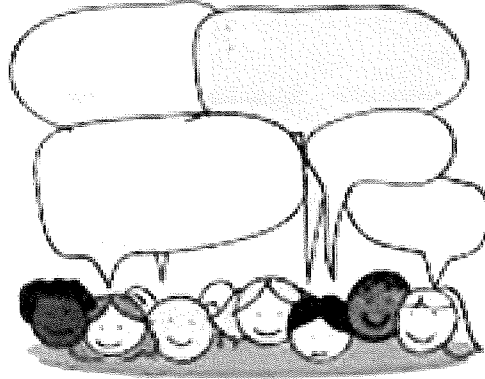


# PHONEMIC AWARENESS in the Early Primary Classroom



*“Before children can make any sense of the alphabetic principle, they must understand that those sounds that are paired with the letters are one and the same as the sounds of speech. For those of us who already know how to read and write, this realization seems very basic, almost transparent. Nevertheless, research shows that the very notion that spoken language is made up of sequences of these little sounds does not come naturally or easily to human beings.”*

- Marilyn Adams

Lillah Martin & Joanne Holme,  
Helping Teachers, Surrey Schools 2016

In the following pages of this booklet you will find a variety of resources to support phonemic awareness. These have been collected over the years and originate from a variety of sources. We are happy to share these with you and the children in your class.

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# RHYME

## Nursery Rhymes, Poems, Songs and Chants

Familiar rhyming poems, chants and songs offer special opportunities for rhyme play. Introduce the poem, chant or song by reading it for the children, emphasizing and exaggerating its rhyme. Then, reread the poem with the children repeating each line in unison.

Variations:

1. Clap or tap the rhythm of the poem.
2. Read the text and have children clap when they hear the rhyming word.
3. Read text. Stop after the second word of a rhyming pair, and ask the children to identify the rhyming words and/or guess the word.
4. Read the text in very loud voices, and whisper the rhyming words and/or try this in reverse. Be playful.
5. Read the text in a round.
6. Ask groups of children to read the text one line at a time.
7. Substitute poem words. Use sticky notes to substitute rhyming words with another word or nonsense words.
8. Brainstorm other rhyming words to create new verses to poem or song.

<p><b>Higglety, Pigglety Pop</b></p> <p>Higglety, Pigglety, Pop The dog has eaten the mop The pig is in a hurry The cat is in a flurry Higglety, Pigglety, Pop</p>	<p><b>Open Them, Shut Them</b> <i>(using your hands)</i></p> <p>Open Them, Shut Them Give a little clap Open Them, Shut Them Set them in your lap</p>
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# RHYME

## Nursery Rhymes, Poems, Songs and Chants

<p><b>Down By the Bay</b></p> <p>Down by the bay          Where the watermelons grow          That's where I know          I dare not go          For if I do          My mother will say          Did you ever see a              (*goose kissing a moose?)          Down by the bay</p>	
<p>*fly wearing a tie          *bear eating a pear          *cat wearing a hat          *whale swimming in a pail          *bee climbing a tree          *whale with a polka dot tail          *dog dancing with a frog          *fish making a wish          *snake baking a cake</p>	
<p><b>Rags</b></p> <p>I have a dog,              and his name is Rags          He eats so much,              that his tummy sags          His ears flip-flop,              and his tail wig wags          And when he walks,              he goes zig-zag</p>	<p><b>Hickory Dickory Dock</b></p> <p>Hickory, Dickory, Dock          The mouse ran up the clock          The clock struck one          And down he'd run          Hickory, Dickory, Dock</p>

## Rhyming Word Lists

cab	add	lad	bag	rag	dam	ban	man
jab	bad	mad	gag	sag	ham	can	pan
lab	dad	pad	hag	tag	jam	Dan	tan
nab	fad	sad	lag	wag	Sam	fan	ran
tab	had						

# RHYME

## Rhyming Word Lists

cap gap lap map	nap rap sap tap	bat cat fat hat	mat pat rat sat vat	bed fed led red wed	beg egg keg leg peg	den hen men pen ten	
bet get jet let met	net pet set wet vet	bib fib rib	bid did hid	kid lid rid	big dig fig jig	pig rig wig	dim him Jim Kim rim
bin din fin kin	pin sin tin win	dip hip lip nip rip	sip tip yip zip	bit fit hit it kit	lit pit sit wit	cob gob job rob mob sob	cod nod pod rod sod
bog cog dog fog	hog jog log	cot dot got hot	not pot rot	cub rub sub tub	bud cud mud	bug dug hug jug lug	mug pug rug tug
bum gum hum	mum rum sum	bun fun gun nun	pun run sun	cup pup sup up	but cut gut hut	jut nut rut	

Adapted from: Reithaug, Dawn (2002). *Orchestrating Success in Reading*

# SEGMENTING and BLENDED SYLLABLES

## Name Games

- Ask the class to say and clap (or tap/rock body/etc.), a child's name while the child counts the number of claps (syllables).
- Ask the children to clap and count the syllables of their first and last names together.
- Sort and graph the number of claps (syllables) of the student's names.
- Use name chants such as "Bippity, Bippity, Bumble Bee." The class chants "Bippity, Bippity, Bumble Bee, tell me what your name should be." Teacher points to a child that responds by saying her/his name. The class repeats the name out loud clapping each syllable.

## Our Friends

Sing to the tune of "Are You Sleeping?"

Clap a friend's name  
Clap a friend's name  
After me  
After me  
Clapping names is so much fun  
Especially clapping this new one  
Nat-a-lie  
Nat-a-lie

*If you place your hand under your chin, and say any word slowly emphasizing the "beats" or syllables, you will notice that your chin drops down on each syllable.*

# SEGMENTING and BLENDING SYLLABLES

## Guess Who?

Write each student's name on a card and place the cards in a bag. Secretly select a card from the bag. Clap the number of syllables in the child's name and ask the student to guess whose name it could be. If necessary, help the class narrow it down by telling them the beginning and / or ending sound in the name. Once the class guesses the correct student, ask the student to stand up and have all the students clap the syllables in his / her name. Continue with other names.

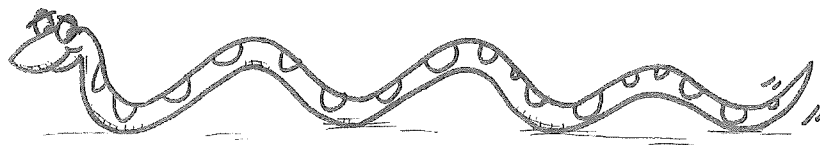
## Get the Rhythm

Ask students to sit on the floor. Demonstrate the clapping pattern (clap hands twice and then thighs twice). Continue the pattern until all students have the rhythm. To begin the game, say and clap each syllable of your name. Then tap your thighs twice and say and clap each syllable of a student's name. That student then continues the pattern by saying and clapping each syllable of his or her own name and then saying and clapping another student's name.

# SEGMENTING SOUNDS

## The Segmenting Snake

The segmenting snake can be used as a visual support for the development of segmenting skills. As the teacher orally presents a word, they move their finger along the picture of a snake's body, emphasizing and exaggerating the first sound as they point to the head of the snake or the fast sound as they point to the tail of the snake.



*Did you know? Each syllable must contain a vowel.  
This really is important for spelling in later grades.*

# SEGMENTING SOUNDS

## Using Children's Names

The class says each child's name and then identifies the beginning sound. Alternate activities might include listening for ending sounds, finding names that begin and end the same, first names one day, last names another, identifying names that start the same as a storybook character, matching names that start or end the same, etc.

Examples:

- "If your name begins with /p/ please line up or get your lunch."
- "If your name ends with a /t/ please go wash your hands."
- "If your name begins with /p/ and ends with /m/ (Pam), please go to the painting station today."
- "If your name ends with /d/ please line up for gym."

## Using Items from the Classroom

Utilizing items from the classroom or brought in by the children can provide an authentic "hands on" experience. An example would include using snacks or lunch items to listen for beginning and ending sounds. The children might hide their snack behind their back and give a clue such as, "Today I have a snack that begins with the /b/ sound." The other children guess what snack would match that beginning sound. (banana, bun, blueberries). Another suggestion may be to ask, "If you have a snack that begins with the /c/ sound hold it up." (cantaloupe, cookie). Do in small groups to pairs so there is lots of involvement and not a lot of waiting.

## Sing a Song of Sounds

Task: Sound matching

1. The children sing the following song to the tune, *"If You're Happy and You Know It."*  
If your name begins with /p/, stand up  
If your name begins with /p/, stand up  
If your name begins with /p/, stand up and take a bow,  
If your name begins with /p/, stand up
2. Do this again with different phonemes and movements, such as clapping your hands, touching your head, or jumping up and down.



# SEGMENTING SOUNDS

## Segmentation Cheer

Record the “cheer” on chart paper or in your pocket chart and teach the children the first two lines. In subsequent cheers change the third line of the first stanza and have the children segment this word. You may wish to use these three-phoneme words in subsequent cheers: cup, sit, bone, gate, jam, van, cat, dog, lip, cake, fish, seal, witch, fan.

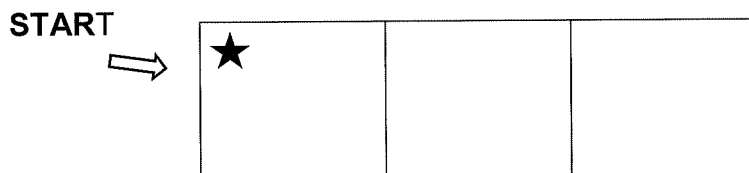
Listen to my cheer  
Then shout the sounds you hear  
Sun! Sun! Sun!  
Let’s take apart the word sun!  
Give me the beginning sound  
/s/  
Give me the middle sound  
/u/  
Give me the ending sound  
/n/  
That’s right  
/s/ /u/ /n/  
Sun! Sun! Sun!

## Elastic Stretch

Holding a large elastic in your hand demonstrate how it can stretch. Explain to the children how they are going to do that with words. Ask the children to stretch their elastic for each sound of the word. “Hop” becomes /h/ /o/ /p/.

## Mark a Sound

Give each child some counters, buttons or other small manipulatives and a three box frame. Demonstrate how each counter represents one sound. Say a word (begin with here phoneme words) slowly and deliberately and have the children place one marker on the mat for each sound they hear. Repeat the words several times and have each child repeat the word touching each counter as a self-check before discussing it as a group. It will be necessary to reinforce left to right as well as helping the children to observe the words use different numbers of counters.



# BLENDING SOUNDS

## **Sing the Song – The Sounds in the Word**

Using picture cards or words the teacher sings (to the tune of “*The Wheels on the Bus*”.)

The sounds in the word are /m/ /a/ /t/

/m/ /a/ /t/, /m/ /a/ /t/,

The sounds in the word are /m/ /a/ /t/

Who can guess the word?

The children guess the word suggested by the teacher’s clues.

## **Name Chants**

Teach the children the following chant and you will be able to use it for many different things. Starting with the children’s names is very successful.

It begins with /m/

And it ends with /ark/

Put them together

And they spell /Mark/

## **Giving Directions**

Giving directions with one word segmenting is lots of fun for the children. “Please get your /s/ /nack/.” “Find your /boo/ /k/.” Ask the children to listen and follow the directions filling in the segmented word by blending the sounds you give them.

## **I Spy**

A version of “I Spy” can be played with sound clues given. For example, “I spy with my little eye something that sounds like this /p/ /en/.” Invite the children to participate in guessing and providing clues.

## **I Am Thinking of a Word**

Tell the children you are thinking of something and invite them to try to guess what’s in your mind. You will say the first part of the object’s name and the ending sound. Say, “I am thinking of a word that starts like this /pi/ and ends like this /g/. What’s the word?” You could choose words that are part of your classroom, such as animals, types of dinosaurs, weather, family members, etc.

# BLENDING SOUNDS

## Suggested Sequence with Blending

1. Begin with blending syllables.

The teacher says ap . . . ple and the students say apple.

Use these and other words:

tea . . . cher	- teacher
po . . . ta . . . toe	- potatoe
blank . . . et	- blanket
laugh . . . ing	- laughing

2. Now give the students the first sound and then the rest of the word and they say the whole word.

The teacher says /b/ . . . /ig/ and the students say big.

Use these and other words:

/s/ . . . /at/	- sat	/s/ . . . /ick/	- sick
/m/ . . . /ay/	- may	/l/ . . . /ike/	- like
/s/ . . . /ee/	- see	/f/ . . . /unny/	- funny

3. Tell the children you are going to break the words up in a different way. You will say the first part of a word and then the ending sound. You want them to tell you the name before the puppet says it.

The teacher says boa . . . /t/ and the students say boat.

Use these and other words:

boo . . . /k/	- book
ma . . . /n/	- man
roa . . . /d/	- road
lea . . . /f/	- leaf

4. Inform the children that this time you are going to say word sound by sound. Exaggerate each sound and ask them to blend the sounds together. You want them to say the whole word before the puppet says it. Begin with words containing two sounds and then progress to three and four sounds as they are able.

# BLENDING SOUNDS

## Two Sounds:

The teacher says /n/ . . . /o/ and the students say no.

Use these and other words:

/h/ . . . /e/	- he
/p/ . . . /ie/	- pie
/sh/ . . . /e/	- she
/c/ . . . /ow/	- cow
/sh/ . . . /e/	- she

## Three Sounds:

The teacher says /b/ . . . /e/ . . . /d/ and the students say bed.

Use these and other words:

/a/ . . . /s/ . . . /k/	- ask
/l/ . . . /a/ . . . /k/	- lake
/o/ . . . /l/ . . . /d/	- old

## Four Sounds:

The teacher says /b/ . . . /l/ . . . /a/ . . . /ck/ and the students say black.

Use these and other words:

/f/ /r/ /o/ /g/	- frog
/g/ /r/ /ee/ /n/	- green
/f/ /i/ /n/ /d/	- find
/c/ /oa/ /s/ /t/	- coast
/p/ /l/ /an/ /t/	- plant
/s/ /l/ /ee/ /p/	- sleep

# BLENDING SOUNDS

## Word Lists for Oral Segmenting and Blending

### Vowel – Consonant (VC) (- easiest)

if	up	an	ace	own
on	eight	add	aid	oat
off	ice	it	owes	EEK
at	in	out	oak	eat
am	odd			

### Consonant – Vowel (CV) (- harder)

so	hi	pie	be	row
my	toe	do	bow	see
no	go	pea	day	sigh
say	he	she	key	tie
me	show	shy	low	why
knee	the	bye	ray	zoo

### Consonant – Vowel – Consonant (CVC)

bat	not	gum	dip	sack
top	shut	bus	fog	duck
mine	this	cheek	chalk	cat
shoes	that	chin	book	dog
sit	bath	ball	door	shin
sad	moth	let	rug	thumb
pen	bug	cub	lip	

# BLENDING SOUNDS

## Word Having Two Phonemes

Words with short vowel and final consonant sounds:						
add	as	edge	ill	it	on	
am	ash	Ed	in	odd	up	
an	at	if	is	off	us	

Words with initial consonant and long vowel sounds:						
day	way	she	lie	doe	to	
hay	bee	tea	pie	go	boo	
jay	he	we	rye	low	do	
may	knee	bye	sigh	mow	moo	
pay	me	die	tie	no	shoe	
ray	pea	guy	why	row	two	
say	see	hi	bow	sew	who	

Words with initial consonant and long vowel sounds:				
ace	aid	eight	oak	oak
ache	aim	each	oat	oat
age	ape	ease	own	own

Adapted from: Reithaug, Dawn (2002). *Orchestrating Success in Reading*

# BLENDING SOUNDS

## CVC Words Having Three Phonemes with Short Vowels

<b>(ab)</b>	<b>(ad)</b>	<b>(ag)</b>	<b>(am)</b>	<b>(an)</b>
cab nab jab tab lab	bad lad dad mad fad pad had sad	bag rag gag sag hag tag lag wag	dam ham jam Sam	ban pan can ran Dan tan fan ran man
<b>(ap)</b>	<b>(at)</b>	<b>(ed)</b>	<b>(eg)</b>	<b>(en)</b>
cap nap gap rap lap sap map tap	bat pat cat rat fat sat hat vat mat	bed fed led red wed	beg keg leg peg	den hen men pen ten
<b>(et)</b>	<b>(ib)</b>	<b>(id)</b>	<b>(ig)</b>	<b>(im)</b>
bet net get pet jet set let wet met vet	bib fib rib	bid kid did lid hid rid	big pig dig rig fig wig jig	dim him rim
<b>(in)</b>	<b>(ip)</b>	<b>(it)</b>	<b>(ob)</b>	<b>(od)</b>
bin pin din sin fin tin kin win	dip sip hip tip lip yip nip zip rip	bit lit fit pit hit sit it wit	cob mob gob sob job rob	cod nod pod rod sod
<b>(og)</b>	<b>(ot)</b>	<b>(ub)</b>	<b>(ud)</b>	<b>(ug)</b>
bog hog cog jog dog log fog	cot not dot pot got rot hot	cub rub hub sub nub tub pub	bud cud mud	bug mug dug pug hug rug jug tug lug
<b>(um)</b>	<b>(un)</b>	<b>(up)</b>	<b>(ut)</b>	
bum mum gum rum hum sum	bun pun fun run gun sun nun	cup pup sup	but jut cut nut gut rut hut	

# BLENDING SOUNDS

## Words Having Two, Three or Four Phonemes

### Words with two sounds:

all	ate	car	eel	ice	lay	now	out	row	the
am	be	cow	for	if	lie	oat	own	saw	they
an	bear	day	go	ill	me	oak	pay	say	to
are	boy	do	he	in	my	of	pea	see	toe
art	by	ear	her	is	new	on	pie	she	up
as		eat	here	it	no	or	ray	so	us
at								tear	we

### Words with three sounds:

and	call	doubt	got	inch	map	pain	put	sing	then
ask	came	down	gray	king	mat	part	rain	sit	this
ball	can	duck	grow	lace	math	path	ran	sly	three
barn	cap	fake	had	lake	met	peak	red	spy	top
bed	cart	farm	has	late	mile	pick	rice	stay	tray
bell	cat	fat	hat	let	mouse	pig	ride	steer	well
big	cot	feet	have	like	mouth	pill	run	stew	will
bird	did	get	hen	look	nail	pit	sad	tell	with
blue	die	girl	him	mad	not	play	said	that	work
boat	dog	give	horse	make	old	pout	seal	them	yes
but	doll	good	house	man					

### Words with four sounds:

black	flake	green	most	plane	roast	slot	spice	steal	stop
brown	flat	groan	must	plate	sand	smile	spill	step	toast
boast	fork	help	paint	plod	sled	snail	spun	stone	trace
coast	frog	jump	pinch	plot	sleep	speak	steak	stool	train
find	great	kind	place	price	slime				



# BLENDING SOUNDS

## Examples of Phonograms

- ab cab, dab, jab, lab, nab, tab, blab, crab, drab, grab, scab, slab
- ace face, lace, mace, pace, race, brace, grace, place, space, trace
- ack back, hack, lack, pack, quack, rack, sack, tack, black, clack, crack, knock, shack, slack, smack, snack, stack, track, whack
- act act, fact, pact, tact, tract
- ad bad, dad, fad, had, lad, mad, pad, sad, tad, clad, glad
- ade bade, fade, jade, made, wade, blade, glade, grade, shade, spade, trade
- aff gaff, chaff, staff
- aft draft, raft, waft, craft, graft, shaft
- ag bag, gag, hag, jag, lag, nag, rag, sag, tag, wag, brag, crag, drag, flag, slag, snag, stag, swag
- age age, cage, gage page, rage, sage wage, stage
- aid aid, laid, maid, paid, raid, braid, staid
- ail ail, bail, fail, hail, jail, mail, nail, pail, quail, rail, sail, tail, wail, flail, frail, snail, trail
- ain lain, main, pain, rain, vain, wain, brain, chain, drain, gain, grain, plain, slain, Spain, sprain, stain, strain, train
- aint faint, paint, saint, taint, quaint
- air air, fair, hair lair, pair, chair, flair, stair
- aise raise, braise, chaise, praise
- ait bait, gait, wait, strait, trait
- ake bake, cake, fake, lake, make, quake, rake, take, wake, brake, drake, flake, shake, snake, stake, sake

# BLENDING SOUNDS

## Examples of Phonograms continued

- ale      bale, dale, gale, hale, male, pale, sale, tale, scale, shale, stale, whale
- alk      balk, calk, talk, walk, chalk, stalk
- all      all, ball, call, fall, gall, hall, mall, pall, tall, wall, small, squall, stall
- alt      halt, malt, salt
- am      am, cam, dam, ham, jam, ram, tam, yam, clam, cram, dram, gram, scam, scam, sham, slam, swam, tram
- ame      came, dame, fame, game, lame, name, same, tame, blame, flame frame, shame
- amp      camp, damp, lamp, ramp, tamp, vamp, champ, clamp, cramp, scamp, stamp, tramp
- an      an, ban, can, fan, man, pan, ran, tan, van, bran, clan, flan, plan, scan, span, than
- ance      dance, lance, chance, France, glance, prance, stance, trance
- anch      ranch, blanch, branch, stanch
- and      and, band, hand, land, sand, bland, brand, gland, stand, strand, grand
- ane      bane, cane, lane, mane, pane, sane, vane, wane, crane, plane
- ang      bang, fang, gang, hang, pang, rang, sang tang, clang, slang, sprang, twang
- ank      bank, dank, hank, lank, rank, sank, tank, yank, blank, clank, crank, drank, flank, plank, prank, shrank, spank, thank
- ant      ant, can't, pant, rant, chant, grant, plant, scant, slant
- ap      cap, gap, lap, map, nap, rap, sap, tap, yap, chap, clap, flap, scrap, slap, snap, strap, trap, wrap