





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

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

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

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

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

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