

Sentence Segmenting

Word Awareness

(Adapted from “Intervention For All Phonological Awareness” by Yvette Zgonc)

1. Have students sing the song “Happy Birthday” to a classmate who’s birthday is closest to the date.
2. Now have everyone say the words to “Happy Birthday” without singing.
3. Have everyone use their fingers to count how many words are in the sentence.
4. Now take an important sentence from the text you are reading. Say the sentence to the group.
5. Have them repeat the sentence using their fingers to count the words.
6. Continue using sentences from the text you’re reading in class to help students make connections.

Rhyming and Alliteration

Title: Super Rhyming Queen

(Adapted from “Intervention For All Phonological Awareness” by Yvette Zgonc)

“Super Rhyming Queen”

To the tune of “Twinkle, Twinkle, Little, Star”

I’m the Super Rhyming Queen,
All my words rhyme that I sing
I need help to write a song
Guess the words that don’t belong
I’ll say three, and you’ll choose one
Pick the right one, and you’re done

1. Sing the song above to your students (If you’re a male teacher, replace Queen with King)
2. Choose three words from the text. Two that rhyme and one that doesn’t.
3. Have students repeat the words that rhyme.

Syllable Blending (Syllable Awareness)

Title: Squish the Syllables

(Adapted from “Intervention For All Phonological Awareness” by Yvette Zgonc)

1. Pair up students and give each pair a bouncy ball.
2. Select words from the text (using vocabulary words is great for this activity)
3. Say to students a segmented word, for example “pen-cil”
4. The first student bounces the ball to the other student saying “pen”
5. The second student bounces the ball back saying “cil”
6. Then the first student bounces the ball and catches it saying “pencil”.
7. Continue this with multiple words from the text.

Syllable Segmenting (Syllable Awareness)

Title: Snowball

(Adapted from “Intervention For All Phonological Awareness” by Yvette Zgonc)

1. Crumble up recycled pieces of paper into balls so each student has up to 6 pieces
2. Put a basket on each table group
3. Select words from the text (using vocabulary words is great for this activity)
4. Say the word to the students, for example “pencil”
5. Students then take their first “snowball” and throw it into the basket saying “pen”. Then take their second “snowball” saying “cil”.

Onset and Rime

Title: Snap, Crackle, Pop

(Adapted from “Intervention For All Phonological Awareness” by Yvette Zgonc)

Onset - consists of the initial consonant or consonant blends of the word

Rime - consist of the vowel and any ending consonants

For Example: Trace /tr/ /ace/

1. Give each student a square of bubble wrap.
2. Choose words from a text you are reading with the students.
3. Segment the word for the students, for example /p/ /eace/
4. Students snap the bubble and say “peace”.

Another way to do this activity...

1. Say the word for the students, for example “school”.
2. Students pop the first bubble saying /sch/ and then pop the second bubble saying /ool/

Phoneme Isolation

Title: Going on a Sound Hunt

(Adapted from “Intervention For All Phonological Awareness” by Yvette Zgonc)

1. Use the a book that you’re reading in class.
2. Say “I’m going on a sound hunt, I’m hunting for a sound at the beginning of the word, my sound is /p/”.
3. The student finds a picture &/or illustration that has the initial sound (ex: pencil) and they act like they scoop it up in their invisible net.
4. Once you have practiced, students can start to facilitate this activity.
5. You can also put this activity in a center.

Phoneme Identity

Title: Name That Sound!

Phoneme Identity (adapted from Wonders)

Model: Show children how to identify the same sound in different words. “I will say three words: mop, man, milk. What sound is the same in mop, man, and milk? The beginning, or first, sound in mop, man, and milk is the same. They all begin with the /m/ sound.”

Guided Practice/Practice:

Ask 3 students to come up to the front. Whisper a word into each student’s ear. Then have each student say their word aloud one at a time. The other students listen, then say which sound was the same. Continue activity switching out the 3 students each time. Use words from the text you are reading in class to help make connections.

Phoneme Categorization

Title: One Card Out

(adapted from “Florida Center for Reading Research Website”)

1. Take three words from the text and create picture cards with them. Two having the same beginning sound and one having a different beginning sound. Students then pick the picture that doesn't belong.
For Example: Boy, Bird, Girl
2. Create many of these cards for students to practice with.

Phoneme Blending

Title: A School Called /D/ /R/ /E/ /M/

(Adapted from “Intervention For All Phonological Awareness” by Yvette Zgonc)

1. Use words from the text or theme of your unit or lesson. (ex: pencil)
2. Segment those words aloud to the students
(ex: /p/ /e/ /n/ /s/ /i/ /l/)
3. Students then respond “pencil”
4. Continue this activity with multiple words

Phoneme Segmentation

Title: Body Talk

(Adapted from “Intervention For All Phonological Awareness” by Yvette Zgonc)

1. Tell students that you will teach them how to figure out how many sounds are in a word by using their body.
2. For two sound words, such as “it”, model touching your head for /i/ and your shoulders for /t/.
3. For three sound words, such as “bat”, model touching your head for /b/, shoulders for /a/, and waist for /t/.
4. For four sound words, such as “brain”, model touching your head for /b/, shoulders for /r/, waist for /a/, and knees for /n/.
5. For five sound words, add the feet for the last sound.
6. Continue doing this using words from the text you are reading in your unit or lesson.

Phoneme Deletion

Title: Guess a Word

(Adapted from “Intervention For All Phonological Awareness” by Yvette Zgonc)

1. Use words from the text that you're reading class.
2. Students will try to guess what the word could be.
3. For example, Say “lass”, “what word do you need to add to the beginning to make a word?” - /k/ class
4. Do this using other words from the text

Another way to do this activity...

1. Give students the whole word from the text.
2. For example, say “school”, “Take away the /s/, now what do you have?”
3. Students respond “cool”.
4. Continue this activity using other words from the text.

Phoneme Addition

Title: Ta Da

(Adapted from “Intervention For All Phonological Awareness” by Yvette Zgonc)

1. Tell kids they are going to magically create new words.
2. Have kids count off by 3, forming groups. Give each group a different sound.
3. Say “I will call out a word and a number. If I call out your number, you must add your sound to the beginning of my word. Once you’ve figured it out, say “Ta Da” and say your new word.”
4. For Example, give group 1 the sound /s/, give group 2 /t/, give group 3 /p/. Call out the word “cool”, and “group 1”. They should respond “Ta Da, school”
5. Continue this with all the groups.

Phoneme Substitution

Title: Worm Ate His Homework

(Adapted from “Intervention For All Phonological Awareness” by Yvette Zgonc)

1. Tell students that today they get to pretend to be worms.
2. Give students a few small treats (raisins, M&M, etc.)
3. Give students a word from the text you are reading.
For example: boy
4. Students take 2 raisins to represent the onset and rime for boy.../b/, /oy/. They point to the first raisin and say /b/ and point to the second raisin and say /oy/.
5. Say “The worm is so hungry, they are going to eat the /b/”
6. Say “What do you have left?”
7. Students respond “oy”
8. Say “Now we have to replace it, add a /t/ to the beginning, what do you have now”
9. Students respond “toy”.
10. Continue to do this with other words from your text.

