Objective
The student will segment phonemes in words.

Materials
- Elkonin Box picture cards (Activity Master PA.040.AM1a - PA.040.AM1l)
  *Copy on card stock, cut on the outside line, and laminate.*
- Chips or counters

Activity
Students orally segment words using counters and Elkonin Boxes.
1. Place the picture cards face up in a stack. Place the chips on a flat surface.
2. Working in pairs, student one selects the top card, names the picture, and orally segments the sounds (e.g., “cheese, /ch/ /ē/ /z/”).
3. Student two repeats the sounds while moving a chip into each box, then says the word quickly.
4. Reverse roles and continue until all pictures are named and segmented.
5. Peer evaluation

Extensions and Adaptations
- Make other Elkonin Box picture cards (Activity Master PA.040.AM2).
- Segment classmates’ names.
- Segment the words using phones (use two curved and one straight piece of PVC pipe to make phones).
Say and Slide Phonemes

tea
Say and Slide Phonemes

SAW
Say and Slide Phonemes
Say and Slide Phonemes

ax
Say and Slide Phonemes

Phonological Awareness

rain

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Say and Slide Phonemes

cheese
Say and Slide Phonemes

Phonological Awareness

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K-1 Student Center Activities: Phonological Awareness

shirt
Say and Slide Phonemes

train
Say and Slide Phonemes

Phonological Awareness

drum
Phonological Awareness
Say and Slide Phonemes

spoon
fork
Objective
The student will segment phonemes in words.

Materials
- Student photographs
  *Copy the photographs (school pictures).*
  *Label the back with the number of phonemes in each student’s name.*
- Interlocking cubes

Activity
Students sound out phonemes in classmates’ names.
1. Place the student photographs and interlocking cubes on a flat surface.
2. Taking turns, student one selects a photograph.
3. Student two names the student in the photograph and finger taps the phonemes in the name. Student one counts the taps and checks the back of the card.
4. Student two makes an interlocking cube tower that corresponds to the number of phonemes in the name and places it beside the photograph.
5. Reverse roles and continue until all photographs are used.
6. Peer evaluation

Extensions and Adaptations
- Sort photographs by number of phonemes.
- Use two - four phoneme picture cards (Activity Master PA.041.AM1a - PA.041.AM1b).
picture cards: owl-2, car-2, cup-3, bat-3, log-3, foot-3
picture cards: shirt-3, drum-4, tiger-4, hand-4, penny-4, crib-4
**Objective**
The student will segment phonemes in words.

**Materials**
- Pocket chart
  
  *Arrange number header cards in a row at the top of the chart.*
- Number header cards (Activity Master PA.042.AM1)
- Two-to-six phoneme picture cards (Activity Master PA.042.AM2a - PA.042.AM2d)

**Activity**
Students count phonemes in words and sort them on a pocket chart.
1. Place the phoneme picture cards face down in a stack next to the pocket chart.
2. Taking turns, students select a picture card and name the picture (e.g., “kite”).
3. “Finger tap” the number of phonemes while segmenting the word orally (i.e., “/k/ /ī/ /t/”).
   Place the picture card under the corresponding number on the pocket chart (i.e., the picture card of “kite” is placed under the “3”).
4. Continue until all picture cards are sorted.
5. Peer evaluation

**Extensions and Adaptations**
- Clap syllables in other picture cards (Activity Master PA.042.AM3a - PA.042.AM3d).
### Phonological Awareness

#### PA.042.AM1

**Phoneme Closed Sort**

<table>
<thead>
<tr>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

*header cards*
phoneme picture cards: cow-2, knee-2, pea-2, saw-2, sew-2, star-3
phoneme picture cards: rope-3, kite-3, roach-3 ant-3, clown-4, turtle-4
phoneme picture cards: bottle-4, bridge-4, paper-4, plant-5, rooster-5, lettuce-5
phoneme picture cards: skunk-5, ticket-5, dinosaur-6, backpack-6, snowman-6, violin-6
Phonological Awareness

Phoneme Closed Sort – Extension (syllables)

syllable picture cards: boy-1, girl-1, spoon-1, doll-1, coat-1, lamp-1
Phonological Awareness

PA.042.AM3b

Phoneme Closed Sort – Extension (syllables)

syllable picture cards: table-2, apron-2, crayon-2, wagon-2, window-2, baby-2
syllable picture cards:
radio-3, computer-3, butterfly-3, kangaroo-3, skeleton-3, astronaut-3
PA.042.AM3d
Phoneme Closed Sort – Extension (syllables)

syllable picture cards:
motorcycle-4, alligator-4, rhinoceros-4, elevator-4, thermometer-4, caterpillar-4
Objective
The student will segment phonemes in words.

Materials
- Hopscotch board
  Use a hopscotch mat, tape off a hopscotch board, or draw with sidewalk chalk.
- Two-to-six phoneme picture cards (Activity Master PA.043.AM1a - PA.043.AM1b)

Activity
Students segment the number of phonemes in a word and hop to the corresponding number.
1. Place the phoneme picture cards face down in a stack and arrange the hopscotch board on the floor.
2. Taking turns, student one selects the top card, names the picture, segments it into phonemes, and counts the number of phonemes (e.g., “domino, /d/ /o/ /m/ /i/ /n/ /o/. That's six sounds.”).
3. Student two repeats the segments and hops to the corresponding number.
4. Reverse roles and continue until all picture cards are used.
5. Peer evaluation

Extensions and Adaptations
- Play using other phoneme picture cards (Activity Master PA.046.AM1a - PA.046.AM1d).
phoneme picture cards: hay-2, jar-2, tack-3, mice-3 snail-4, bread-4
phoneme picture cards: tent-4, rabbit-5, koala-5, robot-5, domino-6, dragon-6
**Objective**

The student will segment phonemes in words.

**Materials**

- The Sound Game board (Activity Master PA.044.AM1a - PA.044.AM1b)
- *Copy on card stock, assemble, and laminate.*
- Two-to-five phoneme picture cards (Activity Master PA.044.AM2a - PA.044.AM2b)
  - Game pieces (e.g., counters)

**Activity**

Students count phonemes in words while playing a board game.

1. Place the Sound Game board and phoneme picture cards face down in a stack on a flat surface. Place game pieces at START.
2. Taking turns, students pick up a picture card, name the picture, and segment the word into phonemes (e.g., “tie, /t/ /ī/”).
3. Move game piece the corresponding number of spaces.
4. Continue until all students reach the END space.
5. Peer evaluation

**Extensions and Adaptations**

- Play using other phoneme picture cards.
- Count syllables in words.
The Sound Game
phoneme picture cards: tie-2, eight-2, key-2, lock-3, cry-3, five-3
The Sound Game

phoneme picture cards: paint-4, box-4, giraffe-4, apron-5, peanut-5, seven-5
**Objective**

The student will segment phonemes in words.

**Materials**

- Two-to-five phoneme picture cards (Activity Master PA.045.AM1a - PA.045.AM1b)
- Sound spinner (Activity Master PA.045.AM2)
  
  Copy on card stock.
- Brad
  
  Attach arrow to the spinner with the brad.
- Student sheet (Activity Master PA.045.SS)
- Crayons or markers

**Activity**

Students count phonemes in words while playing a spinner game.

1. Place phoneme picture cards face up in rows. Place spinner and crayons at the center. Provide each student with a student sheet.
2. Taking turns, students spin the arrow to identify a number.
3. Locate one picture card with the corresponding number of phonemes. Point to and name the picture. Orally segment it into phonemes (e.g., “icicle, /ɪ/ /s/ /ɪ/ /k/ /l/”).
4. Illustrate the picture under the corresponding number on the student sheet.
5. Continue until student sheets are complete.
6. Teacher evaluation

**Extensions and Adaptations**

- Play using other phoneme picture cards.
- Draw other phoneme pictures corresponding with the numbers in each section of the student sheet (Activity Master PA.045.SS).
phoneme picture cards: tie-2, four-2, owl-2, ball-3, leaf-3, boat-3
phoneme picture cards: six-4, block-4, flag-4, icicle-5, puppet-5, radio-5
Phonological Awareness

**Objective**
The student will segment phonemes in words.

**Materials**
- Two-to-five phoneme picture cards (Activity Master PA.046.AM1a - PA.046.AM1d)

**Activity**
Students count the phonemes in words while playing a word game.
1. Mix and place phoneme picture cards face down in two stacks on a flat surface.
2. Taking turns, students turn over a card from the stack, name the picture, segment the sounds, and count the phonemes (e.g., “key, /k/ /ē/, two phonemes”).
3. The student with the picture card containing the highest number of phonemes takes the cards.
4. If the students have the same number then they have a “phoneme feud.” Each student selects one more card, and places it face up. Names the picture, segments the sound, and counts the phonemes. Student who has the card with the highest number of phonemes takes all the cards.
5. Continue until all cards are used.
6. Peer evaluation

**Extensions and Adaptations**
- Sort picture cards by number of phonemes.
- Play using other picture cards.
Phoneme Feud

phoneme picture cards: key-2, arm-2, hay-2, two-2, saw-2, pie-2
phoneme picture cards: bat-3, fish-3, nail-3, hose-3, coach-3, rope-3
phoneme picture cards: penny-4, baby-4, spoon-4, snail-4, ladder-4, clock-4
phoneme picture cards: gorilla-5, racoon-5, bucket-5, candy-5, plant-5, cracker-5