



Foundations for Literacy

Phonemic Awareness Quick Plans

Use these quick plans if your students did not represent all the sounds in the words they wrote on the initial FFL spelling assessment. These activities may provide all the support your students need to support accurate reading and spelling. For more support, this program also includes more in-depth materials to promote an awareness of the sounds we hear in words. **These skills do not need to be mastered before moving on with the FFL phonics lessons** for every FFL phonics lesson promotes an awareness of the sounds we hear in words.

Activity #1 The First Sound in My Name

Each student will share his or her name as well as the sound that is heard at the beginning of his or her name. Distinguish the *sound* from the *letter name* for your students. Note whether any students have matching beginning sounds. You can compare the spellings of the different sounds if it's applicable. (Katy & Christy both begin with /k/ but the sound is spelled differently.)

Activity #2 Rhyming Words

Read: *That Cat Can't Stay*, by Thad Krasnesky

Notice the many rhyming words with students.

Note that rhyming words are words whose final stressed vowel sounds are the same. Perfect rhymes have exact ending sounds including the final vowel sound. Imperfect or "soft" rhymes contain *close* to the same ending sounds including the final vowel sound. For this lesson, we're working with **perfect rhymes**.

Activity #3 Recognizing Rhyming Words

Play- _____ if these two words rhyme.

Clap

Couch- grouch

Stand up

Lamp- camp

Tap your head

Butter- jelly

Touch your toes

Rock- stone

Close your eyes

Rock- stone

Blow a kiss

Light- bright

Smile

Fox- dog

Stand up

Moose- juice (While kids are standing, move into the next activity.)

Activity #4 Recognizing Words That Don't Rhyme

March in place. Sit right down when you hear the word that does not rhyme.

(she, tree, flea, spree, key, bee, sea, **went**, me)

(make, take, bake, shake, drake, fake, steak, break, **fries**, Blake)

(shop, cop, hop, drop, bop, crop, flop, **cat**, plop)

Activity #5 Generate Rhyming Words with Scaffolds

Play: What word rhymes with _____ and starts with /___/?

Tell /b/

Feel /w/

Gate /l/

Far /c/

Top /ch/

Bear /st/

Students might want to cup their ears with their hands to really tune in to the sounds.

Activity #6 Words with the Same Initial Sounds

Identify beginning sounds- Same?

Banana- boat

cup-circus

some-smooth

chip-kick

Activity #7 Words with the Same Final Sounds

Identify ending sounds- Same?

Plate-night

hair-teeth

cap-slip

thumb-one

Activity #8 Sliding Sounds Together to Make Words

I say it slowly. You say it quickly. (This skill greatly helps children when decoding words/ reading.)

Demonstrate with a stretchy slinky toy or large rubber band.

Say:

/c/ /a/ /t/

/t/ /i/ /p/

/f/ /o/ /g/

/s/ /l/ /o/ /p/

/c/ /r/ /i/ /b/

/b/ /l/ /u/ /sh/

/d/ /i/ /m/ /p/ /le/

/c/ /r/ /a/ /ck/ /er/

/s/ /t/ /u/ /m/ /p/

Activity #9 Hearing Each Sound in Words

I say it. You stretch/tap it out. (S-L-O-W M-O-T-I-O-N)

This skill greatly helps children when spelling words/writing.

You say the word, and the kids stretch the word out to “land on” (with their tappers) each individual sound.

This is challenging work, so be patient. Remember to *teach* and not just quiz. That means you’ll be modeling a lot. Stick with short vowel words because long vowel sounds can make two sounds.

Kids stretch and tap the following words:

neck	Kids say: /n/-/e/-/ck/	3 sounds in neck
kiss	Kids say: /k/-/i/-/s/	3 sounds in kiss
neck	Kids say: /n/-/e/-/ck/	3 sounds in neck
smell	Kids say: /s/-/m/-/e/-/ll/	4 sounds in smell
swim	Kids say: /s/-/w/-/i/-/m/	4 sounds in swim
flip	Kids say: /f/-/l/-/i/-/p/	4 sounds in flip

Activity #10 Hearing All the Sounds in Words

Make Your Own Phonemic Awareness Game Boards (with picture cards & movers)

Kids adhere, in a straight line, lots of sticky dots on a half sheet of rectangular bulletin board border. Kids place a mover at the end of the strip and choose a picture card. If the card says the picture is of an *ant*, s/he then says /a/ (landing on the first sticker), /n/ (landing on the second sticker), and /t/ (landing on the third sticker). Note- If the student says *bug*, it makes no difference. See how many pictures it takes to get to the end of the strip or compete to see who finishes first.

Activity #11 Sound Elision of Initial Sound

Play: Delete the INITIAL Sound

If kids are having difficulty, cover your mouth when making the first sound, and then reveal your mouth when making the next sounds. It can be helpful to get kids started on the right track.

Say:	Kids say:
Leg	(egg)
box	(ox)
feet	(eat)
farm	(arm)
dice	(ice)
pie	(eye)
cup	(up)

gate	(ate)
deer	(ear)
tape	(ape)
pants	(ants)
towel	(owl)
racks	(ax)

Activity #12 Sound Elision of Final Sound

Play: Delete the FINAL sounds

Sometimes, if kids are having difficulty, I reveal my mouth when making the first sounds and cover my mouth when making the final sound. It can be helpful to get kids started on the right track.

Ask the kids to name . . .

Something horses eat that comes from the word *hair* without the final sound (hay)

Something hens do with eggs that comes from the word *leg* without the final sound (lay)

Something you do in a car that comes from the word *goat* without the final sound (go)

Something you do outside that comes from the word *plate* without the final sound (play)

Something you eat that comes from the word *stool* without the final sound (stew)

Something you can touch that comes from the word *toast* without the final sound (toes)

A number that comes from the word *fork* without the final sound (four)

Something that rings that comes from the word *belly* without the final sound (bell)

Something that sticks to your sweater that comes from the word *bird* without the final sound (burr)

Activity #13 Sound Substitution

Play Sound Switch.

Say: What would the word say if we switch the **first** sound in *cat* to /m/?

Say: What would the word say if we switch the **last** sound in *dig* to /p/?

Say: What would the word say if we switch the **middle** sound in *tap* to /ay/?

Say: What would the word say if we switch the **first** sound in *card* to /y/?

Say: What would the word say if we switch the **last** sound in *code* to /ch/?

Say: What would the word say if we switch the **middle** sound in *shut* to /ew/?

Activity #14 Listening Well

Note the Importance of listening well by playing *Catch My Mistake*. Kids must tell what mistake was made and what *should* have been said. (They LOVE this one!)

Sing: ABCDEF**Q**HIJ

Count: 123**9**56789

Sing: Happy Birthday **orange** you! (sing)

Say: Red, yellow, green, **motorcycle**, blue, purple

Say: Jack and Jill went up the **pickle**.

Do more if you'd like!

Listening to and enjoying sounds...

Play, on YouTube, the song *Chicken Noodle Soup with a Soda on the Side* by Kidz Bop.

Play, on YouTube, the song by Dan Zanes called *All Around the Kitchen*.

Academic Tidbits—

grapheme- fundamental unit in written language f, ph, gh = /f/

phoneme- smallest unit of speech distinguishing one word from another

morpheme- smallest conceptually meaningful component of a word (-s added to the end of a word changes the word's meaning)

Additional Resources—

- Sound Mats

Students may use the sound mat with manipulatives such as plastic counters, to represent each sound they hear in words, moving from left to right across the sound mat, sound by sound. With the page in landscape orientation, place one manipulative in each of the bottom boxes with no lines. Call a word, stretch the words into individual phonemes together, pushing one manipulative up onto a line for each sound. Later in your practice, you may wish to replace each manipulative, one by one, with a letter tile (or magnetic letter) that represents each sound.

- Phoneme Cheat Sheet

It can be difficult to come up with words for student practice. This recourse will provide you with plentiful words when engaging in any PA practice. Additionally, many adults find it difficult to segment phonemes. You can ensure you're separating the sounds accurately when the number of sounds you make matches the number on the Phoneme Cheat Sheet.

- Phonemic Awareness Games to Play in the Car

This resource may be sent home with parents so they can better support their children to hear the sounds in words.

Remember, we slide sounds together to read words and we stretch words apart when we write words. This practice helps kids to better navigate our code-based language.