

PHONEMIC AWARENESS: Rhyming song

PARENT/TEACHER

Directions:

1. Use this song as time filler or while waiting in line.

Rachel, Bachel, Fo-Fachel

Banana- Fanana –Fo – Machel

Fe – Fi – Fo – Dachel – Rachel!

Kids love this – they want you to sing about every kid, teacher, pet, etc. Sky's the limit.

Submitted by: Rachel Kaufman

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PHONEMIC AWARENESS: Rhyming Words

PARENT/TEACHER

Directions:

1. Read a picture book with rhyming words or a Dr. Seuss book to group and have them listen for rhyming words!
2. Have them repeat the rhyming words on the page.
3. Have them generate other rhyming words different from the ones in the story.

Submitted by: Susan Brown

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PHONEMIC AWARENESS: Bubble gum words

PARENT/TEACHER

Directions:

- I. Stretch out words so kids hear each phoneme.
  - a. Beginning of year – listen for sounds  
Scissors, bell, tap of pencil, shut door, clap, snap fingers, stomp feet



Submitted by: Sandy Hampton  
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PHONEMIC AWARENESS: Sound of the day

TEACHER

Directions:

- I. Pick a sound of the day and rhyme their name with the sound or use the sound before their name.  
(Example: (M) Mamy – Amy, Mev – Bev) Changes their name for the whole day.

Submitted by: Michelle Meyer  
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PHONEMIC AWARENESS: Name game

PARENT/TEACHER

Directions:

1. Sing the name game with all their names – rhyme their name with another name.
2. Rhyming game – match-rhyming pictures together using clips.

Submitted by: Amy Zegers  
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PHONEMIC AWARENESS: Puppet toss

PARENT/TEACHER

Directions:

1. Throw the puppet, thinking of words that rhyme with it. (Ex: cat, mat, etc.)

Submitted by: Carole Ferrel  
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PHONEMIC AWARENESS: Sound sandwiches

PARENT/TEACHER

Directions:

1. Give students paper that unfolds into 3 parts “sandwich-shaped”.
2. Draw red dot on middle section.
3. Provide letter cards that can combine to make several words:  
a, i, t, s, m, n, p, etc.
4. Segment words and have students place correct letter in appropriate part of the sandwich.
5. Have students blend word together – use continuous sound.



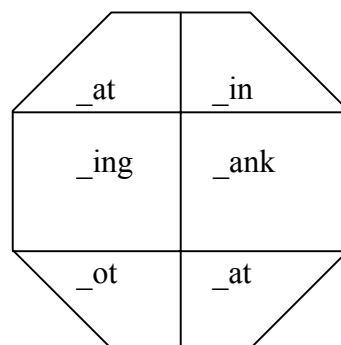
Submitted by: Bev Furlong  
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PHONEMIC AWARENESS: Beach Ball Word Families

PARENT/TEACHER

Directions:

1. Tape post-its on to different color of the ball.
2. Write one-word family onto each post-it.
3. Toss ball. Name color.
4. Think/say word from that word family.
5. Continue.



Submitted by: Kristy Busey  
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PHONEMIC AWARENESS: Tapping the Sounds

PARENT/TEACHER

Directions:

1. Say a word.
2. Ask the students to use their fingers to tap the sounds as they say it slowly.
3. The students move their finger across the desk from left to right as they tap the sounds in the word.

Submitted by: Liz Long  
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PHONEMIC AWARENESS: Thumb Up

TEACHER

Directions:

1. If you hear the /e/ sound when I say the word put our thumb up. (Vary vowel sound or make it consonant sounds or blends.)
2. Initial sound – I say /j/                      you say /im/                      we say /jim/
3. Ending sounds – I say /ji/                      you say /m/                      we say /Jim/

Submitted by: Shawna Conrad  
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PHONEMIC AWARENESS: Point and Touch

TEACHER

Directions:

1. Hold one arm out to your side.
2. When I say a word like 'run', point and touch your outstretched arm one time for every sound you hear. For 'run' you would point and say 'r', 'u', 'n'.
3. Then sweep your hand over the word you just 'wrote' on your arm and say 'run'.



Submitted by: Linda Morgovnik  
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PHONEMIC AWARENESS: Rhyming

PARENT

Directions:

1. Using basic first letters (m,s,t,a,r). Say words that rhyme such as mat, sat, rat.
2. Introduce each sound separately.

Submitted by: Bonnie Houck  
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PHONEMIC AWARENESS: I Say it Slow. You Say it Fast.

PARENT/TEACHER

Directions:

1. Isolate the sounds to a simple CVC word and have students blend it together and quickly say the whole word. Teacher: /d/ /o/ /g/ Student: dog
2. Reverse by having the students take turns being the one to say it slow and everyone else listen to the sounds to determine the word.
3. Show the students the word after they have correctly guessed it. Read the word out loud, once slowly and then again blending it together.

Submitted by: PJ Breiner  
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PHONEMIC AWARENESS: ZOOM

PARENTS/TEACHER

Directions:

1. Say the beginning sound of a word /b/.
2. Have the student think of a syllable that could finish the word /oat/.
3. Say the whole word together /boat/.
4. Take turns with the student saying the first sound and you finishing the word.

Submitted by: Trish Boshen

PHONEMIC AWARENESS: Mystery Bag

PARENT/TEACHER

Directions:

Students take turns taking home the mystery bag.

1. Put a note inside that asks the parent to help the child find something that begins with the letter we are studying for the week.
2. Parents need to help the student come up with 3 clues to help the kids in the class guess what is in the bag.
3. After the class has guessed what is in the bag, the students can ask questions about the item brought.

Submitted by: Becky Thompson  
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PHONEMIC AWARENESS: Sound Collage

PARENTS/TEACHER

Directions:

1. Have the students collect magazines or catalogs prior to the lesson.
2. Give the beginning sound of a letter and the students need to find an item that begins with that sound.
3. Students can create a collage and write the letter beside the picture.
4. Increase difficulty by using ending sounds.

Submitted by: Mary Overall  
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PHONEMIC AWARENESS: Tootie Ta

TEACHER

Directions:

1. Sing Tootie Ta, a Tootie Ta, a Tootie Ta Ta (x2).
2. Substitute initial sound with any consonant.
3. As you sing you say thumbs up, the elbows back, feet apart, knees together, bottoms up, tongue out, eyes shut, turn around.

Submitted by: Rhonda Fry  
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PHONEMIC AWARENESS: Build a Tower

PARENTS/TEACHER

Directions:

1. Give students a word such as cat, lake, bell, etc.
2. Have students voice words that rhyme with it. For each rhyming word, stack a block on top of another to make a tall tower.
3. Create a graph indicating the number of blocks used.

hat	make
bat	bake
cat	lake

Submitted by: Linda Innes  
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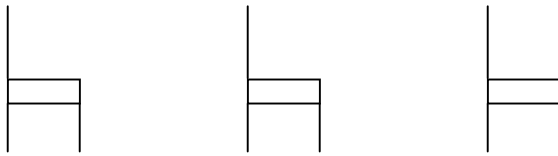
## PHONEMIC AWARENESS: Rhyme Musical Chairs

TEACHER

### Directions:

Materials: chair for each student, music, and pictures that are easy to rhyme with.

1. Set a picture on each chair (in a circle).
2. Start the music. When the music stops, each child will need to find a seat.
3. The students need to tell you the name of the picture and supply a word that rhymes with it.
4. After you have started and stopped 3-4 times, switch the cards.



Submitted by: Amy Hampton  
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## PHONEMIC AWARENESS: Bag of Sounds

TEACHER

### Directions:

Materials: 1 bag and plastic toys, figures, etc. that begin with phonemes you are currently working on.

1. Students take turns reaching into the bag to grab an object.
2. The students must name the object and pronounce the initial sound.

Tip: I collect toys from Happy Meals and buy from dollar stores. Parents have even donated items as they “clean-up” rooms at home.

Submitted by: Brenda Schuetz  
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PHONEMIC AWARENESS: Quick Erase

TEACHER

Directions:

1. Teacher writes a word on the board.
2. Students sound out and say the word out loud.
3. Teacher then changes 1 sound and students say the new word. Repeat 8-9 times.  
Example: land, band, and, ant, fan, man, men, ten, then

Submitted by: Leah Martin  
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PHONEMIC AWARENESS: What's Missing?

TEACHER

Directions:

1. Read a story occasionally leaving out a rhyming word for child to fill in.

Submitted by: Peggy Anderson  
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PHONEMIC AWARENESS: Create a Tongue Twister

PARENT/TEACHER

Directions:

1. Pick a word – like an animal.
2. Brainstorm words that describe the animal using the same initial sound.  
Ex. Lions lick looney lollipops.
3. Challenge the student to create longer tongue twisters.

Submitted by: Peggy Anderson  
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PHONEMIC AWARENESS: Matching Picture with Name

PARENT/TEACHER

Directions:

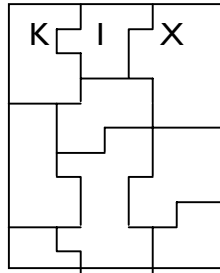
1. Select pictures from a catalog or your own collection of things you want the child to know and be able to name.
2. Add the name of the picture in writing and show the child the picture and word.
3. Show them how to say the word.
4. Play matching games using word name and picture or use beginning sounds.

## PHONEMIC AWARENESS: Cereal Box Puzzle

PARENT/TEACHER

### Directions:

1. Cut various cereal boxes, keeping front panel.
2. Cut the front panel into puzzle pieces making sure that each piece has a letter on it.
3. Have the child put the puzzle together.
4. As he/she puts the puzzle together, have them say the letters and then sound out the words.



Submitted by: Martha Darter  
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## PHONEMIC AWARENESS: Phonemic Build a Word

PARENT/TEACHER

### Directions:

1. Distribute phonemic sound cards to students.
2. Say a word containing 2-3 sounds.
3. Students with corresponding sound cards stand in front of the group and arrange their cards in left to right order to form the word.
4. Students in the “audience” agree or disagree on the word correctness.

Submitted by: Michelle Law  
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## PHONEMIC AWARENESS: Change That Word/Vowel

PARENT/TEACHER

### Directions:

Materials: Alphabet cards (face up on the table) and pocket chart (optional)

1. Choose a one syllable word (fat) and spell it out on the table or chart.
2. Say the word and then each phoneme separately as you point to the letters. Repeat the word again.
3. Challenge the student to replace any of the cards to create a new word. Have them say the word and each phoneme separately as they point to the letters. Repeat the whole word again.
4. Continue taking turns until no new words can be created. The last person to successfully change the word picks the next word to begin with.

## PHONEMIC AWARENESS: ABC Board

TEACHER

### Directions:

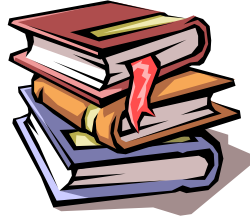
1. Cut 12" x12" squares of bright colored construction paper. (26 total)
2. Add a letter to each square. (Can be Die-cut or written with a marker.)
3. Have students find and cut out pictures for each letter square from magazines or catalogs. (The more the better.)
4. Talk with students as they are choosing pictures. "Why did you choose that picture?" etc.
5. As a group, staple the squares on the bulletin board.

## PHONEMIC AWARENESS: Making Books

PARENT/TEACHER

### Directions:

1. Have children illustrate their own books.
2. Children should select a theme and adults can assist in a storyline.
3. It can be things such as: favorite food, animals, family or toys.
4. Have children draw, paint or write the story.
5. Have children read their books to the class.



Submitted by: Dirk Schneider  
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## PHONEMIC AWARENESS: Rhyming with the “The Hungry Thing”

PARENT/TEACHER

### Directions:

1. Read a book from “The Hungry Thing” series.
2. When the hungry thing says the nonsense rhyming word, have the students guess the actual word.

Submitted by: Debbie Wright  
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## PHONEMIC AWARENESS: How Many Sounds?

PARENT/TEACHER

### Directions:

1. Parent/Teacher pronounces a single phoneme or a two-phoneme word, holding up one finger for each sound as it is pronounced.
2. Then ask the child to repeat procedure and tell how many sounds were said.

Submitted by: Robin Ludwig  
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## PHONEMIC AWARENESS: Guess a Word

PARENT/TEACHER

### Directions:

1. Put pictures with one-syllable names face down in the center of a circle with the children seated all around.
2. Have one student choose a “secret” picture, not letting others see it.
3. The student sounds out the first phoneme and everyone repeats it.
4. The second sound is done and repeated. Then the third phoneme and fourth phoneme.
5. After the last phoneme, the group or a chosen individual sounds all of the phonemes in sequence and identifies the secret picture.



## PHONEMIC AWARENESS: Sentence Game

TEACHER

### Directions:

1. Pick a word and have the student(s) build a sentence using the word.
2. Pick one sentence. Write the words for the sentence on small pieces of paper.
3. Give each student the words for the sentence and have them put the words in order to make the sentence.
4. Give “phonemic directions” such as:
  - a. Push up the word that rhymes with cat.
  - b. Push up the word that starts like show.
  - c. Push up the word that has the same vowel sound as cub.
  - d. Push up the word that ends like dog.

Submitted by: Nancy North  
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## PHONEMIC AWARENESS: Beginning Sounds Hot Potato

PARENT/TEACHER

### Directions:

1. Teach the children the rhyme “One Potato”.
2. Pass around a small beanbag.
3. The child holding the beanbag at the end of the rhyme states a word that begins with /p/. (The first letter in potato.)
4. Repeat the rhyme, replacing the word potato with tomato, zucchini or banana.

Submitted by: Alicia Michel & Molly Finch

Directions:

1. As you ask the students to line up, “break down” the word (l i n u p). so they have to “Say it Fast”.
2. Other examples: “Get out your p a p r.” “Look at m e.”

Submitted by: Ruth Heinrichs  
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Directions:

1. Have all of the students sit in a circle and say “I am thinking of someone’s name that begins with /M/.
2. When you say the letter, display the corresponding letter.
3. The children should pronounce the sound of the letter then raise their hand when they have a guess.

Submitted by: Ronda Geddings  
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PHONEMIC AWARENESS: Hands-on Rhyming

PARENT/TEACHER

Directions:

1. Have a basket of toy animals (or other items).
2. Have a student select one, say its name and create a word that rhymes with it.
3. Example: fish/wish, cat/hat, dog/log, etc.

Submitted by: Amy Berg  
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PHONEMIC AWARENESS: Counting Syllables

PARENT/TEACHER

Directions:

1. Have five pictures with a blank response line next to them.
2. Using hand claps to count the syllables with claps.
3. Have the students write the number of syllables on the response lines.

Submitted by: Marty Kobza

PHONEMIC AWARENESS: Listen Up

PARENT/TEACHER

Directions:

1. Select a specific sound for children to listen for, such as long /a/, and then read aloud a list of words.
2. Every time students hear the target sound in a word, they are to clap their hands, repeat the sound, hold up a counter, or choose some other designated way of responding.
3. If they respond after a word that does not contain the sound, ask the students to listen again as you repeat the word, emphasizing the vowel sound by extending it.

Submitted by: Kathleen McGowan  
Shawnee Mission Schools

PHONEMIC AWARENESS: Consonant Riddle Game

PARENT/TEACHER

Directions:

1. Write the word rat on the board and then ask:
  - a. What rhymes with rat but starts with /m/?
  - b. What rhymes with mart but starts with /p/?
  - c. What rhymes with fan but starts with /t/?
2. Continue the activity using the following words: fast, late, lime, sunk, etc.
3. Students can do this for several lessons, and they will start rhyming with blends.

Submitted by: Kathleen McGowan  
Shawnee Mission Schools

## Directions:

1. Give the students the following verse: A bug in a rug with a mug went glug.
2. Have them repeat it several times. Ask them what vowel sound they hear in bug, rug, mug and glug.
3. Ask them to listen to what happens when you change that sound to /a/: A bag in a rag with a mag went glag.
4. Change the other vowels sounds such as /i/ and let the students say the silly verses.

Submitted by: Kathleen McGowan  
Shawnee Mission Schools

## Directions:

1. Copy a familiar poem, such as “Teddy Bear” on to chart paper, replacing the second word in the rhyming pair with a blank.
2. Using the incomplete poem, have children create a new poem by providing the rhyming words to fill in each blank.
3. Write the words on sticky notes and place them in the poem.
4. Help the class read their newly created poem.

Teddy Bear  
Teddy Bear, Teddy Bear  
Jump around  
Teddy Bear, Teddy Bear,  
Touch the \_\_\_\_\_.  
Teddy Bear, Teddy Bear  
Open the box  
Teddy Bear, Teddy Bear  
Pull out the \_\_\_\_\_.  
Teddy Bear, Teddy Bear  
Bake a cake  
Teddy Bear, Teddy Bear  
Swim in the \_\_\_\_\_.

Submitted by: Kathleen McGowan  
Shawnee Mission Schools

Directions:

1. Teacher says, "I am going to the park. I'm taking a mat."
2. The first student says, "I am going to the park. I'm taking a mat and a cat."
3. The next students say, "I am going to the park. I'm taking a mat, a cat, and a hat."
4. Continue around the class until the students run out of rhyming words.

Submitted by: Kathleen McGowan  
Shawnee Mission Schools

Directions:

1. Separate words by syllable onto two index cards.
2. Give half of the cards to one group of students and the other half to another group.
3. Have the 1<sup>st</sup> group read the first card /pow/ and the 2<sup>nd</sup> group read the second card /der/.
4. Ask the student what is the word? /powder/.
5. Other words to use: porcu..pine, gir..raffe, pop..corn, tri..cycle, cir..cus, sug..ar, pop..sicle, tri..angle, bump..er, cir..cle, can..dy.

Submitted by: Kathleen McGowan  
Shawnee Mission Schools

## Directions:

1. Have the students make new words by replacing the initial consonant with a new one.
2. For example: Write matter on the board. Say "Matter begins with /m/.
3. Erase the /m/ and replace it with /b/. What's the new word?
4. Try the following word changes:  
/m/ atter   /b/ atter   /f/ atter  
/s/ ound   /m/ ound   /h/ ound  
/h/ arry   /b/ arry   /m/ arry

Submitted by: Kathleen McGowan  
Shawnee Mission Schools

## Directions:

1. Tell the students "I am going to say some compound words. Clap one time for each little word that you hear in the compound word." Examples: Classroom   football
2. Tell them "Now I am going to say some words. Clap one time for each syllable that you hear in the word." Examples:   rat   robot   telephone
3. Tell them " Now you say each sound you hear in the word." Examples: bat /b/a/t   rat /r/a/t

Submitted by: Kathleen McGowan  
Shawnee Mission Schools

Directions:

1. Help students identify similarities in sounds. Model the following in a “sing-song” manner:  
Ball is a word that starts like boy.  
Boy/ball; boy/ball  
Can you think of a word that starts like boy?
2. When a child responds correctly (for example, Bill) repeat:  
Bill is a word that starts like boy.  
Boy/Bill; boy/Bill  
Can you think of a word that starts like boy?

Submitted by: Kathleen McGowan  
Shawnee Mission Schools

Directions:

1. Have the students stand as they listen to you say a three-phoneme word.
2. Say each phoneme separately and ask the students to place their hands on their heads, waists, or toes to indicate whether the sound is at the beginning, middle, or end of the word.
3. Repeat with additional three-phoneme words. Say phonemes faster and faster as the game progresses. Extend the activity to four-phoneme words using head, waist, knees, and toes.

Submitted by: Kathleen McGowan  
Shawnee Mission Schools



## Directions:

1. Have the students stand in a close circle. Explain that you want them to think of words that start with the sound /t/. Tell them that everyone who says a /t/ word gets “braided” into the circle.
2. Show them that they can make a braid by crossing their arms and taking the hands of the child on either side of them.
  - a. Teacher: Now we will make a T braid. Kathy, tell me a word that will help make the T braid?  
Kathy: Tail.
3. Kathy then crosses her arms in front of her and takes the hands of the two students on either side of her.
4. Ask the question again and name another student. When everyone has been braided in, say: “Now we have made a T braid, and now we can unbraid it.”
5. Then have twist around, going under the upper arm to uncross, or unbraid, all of the arms.

Submitted by: Kathleen McGowan  
Shawnee Mission Schools

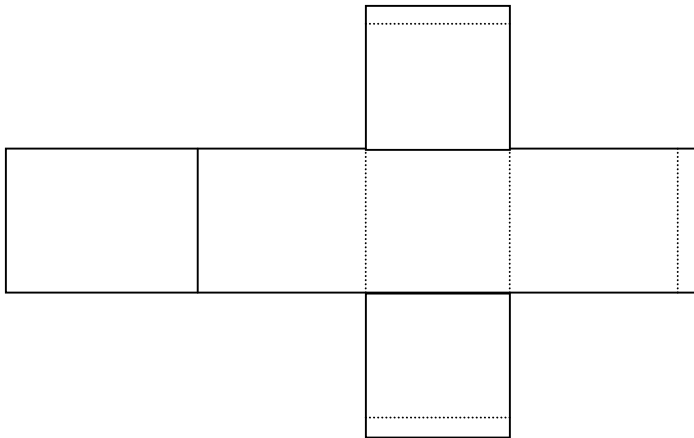
## Directions:

1. Have the students practice attending to beginning sounds by asking them to name their favorite hobby or treat. Explain that their “favorite” must begin with the same sound as their first name. (Ex. Patty and peanut butter.)
2. Have the students draw pictures of themselves on connecting paper dolls. Write each child’s “favorite” on the bottom of his or her doll.
3. Invite the students to introduce themselves to the class. For example, “I am Sam and I like soccer and salamanders.”

Submitted by: Kathleen McGowan  
Shawnee Mission Schools

Directions:

1. Label four sides of the die with contrasting word families (e.g., -at, -ap, -ag, -all), and then label the remaining two sides with "Lose a Turn" and "Roll Again".
2. Have one student roll the die. If it lands on a word family space, the student must come up with a word for that family and record it on his/her piece of paper or the board. The students must also say the sounds in the word and blend the sounds to make the word.
3. If a player is stumped or lands on "Lose a Turn", the die is passed to the next person. If the student lands on "Roll Again, he/she rolls again and gets another turn. The person who records the most words at the end of the allotted time wins.



Submitted by: Kathleen McGowan  
Shawnee Mission Schools

Directions: Sung to the tune of "Old MacDonald Had a Farm"

What's the sound that starts these words: Chicken, chin and cheek? (Wait for response)

/ch/ is the sound that starts these words: Chicken, chin and cheek

With a /ch/, /ch/ here, and a /ch/ /ch/ there. Here a /ch/, there a /ch/, everywhere a /ch/, /ch/.

/ch/ is the sound that starts these words: Chicken, chin and cheek.

What's the sound in the middle of these words: Leaf and deep and meat?

/ee/ is the sound in the middle of these words: Leaf and deep and meat.

With a /ee/, /ee/ here, and an /ee/, /ee/ there. Here a /ee/, there a /ee/, everywhere a /ee/, /ee/.

/ee/ is the sound in the middle of these words: Leaf and deep and meat.

What is the sound at the end of these words: Duck and cake and beak?

/k/ is the sound at the end of these words: Duck and cake and beak.

With a /k/, /k/ here, and a /k/ /k/ there. Here a /k/, there a /k/, everywhere a /k/, /k/.

/k/ is the sound at the end of these words: Duck and cake and beak.

Submitted by: Kathleen McGowan  
Shawnee Mission Schools