

Ways to Build Phonological/Phonemic Awareness

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Say the Middle Sound Slides & Ladders

PHONEME FOUR IN A ROW

Say the Beginning Sound Tic-Tac-Toe

READING COMPREHENSION

Passages with Text-Based Questions

Famous People

Ruby Bridges

Sacagawea

Frederick Douglass

Thomas Jefferson

Helen Keller

READER'S THEATER SCRIPTS

10 FAVORITE TALES FOR GRADES 1-3

The City Mouse and the Country Mouse

The Gingerbread Man

The Three Little Pigs

The Tortoise and the Hare

The Ugly Duckling

The Little Red Riding Hood

The Frog Prince

The Princess and the Pea

The Boy Who Cried Wolf

The Boy Who Invented the Hot Air Balloon

The Boy Who Invented the Telephone

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120 GAMES STUDENTS CAN PLAY ALONE OR IN PAIRS

What's the Start or Word?

Which One Doesn't Belong?

Find the End Punctuation

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GIANT BUNDLE OF 330 WORKSHEETS

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18 Quick Ways to Develop Phonological & Phonemic Awareness

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1. **Count words with fingers** – Have your students hold up two fists. Say a sentence and have them repeat it, holding up one finger for each word.
2. **Count words with counters** – Say a sentence. Have students repeat it and push one counter forward for each word. Use legos, poker chips, or another small manipulative.
3. **Count syllables in names** – Pass a tambourine around a circle and have children tap it as they say the syllables of their name. Ask them how many syllables they heard.
4. **Syllable ladder** – Create a ladder on the floor using painter’s tape. Have children form a line behind the ladder. At each child’s turn, say a word. Have the child jump one rung on the ladder for each syllable.
5. **Tap or clap syllables** – Invite children to tap on their desks or clap their hands as they count syllables in a word.
6. **Recite nursery rhymes** as often as possible.
7. **Finish the rhyme!** – Have students fill in the missing rhyming word as you read favorite rhyming books.
8. **Which words rhyme?** Say a set of 3-4 words and ask children to identify the two words that rhyme.
9. **What rhymes?** - Ask for a particular type of word that rhymes with a word you give. It’s okay to use nonsense words. “What’s a food that rhymes with *maghetti*?”
10. **Find the mistake** - Say a favorite nursery rhyme, but change one word slightly. Have students raise their hands when they hear the mistake. “Hey diddle diddle, the cat and the *biddle*...”
11. **Put them together!** – Name the onset and rime of a word and ask students to put them together to make a word. For example, /k/ (pause) /ing/ = king.
12. **Take it out!** – Say a compound word and ask students to say the word without one part of it. For example, “Can you say *rainbow* without *rain*?” (bow) You can do the same thing with syllables. “Can you say the word *table* without *ta*?” (ble)
13. **I Spy** – During transition times, reinforce beginning sounds with I Spy. “I spy something near Brandon’s desk that starts with /p/.”
14. **Stretch it** - Say a short word. Have children “stretch it like a rubber band” by using their hands to stretch out the word and say it slowly. “Mat” would sound like “Mmmmmmaaaaaat.”
15. **What’s the mystery word?** _ Introduce a silly puppet who says mystery words verrrryyy slowwwlly. It’s the children’s job to figure out the mystery words. If the puppet says, “fffffiiiiish,” the children should respond with the word “fish.”
16. **Break it apart** - Say a one-syllable word. Then invite one student to name the onset, and another the rime. For example, if you say the word “cat”, one student would say /k/ and another would say /at/.
17. **Find the picture** - Display a set of picture cards. Then say the individual phonemes of a word. Can students find the correct picture? For example, you might have pictures of a horse, hat, and house. Say /h/ /a/ /t/ so that students point to the picture “hat.”
18. **What sound do you hear?** – Ask students to identify the sound (not letter) they hear at different points of a word. “What sound do you hear at the beginning of the word *chair*?” /ch/ At the end of the word *phone*?” /n/