

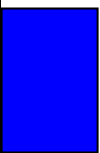

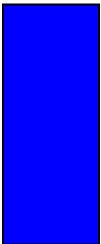
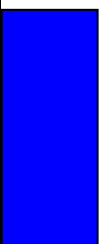
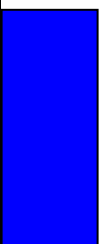


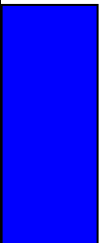


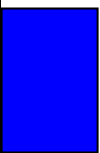

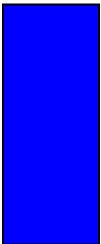
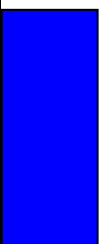
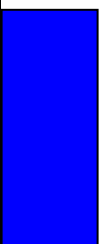


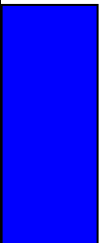


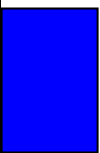

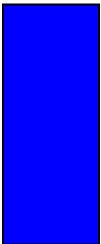
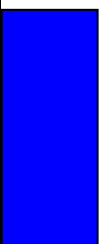
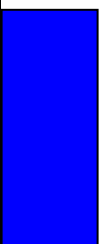


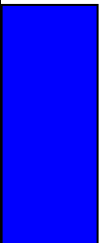














# K-3 Phonemic Awareness Tool Box

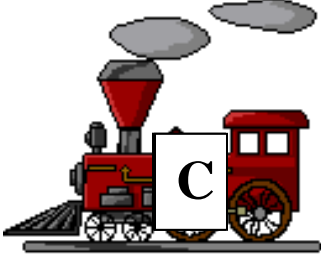


<b>AUDITORY</b>	<b>Strategies</b>	<b>Description</b>
Choose the CVC pictures	<ul style="list-style-type: none"> <li>• Sound isolation</li> <li>• Segmenting</li> <li>• <b>Blending</b></li> <li>• Phoneme Manipulation</li> </ul>	<ol style="list-style-type: none"> <li>1. Place 10 or so VC, CV or CVC pictures around in a circle.</li> <li>2. Give the first student a pointer.</li> <li>3. Say “ Find the /c/ /u/ /p/” (segmented)</li> <li>4. The student should point to the picture of the cup with the pointer.</li> <li>5. Go to the next student and repeat.</li> </ol>
<i>Tool</i>	<ul style="list-style-type: none"> <li>• <i>Strategies</i></li> </ul>	<i>Description</i>
Language Master Activity (center activity)	<ul style="list-style-type: none"> <li>• Sound isolation</li> <li>• Segmenting</li> <li>• <b>Blending</b></li> <li>• Phoneme Manipulation</li> </ul>	<ol style="list-style-type: none"> <li>1. Choose 10 or so VC, CV, or CVC pictures.</li> <li>2. Record segmented VC, CV or CVC picture names on Language Masters cards.</li> <li>3. Students will run a card and match it to the appropriate picture.</li> <li>4. Students will put picture and matching LM card aside and repeat.</li> </ol>
<i>Tool</i>	<ul style="list-style-type: none"> <li>• <i>Strategies</i></li> </ul>	<i>Description</i>
I Spy	<ul style="list-style-type: none"> <li>• Sound isolation</li> <li>• Segmenting</li> <li>• <b>Blending</b></li> <li>• Phoneme Manipulation</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher chooses an object in the room (example- door) and says “I spy a /d/ /or/.”</li> <li>2. The 1<sup>st</sup> student is to touch the door.</li> <li>3. Go to the 2<sup>nd</sup> student and choose another object.</li> </ol>
<i>Tool</i>	<ul style="list-style-type: none"> <li>• <i>Strategies</i></li> </ul>	<i>Description</i>
Closure Activity with Books	<ul style="list-style-type: none"> <li>• Sound isolation</li> <li>• Segmenting</li> <li>• <b>Blending</b></li> <li>• Phoneme Manipulation</li> </ul>	<ol style="list-style-type: none"> <li>1. Choose a book that students are familiar with.</li> <li>2. Read the book, stopping at the last word of every sentence and segmenting it. <i>Example- “I am going to read the book, Goldilocks and the Three /b/ /a/ /er/ /s/.</i></li> <li>3. As you read segment the last word in every, every-other, every 4<sup>th</sup> word (it doesn’t really matter, just don’t do so many that it makes it hard for the students to follow the story).</li> </ol>
<i>Tool</i>	<ul style="list-style-type: none"> <li>• <i>Strategies</i></li> </ul>	<i>Description</i>
Recognizing Segmenting Name-Line Up	<ul style="list-style-type: none"> <li>• Sound isolation</li> <li>• Segmenting</li> <li>• <b>Blending</b></li> <li>• Phoneme Manipulation</li> </ul>	<ul style="list-style-type: none"> <li>• As you call students, one-by-one, to line up to go to lunch, music, etc.... segment their names.</li> </ul>
<i>Tool</i>	<ul style="list-style-type: none"> <li>• <i>Strategies</i></li> </ul>	<i>Description</i>
I Spy or I’m thinking of an animal, color, toy, etc....	<ul style="list-style-type: none"> <li>• Sound isolation</li> <li>• Segmenting</li> <li>• <b>Blending</b></li> <li>• Phoneme Manipulation</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher chooses a category such as animals, colors, fruit, numbers, etc....and segments at word from that category (<i>example- /p/ /i/ /g/</i>)</li> <li>2. The 1<sup>st</sup> student names the word.</li> <li>3. Go to the 2<sup>nd</sup> student and choose another word from your category.</li> </ol>

# Phonemic Awareness

Auditory	Strategies	Description
Jumping sentences, compound words, multisyllabic words, VC, CV, CVC	<ul style="list-style-type: none"> <li>• Sound isolation</li> <li>• <b>Segmenting</b></li> <li>• Blending</li> <li>• Phoneme Manipulation</li> </ul>	<ul style="list-style-type: none"> <li>• Depending on the students developmental level, have them jump sentences, compound words, multisyllabic words, VC words, CV words, or CVC words. <i>(If the student struggles, jump along side of them.)</i> <i>(If physically jumping is impossible due to environment, jump fingers on the table.)</i> <i>(You may want to put tape on the floor or table to designate where to jump.)</i></li> </ul>
Tool	<ul style="list-style-type: none"> <li>• <i>Strategies</i></li> </ul>	<i>Description</i>
How Many Sounds	<ul style="list-style-type: none"> <li>• Sound isolation</li> <li>• <b>Segmenting</b></li> <li>• Blending</li> <li>• Phoneme Manipulation</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher says a VC, CV, or CVC word and the students count the phonemes.</li> </ul>
Tool	<ul style="list-style-type: none"> <li>• <i>Strategies</i></li> </ul>	<i>Description</i>
Jumping words using boards	<ul style="list-style-type: none"> <li>• Sound isolation</li> <li>• <b>Segmenting</b></li> <li>• Blending</li> <li>• Phoneme Manipulation</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the instructions for jumping words using white boards with 2, 3, or 4 lines drawn, depending on the number of phonemes in the words you choose. <i>(Eventually students should be able to fill in the letters as they jump.)</i></li> </ul>
Tool	<ul style="list-style-type: none"> <li>• <i>Strategies</i></li> </ul>	<i>Description</i>
Sound Blocks or Elkonin Boxes	<ul style="list-style-type: none"> <li>• Sound isolation</li> <li>• <b>Segmenting</b></li> <li>• Blending</li> <li>• Phoneme Manipulation</li> </ul>	<div data-bbox="667 1100 1097 1266" data-label="Diagram"> </div> <ul style="list-style-type: none"> <li>• Give students a VC, CV, or CVC word, as they segment the word they will move a token up into the Elkonin Box. <i>(Choose a 2 or 3 block Elkonin Box depending on the number of phonemes in the syllables you are choosing to use (VC, CV, or CVC).)</i></li> </ul>
Tool	<ul style="list-style-type: none"> <li>• <i>Strategies</i></li> </ul>	<i>Description</i>
Isolating beginning, middle, or ending sound using finger cues	<ul style="list-style-type: none"> <li>• <b>Sound isolation</b></li> <li>• <b>Segmenting</b></li> <li>• Blending</li> <li>• Phoneme Manipulation</li> </ul>	<ol style="list-style-type: none"> <li>1. As you segment a VC, CV or CVC word, touch the fingers (2 or 3) on your opposing hand.</li> <li>2. Ask the student “What was the first (or beginning) sound in the word “cat” as you touch your corresponding first finger, middle sound in the word “cat” as you touch the middle finger etc....</li> </ol>

Tool	<ul style="list-style-type: none"> <li>Strategies</li> </ul>	Description												
Big, Bigger, Biggest	<ul style="list-style-type: none"> <li>Sound isolation</li> <li>Segmenting</li> <li>Blending</li> <li>Phoneme Manipulation</li> </ul>	<ol style="list-style-type: none"> <li>Choose 10 or so VC, CV or CVC pictures.</li> <li>Draw graphing boxes on a white board.</li> <li>Place pictures to the left of the graphing boxes.</li> <li>Students color in the boxes corresponding to the phonemes in the VC, CV or CVC pictures.</li> <li>They then decide which word is biggest, which word has the most sounds it.</li> </ol> <table border="1" data-bbox="560 483 1169 1270"> <tbody> <tr> <td data-bbox="560 483 792 693">  </td> <td data-bbox="792 483 928 693">  </td> <td data-bbox="928 483 1049 693">  </td> <td data-bbox="1049 483 1169 693"></td> </tr> <tr> <td data-bbox="560 693 792 961">  </td> <td data-bbox="792 693 928 961">  </td> <td data-bbox="928 693 1049 961">  </td> <td data-bbox="1049 693 1169 961">  </td> </tr> <tr> <td data-bbox="560 961 792 1270">  </td> <td data-bbox="792 961 928 1270">  </td> <td data-bbox="928 961 1049 1270">  </td> <td data-bbox="1049 961 1169 1270"></td> </tr> </tbody> </table>												
														
														
														

Tool	<ul style="list-style-type: none"> <li>Strategies</li> </ul>	Description						
Graph It	<ul style="list-style-type: none"> <li>Sound isolation</li> <li>Segmenting</li> <li>Blending</li> <li>Phoneme Manipulation</li> </ul>	<ol style="list-style-type: none"> <li>1. Prepare columns on a white board with the number of phonemes in the pictures you will use as column titles. (<i>you don't need the white board you can just use the table and index cards of the numbers</i>)</li> <li>2. Choose 10 or so pictures VC, CV CVC, CCVC, CVCC depending on the students developmental levels</li> <li>3. The students are to place the pictures in the correct column according to the number of phonemes in the picture words.</li> </ol> <table border="1" data-bbox="695 485 1317 1276"> <thead> <tr> <th data-bbox="695 485 906 535">2</th> <th data-bbox="906 485 1117 535">3</th> <th data-bbox="1117 485 1317 535">4</th> </tr> </thead> <tbody> <tr> <td data-bbox="695 535 906 1276">            </td> <td data-bbox="906 535 1117 1276">  </td> <td data-bbox="1117 535 1317 1276">  </td> </tr> </tbody> </table>	2	3	4	          		
2	3	4						
          								

Tool	<ul style="list-style-type: none"> <li>Strategies</li> </ul>	Description
Sound Engine	<ul style="list-style-type: none"> <li>Sound isolation</li> <li>Segmenting</li> <li>Blending</li> <li>Phoneme Manipulation</li> </ul>	   <ol style="list-style-type: none"> <li>1. Place a picture of an engine on the floor or table.</li> <li>2. Place 10 or so picture on the floor.</li> <li>3. Place an index card with a letter on the engine.</li> <li>4. The students, one at a time, or to choose a picture that begins with the sound on the engine. They will place that picture on the /c/ train, or the /s/ train, etc...</li> </ol>

Tool	<ul style="list-style-type: none"> <li>• <i>Strategies</i></li> </ul>	<i>Description</i>
<b>Secret Sound</b>	<ul style="list-style-type: none"> <li>• <b>Sound isolation</b></li> <li>• Segmenting</li> <li>• Blending</li> <li>• Phoneme Manipulation</li> </ul>	<ol style="list-style-type: none"> <li>1. Place 3 or 4 pictures on the floor or table, all of which begin with the same sound.</li> <li>2. Place 5 or 6 letters on the floor corresponding with the initial sound of the pictures you will be using.</li> <li>3. The student will choose the secret sound-Which letter represents the beginning sound of the pictures you see on the floor.</li> </ol>
Tool	<ul style="list-style-type: none"> <li>• <i>Strategies</i></li> </ul>	<i>Description</i>
<b>Sea of Vowels game</b>	<ul style="list-style-type: none"> <li>• <b>Sound isolation</b></li> <li>• Segmenting</li> <li>• Blending</li> <li>• Phoneme Manipulation</li> </ul>	<ol style="list-style-type: none"> <li>1. Place 20 CVC pictures in a line or the floor or in a circle on the table.</li> <li>2. Each student has his or her own token, which they place at the beginning of the line of pictures or at the designated beginning/end picture in the circle.</li> <li>3. Have a stack of 2X3 inch vowels a, e, i ,o ,u. (5 of each)</li> <li>4. The first student is to choose a vowel. They are then to find the first picture that contains that vowel. They move their token to that picture.</li> <li>5. The next student does the same etc....</li> <li>6. The game continues until a student reaches the last picture.</li> </ol>

# Phonemic Awareness

With Letters	Strategies	Description			
Flip Books	<ul style="list-style-type: none"> <li>• Sound isolation</li> <li>• Segmenting</li> <li>• Blending</li> <li>• Phoneme Manipulation</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• A quick way to drill blending <b>nonsense</b> words. You can focus on VC, CV, CVC, CVCe, etc....</li> </ul> <div style="border: 1px solid black; display: inline-block; padding: 5px; text-align: center; margin: 10px 0;"> <table style="border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 40px; height: 40px; text-align: center; vertical-align: middle;">c</td> <td style="border: 1px solid black; width: 40px; height: 40px; text-align: center; vertical-align: middle;">a</td> <td style="border: 1px solid black; width: 40px; height: 40px; text-align: center; vertical-align: middle;">p</td> </tr> </table> </div>	c	a	p
c	a	p			
Tool	<ul style="list-style-type: none"> <li>• Strategies</li> </ul>	Description			
Working on index cards of CVCs from a book before reading the book	<ul style="list-style-type: none"> <li>• Sound isolation</li> <li>• Segmenting</li> <li>• Blending</li> <li>• Phoneme Manipulation</li> </ul>	<ul style="list-style-type: none"> <li>• If you have a students who is struggling to decode as they read decodable books, (just beginning to read decodables), put the decodable words on index cards and practice them individually before sending home the decodable book.</li> </ul>			
Tool	<ul style="list-style-type: none"> <li>• Strategies</li> </ul>	Description			
Jumping words and adding letters	<ul style="list-style-type: none"> <li>• Sound isolation</li> <li>• Segmenting</li> <li>• Blending</li> <li>• Phoneme Manipulation</li> </ul>	<ul style="list-style-type: none"> <li>• As you follow the PA instructions for jumping words, add letters as the students jump, just to reinforce the relationships between sounds and letters, letters and words.</li> </ul>			
Tool	<ul style="list-style-type: none"> <li>• Strategies</li> </ul>	Description			
Language Master with Elkonin Boxes (Center activity)	<ul style="list-style-type: none"> <li>• Sound isolation</li> <li>• Segmenting</li> <li>• Blending</li> <li>• Phoneme Manipulation</li> </ul>	<ol style="list-style-type: none"> <li>1. Record 10 or so words on individual Language Master Cards.</li> <li>3. Prepare an Elkonin Box with 2 or 3 boxes, depending on the number of phonemes in the boxes.</li> <li>4. Gather 2 or 3 tokens, spending on the number of phonemes in the words.</li> <li>5. The student will run a LM card and move the tokens into the Elkonin boxes as they repeat the word.</li> </ol>			
Tool	<ul style="list-style-type: none"> <li>• Strategies</li> </ul>	Description			
	<ul style="list-style-type: none"> <li>• Sound isolation</li> <li>• Segmenting</li> <li>• Blending</li> <li>• Phoneme Manipulation</li> </ul>				
Tool	<ul style="list-style-type: none"> <li>• Strategies</li> </ul>	Description			
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Tool	<ul style="list-style-type: none"> <li>• Strategies</li> </ul>	Description			
	<ul style="list-style-type: none"> <li>• Sound isolation</li> <li>• Segmenting</li> <li>• Blending</li> <li>• Phoneme</li> </ul>				

	Manipulation	
<b>Tool</b>	<ul style="list-style-type: none"> <li>• Strategies</li> </ul>	Description
	<ul style="list-style-type: none"> <li>• Sound isolation</li> <li>• Segmenting</li> <li>• Blending</li> <li>• Phoneme Manipulation</li> </ul>	

**Scaffolding Instruction**

1. Beginning sounds are easiest to work with, then ending and lastly middle sounds.
2. When blending and segmenting, begin with sentences, then go to compound words, multisyllabic words, (2, 3, then 4), VC words, CV, words, CVC words, CCVC words, and last CVCC words.
3. When students struggle with blending, have them to make the middle sound last longer, as they say the sounds (*exp. /b/ /aaaaaaa/ /t/*)