

Phonological Awareness Examples

Rhyme

Example 1:

I'll say two words. You tell me if they rhyme:

<i>fight—might</i>	<i>(yes)</i>
<i>punch—badge</i>	<i>(no)</i>
<i>way—rug</i>	<i>(no)</i>
<i>one—done</i>	<i>(yes)</i>

In Spanish: Voy a decir dos palabras. Díganme si riman: *tío—mío (sí)*

Example 2:

Tell me which one of the words I say does not rhyme with the other three: *play, wave, away, stay*. Which word doesn't rhyme? (*wave*)

In Spanish: ¿Cuál palabra no rima con las demás? *cana, hermana, pato, lana (pato)*

Example 3:

We're going to think of rhyming words. Which word rhymes with *fun*: *any, bet, sun, was*? (*sun*)

In Spanish: ¿Qué palabra rima con *sol*? *canción, caracol, cama, cabello (caracol)*

Example 4:

Let's say some rhyming words. Tell me some words that rhyme with *frog*.

In Spanish: Díganme palabras que riman con *olor*. (*color, dolor, sabor*)

Alliteration

Example 1:

I'll say three words. Tell me which words begin with the same sound:
garden, girl, share (garden, girl); rush, caught, call (caught, call).

In Spanish: Voy a decir tres palabras. Díganme cuáles palabras empiezan con el mismo sonido: *mío, mula, casa (mío, mula).*

Example 2:

I'll say a word. Tell me two more words that begin with the same sound as
pet.

[Continue using other words: *move, soon, top.*]

In Spanish: Voy a decir una palabra. Díganme dos palabras más que empiecen con el mismo sonido: *papalote (papa, piso)*

Example 3:

I'll say a sentence: *Peter Piper picked a peck of pickled peppers.*

Say the sentence with me.

Let's say it again faster.

[Repeat the tongue twister several times.]

In Spanish: Voy a decir un trabalenguas. Traten de decir el trabalenguas conmigo: *Tres tristes tigres tragaban trigo en un trigal . . . en un trigal tragaban trigo tres tristes tigres Bien. Ahora vamos a decirlo otra vez más rápido.*

Example 4:

Let's make a sentence about big brown bears using two more words that begin with the /b/ sound. *Big brown bears buy berries.*

In Spanish: Voy a decir una frase: *camellos cafés.* Vamos a intentar hacer una oración acerca de los camellos cafés usando dos palabras más que empiecen con el sonido /k/. *Los camellos cafés comen cacahuates.*

Sentence Segmentation

Example 1:

I'm going to say a sentence: *He had to move away.* Say part of the sentence. (*He had to move*) Good. Now say part of that. (*He had to*) Good. Now say part of that.

[Continue until only one word in the sentence is left.]

Example 2:

I'm going to say a sentence: *John gave me the book.*

[Children echo the sentence pointing to or moving a manipulative as they say each word: *John . . . gave . . . me . . . the . . . book.*]

How many words are in the sentence?

[Children count the manipulatives and say: There are five words in the sentence.]

In Spanish: *Juan . . . me . . . dio . . . el . . . libro.*

Syllables

Example 1:

We're going to make a word by putting two parts of a word together.

Tad-poles. What's the word? (*tadpoles*)

Gar-den. What's the word? (*garden*)

In Spanish: Vamos a formar una palabra juntando dos partes de una palabra.
Me-sa. ¿Cuál es la palabra? (*mesa*)

Example 2:

We're going to leave out syllables, or parts of words.

Say *someone* without *some*. (*one*)

Say *lonely* without *lone*. (*ly*)

In Spanish: Vamos a eliminar sílabas, o partes de una palabra. Digan *pelota*
sin *pe*. (*lota*)

Example 3:

Now let's add syllables or parts of words.

Add *any* to the beginning of *more*. (*anymore*)

Add *er* to the end of *let*. (*letter*)

In Spanish: Ahora vamos a añadir sílabas o partes de palabras. Añadan *posa*
al final de *mari*. (*mariposa*)

Example 4:

We're going to change syllables, or word parts, around.

Add *ing* to the beginning of *play*. (*ing-play*)

What do you think the word was before we changed the parts? (*playing*)

Add *member* to the beginning of *re*. (*member-re*)

What do you think the word was before we changed the parts? (*remember*)

In Spanish: Añadan *sica* al principio de *mu*. (*sica-mu*) ¿Cuál creen que era la
palabra antes de cambiar las partes? (*música*)

Onset and Rime Blending and Segmentation

Example 1:

Listen to the two parts in *cat*: /k/ –at. Put these sounds together to make a word: /k/ –at. What's the word? (*cat*) Good.

Example 2:

Pull these sounds apart. Say the first sound you hear and then the rest of the word. If I say *bat*, you say /b/ –at.

[Repeat with the word: *pit* (/p/ –it).]

Phoneme Blending and Segmentation

Example 1:

Tell me the sounds you hear in the word *cat*. (/k/ /a/ /t/)

In Spanish: Díganme los sonidos que oyen en la palabra *mi*. (/m/ /i/)

Example 2:

Listen to the sound I say. Which word begins with the /s/ sound: *letter*, *friend*, *send*, *away*? (*send*)

In Spanish: ¿Qué palabra empieza con el sonido /f/: *foca*, *mesa*, *llave*, *gato*? (*foca*)

Example 3:

Let's think of words that start with certain sounds. Tell me a word that starts with the /p/ sound.

[After a teacher read aloud] Tell me all the words you can remember from the story that start with the /m/ sound.

In Spanish: Díganme todas las palabras que recuerden del cuento que empiezan con el sonido /m/.

Example 4:

Listen to the sounds at the beginning of the word. Does the word *letter* start with /l/ or /t/? (/l/)

In Spanish: ¿La palabra *beso* empieza con /b/ o /s/? (/b/)

Example 5:

Let's think about the sounds at the end of words. Does *go* end with /g/ or /o/? (/o/) Does *fun* end with /m/ or /n/? (/n/)

In Spanish: ¿La palabra *azul* termina con /l/ o /m/? (/l/)

Example 6:

Listen to the word I say and tell me the middle sound in the word. What's the middle sound in the word *did*? (/i/)

In Spanish: ¿Cuál es el sonido de en medio en la palabra *sol*? (/o/)

Phoneme Manipulation

Example 1:

I want you to listen to two words I say and then tell me what sound is missing.
What sound do you hear in *seat* that is missing in *eat*? (/s/)
What sound do you hear in *tall* that is missing in *all*? (/t/)

In Spanish: ¿Qué sonido oyen en *boca* que falta en *oca*? (/b/)

Example 2:

We're going to change sounds in words. Say *pet*. (*pet*) Instead of /p/ say /m/. What's your new word? (*met*) What word do you have if you change the /i/ sound in *lip* to the /a/ sound? (*lap*)

In Spanish: Digan *soy*. En lugar de /s/ digan /d/. ¿Cuál es la palabra nueva? (*doy*) ¿Qué palabra tenemos si cambiamos el sonido /p/ en *pato* por el sonido /g/? (*gato*)

Example 3:

What word do you have if you add the /s/ sound to the beginning of the word *pin*? (*spin*) What word do you have when you take away the /s/ sound at the beginning of *spy*? (*pie*)

In Spanish: ¿Qué palabra se crea si añaden el sonido /l/ al principio de la palabra *oro*? (*loro*) ¿Qué palabra se crea si quitamos el sonido /d/ de la palabra *daño*? (*año*)

Example 4:

We're going to leave out sounds in words. Say the word *lived* without the /d/. (*live*) *Live* is a real word. Sometimes the word we have left may not be a real word. Say the word *mean* without the /n/. (*me*) Say the word *much* without the /m/. What's the word? (*uch*) *Uch*, that's a silly word!

In Spanish: Digan la palabra *uno*. Ahora digan la palabra *uno* sin el sonido /u/. ¿Qué palabra quedó? (*no*)

Using Elkonin Sound Boxes

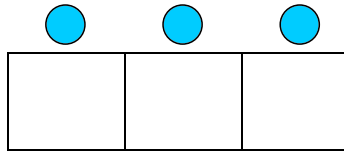
- Have children draw three boxes on a sheet of paper or dry-erase board.



- Distribute counters to children. Have them place counters above the boxes. Model the activities before children begin.
- Follow the same procedure as in "Say It and Move It." For each phoneme, children move a counter to each box in a left-to-right progression.

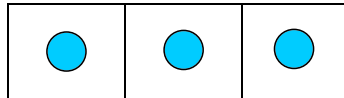
For example:

Say the word *let*.



Children move the counters that represent the sounds they hear in the word:

/l/ /e/ /t/



Children say the word again, sliding their finger below the boxes from left to right: *let*.

Other Activities for Elkonin Boxes

- Ask children to listen for a certain sound in a word. Say a word that has that sound.

Children place a counter in the first box if they hear the sound in the beginning of the word, in the middle box if they hear the sound in the middle of the word, and in the last box if they hear it at the end of the word.

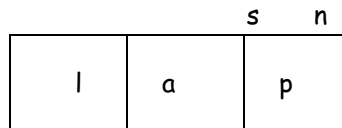
For example: "Listen for the /m/ sound in the following words. Place a counter in the first box if you hear the /m/ sound at the beginning of the word. Place a counter in the middle box if you hear the sound in the middle of the word, or in the last box if you hear the /m/ sound at the end of the word. Listen carefully: *ham*."



Other sample words: *man, lemon, dream, mix, time*

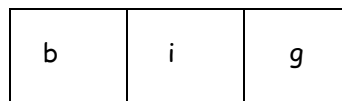
- Replace the counters with several letters after appropriate letter-sound correspondences have been introduced.

For example, give children the letters: *a, l, p, s,* and *n*. Have children place the corresponding letters in the boxes for the phonemes as you say words. For example, say: "*Lap*. The cat sat in my *lap*."



- Have children write letters in the boxes as you dictate words.

For example, say: "Spell the word *big*. The *big* dog barked at the squirrel. *Big*: /b/ /i/ /g/."



Adapted from Blachman, B. A., Ball, E. W., Black, R., & Tangel, D. M. (2000). *Road to the code: A phonological awareness program for young children*. Baltimore: Brookes.

Using Elkonin Boxes

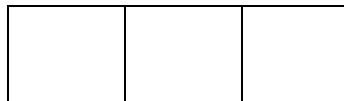
- Have students draw three boxes on a sheet of paper or dry-erase board.



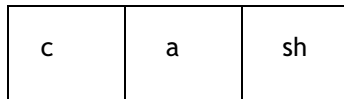
- Distribute letters to students. Have students place letters above the boxes. Model the activities before students begin.
- Follow the same procedure as in "Say It and Move It." For each phoneme, students move a letter to each box in a left-to-right progression.

For example: Distribute the letters *a*, *c*, *h*, and *s*.
Say the word: **cash**

a c h s



Students move the letters that represent the sounds they hear in the word. This example focuses on consonant digraphs.

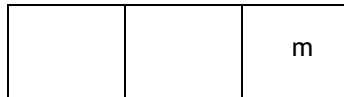


Students say the word again, sliding their fingers below the boxes from left to right: **cash**.

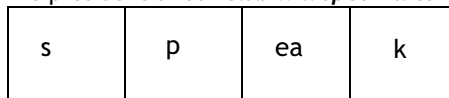
Other Activities for Elkonin Boxes

- Ask students to listen for a certain sound in a word. Say a word that has that sound. Students place a letter in the first box if they hear the sound in the beginning of the word, in the middle box if they hear the sound in the middle of the word, and in the last box if they hear the sound at the end of the word.

For example: Say, "Listen for the /m/ sound in the following words. Place the letter *m* in the corresponding box: **ham**." Other sample words are *made*, *lemon*, *dream*, *mirror*, and *time*.



- Have students write letters in the boxes as you dictate words. For example: Say, "Spell the word **spea**k: The president of our club will **spea**k after the pledge."



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Phonological Awareness Lessons

Lesson One

Objective: Children focus on initial sounds in words and learn that the presence or absence of an initial phoneme results in two different words.

- Explain that you can take a sound away from a word and create a different word.
- Give an example repeating the initial consonant: *ffffair*.
- Have children repeat.
- Then say *air*.
- Ask if they know what sound has been taken away. Repeat both words: *ffffair; air; /ffff/ –air*.
- Gradually move from easier consonants to more difficult ones.
- Most children have less difficulty identifying the new word than identifying the sound that has been taken away.
- Because some children may produce rhyming words rather than focusing on initial sounds, avoid using rhyming and initial sound activities close together.
- **Variation:** Call children to line up by saying their names without the initial consonants (e.g., *artha* for *Martha*). Ask children to tell what sound is missing. For names that begin with consonant blends, you may want to delete both sounds as a unit until blends have been introduced (e.g., *ank* for *Frank*).

Examples of Easier Consonant Onsets:

f, ch, m, s, h, kn, l, ph, n, sh, th, v, wh

Examples of More Difficult Consonant Onsets:

b, c, g, l, p, t

Adapted from Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore: Brookes.

Lesson Two

Objective: Children focus on initial sounds in words and learn that the presence or absence of an initial phoneme results in two different words.

- Explain that a new word can be made by adding a sound to a word.
- Give an example: *at*.
- Have children repeat.
- Ask them to add a new sound to the beginning of the word, such as /sssss/. Then say: *ssssat* ; *sat*.
- Have children repeat.
- Explain that by putting a new sound on the beginning, we have a new word.
- Offer support by having children say the new word in unison.
- Gradually move from easier initial consonants to more difficult ones. Add consonant blends later.
- **Variation:** In small groups, have children roll a ball of yarn from one to another as each responds, creating a spider web of yarn.

Examples of easy word pairs:

ill–mill ace–vase out–shout am–Sam aim–name

Adapted from Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore: Brookes.

Lesson Three

Objective: Children blend syllables, onset-rimes, and phonemes.

Materials: Puppet; picture cards

Setting: Small groups

- Introduce a puppet.
- Explain that the puppet likes to play a game with children, but it has a strange way of talking. It says words very slowly. It likes to give children picture cards, but there is a catch. It wants them to figure out what is on the card before it gives the card to them.
- Give an example: "Instead of saying baseball, the puppet says *base ball*. You have to figure out what it is saying and say the word fast, putting the parts together. What's the word? *Baseball*." Then show a picture of a baseball.
- Have the puppet say a word slowly to each child. When the child says the word, the puppet gives the card to the child.
- Begin with words that have more than one syllable: *bi-cy-cle*, *pep-per-mint*, *wa-ter-mel-on*, *fin-ger-paints*, *com-put-er*.
- Then have the puppet say one-syllable words, breaking them into their onset and rime: /s/-oap, /b/-ook, /d/-esk, /d/-og, /p/-an.
- Finally, have the puppet say words separating each phoneme: /m/ /a/ /t/ = *mat*, /ch/ /e/ /k/ = *check*, /p/ /e/ /n/ = *pen*.

Adapted from Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore: Brookes.

Lesson Four

Objective: Children blend and segment phonemes.

Materials: 2 different-colored blocks or plain counters for you and each child;
1 set of pictures that represent two-phoneme words

Setting: Small groups

- Use words whose meanings and usage are familiar to children.
- Begin with blending activities and then combine with segmenting activities.

Blending

- Child chooses a card and names what is pictured.
- Repeat the word slowly with a short pause between phonemes.
- All the children in the group repeat the word slowly in the same manner.
- Place two different-colored blocks or blank counters underneath the picture and say the sound of each phoneme.
- Children repeat the word, sound by sound, using their blocks to represent the two distinct sounds.
- Model how to continue saying the word, pausing less each time between phonemes: /t/ /o/ *toe*; /t/ . . . /o/ . . . *toe*; /t/. /o/. *toe*.
- Have children repeat the sounds several times and point to the respective blocks.

Segmenting

- Place the picture cards face down. Choose one and place it so the children cannot see the picture. Name the picture phoneme by phoneme (e.g., /t/ /i/ for *tie*) while placing the two blocks under the picture.
- Have children point to their blocks and repeat the phonemes over and over and faster and faster. Follow the same procedure as described in the blending activity until children know the word.
- When they know the identity of the picture, turn the picture card over for all to see.

- When children become more proficient, they can choose a picture and say the phonemes for the others in the group to identify. Follow the same procedure and have the whole group respond by voicing the separate phonemes as they point to their corresponding blocks.
- **Variations:** Say words without picture cards. Use the words in sentences for clarification: “*tie*—The man’s *tie* is black and white.” Have children use words in sentences.
- Use these games to teach the alphabetic principle by replacing the colored blocks with letters or letter tiles. Begin with words that include one letter for each sound. Avoid words with silent letters or digraphs.

Adapted from Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore: Brookes.

Phonemic Awareness and Phonics Chart

Phonemic Awareness	Phonics
<p data-bbox="289 457 727 575">Ability to recognize the individual sounds of spoken language and how they can be blended together, segmented, and manipulated.</p> <p data-bbox="477 604 587 634">Auditory</p> <ul data-bbox="289 667 727 785" style="list-style-type: none"><li data-bbox="289 667 506 697">• Involves sound.<li data-bbox="289 726 727 785">• Tasks can be done with the eyes closed if not using manipulatives. <p data-bbox="328 814 457 844">Examples:</p> <ul data-bbox="328 844 743 1117" style="list-style-type: none"><li data-bbox="328 844 743 970">• Say the word <i>man</i>. Ask students to say each sound they hear in the word: <i>/m//a//n/</i>.<li data-bbox="328 1024 727 1117">• Ask students to listen to each sound in a word and say the word. <ul data-bbox="289 1205 769 1478" style="list-style-type: none"><li data-bbox="289 1205 727 1331">• Focuses on the sounds of spoken language and how they can be blended, segmented, and manipulated.<li data-bbox="289 1381 769 1478">• Provides the basis for understanding the alphabetic principle and lays the foundation for phonics and spelling.	<p data-bbox="792 457 1230 554">An instructional approach that links the sounds of spoken language to printed letters.</p> <p data-bbox="932 604 1140 634">Graphophonemic</p> <ul data-bbox="792 667 1182 764" style="list-style-type: none"><li data-bbox="792 667 1123 697">• Involves sound and print.<li data-bbox="792 726 1182 764">• Tasks involve looking at print. <p data-bbox="831 814 961 844">Examples:</p> <ul data-bbox="831 844 1279 1117" style="list-style-type: none"><li data-bbox="831 844 1279 995">• Write the word <i>man</i> on the board. Ask students to say each sound in the word and blend the sounds together to read the word: <i>/mmaann/</i>.<li data-bbox="831 1024 1230 1117">• Ask students to listen to each sound in a word and spell the word using letter tiles. <ul data-bbox="792 1205 1279 1541" style="list-style-type: none"><li data-bbox="792 1205 1230 1297">• Shows how the sounds of spoken language are represented by letters and spellings.<li data-bbox="792 1381 1279 1541">• Helps students understand how sounds in words relate to their corresponding written symbols. This knowledge helps students to read and to spell words.

Phoneme Segmentation Fluency
Short Form Directions

Make sure the long form of directions are readily available to clarify unexpected problems.

Phoneme Segmentation Fluency

I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say, "sam," you would say /s/ /a/ /m/. Let's try one. (one second pause) Tell me the sounds in "mop".

CORRECT RESPONSE If student says, /m/ /o/ /p/, you say Very good. The sounds in "mop" are /m/ /o/ /p/.	INCORRECT RESPONSE If student gives any other response, you say The sounds in "mop" are /m/ /o/ /p/. Your turn. Tell me the sounds in "mop".
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OK. Here is your first word.

Progress Monitoring 3
Phoneme Segmentation Fluency

same	/s/ /ai/ /m/	them	/TH/ /e/ /m/	___/6
save	/s/ /ai/ /v/	band	/b/ /a/ /n/ /d/	___/7
book	/b/ /u/ /k/	and	/a/ /n/ /d/	___/6
mix	/m/ /i/ /k/ /s/	teeth	/t/ /ea/ /th/	___/7
begged	/b/ /e/ /g/ /d/	sink	/s/ /i/ /ng/ /k/	___/8
sell	/s/ /e/ /l/	ranch	/r/ /a/ /n/ /ch/	___/7
tall	/t/ /o/ /l/	salt	/s/ /o/ /l/ /t/	___/7
high	/h/ /i/ /e/	home	/h/ /oa/ /m/	___/5
crack	/k/ /r/ /a/ /k/	patch	/p/ /a/ /ch/	___/7
each	/ea/ /ch/	guess	/g/ /e/ /s/	___/5
hung	/h/ /u/ /ng/	some	/s/ /u/ /m/	___/6
him	/h/ /i/ /m/	led	/l/ /e/ /d/	___/6

Error Pattern: _____ **Total:** _____

Phonemic Awareness Progress Check

Student: _____ Date: _____

Note: This progress check is untimed and administered individually.

Materials: List of words [Create lists that include targeted letter sounds.]

Directions: "Today we're going to say words slowly, one sound at a time. I will say a word and I want you to break the word apart. Tell me each sound in the word in order. For example, if I say, 'dig,' you say, '/d/ /i/ /g/.' Be sure to say the sounds heard in the word, not the letter names. Let's try a few together."

Practice Items: [Provide assistance if the child needs help on these items.]

1. net _____ 2. go _____ 3. boat _____

Sample List

Responses

[Do not provide assistance during this portion of the assessment.]

- | | | |
|-----|------|-------|
| 1. | big | _____ |
| 2. | no | _____ |
| 3. | get | _____ |
| 4. | dot | _____ |
| 5. | ten | _____ |
| 6. | be | _____ |
| 7. | kite | _____ |
| 8. | in | _____ |
| 9. | not | _____ |
| 10. | by | _____ |
| 11. | kind | _____ |
| 12. | bet | _____ |
| 13. | dine | _____ |
| 14. | dog | _____ |
| 15. | note | _____ |

(Sample list targets consonants *b, g, n, t, k, d*; long vowels *o, i*; short vowels *i, o, e*.)

Adapted from Yopp, H. K. (1995). A test for assessing phonemic awareness in young children. *The Reading Teacher, 49*(1), 22.

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Practice Items: [Provide assistance if the child needs help on these items.]

1. _____ 2. _____ 3. _____

Word List

Responses

[Do not provide assistance during this portion of the assessment.]

- | | |
|-----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |
| 6. _____ | _____ |
| 7. _____ | _____ |
| 8. _____ | _____ |
| 9. _____ | _____ |
| 10. _____ | _____ |
| 11. _____ | _____ |
| 12. _____ | _____ |
| 13. _____ | _____ |
| 14. _____ | _____ |
| 15. _____ | _____ |

Adapted from Yopp, H. K. (1995). A test for assessing phonemic awareness in young children. *The Reading Teacher*, 49(1), 22.

