



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1-3

Be The Sound

Back to Blending



Materials

1. Index cards
2. Magic markers



Virginia SOLs: K.4, 1.6

Procedure

1. Before class, make letter cards for several simple words (e.g., letters c, a, and t for cat). Make enough cards so each child will have a card.
2. Call out the first sound (/c/ in cat). The student holding that letter card should come to the front. Continue calling the other sounds in the word sequentially, lining the children up from left to right.
3. After the word has been made, ask each card holder to say his/her sound. Have the rest of the class blend the the sounds to say the word. Repeat with new words, allowing each student to have a turn.

Source:

Fitzpatrick, J. (1997). *Phonemic awareness: Playing with sounds to strengthen beginning reading skills* (pp. 59). Cyprus, CA: Creative Teaching Press. .



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Picture Puzzles

Back to Blending



Materials

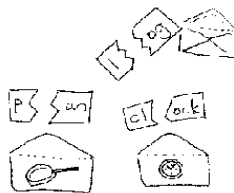
1. Index cards
2. Envelopes
3. Crayons or markers
4. Scissors



Virginia SOLs: K.4, 1.6

Procedure

1. Write words on index cards. Draw or glue pictures on envelopes to match the word inside the envelope.
2. Have children cut apart each word, letter by letter, in a zig-zag pattern to make puzzle pieces. Have them place words together while blending the phonemes aloud. Store puzzle pieces in matching envelopes.
3. Have students trade envelopes and repeat the process. More advanced learners can make new puzzles using their own pictures and words.



Source:

Fitzpatrick, J. (1997). *Phonemic awareness: Playing with sounds to strengthen beginning reading skills* (pp. 59). Cypress, CA: Creative Teaching Press.



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Robot Talk

Back to Blending



Materials

1. List of familiar words



Virginia SOLs: K.4, 1.6

Procedure

1. As the robot leader, say this rhyme in a robot voice and have the students respond: “I am a robot. Can you help me? Can you tell me what I see? I see a /c/ /a/ /p/.”
2. Encourage the students to repeat the rhyme in “robot talk” and then blend the final word to answer the robot’s question.

Source:

Virginia Department of Education. (1998). Early Intervention Reading Initiative Supplemental Resources for Teachers.



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Roll the Dice

Back to Blending



Materials

1. 1 large die
2. Chalkboard or 1 piece of paper per student



Virginia SOLs: K.4, 1.6

Procedure

1. Label four sides of the die with contrasting word families (e.g. -at, -ap, -ag, -all), and then label the remaining two sides with “Lose a Turn” and “Roll Again”.
2. Have one student roll the die. If it lands on a word family space, the student must come up with a word for that family and record it on his or her piece of paper or the chalkboard. The student must also say the sounds in the word and blend the sounds to make the word (e.g. /c/ + /at/ = cat).
3. If a player is stumped or lands on “Lose a Turn,” the die is passed to the next person. If the student lands on “Roll Again,” he/she rolls again and gets another turn. The person who records the most words at the end of the allotted time wins.

Source:

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (1999). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (pp. 175). Upper Saddle River, NJ: Merrill.



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Spider Web

Back to Blending



Materials

1. Ball of yarn



Virginia SOLs: K.4, 1.6

Procedure

1. Have the children sit in a circle on the floor. Say a phoneme followed by a two-phoneme word family (e.g., /s/.../at/). When the two parts are blending, a new word is created (sat).
2. Roll the ball of yarn to one of the children while holding on to the end of the yarn. The child repeats the sound and the two-phoneme word family and then blends them into the new word.
3. Pronounce a second combination. Have the first child roll the ball of yarn to another child, holding on to the strand. As the ball of yarn is passed, eventually a web is formed.

Source:

Olofsson, A., & Lundberg, I. (1983). Can phonemic awareness be trained in kindergarten? *Scandinavian Journal of Psychology, 24*, 35-44.



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Pre-K

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Grades 1-3

The Sounds in the Word

Back to Blending



Materials

1. General word lists
2. List of 2- and 3-phoneme words

▶ Virginia SOLs: K.4, 1.6

Procedure

1. Using two and three phoneme words or picture cards, have children sing the following verse to the tune of “The Wheels on the Bus”:
“The sounds in the word go /c/ /a/ /t/; /c/ /a/ /t/; /c/ /a/ /t/. The sounds in the word go /c/ /a/ /t/ Can you guess the word?”
2. Repeat with other two and three phoneme words. Move into written language by writing words on the chalkboard and having volunteers circle the words used in the verse.

Source:

Fitzpatrick, J. (1997). *Phonemic awareness: Playing with sounds to strengthen beginning reading skills* (pp. 32). Cypress, CA: Creative Teaching Press. .

Old MacDonald Had a Farm

Back to Blending



Materials

1. Paper bag
2. Old MacDonald Picture Cards



Virginia SOLs

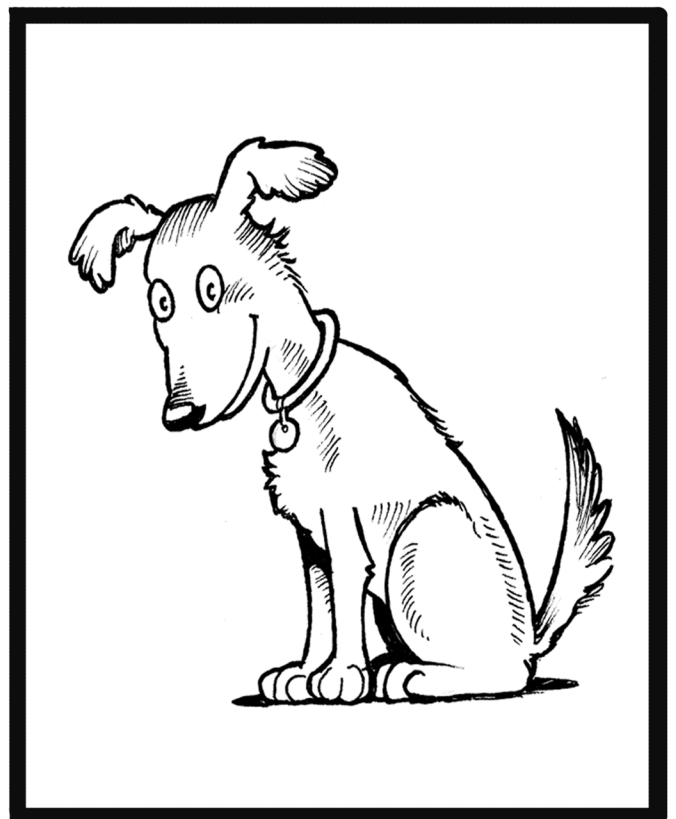
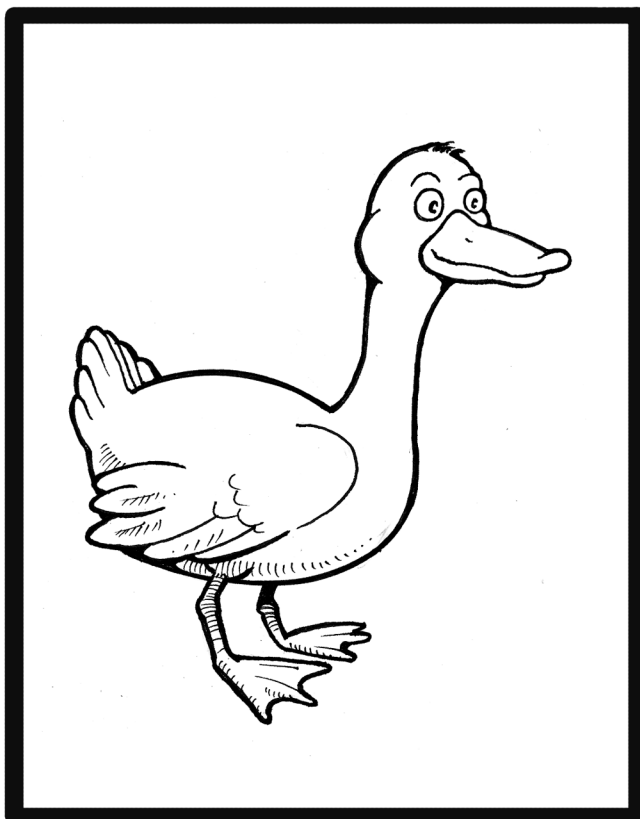
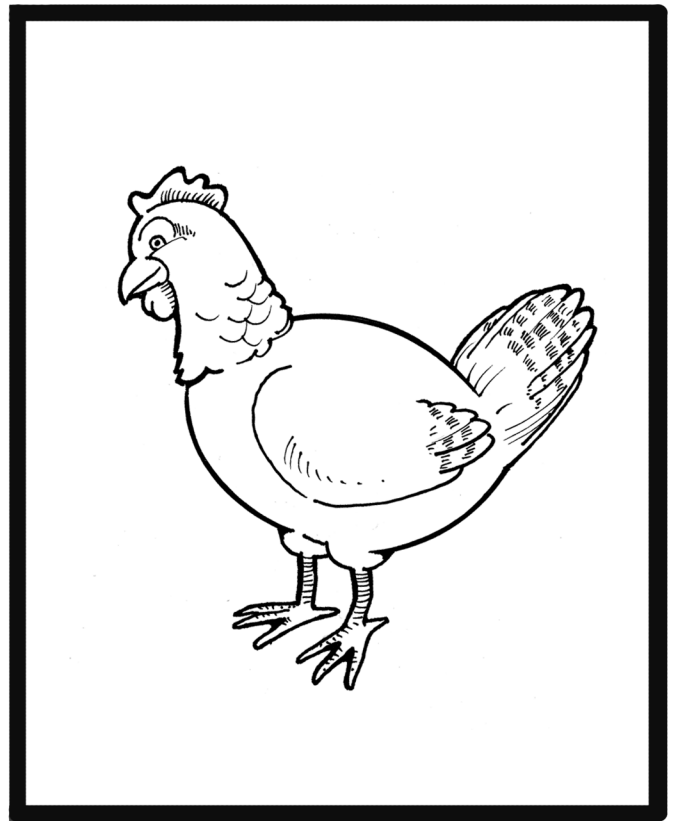
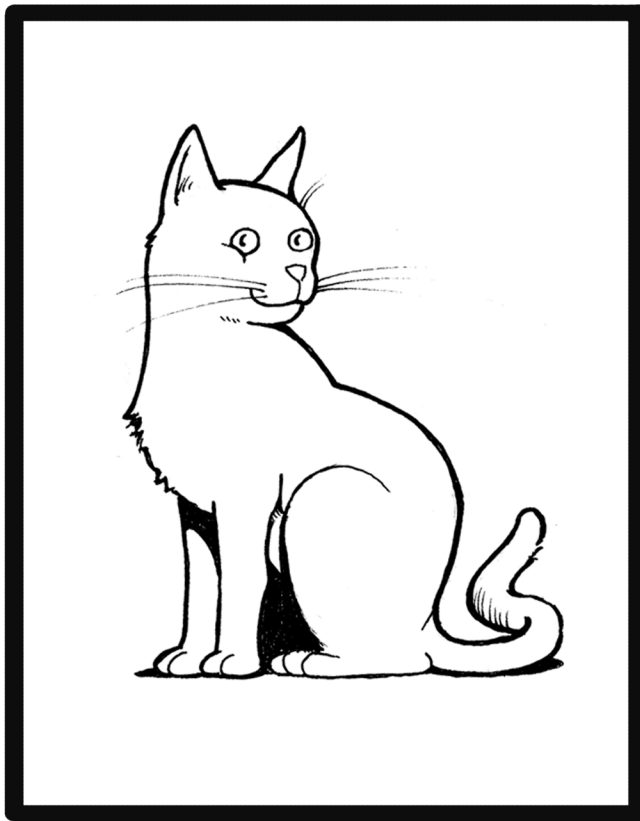
K.4, 1.6

Procedure

1. Put the animal pictures in a paper bag.
2. Explain that you will sing a verse of “Old MacDonald,” but you will say an animal name in a special way. Have children guess what animal name you are saying by blending the separate sounds together. For example, you will sing, “Old MacDonald had a farm, E-I-E-I-O. And on that farm he had a /d/ /u/ /k/.” Students guess what animal you are sounding out.
3. Pull the first animal out of the bag, but do not show students the picture. Sing a verse. You may wish to give each student a set of animal cards. When they know the animal name you sounding out, they can hold up the matching card. Note that some of the animal pictures are silly - you wouldn’t ever find them on the farm! This is a fun opportunity to laugh with your children. Blending these animal names will be tricky for you, too!

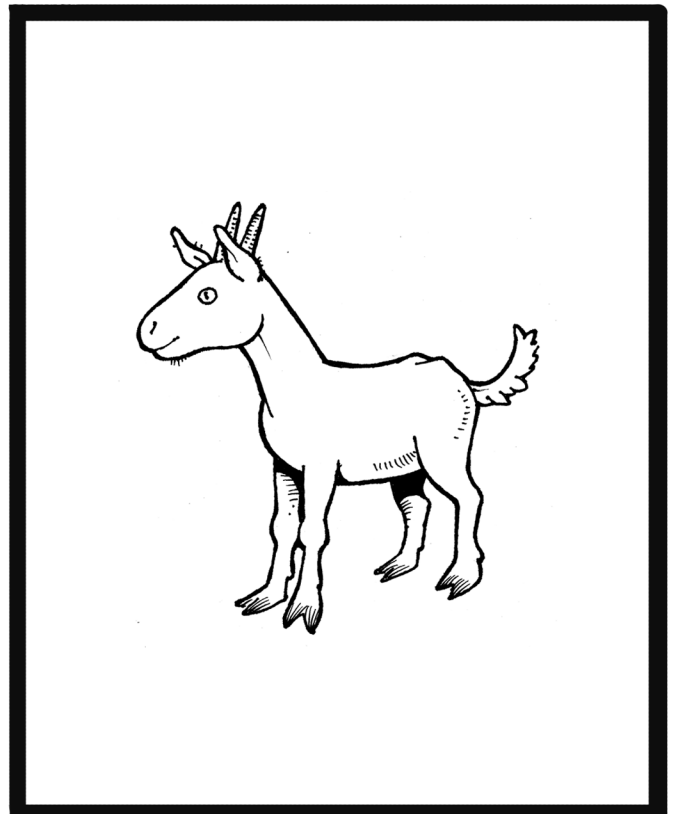
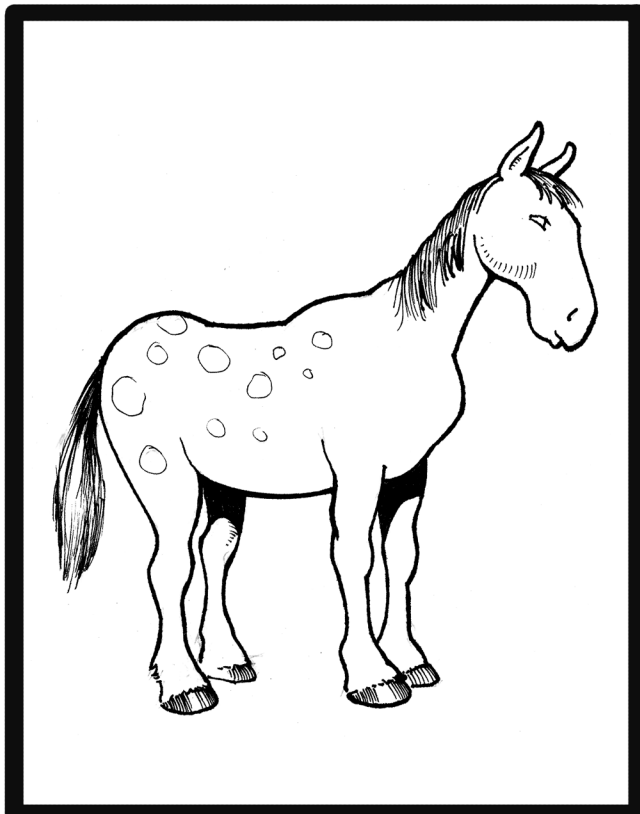
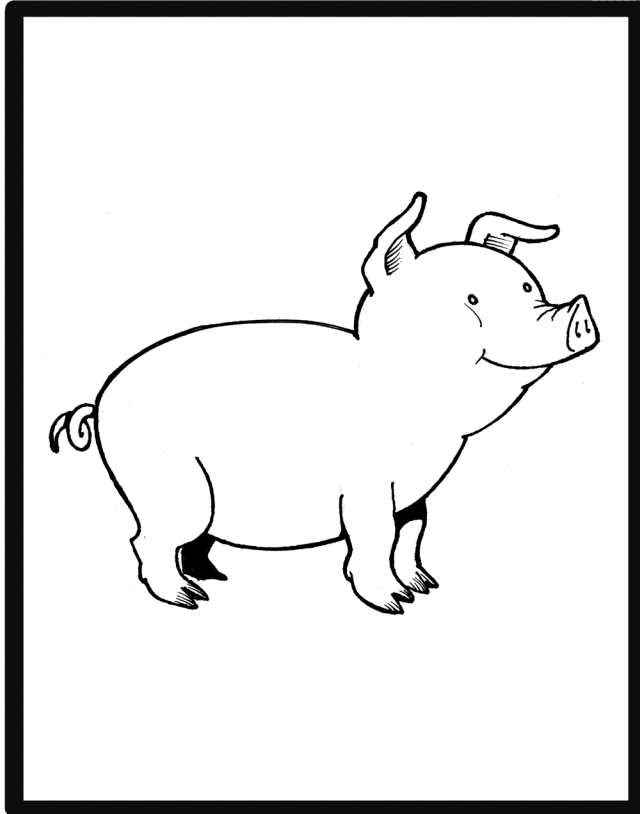
Old MacDonald had a Farm

Blending



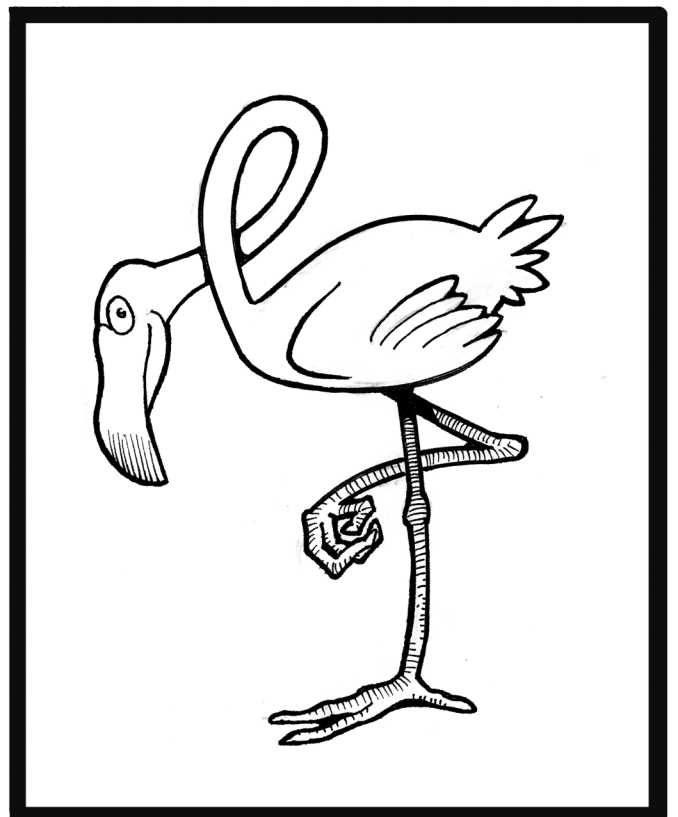
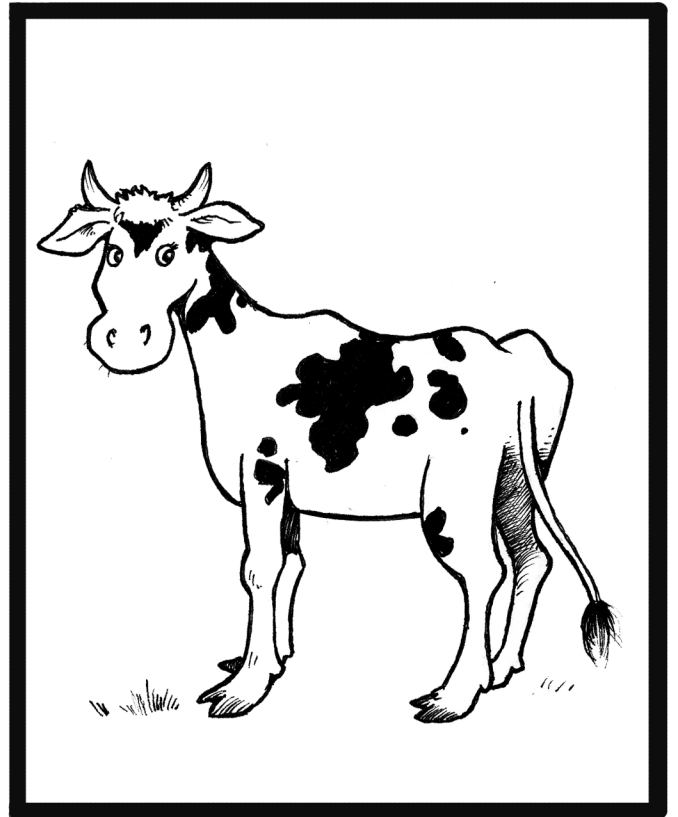
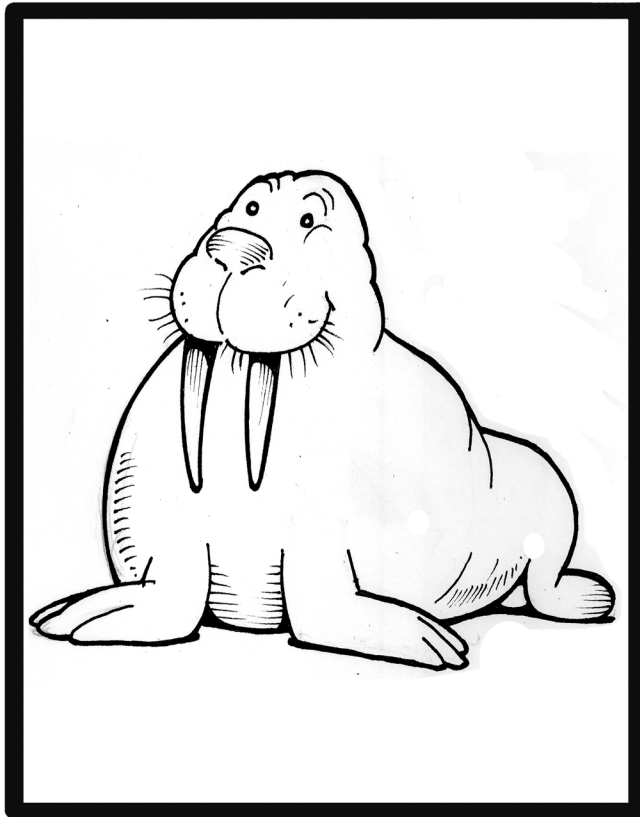
Old MacDonald had a Farm

Blending



Old MacDonald had a Farm

Blending





Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Slip and Slide Wordsplash

Back to Blending



Materials

1. Slip and Slide template
2. Magnetic board or cookie sheet
3. Magnetic letters
4. Pencils or crayons



Virginia SOLs

K.4, 1.6

Procedure

1. Attach the Slip and Slide template to a magnetic board. Place magnetic letters along the top, middle and bottom of the slide, corresponding to letter positioning in the word.
2. Using the word “man,” as an example, the “m” will be at the bottom of the slide, the “a” in the middle, and the “n” at the top. Slide the “a” down to join the “m”, saying the sounds of the letters as you join them. Then slide the “n” down. Finally, move all three letters into the pool to spell and say the word “man.”
3. VARIATIONS: Students may do this at a work station or follow along with teacher modeling. Students may write the words spelled at the bottom of the page. You may also slide digraphs and blends down the slide rather than each individual sound.

Source: Fitzpatrick, J. (1997). *Phonemic awareness: Playing with sounds to strengthen beginning reading skills*. Cypress, CA: Creative Teaching Press.

Slip and Slide





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Turtle Talk

Back to Blending



Materials

1. Turtle Talk Activity Sheet
2. Craft sticks
3. Crayons or markers
4. Glue
5. Words from current readings

▶ Virginia SOLs

K.4, 1.6

Procedure

1. This activity helps children “stretch out” words to hear how the phonemes blend together. Give a turtle picture to each child. Have him/her color and glue the turtle picture to a craft stick.
2. Explain to children that since turtles move very slowly and deliberately, they must also talk very s-l-o-w-l-y. Declare “Turtle Time” and say words slowly, articulating each sound. Have children slowly move their Turtle Talk sticks from left to right as they repeat and “stretch out” each word.

Source: Fitzpatrick, J. (1997). *Phonemic awareness: Playing with sounds to strengthen beginning reading skills*. Cypress, CA: Creative Teaching Press, 30.

Turtle Talk

Blending

