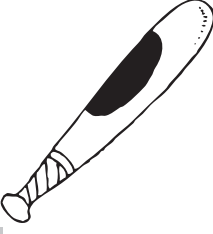

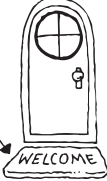
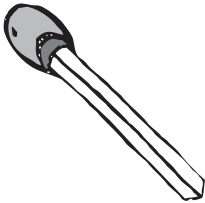





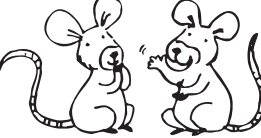



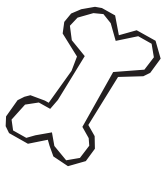

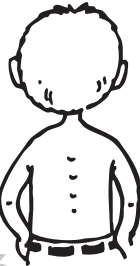


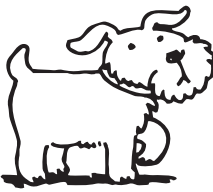


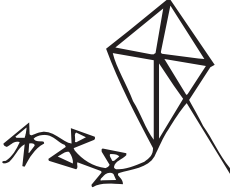
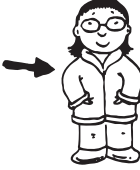


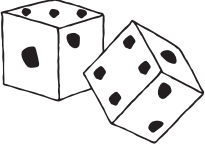




Answer Key:

1. hat 2. map 3. can 4. rice 5. bone 6. bike 7. log 8. coat 9. dice 10. six

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

PA.050.SS2

Name Changes

|                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1</p>          | <p>2</p>           |
| <p>3</p>          | <p>4</p>           |
| <p>5</p>     | <p>6</p>       |
| <p>7</p>    | <p>8</p>     |
| <p>9</p>    | <p>10</p>    |

initial, final, and medial phonemes