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
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[Diagram of a character with a mouth and a bow tie, divided into sections by lines]
Phoneme Split and Say

[Diagram of a raccoon with cut-out sections]
Phoneme Split and Say
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Phonemic Awareness

Phoneme Split and Say

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Phoneme Split and Say
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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.
Phonemic Awareness

Break and Make

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
<table>
<thead>
<tr>
<th>Tent - 4</th>
<th>Saddle - 4</th>
<th>Drum - 4</th>
<th>Train - 4</th>
<th>Needle - 4</th>
<th>Hammer - 4</th>
<th>Bottle - 4</th>
<th>Zipper - 4</th>
</tr>
</thead>
</table>

Diagram of tent, saddle, drum, train, needle, hammer, bottle, zipper.
crayon - 5, thimble - 5, eraser - 5, piano - 5, rocket - 5, window - 5, zebra - 5, kitten - 5
snowman - 6, dragon - 6, violin - 6, tractor - 6, cupcake - 6, backpack - 6, fountain - 6, basket - 6