Phonological Awareness

PA.014
Sentence Segmentation
Nursery Rhymes

Objective
The student will segment sentences into words.

Materials
- Nursery rhyme cards (Activity Master PA.014.AM1a - PA.014.AM1c)
- Blocks

Activity
Students count the words in sentences and stack blocks to equal the number of words counted.
1. Place nursery rhyme cards and blocks in the center.
2. Student selects a nursery rhyme card, says the rhyme, and stacks the number of blocks to equal the number of words in the first sentence. For example, "Humpty Dumpty sat on a wall." There are six words in the sentence and the student stacks six blocks.
3. Places the stack of blocks on the matching picture.
4. Continues the activity choosing other nursery rhyme cards.
5. Names the card that has more words.
6. Self-check

Extensions and Adaptations
- Write a nursery rhyme sentence.
- Make other nursery rhyme cards to use in the activity.
Objective

The students will segment sentences into words.

Materials

- Overhead projector
- Student photographs (or boy and girl picture card - Activity Master PA.015.AM2b)
  Copy on overhead transparencies.
- Action picture cards (Activity Master PA.015.AM1)
  Copy on overhead transparencies, cut into individual pictures, and outline in red permanent marker.
- Naming picture cards (Activity Master PA.015.AM2a - PA.015.AM2b)
  Copy on overhead transparencies, cut into individual pictures, and outline in blue permanent marker.
- Silly Sentence Stick
  Make using a pencil and a decorative eraser.

Activity

Students make silly sentences on the overhead projector.
1. Place student photographs, picture cards, and the overhead in the center.
2. Student chooses his photograph, an action picture card (red), and a naming picture card (blue).
3. Places pictures in sequence to form a silly sentence (picture card, red card, blue card).
4. Taps the number of words in the sentence using the “Silly Sentence Stick.”
5. Continues the activity.
6. Self-check

Extensions and Adaptations

- Write and illustrate a silly sentences
Phonological Awareness

Overhead Silly Sentences

see, touch, smell, hear, taste
bones, fish, bubbles, elephants, bears, lizards
frogs, flowers, bananas, porcupine. Substitute boy and girl pictures for photographs.
**Objective**

The student will segment sentences into words.

**Materials**

- Sentence Game board (Activity Master PA.016.AM1a - PA.016.AM1b)
  *Copy on card stock and assemble the game board.*
- Sentences (Activity Master PA.016.AM2)
  *Cut into strips.*
  *In this activity, the students are not reading the words. They are using the words as units and using the spaces between them to identify the number of words.*
- Game pieces (e.g., counters)

**Activity**

Students play a game counting words in sentences.

1. Place the game board and sentence strips face down in a stack on a flat surface. Place game pieces at START on the board.
2. Taking turns, students select the top sentence strip and count the words.
3. Move the game piece as many spaces as there are words in the sentence.
4. Place sentence strip at the bottom of the stack to be used again.
5. Continue until all students are at the END of the game board.
6. Peer evaluation

### Extensions and Adaptations

- Make additional sentences to use in the game.
- Read sentences to play the game.
<table>
<thead>
<tr>
<th>Puppies are cute.</th>
<th>Mice are nice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cookies are easy to bake.</td>
<td>Birds fly.</td>
</tr>
<tr>
<td>Reading is fun.</td>
<td>Mike ran home.</td>
</tr>
<tr>
<td>The man wore a green hat.</td>
<td>A balloon floated in the air.</td>
</tr>
<tr>
<td>Sharla helped the teacher.</td>
<td>Grandmother hugs me.</td>
</tr>
<tr>
<td>He laughed.</td>
<td>The children played a game.</td>
</tr>
<tr>
<td>It was raining.</td>
<td>We wear coats.</td>
</tr>
<tr>
<td>I sang.</td>
<td>Mom cooks.</td>
</tr>
<tr>
<td>The baby cried.</td>
<td>She pets the cat.</td>
</tr>
<tr>
<td>He saw his mother.</td>
<td>Five fish swam in the pond.</td>
</tr>
<tr>
<td>Squirrels climb trees.</td>
<td>An elephant is big.</td>
</tr>
<tr>
<td>Grandpa rode the train.</td>
<td>Dogs chase cats.</td>
</tr>
<tr>
<td>My sister danced.</td>
<td>I like math.</td>
</tr>
<tr>
<td>All animals eat.</td>
<td>Our brother drove.</td>
</tr>
<tr>
<td>The sun was bright.</td>
<td>The gerbil's tail is black.</td>
</tr>
</tbody>
</table>
**Objective**
The student will segment sentences into words.

**Materials**
- 12” by 18” construction paper
  - Write a different number at the top of each paper.
- Print resources (e.g., newspapers, magazines, or pages from old nursery rhyme books)
  - In this activity, the students are not reading the words. They are using the words as units and using the spaces between them to identify the number of words.
- Scissors
- Glue

**Activity**
Students cut sentences from print resources and glue to the corresponding page.
1. Place the print resources, construction paper, scissors, and glue on a flat surface.
2. Student cuts sentences from the print resources.
3. Counts the words in a sentence and glues the sentence under the corresponding number on the paper.
4. Continues until all the sentences are sorted and glued.
5. Teacher evaluation

**Extensions and Adaptations**
- Sort sentences by the total number of syllables.
**Objective**

The student will segment sentences into words.

**Materials**

- Sentences (Activity Master PA.018.AM1a - PA.018.AM1c)
  
  _Cut into strips_  
  
  *In this activity the students are not reading the words. They are using the words as units and using the spaces between them to identify the number of words.*

- Styrofoam cups or containers
  
  _Number cups or containers individually with numerals (i.e., 4, 5, 6, 7, 8, 9, 10)._  

**Activity**

Students sort sentences by the number of words.

1. Place numbered cups and stack of sentence strips on a flat surface.
2. Student selects a sentence and counts the words.
3. Accordion folds the sentence between the words, and places it in the cup with the corresponding number. For example, the sentence “I like ice cream” would be folded and placed in the cup labeled “4.”
4. Teacher evaluation

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**Extensions and Adaptations**

- Make other sentences.
- Read the sentences to each other.
- Graph the sentences by the number of words.
Crinkle Creepers

The cat jumped high over the log.
Ashley likes to read every night before going to sleep.
My teacher is very nice.
The boys and girls helped to clean up the park.
The dog was brown with white spots.
Juan likes to run and play.
<table>
<thead>
<tr>
<th>Crinkle Creepers</th>
<th>Clowns wear funny shoes.</th>
<th>Candy tastes sweet and yummy.</th>
<th>The children swim in the pool.</th>
<th>Tameika went with her mother to the store.</th>
<th>Grandmother will bake a special chocolate cake for my birthday.</th>
<th>Skating is very good exercise.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dad took us to the circus.</td>
<td>Yellow and blue flowers grew in the yard.</td>
<td>We went on a vacation to see the mountains.</td>
<td>Insects always have three body parts and six legs.</td>
<td>The team ran to the playground to play baseball.</td>
<td>I like ice cream.</td>
<td></td>
</tr>
</tbody>
</table>

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Sentence Segmentation

Sentence Graph

**Objective**

The student will segment sentences into words.

**Materials**

- Sentence graph student sheet (Activity Master PA.019.SS1)
- Big Book(s)

*In this activity the students are not reading the words. They are using the words as units and using the spaces between them to identify the number of words.*
- Markers

**Activity**

Students count and graph words from sentences in a Big Book.

1. Place Big Book(s) in the center. Provide each student with a student sheet.
2. The student looks at the first sentence in a Big Book and counts the number of words in the sentence.
3. Shades in a box under the number which corresponds to the number of words in the sentence.
4. Continues until all the sentences in the book are graphed.
5. Teacher evaluation

**Extensions and Adaptations**

- Sort sentences by the total number of letters.
- Sort sentences by the total number of syllables.
- Make other graphs (Activity Master PA.019.SS2).
Phonological Awareness

PA.020

Objective
The student will segment syllables in words.

Materials
- Student photographs
  Copy student school pictures.
- Craft box or tray
  Organize photographs in craft box or place on tray.
- Syllable work boards (Activity Master PA.020.AM1)
  Copy, cut, and laminate.
- Student sheet (Activity Master PA.020.SS)
- Unifix cubes
- Clapping hands (Activity Master PA.020.AM2)
  Copy twice, cut out, attach to popsicle sticks, and decorate.

Activity
Students clap the syllables in names, place the corresponding number of cubes on the syllable work boards, and record on the student sheets.
1. Place student photographs, syllable work boards, unifix cubes, and clapping hands at the center. Provide each student with a student sheet.
2. Taking turns, each student names a classmate, finds the classmate’s photograph, and places it on his board.
3. Uses the "clapping hands" to count the syllables in the name and places the corresponding number of cubes in the boxes under the photograph.
4. Removes the cubes from the boxes, coloring each box on the student sheet as the cube is removed.
5. Moves the photograph to the student sheet, glues the photograph on the sheet, and says the name.
6. Continues the activity until the student sheet is complete.
7. Teacher evaluation

Extensions and Adaptations
- List student names.
- Copy student photographs on student sheet (Activity Master PA.022.SS) and color the boxes (no cubes).
<table>
<thead>
<tr>
<th>Clapping Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA.020.SS</td>
</tr>
</tbody>
</table>
Syllable Work Boards
Clapping Names

PA.020.AM2
Objective
The student will segment syllables in words.

Materials
- Two-to-four syllable picture cards (Activity Master PA.021.AM1a - PA.021.AM1d)
- Shoeboxes or containers
  Attach picture cards found on PA.021.AM1d (i.e., lion, octopus, alligator) to three shoeboxes.
- Basket
  Place picture cards in the basket.

Activity
Students count the syllables in words and place cards in the corresponding boxes.
1. Place the shoeboxes and basket of cards on a flat surface.
2. Taking turns, students choose a picture card from the basket, say the word, and clap the syllables.
3. Feed the picture card to the “hungry animal” with the same number of syllables (e.g., place the picture of the lettuce in the lion box).
4. Continue until all the picture cards are fed to the animals.
5. Peer evaluation

Extensions and Adaptations
- Make other two-to-four syllable picture cards.
pretzel-2, candy-2, cookies-2, turkey-2, apple-2, lettuce-2
Phonological Awareness

K-1 Student Center Activities: Phonological Awareness

Feed the Animals

carrot-2, cereal-3, cantaloupe-3, lemonade-3, lollipop-3, spaghetti-3
banana-3, hamburger-3, tomato-3, potato-3, watermelon-4, macaroni-4
Phonological Awareness

Feed the Animals

cauliflower-4, pepperoni-4, lion-2, octopus-3, alligator-4
Objective
The student will segment syllables in words.

Materials
- Hopscotch board
  Use a hopscotch mat, tape off a hopscotch board, or draw with sidewalk chalk.
- One-to-five syllable picture cards (Activity Master PA.022.AM1a - PA.022.AM1d)

Activity
Students hop the number of syllables in a word.
1. Place the hopscotch board on the floor and stack the cards nearby.
2. Taking turns, student one flips over the first card from the stack of picture cards, says the name of the picture, segments the word, and counts the number of syllables.
3. Student two hops to the corresponding number while segmenting the syllables.
4. Reverse roles and continue activity.
5. Peer evaluation

Extensions and Adaptations
- Play hopscotch, counting the phonemes in words.
- Make other syllable picture cards.
king-1, fork-1, lock-1, top-1, soap-1, tire-1
Phonological Awareness

Syllable Hopscotch

stapler-2, pocket-2, bacon-2, caboose-2, spaghetti-3, popsicle-3

PA.022.AM1b
hamburger-3, tornado-3, gorilla-3, television-4, caterpillar-4, tarantula-4
thermometer-4, rhinoceros-4, hippopotamus-5
**Objective**

The student will segment syllables in words.

**Materials**

- Numbered graph student sheet (Activity Master PA.023.SS)
- One-to-four syllable pictures (Activity Master PA.023.AM1)
- Scissors
- Glue

**Activity**

Students sort pictures by the number of syllables and glue on a graph.

1. Place scissors and glue at the center. Provide the student with a graph and picture page.
2. The student cuts apart the pictures and places them in a stack.
3. Selects a picture from the stack, names it, and finger taps to count the syllables in the word.
4. Glues the picture above the corresponding number on the graph.
5. Continues until all the pictures are graphed.
6. Teacher evaluation

**Extensions and Adaptations**

- Sort words by number of phonemes.
- Make other syllable picture graphs.
wolf-1, foot-1, dress-1, cloud-1, ice-1, flower-2, monkey-2, dragon-2, crayon-2, iron-2, basketball-3, microscope-3, lollipop-3, triangle-3, newspaper-3, firecracker-4, helicopter-4, harmonica-4, tarantula-4
Objective
The student will segment and blend syllables in words.

Materials
- Syllable puzzles (Activity Master PA.024.AM1a - PA.024.AM1c)
  Copy on card stock, color, cut, and laminate the pieces.
- Blank syllable puzzle student sheet (Activity Master PA.024.SS)
- Markers or crayons

Activity
Students assemble and make syllable puzzles and clap the syllables.
1. Place syllable puzzles and markers at the center. Provide each student with a student sheet.
2. Working in pairs, students match puzzle pieces to make pictures, name the pictures, and clap the syllables.
3. Choose other two syllable words and make syllable puzzles by drawing pictures on the student sheet.
4. Cut puzzles on dotted lines, exchange with partner, and assemble to make pictures. Name the pictures and clap the syllables.
5. Teacher evaluation

Extensions and Adaptations
- Label the pictures.
turtle, basket, pillow, dragon, puppet, spider, guitar, ruler
lizard, monkey, zebra, rabbit, tiger, baby, whistle, table
crayon, igloo, flower
Name

Picture Puzzle Blending

PA.024.SS
Objective
The student will segment and blend syllables in words.

Materials
- One-to-four syllable word picture cards (PA.025.AM1a - PA.025.AM.1d)

Activity
Students segment and blend syllables in words using picture cards.
1. Place the picture cards in a stack face down on a flat surface.
2. Working in pairs, student one picks up a picture card and says the word, pausing between syllables.
3. Student two says how many syllables the word has and blends the word. For example, student one says, “har-mon-i-ca” and student two says, “four syllables, harmonica.”
4. Reverse roles and continue until all cards are used.
5. Peer evaluation

Extensions and Adaptations
- Use phonic phones or make small construction paper megaphones to segment sounds.
- Use simple puppets (e.g., out of paper bags or socks) to say syllables in words.
- Graph or categorize the picture cards by number of syllables.
scarf-1, shoe-1, kite-1, plant-1, clock-1, spider-2
zipper-2, balloon-2, peanut-2, dragon-2, rainbow-2, button-2
giraffe-2, parachute-3, octopus-3, domino-3, family-3, dinosaur-3
telephone-3, watermelon-4, tarantula-4, harmonica-4, helicopter-4, caterpillar-4
Notes
**Objective**
The student will recognize onsets and rimes in words.

**Materials**
- CD or tape player
- Headphones
- CD or tape of word family songs
- Paper
- Crayons or markers

**Activity**
Students interact with word family songs at the listening center.
1. Set up the listening center.
2. Student puts on headphones and interacts with the songs (sings the word families).
3. Draws pictures of a word family (e.g., sock, lock, block, clock).
4. Teacher evaluation

**Extensions and Adaptations**
- Make other word family illustrations.
- Develop a word family tape.
Objective

The student will segment and blend onsets and rimes in words.

Materials

- Onset and rime picture puzzles (Activity Master PA.027.AM1a - PA.027.AM1e)
  Copy puzzles on card stock and cut along dotted lines.

Activity

Students match picture puzzles while blending onsets and rimes.
1. Scramble the picture puzzles face up on a flat surface.
2. The student completes the puzzles by matching the pieces while saying the onset and rime for each word.
3. After the puzzles are completed, blends the onset and rime and says each word.
4. Self-check

Extensions and Adaptations

- Make other picture puzzles.
snake, rake, car, star
Onset and Rime Picture Puzzles

duck, truck, dog, frog

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Onset and Rime Picture Puzzles

jam, ham, fan, pan
Onset and Rime Picture Puzzles

fish, dish, nail, pail
bug, rug, ring, king
Objective
The students will segment and blend onsets and rimes in words.

Materials
- Detective hat or detective hat pattern (Activity Master PA.028.AM1)
  Enlarge, copy twice, and attach to a headband.
- Two magnifying glasses
- Rhyme boards (Activity Master PA.028.AM2a - PA.028.AM2b)
  Copy on card stock, cut on the outside line, and laminate.
- Rhyme cards (Activity Master PA.028.AM3a - PA.031.AM3b)
  Copy on card stock and cut apart.
- Basket
  Place cards in the basket.

Activity
Students use detective props to search for rhyming matches.
1. Place rhyme boards and basket of rhyme cards on a flat surface.
2. Students put on detective hats and hold magnifying glasses.
3. Taking turns, student one chooses a picture from the basket, says the word, and segments the onset and rime. For example, the student chooses a picture of a hat and says, "hat, /h/ /at/.
4. Student two says the word by blending the sounds (e.g., "hat") and uses a magnifying glass to search on the rhyme board for the matching rhyme.
5. Places the match on the rhyme board, and says, “Mystery Solved.”
6. Reverse roles and continue the activity.
7. Peer evaluation

Extensions and Adaptations
- Write rhyming rebus sentences using the small rhyme cards.
rhyme board: man, hen, nest, knee, jet, dig, mat, pop, dog, pet, mouse, pen, hip, hat, can, bone
Sound Detective

rhyme board: mop, ring, wall, bug, wheel, hole, goat, dish, lip, swing, zip, clock, pig, star, wheat, moon
rhyme cards: van, net, log, ship, men, twig, wet, cat, vest, house, bee, bat, fan, hop, ten, cone
K-1 Student Center Activities: Phonological Awareness

Phonological Awareness

PA.028.AM3b
Sound Detective

rhyme cards: top, heel, chip, wig, king, pole, string, car, ball, boat, rip, meat, mug, fish, rock, spoon
**Objective**

The student will segment, blend, and match onsets and rimes in words.

**Materials**

- Rime House (Activity Master PA.029.AM1)
  
  *Copy six times on card stock and laminate to use as work boards. Make a copy for student use.*

- Rime cards (Activity Master PA.029.AM2)
  
  *Place one card in the top section of each of the six Rime House work boards.*

- Onset and rime picture cards (PA.029.AM3a - PA.029.AM3c)

**Activity**

Students match picture cards to target rime on each Rime House.

1. Place the six Rime Houses and the onset and rime picture cards on a flat surface. Place a target rime on each rime house. Provide the student with a copy of the Rime House Activity Master.
2. The student chooses a picture card, says the word, and segments the onset and rime (e.g., hat, /h/ /at/).
3. Repeats the rime (e.g., /at/), looks at the target rime pictures, and places the picture on the matching rime house.
4. Continues until all rime cards are matched on the corresponding rime houses.
5. Illustrates one rime house on student copy of the Activity Master.
6. Teacher evaluation

**Extensions and Adaptations**

- Illustrate and label Rime House using other word families (Activity Master PA.029.AM1)
cat, dog, bug, mop, map, pig
hat, mat, bat, rat, log, fog, jog, frog
rug, hug, jug, plug, hop, top, chop, stop
cap, clap, lap, tap, dig, wig, twig, big
Objective
The student will segment and blend onsets and rimes in words.

Materials
- Onset and rime picture cards (Activity Master PA.030.AM1a - PA.030.AM1c)

Activity
Students use onset clues to guess the picture card.
1. Place the cards in a stack face down on the table.
2. Taking turns, one student places three cards face up on the table.
3. Says the onset for one of the picture cards. For example, “This word begins with /b/.”
4. The other students find the picture for that onset and say the rime (e.g., “/ed/”).
5. The first student to correctly name the picture gets the card. All students say the full name of the target picture (e.g., “bed”).
6. The other cards are placed at the bottom of the stack.
7. Play using all the cards, mix, and repeat the game.
8. Peer evaluation

Extensions and Adaptations
- Play by naming a matching rhyming word.
Quick Draw

- cat, skunk, bed, ring, duck, lamp
kite, jam, map, pan, hop, tub
nut, game, fork, queen, wall, vase
Objective
The student will manipulate onsets and rimes in words.

Materials
- Onset and rime picture cards (Activity Master PA.031.AM1a - PA.031.AM1b)

Activity
Students guess words based on onset and rime clues.
1. Place mixed picture cards on a flat surface. Each student is given six cards face down.
2. Working in pairs, student one picks up a card so that student two cannot see it.
3. Gives clues describing onset and rime. For example, for rug “It begins with /r/ and rhymes with bug.”
4. Student two guesses the word and student one shows the picture card.
5. Reverse roles and repeat the activity until all picture cards are used.
6. Peer evaluation

Extensions and Adaptations
- Illustrate the word based on onset and rime or other phonemic clues.
- Make other picture cards (e.g., draw or cut pictures from print resources).
mop, bat, fox, ball, book, cake
Phonological Awareness

Guessing Game

bear, duck, rug, moon, nail, pot

PA.031.AM1b