

## Phonological Awareness Activities

These activities can be copied on cardstock, cut and laminated for easy classroom use. Remember that phonological awareness can be taught with eyes closed, students do not need to see any letters, words or sentences to complete these activities. They are short, quick, and fun actions to be used while lining up, waiting for lunch, and gathering on the carpet or any other “sponge time.” PA activities can be appropriately used at the beginning of a Guided Reading group if students need a specific task. Not all students will necessarily need phonological activities however all children enjoy playing these “games.” Assess where your students are on the continuum using the TPRI and as a whole group chose activities that will meet the needs of the majority of your class.

### **Rhyme and Alliteration**

Rhyming – the match between ending sound of words (fat-sat)

Alliteration – Recognition or production of words with common initial sounds. Alliteration helps students distinguish initial sounds from the other sounds they hear in words. This is true in both English and Spanish.  
e.g. – Peter Piper picked a peck of pickled peppers.

Rhyme play directs children’s attention to similarities and differences in the sound of words. It is a useful means of alerting them to the insight that language has not only meaning and message but also physical form. Children are invited to attend to and play with rhymes in many different ways. They are asked to listen to rhyming stories, to recite rhyming songs and poems and to generate rhymes on their own. The purpose is to develop the children’s attention to the sounds of language.

To introduce a rhyme, or jingle, read or recite it for the children, emphasizing its rhythm and exaggerating its rhymes. Then repeat with the children each line in unison. Keep the pace slow and deliberate at first then gradually pick up the speed as children gain mastery. Some variations to increase interest are:

- Recite the poem in whispers, but say the rhyming words aloud.
- Recite the poem in very loud voices, but whisper the rhyming words.
- Recite the poem in crescendoing voices, getting louder and louder as you go.
- Recite the poem in decrescendoing voices, getting softer and softer as you go.
- Recite the poem in rounds.
- Seat the children in a circle, and ask them to recite successive lines of the poem, one at a time, in turn.  
Seat the children in a circle, and ask them to recite successive words of the poem, one at a time, in turn.

## Hink Pinks

**Directions:** Remind students that they may create new words as well as rhyming words. In this activity students create a pair of rhyming words and a riddle that goes with the rhyming words. Example: What do you say to a bad cat? Scat cat.

Other examples: What do you call the first thing Tweety said? bird word

What do you call Bill Clinton's house? President's residence

What do you call an overweight, orange cat? a crabby, flabby, tabby

What do you get when your pet is out in the rain? wet pet

What do you get when your teacher gives you too much homework? brain strain

What do you call a bird that can't chew? weak beak

## Duck, Duck, Goose with a rhyme

**Materials:** none

**Directions:** Have students sit in a circle with one student skipping around the outside.

Play a modified version of Duck, Duck, Goose while singing "Skip to My Lou" but using the following words.

"Silly Willy, who should I choose?" Repeat 3 times then say "I choose Mary, berry," (Name plus a word with that rhymes with that word)

Silly Willy, who should I choose?

Silly Willy, Who should I choose?

Silly Willy, Who should I choose?

I choose (rhyme and name, i.e. Fancy Nancy).

*(Skip to My Lou)*

## **Lunch Bunch**

**Materials:** Student's lunch box

**Directions:** Look in a student's lunch. Give rhyming riddle clues so other students can guess what is in the lunch. Example: "See if you have something that rhymes with flips." This game can also be played using syllables, matching sounds. "Find something that begins with /j/."

## **Tongue Twisters**

**Materials:** Tongue twisters using students' names

**Directions:** Make up tongue twisters using students' names, such as Betty bounced Bill's ball. Have the students repeat the tongue twister orally fast, slow, and with some rhythm. Print can be added after the students are very familiar with tongue twister.

Old MacDonald had a box, E-I-E-I-O  
And in that box he put a /p/ an, E-I-E-I-O  
With a pan, pan here and a pan, pan there,  
Here a pan, there a pan,  
Everywhere a pan, pan.  
Old MacDonald had a box, E-I-E-I-O  
*(Old MacDonald Had a Farm)*

### **This Cart Is Filled With...**

**Materials:** Have the students sit in a circle. Have a bean bag, a koozie ball, or a small ball, ready to toss to students.

**Directions:** Discuss going to the grocery store and loading the grocery cart with items. "Today we're going to fill our cart with rhyming words." Say the sentence, "This cart is filled with cheese." Toss the ball to a student who answers with a rhyme. "This cart is filled with teas." Student throws ball back to teacher who then repeats sentence with original rhyme and tosses ball to another student who provides another rhyme. Continue until students run out of rhymes.

Sample starter sentences:

- This cart is filled with meat.
- This cart is filled with cake.
- This cart is filled with string.
- This cart is filled with bags.

### Good Morning to Rhyming Names

**Materials:** None.

**Directions:** Sing the following song by using the first phoneme in a selected student's name to begin the initial position in all other students names. Example: All names start with /P/

Good morning to Pan (Jan).

Good morning to Pynn (Lynn).

Good morning to Pom (Tom) and Perrence (Terrence) too.

*(Happy Birthday To You)*

### Have You Ever Seen a Bear In a Chair?

**Materials:** None.

**Directions:** Sing the song with the students.

Have you ever seen a bear in a chair? *(list one animal and another rhyming word)*

Have you ever seen a bear in a chair?

No, I never, no I never, no I never, no, I never,

No I never saw a bear in a chair.

## Moving to Rhyme

**Materials:** Find nursery rhymes or poems with which the students are very familiar. Have the students sit in a circle or sit on a rug.

**Directions:** Have students recite a familiar nursery rhyme listening for the rhyming words. Repeat a second time having the students stand up as they hear the rhyming words. If musical instruments are available, the students can play them when they hear rhyming words. Another variation is to have students whisper the rhyming words.

## Songs

Do you know two rhyming words?

Rhyming words, rhyming words?

Do you know two rhyming words,

They end a lot alike.

Make and cake are rhyming words,

Rhyming words, rhyming words,

They end a lot alike.

(Muffin Man)

### **One, Two, Buckle my Shoe**

One, **two**, buckle my **shoe**.

Three, **four**, shut the **door**.

Five, **six**, pick up **sticks**.

Seven, **eight**, lay them **straight**. .

Nine, **ten**, you're a big fat **hen**.

Children sit in a circle with both fists before them. All the children chant the rhyme and the person who is "it" moves around the circle and gently pounds out the stressed or rhyming syllables, first on the right fist then on the left fist of each child. A child whose fist is pounded on the last or rhyming words of each line must put that fist behind his or her back. This works well with Hickory Dickory Dock.

### **This ship is loaded with....**

Have children sitting in a circle and something to toss like a beanbag. The teacher says "The ship is loaded with (cheese) and tosses the beanbag to a student. The student says, "The ship is loaded with (peas)". Begin by having the student throw the beanbag back to the teacher for a new sentence but as children find the game easier, they may toss the beanbag from child to child. Keep the pace quick.

Other possibilities – The ship is loaded with logs, mats, stars...



### **Roll a Rhyme**

The children will sit in a circle. A child will roll a ball to someone in the circle and he/she will say a word that rhymes with the words and begins with /m/.

For example, if you say “casa.” The child that receives the ball will say “masa.”

Other possibilities include:

tonto – moto

tosca – mosca

anillo – martillo

cáscara – máscara

pato – mato

fuerte – muerte

### **Sentence Segmenting**

Sentence segmenting helps children understand that sentences are composed of separate words that are spoken in a particular order to convey meaning.

### **Song – Oh The Horse Went Around**

Oh the horse went around with this foot off the ground.

Oh the horse went around with this foot off the ground.

Oh the horse went around with this foot off the ground.

Oh the horse went around with this foot off the ground.

Same song, drop the last word!

Oh the horse went around with this foot off the \_\_\_\_\_.

Continue repeating until there are no more words left.

### **Say That Sentence**

**Directions:** “I’m going to say a sentence.” “Leave off one word and say part of the sentence.”  
Continue until students are down to one word.

### **Count The Bodies**

**Materials:** Students represent the words in front of other students.

**Directions:** Take text from a familiar story, finger play, or sentence composed by students and have students line up to represent the words. Count the words after all students are lined up. Students say their word and practice saying line fluently.

### **Jump, Clap, Snap, Nod, Stamp**

**Materials:** Move a body part as students hear a word.

**Directions:** Students compose a sentence about themselves or other students in the class. The students jump as they hear each word in the sentence. The student who makes up the sentence determines the body action. Another version of this is to throw a small ball to a different student as each word of the sentence is said.

## **Syllable Blending and Segmenting**

TEKS 1.6A The student is expected to identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words.

After children understand that sentences are made of words, they can be introduced to the idea that some words are made of smaller units of sound called syllables. Blending syllables together to form words and segmenting words into syllables helps children to distinguish distinct units of sounds. Children enjoy counting syllables that they hear in their own name. Clapping, tapping, hopping, or snapping, are all ways children can show that they hear the different syllables in words. Spanish lends itself especially well to syllabification.

## **Listen First, Look Afterwards**

Use a set of pictures of familiar objects. Explain that students will listen as the teacher says the name of the item in an unusual way. When the children figure out the word, hold up the picture and have the children repeat the word in both normal syllable-by-syllable fashions.

(e.g. tel—e—(phone))

### **Hicklety Picklety Bumblebee**

Hicklety, picklety, bumblebee, (slap thighs to the beat of the chant)

Who can say their name for me?

(Say child's name)- group repeats name

Clap it. (Say child's name in syllables and clap)

Whisper it. (Whisper child's name with beat.)

No sound. (Mouth child's name.)

Hicklety, picklety, bumblebee (Slap thighs and start with another child's name.)

### **Syllable Ball**

The teacher pronounces a word syllable by syllable and the child responds with the synthesis of the word. (e.g. say tel—e—phone enunciating the syllables and throw a soft ball or bean bag to a child. The child catches the ball and responds with telephone while tossing the ball back to the teacher.) Consider using words from a book you have read. Some suggested words:

tel-e-vision	pter-a dac-tyl	ed-u-ca-tion	he-li-cop-ter
mo-tor-cy-cle	De-cem-ber	kin-der-gar-ten	el-e-va-tor

### **Stand Up, Sit Down!**

**Materials:** None.

**Directions:** Students stand up if the word the teacher says has more than one syllable. Another variation is to have students stand up if they hear a word with a certain number of syllables.

### **King/Queen of Syllables**

**Materials:** Crown for king or queen

**Directions:** Make a crown for a king/queen to wear. Students make a circle. King/queen calls out an action word such as tiptoeing. Then the students are to do the action in time to the syllables.

Examples: hop-ping  
crawl-ing  
roll-er-skate-ing  
hip-pi-ty-hop-ping  
surf-board-ing  
boo-gy-woo-gy-ing

## Onset-Rime Blending and Segmenting

TEKS 1.6E The student is expected to blend sounds to make spoken words.

Onset: initial consonant or consonant cluster of a word – (/r/ in rat)

Rime: part of the word (vowel and consonant) following the onset – /at/ in rat

Onset and rime instruction helps children learning to read English to isolate and recognize phonemes. Sets of words with matching rimes or phonograms such as call, tall, mall, and fall, are also called word families.

Onset and rime instruction is not part of the continuum in Spanish. One-syllable word families exist in Spanish but are very infrequent.

## Onset and Rime Chant

**Materials:** Words that can be easily divided into onset and rime.

**Directions:** Say the following chant to children:

It begins with /M/  
And it ends with /att/  
Put them together,  
And they say \_\_\_\_\_. (Matt)

### Name Puzzle

Start with \_\_\_\_\_ (use the onset of student's name - /M/)

End with \_\_\_\_\_ (use rime of students name - /ary/)

Put it together.

And you have \_\_\_\_\_. (Mary)

### A Searching We Will Go

**Materials:** Words that can be broken easily into the onset and rime.

**Directions:** Teach the following song that combines onset and rime.

A-searching we will go, a-searching we will go,

We'll find a /p/ and add a /ig/

And now we have a pig.

**Variation:** Transpose the sound units.

**Example:** We'll catch an /at/ and add a /b/, and now we have a bat.



## Word Pairs

**Materials:** Common rimes.

**Directions:** Say a word with a common rime. Divide it into its onset and rime and ask the students to blend. Repeat this procedure with other words. /ch/-in = chin

## Onset and Rime Makes a Pattern

**Materials:** Words that can easily be divided into onset and rime.

**Directions:** Show the students how to make an AAB pattern by doing 2 pats on the leg and 1 handclap. Have students repeat onset and rimes such as b-at while patting and clapping.

Example: /b/ /at/ bat (pat, pat, clap)

## Onset-Rime Blending and Segmenting

TEKS 1.6D The student is expected to identify and isolate the initial and final sound of a word.

TEKS 1.6 E The student is expected to blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word.

TEKS 1.6F The student is expected to segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds.

Phonemes – the smallest functional unit of speech.

1. Segmenting into phonemes or breaking down a word into individual phonemes.

Example: Tell the sounds you hear in cat. /c/ /a/ /t/

Tell me a word that starts with the /p/ sound.

Tell me all the words from the story that started with the /m/ sound.

Listen to the sound I say. Which word begins with the /s/ sound? Letter, *send*, friend

Listen the sounds at the beginning of the word. Does the word “letter start with /l/ or /t/?

## Fe-Fi-Fiddly-I-O

I have a song that we can sing

I have a song that we can sing

I have a song that we can sing

It goes something like this:

Fe-Fi-Fiddly-I-O

Fe-Fi-Fiddly-I-O

Fe-Fi-Fiddly-I-O

Now try it with the /Z/ sound!

Ze-Zi-Ziddly-I-O

Ze-Zi-Ziddly-I-O

Ze-Zi-Ziddly-I-O

Now try it with the (use any other sound) sound!

*(Someone's In The Kitchen With Diana)*

If you think you know this word, shout it out!

If you think you know this word, shout it out!

If you think you know this word,

Then tell me what you heard,

If you think you know this word, shout it out!

/k/ /a/ /t/ ---- cat

*(If You're Happy and You Know It)*

The sounds in the word go /h/ /a/ /t/; /h/ /a/ /t/; /h/ /a/ /t/

The sounds in the word go /h/ /a/ /t/,

Can you guess the word?

*(The Wheels on the Bus)*

## **“What’s The Sound” Song**

**Materials:** None.

**Directions:** Sing the following song and let students respond with the sounds that they hear.

*(teacher)* What’s the sound that starts these words: turtle, time, and teeth?

*(students)* /T/ the sound that starts these words: turtle, time, and teeth?

With a /t/ /t/ here and a /t/ /t/ there, here a /t/, there a /t/, everywhere a /t/ /t/

/T/ the sound that starts these words: turtle, time, and teeth.

*(Old MacDonald)*

## **Guess What I’m Thinking?**

**Materials:** None.

**Directions:** Teacher gives students clues that refer to either the initial or final sound of the words they are trying to guess. For example: I’m thinking of something that begins with /m-m-m-m-m/. It’s an animal with a long tail. I’m thinking of something that begins with /t-t-t-t-t/. It is red and goes in a salad. I’m thinking of something that ends with /f-f-f-f-f/ and has one syllable.

- from the TPRI Intervention Guide, 2000

## Line Up

**Materials:** None.

**Directions:** Call students to line up by calling their names with the initial sound. The others have to decide whose name has been called.

## Detecting Initial Sounds

**Materials:** None.

**Directions:** Teacher says a word; student repeats it without the initial sound. For example, say “lime”. Now say “lime” with the /l/ sound. It is “ime”. Remember to say the beginning sound and not the letter name. Some examples are as follows:

cake without the /c/	ake	list without the /l/	ist
meet without the /m/	eet	shin without the /sh/	in
song without the /s/	ong	shrub without the /sh/	rub
ball without the /b/	all	thread without the /th/	read

- from the TPRI Intervention Guide, 2000

### Detecting Final Sounds

**Materials:** None.

**Directions:** Teacher says a word; student repeats it without the ending sound. For example, say “sleep”. Now say “sleep” without the /p/ sound. It is “slee”. Some examples are as follows:

meat without the /t/	me	bike without the /k/	bye
rake without the /k/	ray	pave without the /v/	pay
card without the /d/	car	lake without the /k/	lay
time without the /m/	tie	soak without the /k/	so
felt without the /t/	fell		

- from the TPRI Intervention Guide, 2000

### Word Pairs

**Materials:** None.

**Directions:** Explain to students that when a sound is taken away from a word, a new word can exist.

Model examples such as, rice -ice. Teacher says the word rice accentuating the /r/ and has students repeat the word. Then the teacher says ice and has the student repeat. The students determine which sound has been taken away and repeat words for themselves. Some examples of these words are chin -in, Sam -am, sand -and, hate -ate, near -ear, shout -out, mask -ask, fat -at, fox -ox, mat -at, name -aim.

## Blending and Segmenting Phonemes

Phonemes – the smallest functional unit of speech.

1. Segmenting into phonemes or breaking down a word into individual phonemes.

Example: Tell the sounds you hear in cat. /c/ /a/ /t/

- Tell me a word that starts with the /p/ sound.
- Tell me all the words from the story that started with the /m/ sound.
- Listen to the sound I say. Which word begins with the /s/ sound? Letter, *send*, friend
- Listen to the sounds at the beginning of the word. Does the word “letter” start with /l/ or /t/?

Let’s think about the sounds that the word ends with. Does “go” end with /g/ or /o/?

2. Manipulating phonemes in words by adding, deleting or changing them. This is the most complex type of phonological awareness.

- What word do you get if you add the /s/ sound to the beginning of the word “pin”? “spin”
- What word do you have when you take away the /t/ sound at the end of “pet”? “pe”
- What word do you have if you change the /i/ sound in “lip” to the /a/ sound? “lap”
- We’re going to change sounds in words. Say “pet”. Instead of /p/ say /m/. What’s our new word? “met”
- We’re going to leave out sounds in words. Say the word “mean” without the /n/ sound. “me”

## Guess What I’m Thinking?

**Materials:** None.

**Directions:** Have students guess words about what you are thinking. Give them cues to either the initial or final sound of the words as they try to guess.

For example: I’m thinking of something that begins with /m/. It’s an animal with a long tail.

I’m thinking of something that begins with /k/. It’s an animal with fur.

I’m thinking of something that begins with /m/. I drink it for lunch.

### **Different Words, Same Initial Phoneme**

Get a set of three or four pictures for each phoneme you want the children to explore. (e.g. a foot, fox, feathers, & fish) Identify each picture with students. Then one child will pick a picture from the set and name it. (e.g. fox) Repeat the name, drawing out the initial phoneme. f-f-f-f-ox Have the rest of the group repeat the word in the same way. Ask them to notice and describe what they are doing with their mouths as they make the /f-f-f/ sound. Continue with other children picking pictures and repeating the activity.

- This is especially helpful for introducing or clarifying specific phonemes that you have noticed a small group of students may be having a problem with.
- Make a set of cards using two different phonemes. Let students work in pairs to sort the cards into the appropriate set.
- You can make a “concentration” type game by making a set of cards using 2 pictures of the same initial phoneme. Limit the number of phonemes in the set. Students make a match of feathers – fox, bird, box, etc.

### **If Your Name Begins With....**

If your name begins with   /  /  ,

Stand up now.

If your name begins with   /  /  ,

Stand up now.

If your name begins with   /  /  ,

Stand up and take a bow.

If your name begins with   /  /  ,

Stand up now.

*Sung to “If You’re Happy and You Know It”*

Choose different movements and change the song. (e.g. if your name begins with   , wiggle now. If your name begins with    salute now.



## Guess Who?

“Guess whose name I’m going to say now?” Repeat the beginning phoneme over and over, clearly and distinctly: /sss/ /sss/ /sss/ Sarah

Once the game is familiar, pass the control to the children. After a given child’s name is guessed, she or he may give the hint for the next name. I’m thinking of someone’s name that begins with...”

- You can use the same, except identify the ending phoneme.

## Mix It

Mix it fast.

Mix Mix Mix

Mix it slow.

/m/ /i/ /ks/   /m/ /i/ /ks/   /m/ /i/ /ks/

Mix it high.

/m/ /i/ /ks/   /m/ /i/ /ks/   /m/ /i/ /ks/   (say in a high voice)

Mix it low.

/m/ /i/ /ks/   /m/ /i/ /ks/   /m/ /i/ /ks/   (say in a low voice)

- Substitute different words for mix – sing it, kick it, snap it, shake it

## **Tell Me**

Tell me, tell me,

What you hear...

What you hear...

What you hear.

What's the first sound

In your ear?

My fair \_\_\_\_\_? (say student's name with an O (Susan – O) to make it 3 syllables)

*Sung to "London Bridge"*

Everyone sings as the leader walks around the circle behind the students. At the blank, the leader taps the shoulder of the nearest student and sings the student's name. The class names the phoneme that begins that student's name and that student becomes the new leader.

## **Picture Search**

Lay out pictures representing each of several letters in the middle of the circle. Announce a letter and challenge the children to find a picture that begins with that letter. After a wait time, ask a child to choose a card and to justify the choice. The child removes the picture from the middle of the circle and lines it up under a card showing the corresponding letter.

### **What's the Missing Sound?**

Say a child's name without the beginning sound. For example, "inda" for Linda. Have the students provide the missing sound /l/.