

# Fun with Phonemic Awareness

**Grade Level or Special Area:** Kindergarten, Language Arts

**Written by:** Tiffany Tipton, Normandy Elementary, Littleton, CO

**Length of Unit:** Five lessons (activities approximately 10-20 minutes each)

## I. ABSTRACT

In this unit, students will develop their phonemic awareness skills through a variety of activities. Students will be engaged in many hands-on, fun phonemic awareness activities that will teach them skills in rhyming, syllabication, blending onsets and rimes, and beginning and ending sounds.

## II. OVERVIEW

### A. Concept Objectives

1. Students recognize how to read and understand a variety of materials. (Colorado State Reading Standard #1)

### B. Content from the *Core Knowledge Sequence*

1. Kindergarten Language Arts: Reading and Writing (page 7)
  - a. Phonemic Awareness
    - i. Given a spoken word, produce another word that rhymes with the given word.
    - ii. Orally segment words into syllables and demonstrate understanding of syllable breaks by such means as, for example, clapping hands on each syllable or placing a different colored marker to represent each syllable.
    - iii. Orally blend syllables into words.
    - iv. Orally blend onsets (any initial consonant or consonant cluster) and rimes (the vowel and any following consonants) in spoken words.
    - v. Orally blend isolated sounds into a spoken one-syllable word.
    - vi. Given prompting with a picture, isolate and repeat the initial or final sound of a one-syllable spoken word.
  2. Given a spoken word, produce another word that begins with the same sound as the given word. (not from *Core Knowledge Sequence*)

### C. Skill Objectives

1. Students will identify rhyming words.
2. Students will produce rhyming words.
3. Students will produce a word that begins with a given beginning sound.
4. Students will separate words into syllables.
5. Students will count how many syllables are in a given word.
6. Students will separate syllables into sounds.
7. Students will isolate the initial sound from the rest of the syllable.
8. Students will replace the initial and final sounds of words to make new words.
9. Students will add sounds to existing words to make new words.
10. Students will identify the number of phonemes in a given word.
11. Students will identify how many words are in a given sentence.
12. Students will identify the first, middle, or ending sound in a given word.
13. Students will demonstrate how to build words using a flip book.
14. Students will replace initial, final, or medial sounds of words to make new words.
15. Students will add sounds to existing words to make new words.
16. Students will make connections between letters and sounds.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. Hirsch, E.D., Jr. *Core Knowledge Sequence*
  - 2. Fredericks, Anthony, D. *The Complete Phonemic Awareness Handbook*
- B. For Students
  - 1. Book and Print Awareness (Kindergarten)

### IV. RESOURCES

- A. Appendix A – Anecdotal Record Form
- \*\*Note to Teacher: This unit is a collection of activities that you can use at any time of the year to teach phonemic awareness.**

### V. LESSONS

#### Lesson One: Rhyming and Alliteration (one lesson, 10-20 minutes)

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students recognize how to read and understand a variety of materials.
  - 2. Lesson Content
    - a. Given a spoken word, produce another word that rhymes with the given word.
    - b. Given a spoken word, produce another word that begins with the same sound as the given word. (not from *Core Knowledge Sequence*)
  - 3. Skill Objective(s)
    - a. Students will identify rhyming words.
    - b. Students will produce rhyming words.
    - c. Students will produce a word that begins with a given beginning sound.
- B. *Materials*
  - 1. Appendix A – one copy for each student (teacher use only)
  - 2. Butcher paper
  - 3. Crayons
- C. *Key Vocabulary*

None
- D. *Procedures/Activities*
  - 1. **Activity One:** Invite all of the children to stand up.
  - 2. Say: *I will be asking you a question about a rhyming word. Listen carefully and after I have asked the question, you need to point to a special part of your body. (See the following chart)*
  - 3. 

<b>Head</b>	<b>Hand</b>	<b>Knee</b>	<b>Feet</b>
bed	sand	me	meet
dead	land	see	seat
red	stand	we	beat
led	brand	tree	greet
sled	band	free	sheet
fed	grand	tea	heat
shed	and	flea	neat
  - 4. Say: *I want you to point to the body part that rhymes with the word I say.*
  - 5. Select a word from one of the four columns above.
  - 6. Create a question using the word (for example, Do you know a word that rhymes with *see*?)
  - 7. Encourage students to point to the correct body part that rhymes with the word you gave.

8. Ask students to use the name of the body part in a sentence (for example, The word is knee.)
9. Repeat this activity with other words.
10. **Activity Two:** Tell the students that you will say three words together.
11. Say: *I want you to listen carefully and then tell me one more word for each set of words I say. For example, if I say bat, cat, sat then you could respond with the word fat or mat.*
12. It is important that you make sure that each set of words will produce a fourth word that is within the students listening and speaking vocabulary. You also want to make sure that you are only using one-syllable words. Here are some possibilities:  
 Tell, spell, fell  
 Pink, sink, link  
 Cop, top, mop  
 Pail, sail, tail  
 Fan, tan, can  
 Pill, fill, sill  
 Sip, tip, lip  
 Saw, paw, raw  
 Rice, mice, twice  
 Pin, tin, bin  
 Sit, pit, bit  
 Cap, tap, map
13. Note that the use of nonsense words to complete each line is perfectly acceptable and can even be encouraged for students who may be struggling with their reading/speaking vocabularies.
14. It is okay if students repeat one of the words in the set of three words as the fourth and final rhyming word. The intent is to help students hear the rhyming patterns in words. Repeating this activity several times over a period of several days will help strengthen this important skill.
15. **Activity Three:** Ask the students to sit in a circle on the floor.
16. Say: *We are going to go on an imaginary bear hunt. I will say the name of an item that we will be taking on our bear hunt along with another item that we will be taking that rhymes with the first item.*
17. For example, *I'm going on a bear hunt and I'm taking a can and a fan.*
18. Invite each student in the group to say *I'm going on a bear hunt and I'm taking a \_\_\_\_\_ and a \_\_\_\_\_.* (Substitute two rhyming words in place of the blanks.)
19. If students are having difficulty with this activity, invite them to look around the room for an item to take with them on the bear hunt. These items could include chair, clock, pen, shoe, sack, floor, etc. After finding an item in the room, ask the student to create a corresponding rhyming word.
20. **Activity Four:** Ask the students to sit in a large circle in the middle of the room. Tell them that you are all going on an imaginary trip.
21. You will say the name of one item that you will take on your trip.
22. The student sitting to your right will repeat the item and then add another item that uses a word that begins with the same sound.
23. The activity will continue until there are no more words that can be identified.
24. For example, say *I am going to the mountains and I am taking a dog.* The student on your right might say *I am going to the mountains and I am taking a*

*dog and a doughnut.* The next student might say *I am going to the mountains and I am taking a dog and a doughnut and a doll.*

25. You can also play this game using rhyming words.
  26. **Activity Five:** Have students lay down on a large piece of white butcher paper. Use a pencil to draw around the body outline of each child.
  27. Ask parent volunteers to help cut out the body outlines.
  28. Allow students to decorate their body by drawing their faces.
  29. When completed, write the student's name across the chest area of his or her outline.
  30. Ask the student to think of things they like to do, or play or eat. Remind them that each item must begin with the same sound as their name.
  31. You may choose to select one child each day and recite the items on his or her body outline.
- E. *Assessment/Evaluation*
1. Appendix A – Anecdotal Record Form  
**Note: This form can be used throughout this unit to evaluate student's progress with each phonemic awareness activity.**

**Lesson Two: Word Parts (one lesson, 10-20 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students recognize how to read and understand a variety of materials.
  2. Lesson Content
    - a. Orally segment words into syllables and demonstrate understanding of syllable breaks by such means as, for example, clapping hands on each syllable or placing a different colored marker to represent each syllable.
    - b. Orally blend syllables into words.
  3. Skill Objective(s)
    - a. Students will separate words into syllables.
    - b. Students will count how many syllables are in a given word.
    - c. Students will separate syllables into sounds.
    - d. Students will isolate the initial sound from the rest of the syllable.
- B. *Materials*
1. Appendix A – continual assessment
  2. Three pieces of 11" x 18" construction paper
  3. Marker
  4. Appendix B – one copy for each student
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. **Activity One:** Ask students to sit in a circle on the floor.
  2. Tell them that you will say the name of a student in the room.
  3. Demonstrate how to clap the student's name according to the number of syllables in their name.
  4. Go through your class list and say the name of each student.
  5. Invite the class to clap each student's name.
  6. **Activity Two:** Use 11" x 18" pieces of construction paper to create a series of boxes on the floor of the classroom.
  7. Tape the pieces of construction paper to the floor. Write the number one on the first piece of paper, the number two on the next piece, and the number three on the last piece of construction paper.

8. Select several one, two, and three syllable words from a book you have read to the students.
  9. Ask students to stand in a single file line behind the pieces of paper.
  10. Tell them that you will say a word. They should listen carefully and decide how many syllables are in the word. Then, one at a time, they should move forward to stand in the box that indicates the number of syllables in the given word.
  11. Students should return to the end of the line after their turn.
  12. **Activity Three:** Copy the hamburger pattern from Appendix B onto construction paper for each child.
  13. Have the students use crayons to color the pattern and then cut it out.
  14. Use a dark colored permanent marker to write the student's name on his hamburger.
  15. Ask students to tear the appropriate number of bites out of his burger to show how many syllables are in his or her name.
  16. You may choose to mount the hamburgers on a bulletin board or make a class graph.
  17. **Activity Four:** Ask the students to sit on the floor.
  18. Call out a one-syllable word to the students, such as dog.
  19. Have the class repeat the word once.
  20. Then have the students extend their left hand and say just the onset of the word - /d/.
  21. Then have the students extend their right hand and say the rime - /og/.
  22. Finally, have the students extend both hands at the same time and say the complete word – dog.
  23. Repeat the activity with as many words as you like.
  24. **Activity Five:** Position students at one end of the classroom. Students should stand four across standing side by side. Stand at the other end of the classroom facing the students.
  25. Call out a word to the four students such as mad, rip, or cat. Have the students take one step as he or she pronounces each sound of the word.
  26. If the student answers correctly, allow the student to stay in the place where he or she ended.
  27. If the student's response is incorrect, say the word again, exaggerating each sound and marching in place with the child to indicate each separate sound.
  28. Ask the student to step back one step. Continue in this manner until everyone makes it to you.
- E. *Assessment/Evaluation*
1. Appendix A – Anecdotal Record Form

**Lesson Three: Sound Position (one lesson, 10-20 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students recognize how to read and understand a variety of materials.
  2. Lesson Content
    - a. Given prompting with a picture, isolate and repeat the initial or final sound of a one-syllable spoken word.
  3. Skill Objective(s)
    - a. Students will replace the initial and final sounds of words to make new words.
    - b. Students will add sounds to existing words to make new words.

B. *Materials*

1. Appendix A – Continual Assessment
2. Popsicle sticks or tongue depressors – one for each student
3. Word Family List
4. Transparency master
5. Overhead projector
6. 5” x 8” index card
7. Small magnet
8. Markers such as coins or blocks
9. Appendix C – Shopping Spree
10. Supply of old magazines
11. Scissors
12. Glue

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. **Activity One:** Give each child a Popsicle stick or tongue depressor.
2. Have the student's sit in a large circle on the floor.
3. Call on one student to say a familiar word such as dog.
4. Next, call out another word, which may or may not have the same beginning sound.
5. If the word you call out has the same beginning sound, the students are all to hold their “sound sticks” in the air.
6. If the word you say does not have the same beginning sound, then the “sound sticks” are to stay on the floor.
7. Go around the circle once or twice, making sure that every student has at least one opportunity to say a word.
8. You should easily be able to see which students are grasping the concepts, as well as those who do not quite understand. This should help in making small groups for specialized instruction.
9. You may repeat this circle game with the focus on words that may or may not have the same ending sounds.
10. **Activity Two:** Play a variation of “Simon Says” with the students.
11. Select several words from a word family list.
12. Tell the students that you will ask them a question. The students must answer the question with a “yes” or “no”, but only if “Simon Says”.
13. Line up the students in a straight line. Tell them that if they answer correctly (and only when “Simon Says”), then they get to step forward one step.
14. If they answer incorrectly or answer correctly (but not when “Simon Says”), then they must remain where they are.
15. Beginning Sound Examples:
  - a. Simon says the following words all have the same beginning sound: *pan, pick, pill.*
  - b. Simon says the following words all have the same beginning sound: *sub, sink, fog.*
  - c. The following words all have the same beginning sound: *sap, sing, sun.*
16. Middle Sound Examples:
  - a. Simon says the following words all have the same middle sound: *cub, fun, cut.*
  - b. Simon says the following words all have the same middle sound: *rot, hum, hot.*

17. c. The following words all have the same middle sound: *gate, rake, pail*.  
Ending Sound Examples:
    - a. Simon says the following words all have the same ending sound: *map, chip, peep*.
    - b. Simon says the following words all have the same ending sound: *coat, mad, rid*.
    - c. The following words all have the same ending sound: *jack, lake, brick*.
  18. **Activity Three:** Draw three vertical lines (top to bottom) on your classroom chalkboard, separating it into three equal sections.
  19. Draw an illustration of a snake on a transparency master.
  20. Use an overhead projector to project the snake onto the chalkboard. The effect will be that the three vertical lines on the chalkboard will divide the snake into three sections.
  21. Place a very large X on a 5" x 8" index card. Glue a small magnet to the back of the card (if you have a magnetic board) or place a piece of tape on the back of the card.
  22. Say a target sound, such as /b/.
  23. Select several three-phoneme words from a word family list or a current book that is being shared with the students.
  24. Say a word and invite one student to take the X card and place it in the beginning, middle, or ending section of the snake to indicate whether the sound was at the beginning, middle, or end of the word.
  25. Repeat with additional words and sounds.
  26. If an overhead projector is not available, draw the illustration of the snake directly on the chalkboard.
  27. You may also choose to give each child a "snake" and use markers (such as a coin or block) to indicate whether he or she understands the positions of the spoken sounds.
  28. **Activity Four:** Invite the students to go on a shopping spree using their name as cash.
  29. Copy Appendix C for each student, as well as a supply of old magazines, scissors and glue.
  30. Ask each student to write their name at the top of the page where indicated.
  31. Have each student look through the magazines and cut out pictures of objects that have the same beginning or ending sound as their name.
  32. Have each student sort the pictures on their paper according to their matching sounds.
  33. Check each student's work before allowing him/her to glue his or her pictures to the page.
  34. Allow the students to share their shopping spree with the group.
- E. *Assessment/Evaluation*
1. Appendix A – Anecdotal Record Form

**Lesson Four: Sound Separation (one lesson, 10-20 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.
2. Lesson Content
  - a. Orally segment words into syllables and demonstrate understanding of syllable breaks by such means as, for example, clapping hands on each syllable or placing a different colored marker to represent each syllable.

3. Skill Objective(s)
  - a. Students will identify the number of phonemes in a given word.
  - b. Students will identify how many words are in a given sentence.
  - c. Students will identify the first, middle, or ending sound in a given word.
  - d. Students will demonstrate how to build words using a flip book.

B. *Materials*

1. Appendix A – Continual Assessment
2. Paper cup – one for each student
3. 10 edible items (such as small candies) for each student
4. Supply of old magazines
5. Index cards
6. Glue
7. Large piece of butcher paper
8. Large bag or basket
9. Masking tape
10. Appendix D – Paper Fish
11. Magnetic tape
12. Straws
13. String
14. 8 ½ “ x 11” piece of paper for each student
15. Scissors
16. Pencils

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. **Activity One:** Give each student a paper cup.
2. Place ten edible items such as small candies inside each cup.
3. Tell the students that they are going to count words by taking a counter out of the cup and putting on their table for each word they say in a sentence.
4. Explain to students that you will say a sentence in a normal way and then say it a second time, pausing after each word to take a counter out of the cup and place it on the table.
5. Demonstrate with the following sentence:
  - a. Say: I like school.
  - b. Say: I (Take a counter out of your cup and place it on the table.)
  - c. Say : like (Take a counter out of your cup and place it on the table.)
  - d. Say: school (Take a counter out of your cup and place it on the table.)
6. Invite the students to repeat your actions as you say the previous sentence again.
7. Now say a four word sentence and a five word sentence, remembering to model each sentence first.
8. **Activity Two:** Obtain several old magazines. Read through the magazines and cut out photographs and illustrations of various objects. The objects you select should have two, three, or four phonemes in their names.
9. Paste each object on a separate index card.
10. Divide a large piece of butcher paper into three columns labeled 2, 3, and 4. Post this chart in the front of the room.
11. Shuffle the object cards and place them in a large bag or basket. Invite a student to reach into the bag or basket and select a card randomly.
12. Ask the student to say the name of the object on the card and to count the number of phonemes he or she hears in the object’s name.



13. Give the student a small piece of masking tape and ask the student to tape the card on the chart in its correct column.
14. Continue this activity with the other students and other cards.
15. After all of the students have posted cards onto the chart, review the cards, phonemes, and move any cards that were not placed correctly onto the chart.
16. **Activity Three:** Select several three-phoneme words from a current book or lesson you are sharing with the class.
17. Using strips of masking tape, make a rectangle (approximately 2 feet by 6 feet) on the floor of the classroom.
18. Further divide the rectangle into three 2-x-2 foot boxes.
19. Stand at one end of the rectangle and say one of the three-phoneme words. Invite students to repeat the word after you.
20. Then tell the students that you will say the word again, except this time you will say it slowly and hop into each box for each sound in the word.
21. For example: The word is bike. You say bike. Students repeat the word bike. You say /b/ and hop into the first square. You say /i/ and hop into the second square. You say /k/ and hop into the third square.
22. Now you can invite the students to hop into each square as you say the individual phonemes of selected three-phoneme words.
23. **Activity Four:** Draw and cut out several paper fish (Appendix D) from a sheet of construction paper.
24. On one third of the cut out fish, write the number one.
25. On another third, write the number two.
26. On the final third of the fish, write the number three.
27. Place a small piece of magnetic tape on the back of each fish.
28. Provide individuals in the class with a straw onto which has been tied a magnet on a length of string.
29. Spread the magnetic fish over the top of a table or desk.
30. Tell the students that they are going on a fishing trip with you.
31. You will say a target word. Invite a student to use his or her fishing pole to pick up one of the fish.
32. Have the student check the number on the back of the fish and to say the sound from the target word that corresponds to its position in the word.
33. For example, the target word is duck.
34. Say the word duck.
35. Ask a student to pick up a fish.
36. Encourage the student to say the number on the fish.
37. Invite the student to say the sound in the target word that corresponds. (The number 1 represents the first sound; 2 is the middle sound; and 3 is the ending sound).
38. Another example:
39. Say the word tree.
40. Ask the student to pick up a fish.
41. Encourage the child to say the number on the fish (1).
42. Ask the student to say the first sound in the target word.
43. The student will say /t/.
44. **Activity Five:** Make flip books with your students.
45. To make a flip book for each child, fold a sheet of 8 ½ “ x 11” paper in half lengthwise and staple it along the fold.
46. Next, fold the paper into three sections and unfold; then cut along the top layer along the creases, stopping before the fold.

47. Give a booklet to each student.
  48. Direct the students to write the letters b and p on the first set of flaps (one letter per flap), a and i on the center flaps, and n and t on the last set of flaps.
  49. Use one of the booklets to demonstrate how to build words by flipping through the individual letters, choosing three of them, and blending their sounds.
  50. Allow students to explore on their own; then make a list as the group works together to create as many words as possible.
- E. *Assessment/Evaluation*
1. Appendix A – Anecdotal Record Form

**Lesson Five: Sound Manipulation (one lesson, 10-20 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students recognize how to read and understand a variety of materials.
  2. Lesson Content
    - a. Given prompting with a picture, isolate and repeat the initial or final sound of a one-syllable spoken word.
  3. Skill Objective(s)
    - a. Students will replace initial, final, or medial sounds of words to make new words.
    - b. Students will add sounds to existing words to make new words.
    - c. Students will make connections between letters and sounds.
- B. *Materials*
2. Letter manipulatives (such as letter tiles) for each student
  3. Appendix E - Animal picture cards
  4. Appendix F - Rhyming picture cards
  5. *Green Eggs and Ham* By Dr. Seuss
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. **Activity One:** Gather a complete set of letter manipulatives (such as letter tiles) for each student in the group.
  2. Instruct the students to find each of the following letters as you name them: g, n, r, s, t, a, e, i.
  3. Working with just those eight letters, prompt each child to see how many different words he or she can make by mixing and matching the letters.
  4. If desired, use the following script or vary it according to your students' abilities.
  5. *Find two letters to make the word at.*
  6. *Add one letter to make the word sat.*
  7. *Now, change one letter in the beginning to make the word rat.*
  8. *Which letter can you add to the end of rat to make it more than one rat?*
  9. *Keep just the word at. What letter or sound could you put in the middle to make the word ant?*
  10. *Can you mix up those three letters to make the word tan?*
  11. *When you have the word tan, how could you change the ending sound to make the word tag?*
  12. **Activity Two:** Show the students an animal picture card.
  13. Tell the students that you are going to teach them a new game.
  14. In this game, they will say the name of the animal shown on the card.
  15. Then, you will tell them to do something funny and unusual with that word.
  16. Example: Show the picture of a bat.

17. Say: *What's the word?*
18. Students: *Bat.*
19. Say: *Say bat without the /b/ (initial sound deletion).*
20. Students: */at/.*
21. Say: *Say bat without the /t/ (final sound deletion).*
22. Students: */ba/.*
23. Continue with additional pictures.
24. **Activity Three:** Post a rhyming picture card at the top of the chalkboard. Tell the students that you are going to help them create some new words just by removing the beginning sound in the target word.
25. For example, put the picture card "hat" at the top of the chalkboard. Invite students to take away the first sound in the word (/h/) and replace it with (/r/). What new word do they have? (*rat*)
26. Then, take away the first sound of the word *hat* and replace it with /b/. What new word do they have? (*bat*)
27. Extension: Have higher level students write as many rhyming words to go with the posted target card.
28. **Activity Four:** Sing the original version of "This Old Man" together with your students. Then name a letter sound to use in the verse below.
29. If desired, write the new lyrics on sentence strips and put them in a pocket chart to reinforce connections between letters and sounds.
30. Repeat the verse several times with different consonant sounds or blends (sung to the tune of "This Old Man").  
This old man  
Sings (/b/) songs  
He sings (/b/) songs all day long  
With a /b/ick-/b/ack /b/addy /b/ack  
Can you sing his song?  
Join right in and sing along!
31. **Activity Five:** Read aloud *Green Eggs and Ham* to your students. Then call students' attention to the first sentence in the book by using magnetic letters to write "I am Sam" on a board.
32. Read the sentence, pointing out each word. Then remove the *I* and read *am* and *Sam*.
33. Ask your students what they hear as you say the words *am* and *Sam*. As they discover that the two words rhyme, use the letters to show that *am* and *Sam* end with the same two letters.
34. Point out to students that *am* can become *Sam* if you add an S, and that *Sam* can become *am* if you remove an S.
35. Focus on *am*, asking students to think of other sounds that make words when followed by *am*. Have volunteers say new *am* words and use magnetic letters to write them on the board. Provide support as necessary.
36. Continue to use *Green Eggs and Ham* for phoneme manipulation practice by reading further in the book. As you arrive at each of the following word pairs, stop to have the students manipulate the phonemes as in the first activity: house, mouse; box, fox; see, tree; rain, train; goat, boat.

- E. *Assessment/Evaluation*
  1. Appendix A – Anecdotal Record Form

## VI. CULMINATING ACTIVITY

- A. Appendix H – Phonological Awareness Checklist

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Anecdotal Record Form
- B. Appendix B: Hamburger Syllables
- C. Appendix C: Shopping Spree
- D. Appendix D: Paper Fish
- E. Appendix E: Animal Picture Cards
- F. Appendix F: Rhyming Picture Cards
- G. Appendix G: Word Family List
- H. Appendix H: Phonological Awareness Checklist

## **VIII. BIBLIOGRAPHY**

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Appendix A

**Anecdotal Record Form**

Child's Name \_\_\_\_\_

Date:

Activity:

Notes:

---

Date:

Activity:

Notes:

---

Date:

Activity:

Notes:

---

Date:

Activity:

Notes:

---

Date:

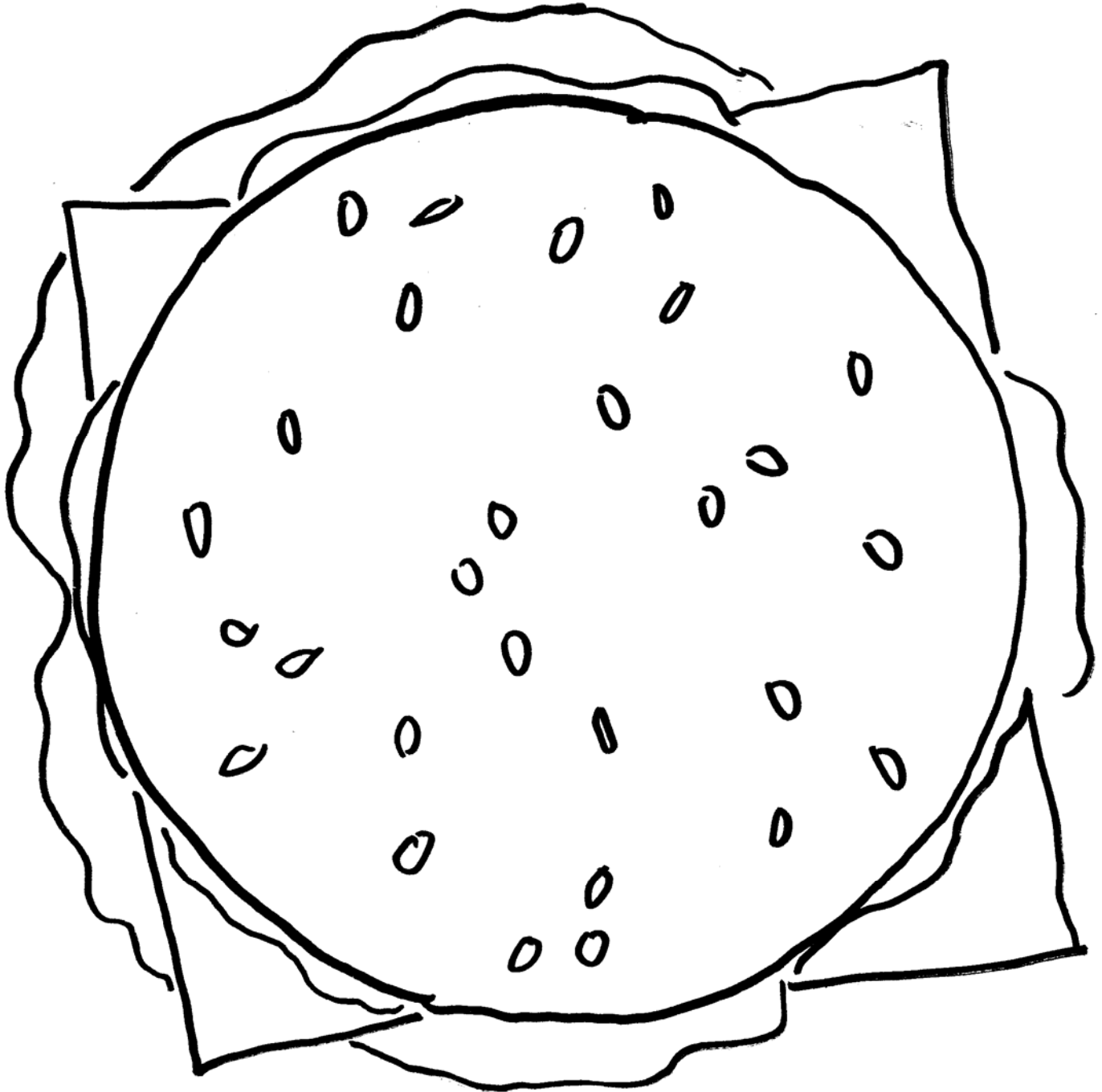
Activity:

Notes:

---

Appendix B

**Hamburger Syllables**

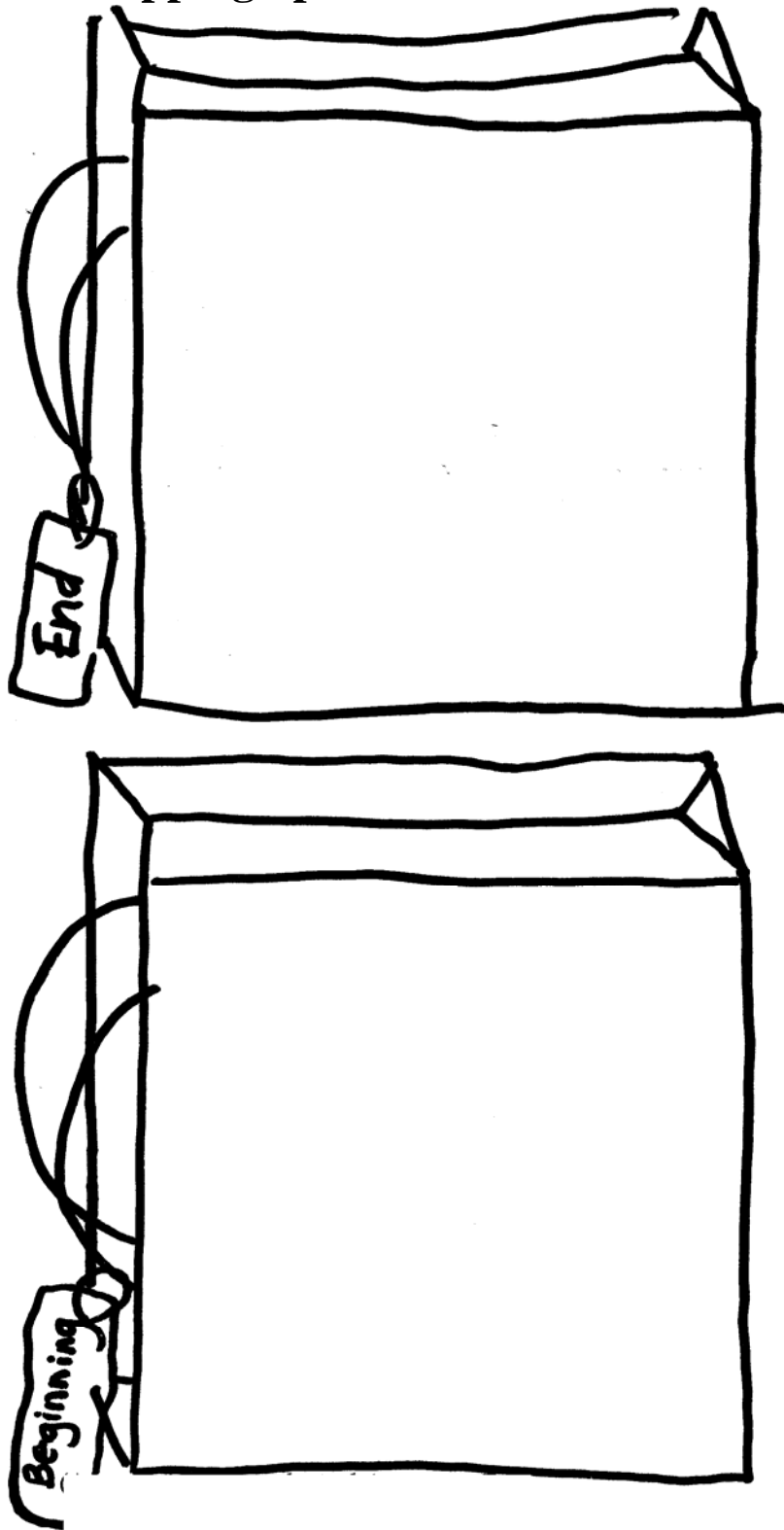


(adapted from *Phonological Awareness Fun*)

Appendix C  
Shopping Spree

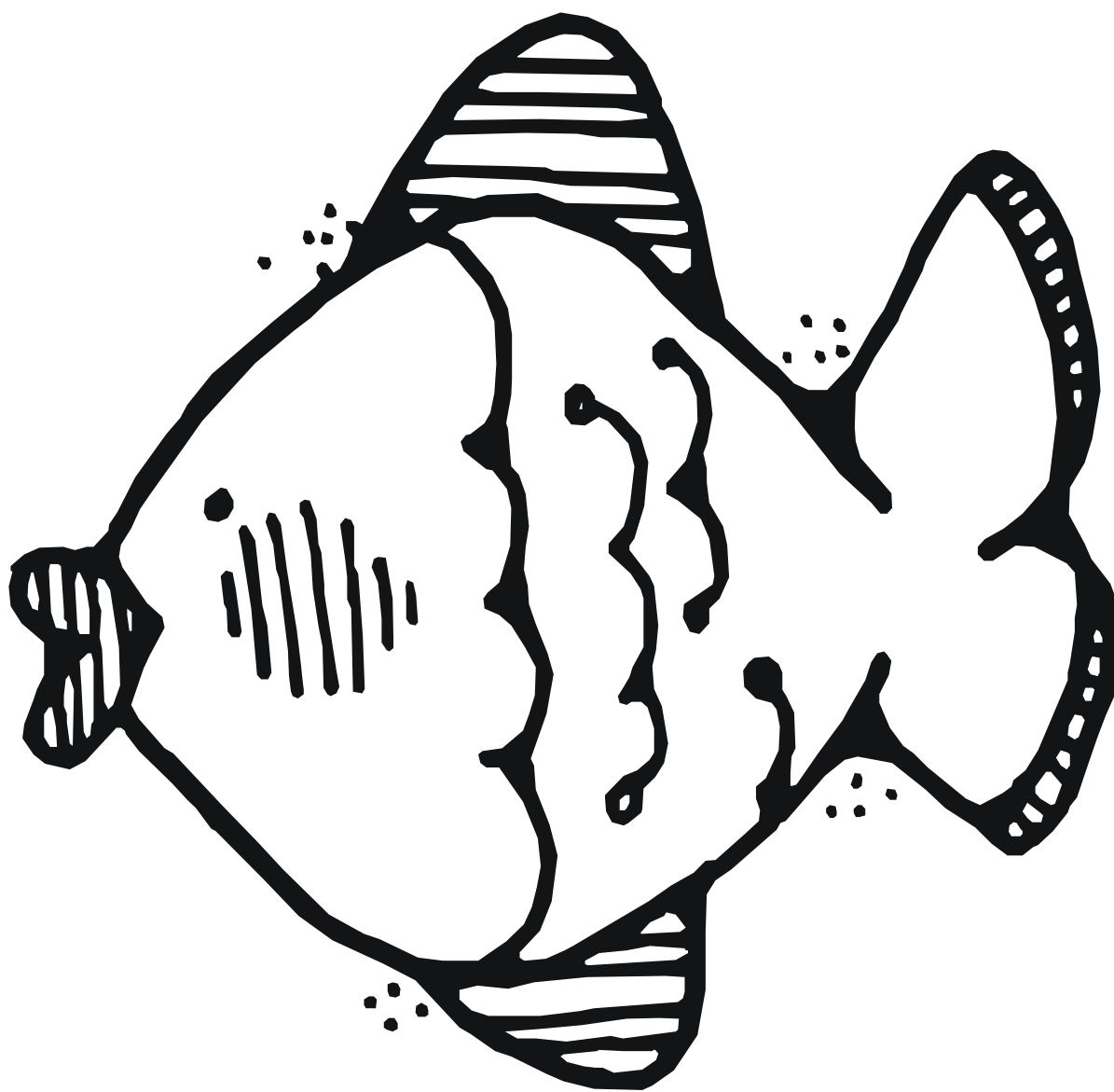
Shop 'Til You Drop

\_\_\_\_\_  
Name



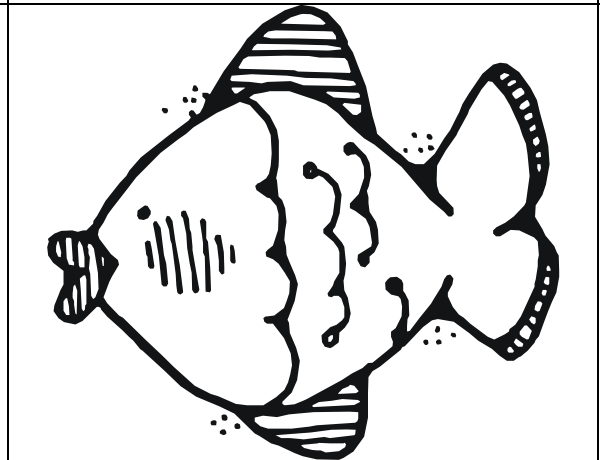
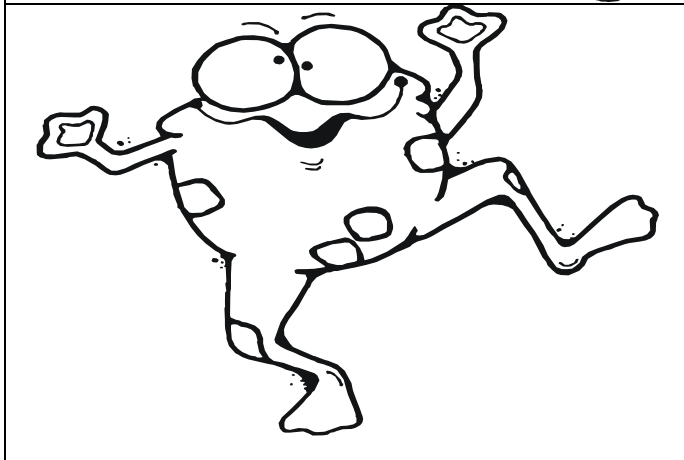
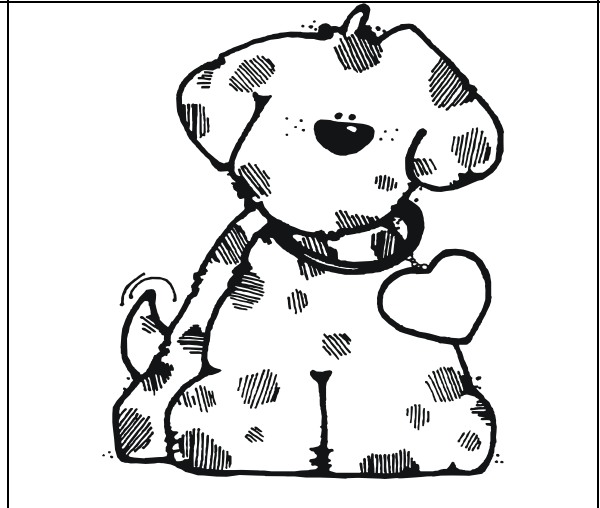
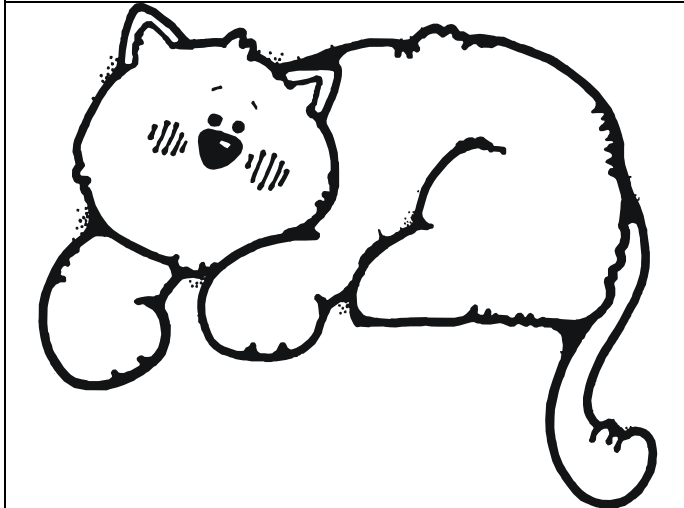
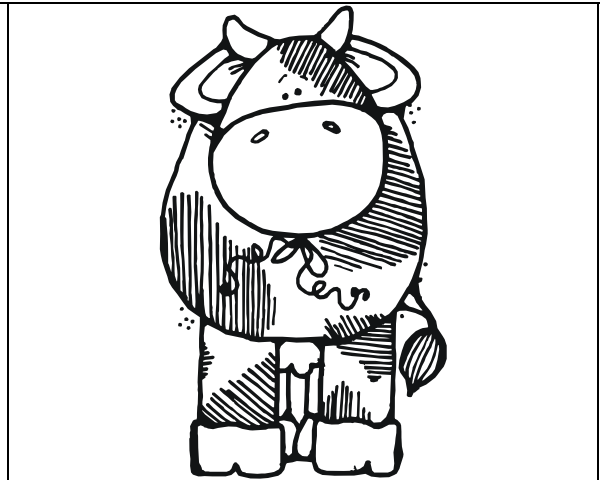
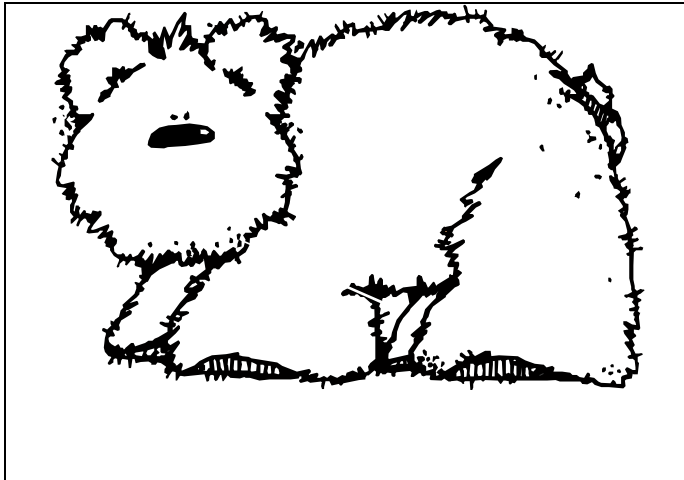
(adapted from *Phonological Awareness Fun*)

Appendix D  
Paper Fish

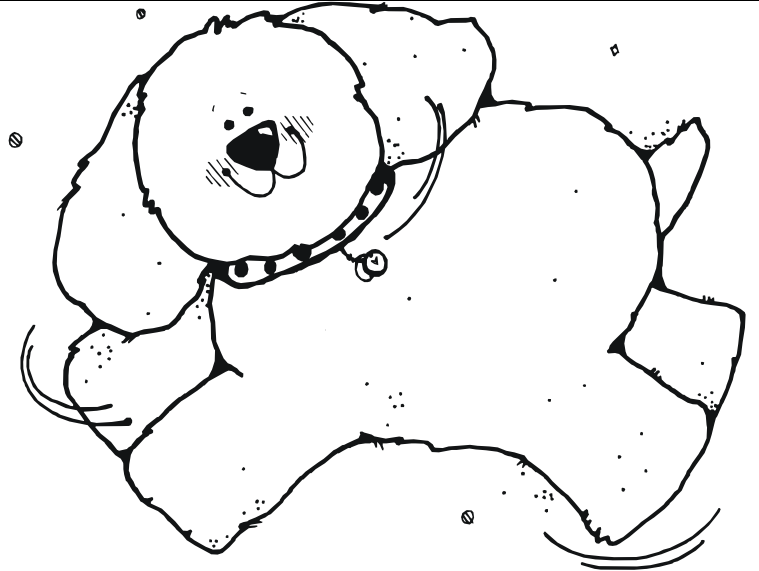
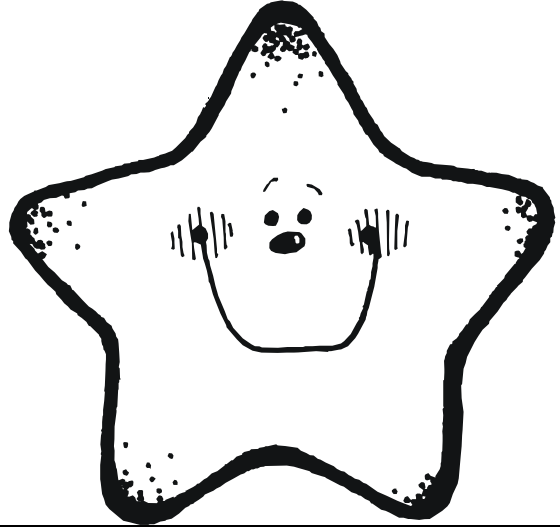
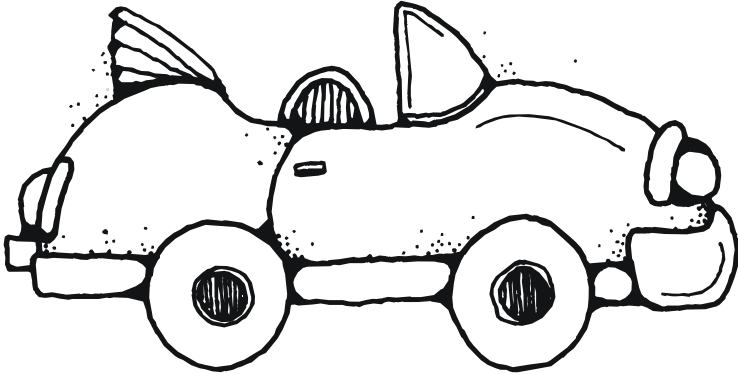
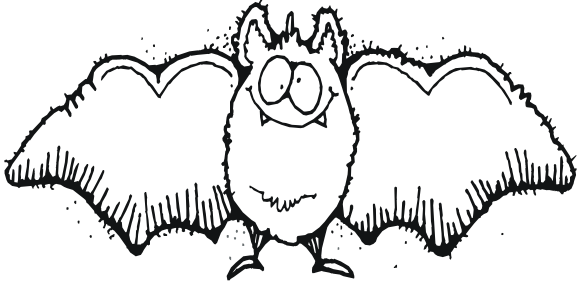




Appendix E  
Animal Picture Cards



Appendix F  
Rhyming Picture Cards



Appendix G  
**Word Family List**

-ack	-ail	-ain	-ake	-ale
back Jack pack rack sack sack black clack crack quack shack snack track	bail fail hail jail mail nail pail rail sail tail wail frail quail snail trail	gain main pain rain brain chain drain grain stain train	bake cake lake make rake take wake brake flake shake snake stake	bale dale gale hale kale male pale sale tale vale

-ame	-an	-ank	-ap	-ash
came fame game lame same tame blame flame	ban can fan man pan ran tan van plan scan	bank rank sank tank blank clank crank flank plank spank thank	cap gap lap map nap rap sap tap clap flap slap snap trap	bash cash dash gash hash lash mash rash sash clash trash crash splash

## Phonological Awareness Checklist

Name \_\_\_\_\_

Skill

Date Assessed/ + or –

Recognizes rhymes (Do cat and hat rhyme?)

Discriminates between rhyming and non-rhyming words

Produces a rhyming word (What rhymes with dog?)

Puts words together to make a sentence

Counts the number of words in a sentence

Matches beginning and ending sounds  
(What sounds do these words start/end with?)

Groups words with the same beginning or ending

Produces sounds or words (Name a word that starts with /d/)

Combines two words to make a compound word (birth-day)

Combines syllables to make words (but-ter-fly)

Combines onsets and rimes to make words (sh-ip)

Combines individual phonemes to make words (s-t-o-p)

Separates sentences into words  
(Clap for each word in the sentence: This is my car)

Separates compound words into smaller words  
(What are the two words in pancake?)

Separates words into syllables (How many parts in the word rabbit?)

**Appendix H, page 2**

Skill

Date Assessed/ + or -

Separates words into onsets and rimes  
(What is the first sound you hear in shoe?)

---

Separates syllables into sounds  
(What three sounds do you hear in the word cat?)

---

Replaces beginning or ending sound in a word to make a new word  
(Cat becomes can by changing ending sound)

---

Adds a sound to an existing word to make a new word  
(/r/ with /am/ becomes ram)

---

Identifies letter symbols

---

Matches a sound with its letter

---

Matches a letter with its name

---

Matches letters to objects that begin with specific sounds

---

Teacher comments:

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(adapted from The Mailbox Phonological Awareness Fun)