




# Phonological Awareness Activities Lesson Set





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# Lesson Guide: Phonological Awareness *Initial Sounds*



**Objective:** Students will recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.

<p><b>Model</b> Watch/Listen</p>	<ul style="list-style-type: none"> <li>• Today we will listen for the initial or first sound in a word. We are listening for /b/.</li> <li>• Watch/listen:             <ul style="list-style-type: none"> <li>○ The word is <b>bat</b>. Hold up the bat picture.</li> <li>○ The first sound is /b/. <b>Bat, /b/.</b></li> </ul> <p><i>Repeat with 3-5 examples.</i></p> </li> </ul>	
<p><b>Practice</b> Let's try it/ Your turn</p>	<ul style="list-style-type: none"> <li>• Let's practice together:             <ul style="list-style-type: none"> <li>○ I'll say the word. You say the word and the first sound. Ready? Listen.</li> <li>○ Hold up the <b>book</b> picture. <b>Book. Word? Book. Think of the first sound. Pause.</b></li> <li>○ Say the word and first sound. <b>Book, /b/.</b></li> </ul> <p><i>Repeat with other words.</i></p> </li> </ul>	
<p><b>Closure</b> Review/Restate</p>	<ul style="list-style-type: none"> <li>• We practiced listening for the initial or first sound in a word. What did we practice? Listening for the first sound.</li> <li>• What first sound did we listen for? /b/. Tell your partner one word that starts with /b/. Have students say words to each other for 5-10 seconds. I heard _say some words. The first sound in these words is /b/.</li> </ul>	

**Materials:** Phonological Awareness Lesson Picture Cards, Phonological Awareness Lesson Picture List, Sound-Spelling Clue Cards

# Lesson Guide: Phonological Awareness *Final Sounds*

**Objective:** Students will segment spoken one-syllable words of three to five phonemes into individual phonemes.



<p><b>Model</b> Watch/Listen</p>	<ul style="list-style-type: none"> <li>• Today we will listen for the final or last sound in a word. Today we are listening for /p/.</li> <li>• Watch/listen:             <ul style="list-style-type: none"> <li>○ The word is <b>cap</b>. Hold up cap picture. The last sound is /p/. <b>Cap, /p/</b>. Repeat with 3-5 examples.</li> </ul> </li> </ul>	
<p><b>Practice</b> Let's try it/ Your turn</p>	<ul style="list-style-type: none"> <li>• Let's practice together:             <ul style="list-style-type: none"> <li>○ I'll say the word. You say the word and the last sound. Ready? Listen.</li> <li>○ Hold up the ship picture. <b>Ship. Word? Ship. Think of the last sound. Pause.</b></li> <li>○ Say the word and first sound. <b>Ship, /p/</b>.</li> </ul> <p>Repeat with other words.</p> </li> </ul>	
<p><b>Closure</b> Review/Restate</p>	<ul style="list-style-type: none"> <li>• We practiced listening for the initial or first sound in a word. What did we practice? Listening for the last sound.</li> <li>• What first sound did we listen for? /p/. Tell your partner one word that starts with /p/. Have students say words to each other for 5-10 seconds. I heard _ say some words. The first sound in these words is /p/.</li> </ul>	

**Materials:** Phonological Awareness Lesson Picture Cards, Phonological Awareness Lesson Picture List, Sound-Spelling Clue Cards

**Teacher notes:** Words may include initial and/or final consonant blends.

# Lesson Guide: Phonological Awareness *Medial Sounds*

**Objective:** Students will segment spoken one-syllable words of three to five phonemes.



<p><b>Model</b> Watch/Listen</p>	<ul style="list-style-type: none"> <li>• Today we will listen for the medial or middle sound in a word. Today we are listening for /a/.</li> <li>• Watch/listen:             <ul style="list-style-type: none"> <li>○ The word is <b>cat</b>. The middle sound is /a/. <b>Cat</b>, /a/.</li> </ul> <p><i>Repeat with 2-3 other words</i></p> </li> </ul>	
<p><b>Practice</b> Let's try it/ Your turn</p>	<ul style="list-style-type: none"> <li>• Let's practice together:             <ul style="list-style-type: none"> <li>○ I'll say the word. You say the word and the middle sound. Ready? Listen.</li> <li>○ <b>Bag</b>. Word? <b>Bag</b>. Think of the middle sound. Pause.</li> <li>○ Say the word and middle sound. <b>Bag</b>, /a/.</li> </ul> <p><i>Repeat with other words.</i></p> </li> </ul>	
<p><b>Closure</b> Review/Restate</p>	<ul style="list-style-type: none"> <li>• We practiced listening for the medial or middle sound in a word. What did we practice? Listening for the middle sound.</li> <li>• What middle sound did we listen for? /a/. Tell your partner one word that has /a/ in the middle. <i>Have students say words to each other for 5-10 seconds. I heard _ say some words. The middle sound in these words is ... /a/.</i></li> </ul>	

**Materials:** Phonological Awareness Lesson Picture Cards, Phonological Awareness Lesson Picture List, Sound-Spelling Clue Cards

**Teacher notes:** Words may include initial and/or final consonant blends.

# Lesson Guide: Phonological Awareness *Oral Segmenting*



**Objective:** Students will segment spoken phonemes to form one-syllable words including initial and/or final consonant blends.

<p><b>Model</b> Watch/Listen</p>	<ul style="list-style-type: none"> <li>• Today we will segment the sounds in a word. We'll say the word and then each sound.</li> <li>• Watch/listen:             <ul style="list-style-type: none"> <li>○ Hold up the <b>flag</b> card. The word is <b>flag</b>. The sounds are /f/l/a/g/. <b>Flag</b>.</li> </ul> </li> </ul> <p>Repeat with 2-3 other words.</p>	
<p><b>Practice</b> Let's try it/ Your turn</p>	<ul style="list-style-type: none"> <li>• Let's practice together:             <ul style="list-style-type: none"> <li>○ Let's say each word and then say the sounds. Ready? Listen.</li> <li>○ Hold up the <b>frog</b> card. <b>Frog</b>. Word? Frog.</li> <li>○ Sounds? /f/r/o/g/</li> <li>○ Word? Frog.</li> </ul> </li> </ul> <p>Repeat with other words.</p>	
<p><b>Closure</b> Review/Restate</p>	<ul style="list-style-type: none"> <li>• We practiced segmenting the sounds in a word. What did we practice? Segmenting sounds.</li> <li>• What are the sounds in the word <b>frog</b>? Tell your partner.</li> <li>• Segmenting sounds means we say each sound in a word.</li> </ul>	

**Materials:** Phonological Awareness Lesson Picture Cards, Phonological Awareness Lesson Picture List

# Lesson Guide: Phonological Awareness *Oral Blending*

**Objective:** Students will blend spoken phonemes to form one-syllable words including initial and/or final consonant blends.

<p><b>Model</b> Watch/Listen</p>	<ul style="list-style-type: none"> <li>• Today we will blend sounds. We'll say each sound and then say the whole word.</li> <li>• Watch/listen:             <ul style="list-style-type: none"> <li>○ The sounds are /d/r/u/m/. The word is <b>drum</b>.</li> <li>○ Hold up the drum card to show the answer</li> </ul> </li> </ul> <p><i>Repeat with 2-3 other words.</i></p>	
<p><b>Practice</b> Let's try it/ Your turn</p>	<ul style="list-style-type: none"> <li>• Let's practice together:             <ul style="list-style-type: none"> <li>○ We will say each sound and then say the whole word. Ready? Listen.</li> <li>○ /d/r/e/s/. Word? Dress.</li> <li>○ Hold up the dress card to show the answer.</li> </ul> </li> </ul> <p><i>Repeat with other words.</i></p>	
<p><b>Closure</b> Review/Restate</p>	<ul style="list-style-type: none"> <li>• We practiced blending the sounds in a word. What did we practice? Blending sounds.</li> <li>• Point to the picture that shows a /d/r/e/s/. <i>Repeat with other words already practiced.</i></li> <li>• Blending sounds means we say each sound in a word and say the whole word.</li> </ul>	

**Materials:** Phonological Awareness Lesson Picture Cards, Phonological Awareness Lesson Picture List