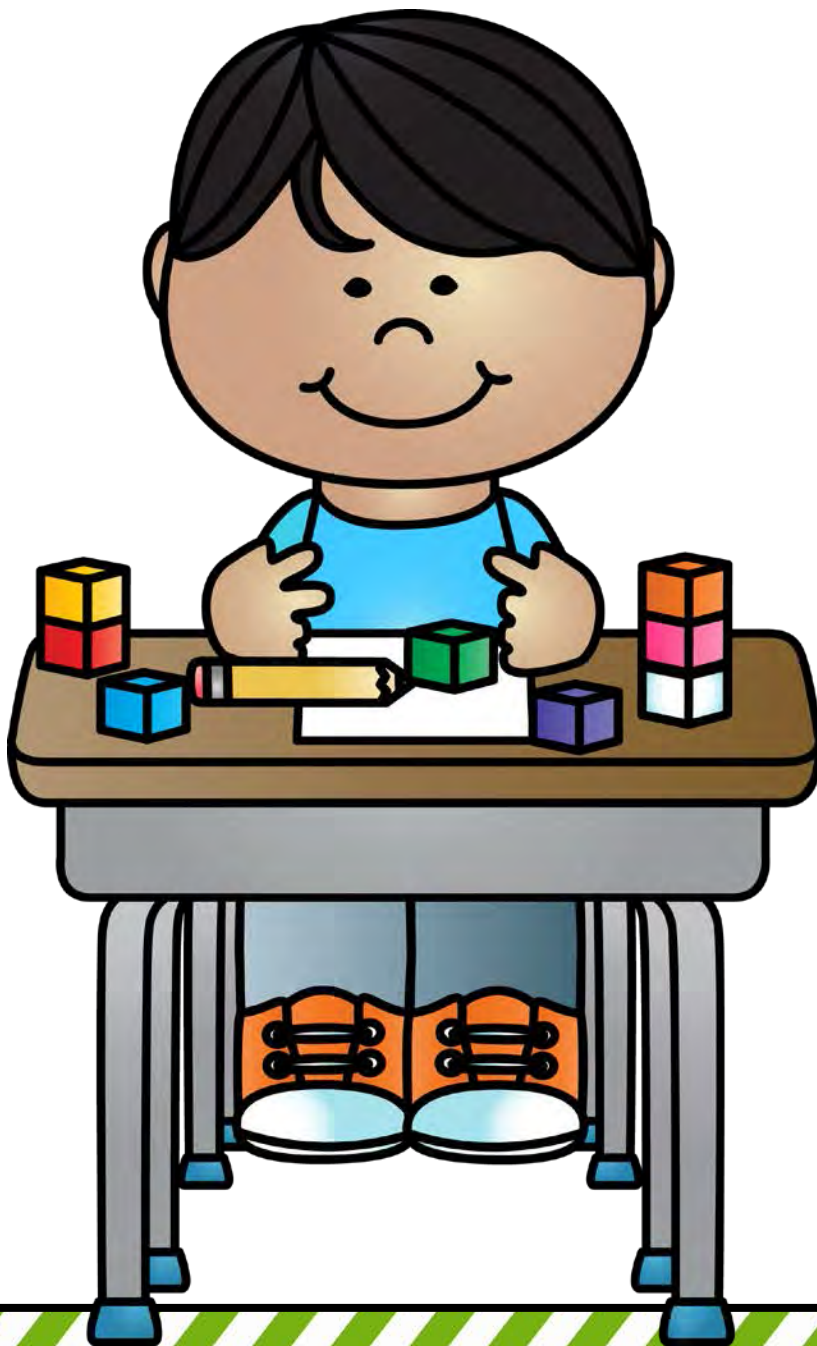


Phonemic Awareness

elkonin boxes



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XO, Malia

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DIRECTIONS

SKILL-

Hearing and playing with the individual sounds in words called phonemes.

When students are ready, pairing those phonemes to the letters used to spell them.

PREP-

Print the cards on cardstock to give them extra durability. Cut along the lines to separate the pieces. If you'll be using the activity in a classroom, you may also want to laminate the cards for extra durability.

Optional: Grab manipulatives for students to slide into the Elkonin boxes as they identify the phonemes in words. Possible options include: sliding counting chips, driving in Matchbox cars, squishing balls of playdough, clipping small clothespins, sliding LEGO bricks, or writing an X with a dry erase marker.

FOR NEW READERS...

ACTIVITY #1

If you're working with new readers, have students pick up one card at a time, say the word out loud normally once, and then tap their finger (or slide a manipulative) into a box for each phoneme they hear.

For instance, if a child was working on the word "bat", the process would look like this:

"b" (taps the first green box or slides in a manipulative)

"a" (taps the second box or slides in a manipulative)

"t" (taps the third box or slides in a manipulative)

Then they would slide their finger along the arrow and blend the sounds together to say "bat".

ALTERNATIVE OPTIONS-

Stretch other types of phonemic awareness by having students play with sounds like this:

- What's the first sound you hear in the word "bike"? (Answer: /b/)
- What's the last sound you hear in the word "bike"? (Answer: /k/)
- What's the middle sound you hear in the word "bike"? (Answer: /i/)
- Add the sound /d/ to the end of "bike". What's the new word? ("biked")
- Take away /b/ from "bike". What's the new word? ("Ike")

DIRECTIONS

FOR MORE ADVANCED READERS...

ACTIVITY #1

When students have learned the letter-sound pairs, have them say the word on a card, say each sound as they write the letter(s) that makes it, and then slide their finger underneath the letters to read the complete word.

For instance, if a child was working on the word "bat", the process would look like this:

"b" (writes the letter b in the first box)

"a" (writes the letter a in the second box)

"t" (writes the letter t in the third box)

Then they would slide their finger along the arrow and blend the sounds together to say "bat".

ALTERNATIVE OPTIONS

Just like before, you can have students stretch their phonemic awareness skills even further by having them play with sounds like this:

- Change /c/ in "cat" to /b/. Write and then read the new word. (Answer: bat)
- Change /a/ in "bat" to /o/. Write and read the new word. (Answer: bot)
- Add /l/ to the beginning of "ax". Write and read the new word. (Answer: lax)
- Take /b/ away from "bat". Write and read the new word. (Answer: at)

WORD KEY –

2 PHONEME WORDS

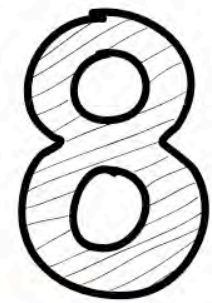
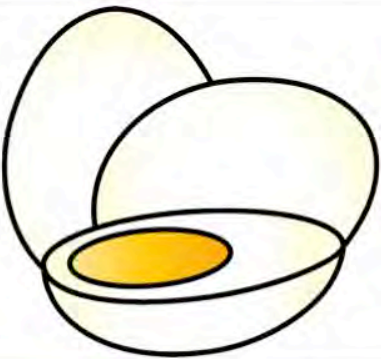
ear, shoe, bee, egg, tie, eight, eat, day, pay, Earth, hay, cow, two, ill, ice, eyes, pie, saw

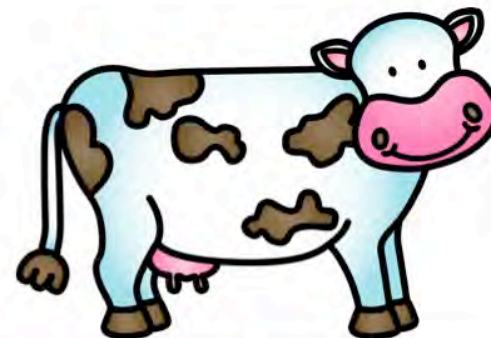
3 PHONEME WORDS

bird, bat, cone, bed, bear, chair, cat, car, dig, dog, cape, bus, cane, dice, soap, blow, apple, fire, girl, hat, gum, fish, five, home, hug, hum, hut, jar, kit, knight, bowl, mug, mule, nail, neck, nine, knob, knock, knot, lid, lip, mat, nose, nun, nut, phone, pig, ten, poke, rat, red, ham, rain, run, shell, shirt, ship, sit, shop, bag

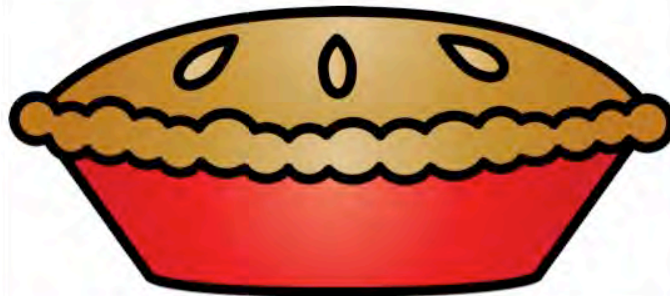
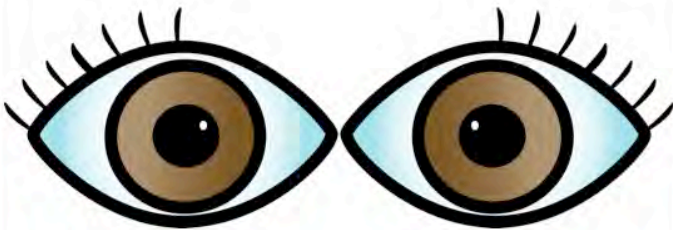
4 PHONEME WORDS

drum, bubble, frog, hammer, grill, hand, card, stop, gift, scale, scar, turtle, shark, skirt, bed, sleeve, slide, smell, smile, smoke, spoon, snake, sneeze, spill



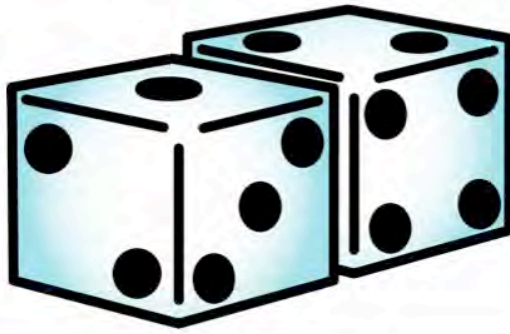
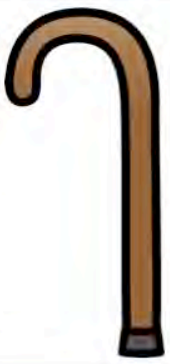


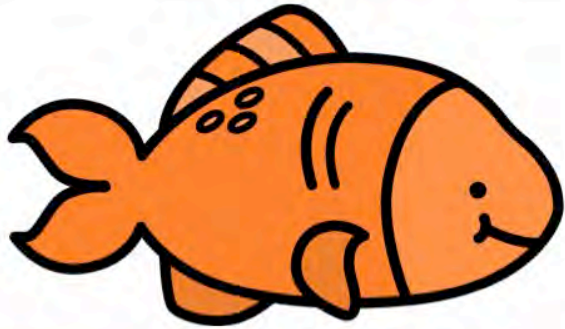
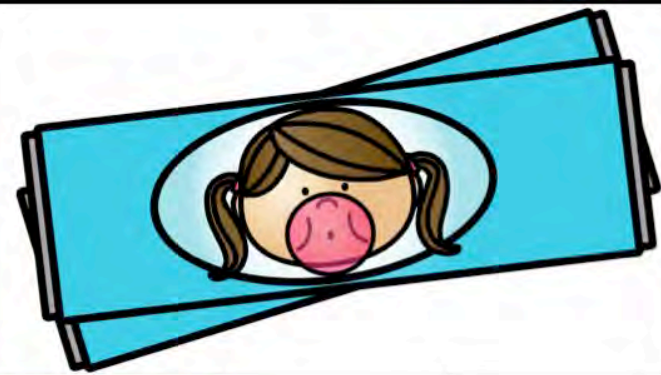
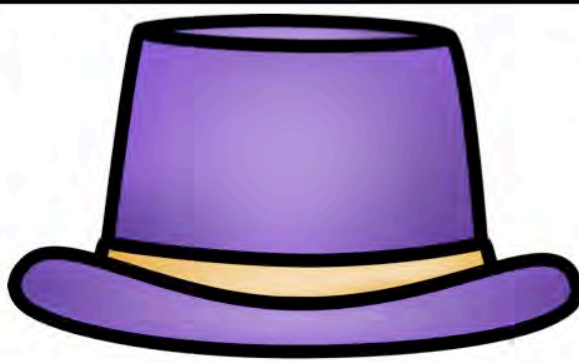
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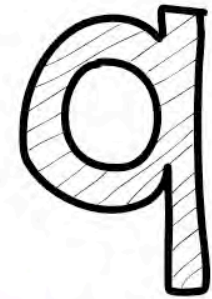
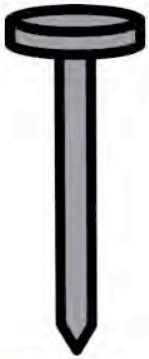
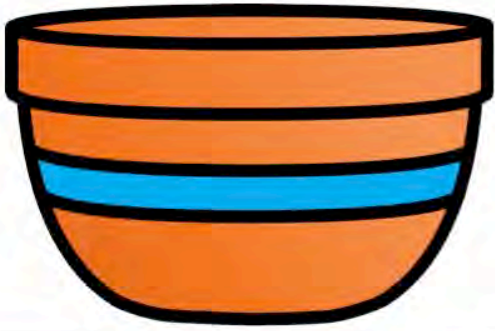




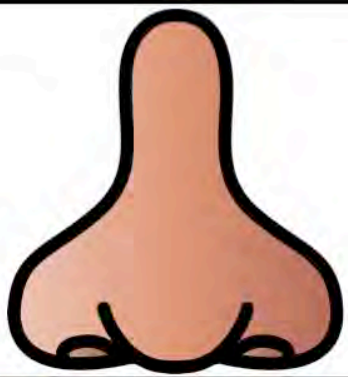
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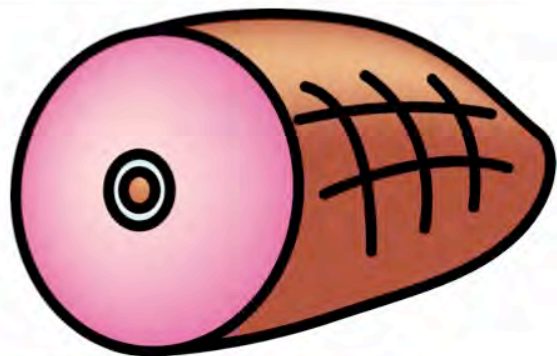


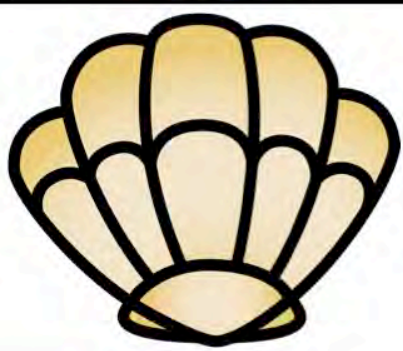


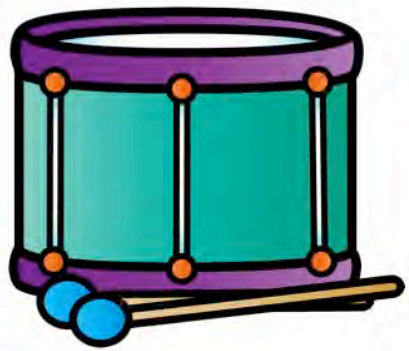


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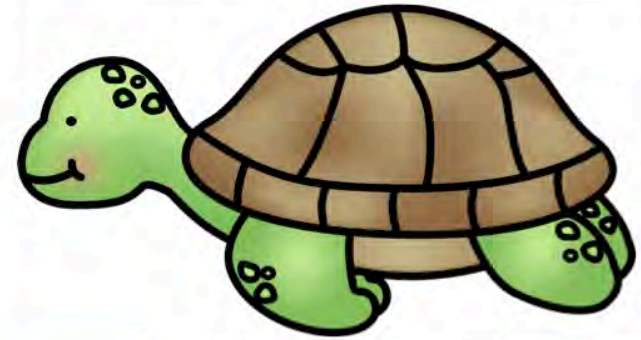
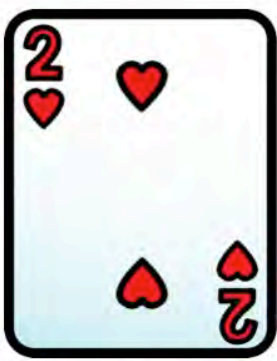
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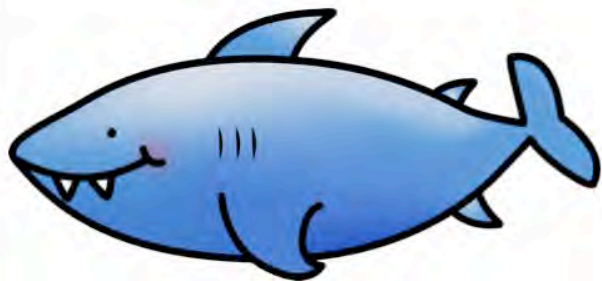
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