

Handout Activities

Phonological and phonemic awareness can be measured with the following types of tasks. Try and put them into a meaningful context!

Sound-Symbol Correspondence Activities: Begin with simple letter-sound associations. Teach students the sounds of English consonants and vowels, and practice identifying words that contain those sounds. For example, introduce the /b/ sound and ask students to find words that start with "b" (e.g., bat, ball). Gradually introduce more complex sound-symbol relationships, such as digraphs (e.g., "th," "sh," "ch") and vowel combinations (e.g., "ai," "ee"). Have students identify words containing these patterns.

Phonemic Awareness Warm-Up: Start each lesson with a phonemic awareness warm-up exercise. Ask students to identify or produce specific phonemes, either by listening or speaking. For example, you can say, "What's the first sound in 'cat'?" or "Can you say the /s/ sound like in 'snake'?"

Phonics-Based Word Building: Use word-building activities where students combine individual phonemes to form words. For instance, provide letter cards or magnets, and ask students to create words using the sounds you've been working on. This hands-on approach reinforces both phonemic awareness and phonics.

Phonemic Awareness Games: Incorporate phonemic awareness games into your lessons. For example, play a game of "Phoneme Bingo," where students mark words that contain specific phonemes on their bingo cards. This reinforces both phonemic awareness and sound-symbol correspondence.

Word Sorts: Conduct word sorts where students categorize words based on their phonemic characteristics. For instance, you can provide a list of words and ask students to sort them into groups based on common phonemes or patterns.

Spelling and Dictation Exercises: Have students practice spelling words by segmenting them into individual phonemes. Afterward, they can compare their spellings to the correct ones. Additionally, you can use dictation exercises where you say a word, and students write it down based on their phonics knowledge.

Reading and Writing Activities: Encourage students to read and write sentences or short paragraphs that contain words with the phonemes and patterns they've learned. This application of phonics knowledge in context helps reinforce their understanding.

Phonics-Based Stories: Create or use stories that highlight specific phonemes or patterns. Students can read and discuss these stories, focusing on how phonics influences the pronunciation and spelling of words. (e.g. litlab AI)

Interactive Phonics Apps and Tools: Utilize interactive phonics apps and digital tools that provide exercises and games for practicing both phonemic awareness and phonics skills. These tools often offer immediate feedback, making learning engaging and effective.

Decodable Texts: Introduce decodable texts that contain words with the phonemes and patterns you've taught. Students can practice reading these texts, applying their phonics knowledge to decode words and sentences. Example: <https://www.litlab.ai/>

Alliteration awareness, also referred to as phoneme detection and sound or phoneme categorization—for example, “Which word has a different first sound: bed, bus, chair, ball?” (Torgesen & Bryant, 2004). - play a detective game!

Phoneme matching—for example, “Which word starts with the /n/ sound like neck: nut, bed, or cake?” (Wagner, Torgesen, Rashotte, & Pearson, 2013).

Phoneme isolation—for example, “Tell me the sound you hear at the beginning of the word food” (Stahl & Murray, 1994).

Phoneme blending—for example, “On this one, you will hear some words in small parts, one part at a time. I want you to listen carefully and then put these parts together to make a whole word. What word do these sounds make: s-u-n?” (Wagner et al., 2013).

Phoneme deletion, also referred to as phoneme elision—for example, “Say bake. Say bake again, but don’t say /b/” (Semel, Wiig, & Secord, 2006).

Phoneme segmentation with words or non-words—for example, “How many sounds can you hear in the word it?” (Dodd et al., 1996).

more activities with task instructions

<i>WORD COUNT –</i> “Count the words you hear in these sentences...”	<i>SAME OR DIFFERENT?–</i> “Listen to the sounds I say. If they are the same, point your thumb up. If they are different, point it down...”
<i>SYLLABLE COUNT –</i> “Tap the syllables you hear in these words on your hand, elbow, shoulder and head...”	<i>SYLLABLE COUNT –</i> “Tap the syllables you hear in these words on you hand, elbow, shoulder and head...”
<i>UP or DOWN RHYMING–</i> “Listen to the words I say. If they rhyme, point your thumb up. If they do not rhyme, point it down...”	<i>COMPOUND BLENDING–</i> “Blend these two words together to make a new word...”
<i>CLAPPING ALLITERATION–</i> “Clap twice if these two words start with the same sound. Clap once if they start with different sounds...”	<i>NAME THAT SOUND–</i> “Repeat the word and then tell me the <u>first</u> sound you hear...”

Bianca Roters

Links:

<http://www.esltrail.com/p/free-phonemic-awareness-activities.html?m=1>

<https://www.myteachingcupboard.com/blog/effective-strategies-for-teaching-phonemic-awareness#:~:text=Ask%20your%20students%20to%20repeat,play%20with%20sounds%20and%20w>
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<https://thereadingroadmap.com/>