



Having Fun with Phonemic Awareness

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Dear Caregiver:

These activities are intended to provide opportunities for families to play with sounds in words in a fun and engaging way. Each activity has examples of words that will get you started with building phonemic awareness with the child. These activities can be easily integrated into your family routines. Enjoy the activities in the car, at bedtime, while cooking dinner, playing ball or while waiting for an appointment. The purpose is to have your child build understanding of phonemic awareness by listening to and manipulating sounds in words.



Phoneme Isolation of Initial and Final Sounds

Phoneme Isolation of Initial Sound

Directions: Tell the child that you are going to say a word, and it will be their job to say the first or initial sound they hear.

Example: “I am going to say a word and then say the initial or first sound in the word. The word is **man**. The initial or first sound is **/m/**. Now it’s your turn.”

- Fish
- Bowl
- Nest
- Said
- Ship
- There

Phoneme Isolation of Final Sound

Directions: Tell the child that you are going to say a word, and it will be their job to say the final or last sound they hear.

Example: “I am going to say a word and then say the final or last sound. The word is **book**. The final sound is **/k/**. Now it’s your turn.”

- Bike
- Wheel
- Stairs
- Tree
- Table



Phoneme Blending

Phoneme Blending - Onset and Rime

Directions: Tell the child that you are going to break up words into parts, or onset and rime. It is their job to put the two sounds together and say the whole word.

Example: “I am going to say the sounds and then I’ll put the word together. /r/ /an/. The word is **ran**. Let’s practice one more time. The parts are /m/ /op/. The word is **mop**. Now it’s your turn.”

- /c/ /up/
- /sh/ /ip/
- /th/ /ree/
- /ch/ /eck/
- /fr/ /og/

Phoneme Blending - All Phonemes

Directions: Tell the child that you are going to separate all the sounds in a word and it is their job to say the whole word.

Example: “I am going to say a word by isolating or separating each sound in the word and then say the word together. /b/ /u/ /g/. The word is **bug**. Let’s practice one more time. /p/ /l/ /a/ /n/ /t/. The word is **plant**. Now it’s your turn.”

- /r/ /a/ /t/
- /f/ /oo/ /t/
- /s/ /p/ /ee/ /d/
- /s/ /k/ /a/ /t/
- /s/ /w/ /ee/ /t/



Adding Phonemes

Adding Phonemes

Directions: Tell the child that you are going to add a sound at the beginning of a word. It is their job to say the new word.

Example: “I am going to add the sound /s/ to the word **at**. My new word is **sat**. Now it’s your turn.”

- Add /s/ to top - stop
- Add /t/ to rain - train
- Add /d/ to ream - dream
- Add /b/ to room - broom
- Add /t/ to race - trace



Phoneme Deletion

Phoneme Deletion of Initial Sound

Directions: Tell the child that you are going to say a word but drop the first or initial sound in the word. It is their job to say the word without the initial or first sound.

Example: “I am going to say **dog** without the first or initial sound. **/og/**. Now it’s your turn.”

- Rocket- ocket
- Cement - ement
- Grow - row
- Block - lock
- Plug - lug

Phoneme Deletion of Final Sound

Directions: Tell the child that you are going to say a word but drop the final sound in the word. It is their job to say the word without the final sound.

Example: “I am going to say the word **bike** without the final sound. **Bike** becomes **/by/**. Now it is your turn.”

- Road- row
- Goat- go
- Couch - cow
- Bean - be
- Teach - tea



Phoneme Substitution

Phoneme Substitution of Initial Sound

Directions: Tell the child that you will make a new word by changing the initial or first sound to make a new word. It is their job to say the new word.

Example: “I am going to make new words by changing the initial or first sound in cat. If I change /c/ in cat to /b/, the new word is bat. Now it’s your turn.”

- Change /f/ in *fall* to /t/ - tall
- Change /s/ in *sight* to /l/ - light
- Change /b/ in *bake* to /m/ - make
- Change /ch/ in *chin* to /sh/ - shin
- Change /f/ in *feel* to /s/ - seal

Phoneme Substitution of the Final sound

Directions: Tell the child that you will make a new word by changing the final or ending sound to make a new word. It is their job to say the new word.

Example: “I am going to make a new word by changing the ending sound. If I change /g/ in the word *dog* to /k/, the new word is **dock**. Now it’s your turn.”

- Change /m/ in *clam* to /p/ - clap
- Change /n/ in *train* to /l/ - trail
- Change /d/ in *food* to /t/ - foot
- Change /t/ in *sent* to /d/ - send
- Change /k/ in *fork* to /t/ - fort



Have Fun and Speak in Pig Latin

Phoneme Manipulation

Directions:

If a word starts with a consonant (or group of consonants), you move it to the end and add -ay. So e.g., “three” becomes “ee-thray”.

If a word starts with a vowel, you simply add -ay. So “and” becomes “and-ay”.

There are some variations to this rule. You might see or hear others using /hay/ or /way/ for the ending. Also, the y in the beginning of a word is usually treated as a consonant; e.g., “you” is /ouyay/.

