

## **About Phonemic Awareness**

Phonemic awareness is the ability to hear subtle differences in speech sounds. Phonemes are the smallest discrete sounds in words. Children who develop strong phonemic awareness are at a definite advantage in becoming fluent and confident readers.

Phonemic awareness activities are the precursors to phonics work. Phonemic awareness is about speech sounds, not print. Therefore, most of the activities in this book are oral/aural in nature. Teachers will say words aloud to students, and show pictures to represent those words. Children will be challenged to listen carefully, compare and contrast words based on how they sound. In this way, children's ability to hear subtle differences or detect similarities will be strengthened. In future phonics work, decoding and spelling skills will be stronger given the understanding that discrete sounds blend together to make words.

## **Why Explicitly Teach Phonemic Awareness?**

Although the educational term "phonemic awareness" is relatively recent, the associated skills have always been important precursors to learning to read and write. Children who live in print-rich environments, and where many and varied opportunities exist to use and play with oral language, naturally develop many important phonemic awareness skills. Rhymes, songs, word games, and many books for young children foster these skills. The activities in this book support this incidental learning with more formal work with these emerging skills.

Many children, however, don't live in language-rich homes, or are new to the English language. Explicit instruction in phonemic awareness provides important scaffolding for these children, giving them chances to develop vital pre-reading skills. Logic dictates that before children can be expected to blend discrete sounds into words to read them, or segment them to spell them, they must first realize that words are made up of separate sounds. For many children, jumping into the more abstract symbol-laden world of phonics and reading instruction before this foundation is laid can be extremely frustrating, and can quickly dampen interest in reading and the confidence it takes to become a fluent reader.

## **Using the Stamp-to-Learn Phonemic Awareness Activities**

The activities in this book, along with the Phonemic Awareness Stamps and the Sound Segmentation Stamps, provide children with concrete hands-on

experiences with the sounds in words at a pre-text level. These activities are rooted in oral/aural experiences, and the stamps provide children with a way to record their thinking. Each stamp features an easy-to-recognize illustration on the handle. Children can “read” the pictures themselves, or identify them from the teacher’s oral direction without the distraction of printed words or letters.

The Phonemic Awareness stamp set is used in the bulk of activities in this book. This set is designed specially to help students explore a wide variety of phonemic awareness skills, such as rhyming, initial sounds, final sounds, medial sounds and so on. See pages vii-viii for a complete list of words for each sound.

The Sound Segmentation stamp set is used in activities where students explore how many sounds particular words have. This set was designed expressly for this purpose. The *Materials* list in each activity tells which set of stamps to use.

### Sound Segmentation Stamps

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2 sounds:	bee	bow	ear	egg	key	pie
3 sounds:	fish	kite	leaf	sock	sun	tree
4 sounds:	flag	frog	clock	snail	spoon	tent

Each activity has a *Warm Up* portion, designed to work with the whole class. The *Let’s Stamp* activity takes place in a small-group setting with a teacher or other adult available to assist. The *Warm Up* lesson introduces the skill, which will be practiced and reinforced via work with the stamps. In the *Warm Up* activities, an attempt is made to expose children to words that aren’t represented on the stamps—often some less “pictureable” words.

### Scope and Sequence

The activities in this book are organized sequentially. Phonemic awareness activities in the beginning focus on skills that are most easily internalized by children. Tasks requiring more subtle or advanced phonemic awareness come later. The stamps support each new level of challenge, and each stamp set consists of a carefully-selected collection of pictures to highlight various distinctions powerfully. The major categories of work addressed in this book are the following, in the order in which they are presented:

- **Rhyming Activities** Many young children discover at an early age that it is fun to rhyme. Learning to rhyme is the beginning of phonemic awareness. It is easier to hear what *bake* and *snake* have in common than

it is to hear what *bake* and *bike* have in common. Therefore, phonemic awareness training should begin with rhymes.

- **Initial Sounds** Initial sounds are typically the easiest sounds for children to hear in words. The Phonemic Awareness Stamps provide pictures that help children focus on a variety of initial sounds: /b/, /k/, /d/, /f/, /g/, /h/, /l/, /m/, /n/, /p/, /r/, /s/, /t/, and /w/, as well as the digraphs /ch/, /sh/, and /hw/.
- **Final Sounds** Once children understand rhyming and can identify initial sounds in words, they are generally ready to attend to final sounds. The final sound in a word is harder to identify than the first sound. Final sounds are sometimes not pronounced clearly in our everyday speech, so are naturally harder for children to distinguish. As you lead these activities, be sure to carefully enunciate all of the phonemes in the target words, with an emphasis on the final sound.
- **Phonemic Blending and Segmentation** The ability to blend phonemes into words and to segment words into discrete phonemes is a vital prerequisite to success in reading and writing. The activities in this book will build children’s oral blending and segmentation skills in preparation for later print-related work.
- **Medial Sounds** In order for children to succeed at hearing and identifying medial sounds, they must be able to identify sounds in initial and final positions, and to segment words to hear individual phonemes. All of the words illustrated on the Phonemic Awareness Stamps have only one syllable, and all of the medial sounds are vowel sounds.
- **Phonemic Manipulation** These are the most advanced phonemic awareness skills, and require application of all the skills that have come before. These activities challenge children to determine whether or not a particular sound is present in a word, to tell where in a word a particular sound occurs (beginning, middle, end), and to listen for subtle differences in similar words. In addition, children make initial-, final-, or vowel-sound substitutions to create pairs of “almost-alike” words, and add or delete sounds at the beginning or end of words to create new words.

## Assessment

The assessment questions on pages ix-x reflect the progression of activities highlighted above, and are in sequential order of difficulty. You may use them informally, in a one-on-one setting. You may wish to use just a few questions at a time, to coordinate them with the phonemic awareness skills that you have most recently presented and practiced.

## Phonemic Awareness Stamps

### Word List

bed	bell	bike	boat	bone	boot	cane	cap
cat	chain	chair	coat	cone	crab	cup	dog
drum	fan	five	gate	goat	hand	hat	leg
lock	log	man	map	moon	mop	nest	net
pen	pig	pin	rake	ring	sail	seal	shell
ship	snake	ten	train	web	whale	wheel	wing

### Same Beginning Sounds

bed	bell	bike	boat	bone	boot	
cane	cap	cat	coat	cone	crab	cup
chain	chair					
dog	drum					
fan	five					
gate	goat					
hat	hand					
leg	lock	log				
man	map	moon	mop			
nest	net					
pen	pig	pin				
rake	ring					
sail	seal	snake				
shell	ship					
ten	train					
web	wing					
whale	wheel					

### Rhyming Words

bell	shell		map	cap
boat	goat	coat	rake	snake
bone	cone		ring	wing
cane	chain	train	sail	whale
cat	hat		seal	wheel
dog	log		ten	pen
fan	man			

### Same Middle Sounds

cap    cat    crab    fan    hand    man    hat    map  
bed    bell    leg    pen    nest    net    ten    web    shell  
pin    pig    ship    ring    wing  
dog    log    mop    lock  
cup    drum  
cane    gate    rake    sail    snake    chain    chair    whale    train  
seal    wheel  
bike    five  
boat    bone    cone    goat    coat  
boot    moon

### Same Final Sounds

crab    web  
rake    snake    lock    bike  
hand    bed  
leg    pig    dog    log  
bell    shell    sail    whale    seal    wheel  
fan    man    pen    pin    cane    train    chain    bone    cone  
          moon    ten  
cap    mop    cup    map    ship  
cat    hat    gate    boat    goat    boot    nest    net    coat

### Middle-Change Words

boat	boot		man	moon
cane	cone		map	mop
cat	coat		pen	pin
cap	cup		sail	seal
gate	goat		whale	wheel
leg	log			

### Final-Change Words

bed	bell		lock	log
boat	bone		map	man
cone	coat		pig	pin
cap	cat		chain	chair
hat	hand		snake	snail

# **P**honemic Awareness Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_

- Are these two “words” the same?

snick/snick \_\_\_\_\_(yes)

baff/beff \_\_\_\_\_(no)

peb/ped \_\_\_\_\_(no)

vump/vump \_\_\_\_\_(yes)

- I’ll say these words in pieces. You say the whole word.

/p/...et \_\_\_\_\_(pet)

/r/...ain \_\_\_\_\_(rain)

/k/...ing \_\_\_\_\_(king)

/n/...est \_\_\_\_\_(nest)

- Do these two words rhyme?

snip/cut \_\_\_\_\_(no)

back/sack \_\_\_\_\_(yes)

ram/ham \_\_\_\_\_(yes)

bed/pet \_\_\_\_\_(no)

- Which of these words rhyme?

king/ring/queen \_\_\_\_\_(king, ring) jet/sat/get \_\_\_\_\_(jet, get)

pan/box/fox \_\_\_\_\_(box, fox) pen/bed/sled \_\_\_\_\_(bed, sled)

- Name a word that rhymes with the word I say.

sock \_\_\_\_\_

rain \_\_\_\_\_

- Do the words I say begin with the same sound?

hat, hill \_\_\_\_\_(yes)

tame, tap \_\_\_\_\_(yes)

fat, vest \_\_\_\_\_(no)

slip, snake \_\_\_\_\_(yes)

- Say the sound you hear first in the word.

gum \_\_\_\_\_(/g/)

bear \_\_\_\_\_(/b/)

monkey \_\_\_\_\_(/m/)

skate \_\_\_\_\_(/s/)

- Do the words I say end with the same sound?

hair, dog \_\_\_\_\_(no)

lake, block \_\_\_\_\_(yes)

jail, pool \_\_\_\_\_(yes)

ten, tent \_\_\_\_\_(no)

- Say the sound you hear last.

cloud \_\_\_\_\_(/d/)

house \_\_\_\_\_(/s/)

meat \_\_\_\_\_(/t/)

stack \_\_\_\_\_(/k/)

- I'll say a word sound by sound. You say the whole word altogether.

/b/ /ī/ /k/ \_\_\_\_\_(bike)

/b/ /ē/ \_\_\_\_\_(bee)

/ă/ /n/ /t/ \_\_\_\_\_(ant)

/s/ /l/ /ě/ /d/ \_\_\_\_\_(sled)

- I'll say a whole word. You say it sound by sound.

map \_\_\_\_\_(/m/ /ă/ /p/)

key \_\_\_\_\_(/k/ /ē/)

web \_\_\_\_\_(/w/ /ě/ /b/)

best \_\_\_\_\_(/b/ /ě/ /s/ /t/)

- How many sounds do you hear in each word?

pipe \_\_\_\_\_(3)

go \_\_\_\_\_(2)

rip \_\_\_\_\_(3)

sleep \_\_\_\_\_(4)

- Do the words I say have the same middle sound?

sip, soap \_\_\_\_\_(no)

bat, cab \_\_\_\_\_(yes)

team, seed \_\_\_\_\_(yes)

phone, goat \_\_\_\_\_(yes)

- Say the middle sound in each word.

beak \_\_\_\_\_(/ē/)

tip \_\_\_\_\_(/ī/)

rail \_\_\_\_\_(/ā/)

root \_\_\_\_\_(/ō/)

- I'll say two words that are almost alike. You tell me where they are different: in the beginning, middle, or end.

bed, bid \_\_\_\_\_(middle)

can, cat \_\_\_\_\_(end)

bear, fair \_\_\_\_\_(beginning)

home, hope \_\_\_\_\_(end)

- Say each word without the first sound.

dice \_\_\_\_\_(ice)

fox \_\_\_\_\_(ox)

broom \_\_\_\_\_(room)

clap \_\_\_\_\_(lap)



# Sound Count Books

## **OBJECTIVE**

listening for individual phonemes in words

## **MATERIALS**

- Sound Segmentation Stamps
- stamp pads
- Sound Booklet (BLM p. 53)

## **PREPARATION**

Fold the Sound Booklets for a 4-page booklet, or cut for an 8-page booklet.

## **W**arm Up

Have four students stand in front of the class side by side. Tell the class that these children will be used to keep track of the sounds heard in words. For each sound heard, one child will sit down.

Ask a volunteer to come to the front. Say the word *head*. Tell the child that for each sound heard in the word *head*, tap one of the four children's heads. That child will sit down. Be sure the volunteer taps heads from left to right. The child should tell what sounds he or she is hearing as each head is tapped: /h/.../ĕ/.../d/. Three students should be sitting down. Ask, "How many sounds did we hear? Yes, three sounds."

Have the students stand up again, select a different volunteer, and repeat the process. Try these words: stick, rock, bee, ant, crab.

## **L**et's Stamp!

Make the stamps and dot stamps available. Give each child a booklet. Explain that, on each page, children should stamp one picture, then stamp dots to show how many sounds they hear in that word. Each new page will get a new picture stamp and dot stamps.

Children may wish to share their books with others later.





# Sound Count Graphs

## **OBJECTIVE**

segmenting words into individual phonemes

## **MATERIALS**

- Sound Segmentation Stamps
- stamp pads
- blank transparency and marker
- overhead projector
- Sound Segmentation Pictures (BLM p. 54)
- Sound Count (BLM p. 55)

## **PREPARATION**

Copy the blackline master Sound Segmentation Pictures on an overhead transparency. Cut the pictures out.

## **W**arm Up

Have the children pair up for this activity. Distribute one of the Sound Segmentation Pictures to each pair. Suggest to the class that you make a graph to show how many sounds their pictures have. Head a blank transparency with the numbers 2, 3, and 4; each of these will be a column heading for the graph. Below each number, put a corresponding number of dots. Explain that the dots under the numbers 2, 3, and 4 are just like the dots children stamped recently in their sound count books.

Have each pair work together to determine how many sounds are in their word. Ask one pair at a time to come up to place their picture in the correct column based on the number of sounds they hear. Periodically, ask children to do some interpretation of the graph that is forming. Ask in which column most words have been placed so far, or which column has three (for example) words in it.

Continue until all pairs have placed their pictures on the graph.





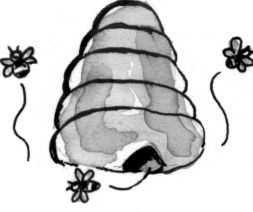
## **L**et's Stamp!

Use the picture stamps (no dots). Distribute copies of the blackline master Sound Count. Explain to the children that they will use the stamps to make their own graphs. Have children examine one stamp at a time, say its word clearly, then count the number of sounds they hear in the word. Two-sound words should be stamped under the column heading 2. Three-sound words go under the number 3, and so forth. Have children work independently until they have marked at least ten stamps on their graph. Some children may like to continue until they have filled in the whole graph.

# How Many Sounds?

Name \_\_\_\_\_

Stamp a dot for each sound you hear.

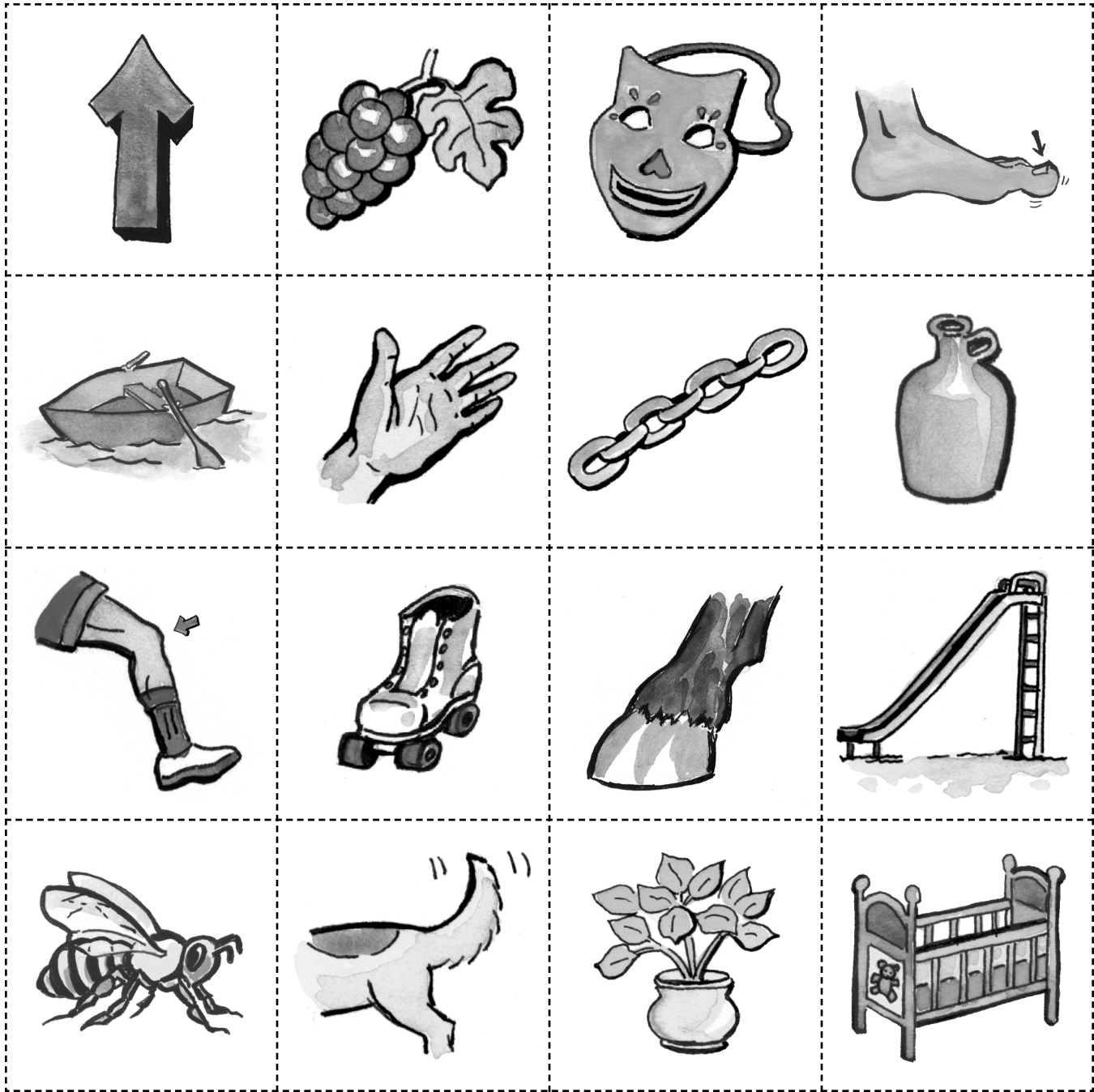
	
	
	
	
	

# Sound Booklet

I Can Hear  
the Sounds  
in Words!

by \_\_\_\_\_

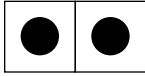
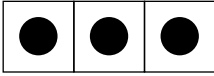
# Sound Segmentation Pictures



# Sound Count

Name \_\_\_\_\_

Use the stamps to make a graph. Count the sounds you hear in each word. Stamp it under the correct number. Try to use at least ten different stamps.

2 	3 	4 