Objective
The student will blend phonemes in words.

Materials
- Tape player
- Blank tape
- Dialogue (Activity Master PA.013.AM1)
  Record on tape.
- Student sheet (Activity Master PA.013.SS)
- Headphones
- Pencil

Activity
Students blend sounds into words and match to corresponding picture.
1. Set up the listening center. Provide the student with a student sheet.
2. Student listens to tape. After a word has been segmented, student turns off tape, blends sounds together, finds picture of the word.
3. Writes the number “1” in the box next to the picture.
4. Continues with the second word, identifies the word, locates the picture and writes
   number “2” in that box.
5. Continues until all the pictures are identified.
6. Self-check (provide answer key)

Extensions and Adaptations
- Segment and blend with other pictures (Activity Master PA.010.SS2).
Teacher Dialogue

Preparation: Record the bold text.
Wait before recording next item to allow student time to fill in answer or instruct student to pause the tape before listening to the next sounds.

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

I will say the individual sounds in a word. Your job is to blend the sounds into a word and find the picture for that word. When you find the picture, you will mark it with a number on your student sheet.

Put a number 1 in the box with picture that has the sounds /p/ /l/ /a/ /n/ /t/.
Put a number 2 in the box with picture that has the sounds /s/ /n/ /a/ /k/.
Put a number 3 in the box with picture that has the sounds /p/ /l/ /ā/ /t/.
Put a number 4 in the box with picture that has the sounds /c/ /a/ /r/ /d/.
Put a number 5 in the box with picture that has the sounds /z/ /e/ /b/ /r/ //.
Note to teacher: The /a/ is a schwa and is pronounced like a short “u” like in the word “cut.”
Put a number 6 in the box with picture that has the sounds /d/ /i/ /s/.
Put a number 7 in the box with picture that has the sounds /d/ /r/ /e/ /s/.
Put a number 8 in the box with picture that has the sounds /s/ /m/ /i/ /l/.
Put a number 9 in the box with picture that has the sounds /r/ /o/ /b/ /o/ /t/.
Put a number 10 in the box with picture that has the sounds /b/ /r/ /i/ /j/.
Put a number 11 in the box with picture that has the sounds /b/ /l/ /o/ /k/.
Put a number 12 in the box with picture that has the sounds /w/ /i/ /n/ /d/ //ö/.

Answer Key:
Phoneme Segmenting

Phoneme Counting Sort

Objective

The student will segment phonemes in words.

Materials

- Number headings (Activity Master PA.014.AM1)
- Phoneme picture cards (Activity Master PA.014.AM2a - PA.014.AM2c)

Activity

Students count phonemes and sort by number.

1. Place number headings on a flat surface and stack picture cards face down at the center.
2. Taking turns, students select a picture card and say the name of the picture.
3. “Finger tap” the number of phonemes while saying the word (e.g., “book, /b/ /oo/ /k/”). State the number of phonemes (i.e., “three phonemes”) and place the picture card under the correct number (i.e., “3”).
4. Continue until all picture cards are sorted.
5. Peer evaluation

Extensions and Adaptations

- Use other picture cards and sort.
Phonemic Awareness

PA.014.AM1

Phoneme Counting Sort

2 3

4 5

6
knee - 2, tie - 2, bow - 2, cow - 2, map - 3, book - 3, bowl - 3, soap - 3
Phoneme Counting Sort

apple - 3, desk - 4, brush - 4, pillow - 4, straw - 4, igloo - 4, piano - 5, candle - 5
Phoneme Counting Sort

- Crayon - 5
- Pants - 5
- Balloon - 5
- Tractor - 6
- Haystack - 6
- Twenty - 6
- Snowman - 6
- Potato - 6

Total: 20
Objective
The student will segment phonemes in words.

Materials
- The Phoneme Game board (Activity Master P.015.AM1a - P.015.AM1b)
  Cut out and glue together. May be glued to a file folder for easy use.
- Phoneme picture cards (Activity Master P.015.AM2a - P.015.AM2b)
- Game pieces (e.g., counters)

Activity
Students count phonemes in words by playing a board game.
1. Place game board and picture cards face down in a stack on a flat surface. 
   Place game pieces at START.
2. Taking turns, students select the picture card on the top of the stack, 
   say the word, and say it again segmenting it into phonemes while holding 
   up a finger for each phoneme.
3. Count the phonemes in the word, and move game piece that many spaces 
   (e.g., pick up picture of a dog, say “dog, /d//o//g/, that’s three phonemes” and move 
   game piece three spaces).
4. Return picture card to the bottom of the stack.
5. Continue game until all students reach the END.
6. Peer evaluation

Extensions and Adaptations
- Make more picture cards to use with game board (e.g., draw, cut pictures from magazines).
The Phoneme Game

PA.015.AM1b
key - 2, tie - 2, shoe - 2, two - 2, dog - 3, tree - 3, fly - 3, heart - 3
The Phoneme Game

<table>
<thead>
<tr>
<th>glass</th>
<th>train</th>
<th>lamp</th>
<th>rocket</th>
<th>rooster</th>
<th>piano</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

PA.015.AM2b
Objective

The student will segment phonemes in words.

Materials

- Phoneme picture cards (Activity Master PA.016.AM1a - PA.016.AM1e)

Activity

Students segment the phonemes in words by playing a counting game.

1. Place the set of phoneme picture cards face down at the center.
2. Students divide cards evenly.
3. Taking turns, students turn over a card, say the word, segment the sounds, and count the phonemes.
4. The student with the highest number of phonemes takes the cards. If the students have the same number, then they have a “phoneme challenge” by selecting two more cards. One card is placed face down, and the other card is placed face up. The student with the most phonemes represented on the card that is placed face up takes all the cards.
5. Continue to play until one student has all the cards.
6. Peer evaluation

Phoneme Segmenting

Phoneme Challenge

Sort picture cards by number of phonemes.

Develop additional picture cards (i.e., drawing, cutting out magazine pictures).
dime - 3, doll - 3, gate - 3, wheel - 3, nurse - 3, leaf - 3, queen - 3, worm - 3
mop - 3, corn - 3, mouth - 3, drum - 4, glass - 4, cloud - 4, penny - 4, tiger - 4
turkey - 4, bulb - 4, school - 4, swing - 4, crown - 4, bacon - 5, skunk - 5, chimney - 5
pocket - 5, candle - 5, spider - 5, donut - 5, thirteen - 5, bubbles - 5, sweater - 5, dinosaur - 6
tornado - 6, snowman - 6, necklace - 6, glasses - 6, basket - 6, dragon - 6, bathtub - 6, domino - 6
Phonemic Awareness

Phoneme Segmenting and Blending

Phoneme Split and Say

Objective
The student will segment and blend phonemes in words.

Materials
- Set of Elkonin Box picture cards (Activity Master PA.017.AM1a - PA.017.AM1u)
  *Note: Pictures are mop, duck, bus, vase, fish, flower, cookie, baby, whistle, puppet, raccoon, rooster, jacket, candle, branch, radio, cupcake, dragon, necklace, basket, and ostrich.*
- Counters (e.g., pennies, buttons)

Activity
Students orally segment words using counters and Elkonin Boxes.
1. Place the Elkonin Box picture cards in a stack and the counters on a flat surface.
2. Working in pairs, student one selects an Elkonin Box picture card and says the name of the picture.
3. Says the word again, pausing between sounds while slowly moving a counter in each box (e.g., "/f/ /i/ /sh/.
4. Student two repeats the sounds while touching each counter, then blends the word while saying it quickly and sliding a finger under all the counters (e.g., "/f/ /i/ /sh/, fish").
5. Continue until all cards are completed.
6. Peer evaluation

Extensions and Adaptations
- Make other Elkonin Picture Cards (Activity Master PA.017.AM2a - PA.017.AM2e).
Phoneme Split and Say
Phoneme Split and Say
Phonemic Awareness

PA.017.AM1g

Phoneme Split and Say

![Cookie Image]

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2-3 Student Center Activities: Phonemic Awareness

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Phonemic Awareness

2-3 Student Center Activities: Phonemic Awareness

Phoneme Split and Say

PA.017.AMli
Phonemic Awareness

Phoneme Split and Say

PA.017.AM1j
Phoneme Split and Say
Phoneme Split and Say
Phonemic Awareness

PA.017.AM1u

Phoneme Split and Say

[Image of an ostrich with blank boxes below]
Phonemic Awareness

2-3 Student Center Activities: Phonemic Awareness

PA.017.AM2d

Phoneme Split and Say
Objective
The student will segment and blend phonemes in words.

Materials
- Picture cards (Activity Master PA.018.AM1a - PA.018.AM1e)

Activity
Students segment and blend phonemes to make words by playing a picture card game.
1. Place picture cards face down in a stack.
2. Taking turns, student one selects the top card from the stack (without revealing the picture), and orally segments the name of the picture into phonemes (e.g., “/s/ /o/ /k/”).
3. Student two blends the sounds back together to identify the object (e.g., “sock”).
4. If correct, student two keeps the picture. If incorrect, picture card is placed at the bottom of the stack.
5. Reverse roles and continue until all cards are used.
6. Peer evaluation

Extensions and Adaptations
- Sort by number of phonemes.
<table>
<thead>
<tr>
<th>Break and Make</th>
</tr>
</thead>
</table>
| ![hay](hay.png) | ![jar](jar.png)  
| ![cow](cow.png) | ![pea](pea.png)  
| ![saw](saw.png) | ![knee](knee.png)  
| ![sew](sew.png) | ![toe](toe.png)  

**hay - 2, jar - 2, cow - 2, pea - 2, saw - 2, knee - 2, sew - 2, toe - 2**
chain - 3, girl - 3, feet - 3, house - 3, boat - 3, sock - 3, seal - 3, teeth - 3
tent - 4, saddle - 4, drum - 4, train - 4, needle - 4, hammer - 4, bottle - 4, zipper - 4
Phonemic Awareness

PA.018.AM1d

Break and Make

- crayon - 5
- thimble - 5
- eraser - 5
- piano - 5
- rocket - 5
- window - 5
- zebra - 5
- kitten - 5
Phonemic Awareness

Break and Make

snowman - 6, dragon - 6, violin - 6, tractor - 6, cupcake - 6, backpack - 6, fountain - 6, basket - 6
Objective
The student will manipulate phonemes in words.

Materials
- Phoneme deletion picture cards (Activity Master P.019.AM1a - P.019.AM1d)

Activity
Students manipulate initial phonemes and match the new word to picture.
1. Divide phoneme deletion picture cards by shape icon. Place cards with circles face down in a stack on a flat surface. Place cards with triangles face up in rows.
2. Taking turns, students select the top card from the stack and name the picture.
3. Delete initial phoneme and say resulting word (e.g., “feet becomes eat”).
4. Find picture and keep the pair.
5. Continue until all matches are made.
6. Peer evaluation

Extensions and Adaptations
- Add a different initial phoneme to triangle cards to form new words.
Phonemic Awareness

What's Left?

leg, egg, box, ox, feet, eat, farm, arm
dice, ice, pie, eye, cup, up, gate, eight
What’s Left?

deer, ear, tape, ape, pants, ants, towel, owl
Phonemic Awareness

PA.019.AM1d

What's Left?

- jacks, ax, wheel, eel, shelf, elf, beagle, eagle

2-3 Student Center Activities: Phonemic Awareness

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