

# Phonemic Awareness (PA) Activities

Excerpted from: <http://www.righttrackreading.com/morepaactivities.html>

## 'Which One Doesn't Belong?'

This is a fun Phonemic Awareness version of the Sesame Street game. Give the students a list of three words. Have them say the words and then identify which one 'does not belong'. Carefully select the words to meet the child's level. Build skills systematically. Verbally direct the student to listen for the PA skill you are targeting, such as listening to beginning sounds. Example: Say "We are listening for the starting sounds. Which one doesn't belong?: fun, fig, beach". If you don't specify exactly what to listen for, you can guarantee some children will be thinking fun & beach obviously go together and will miss the entire PA intent.

## 'What Is Different?'

Say pairs of words to the student, ask them to repeat the words and then identify the difference:

### *Beginning sounds:*

pot – dot      sat – cat      hot – not      pen – hen      met – pet      dip – sip

### *Ending sounds:*

ham – hat      can – cap      rat – ran      him – hip      neck – net      pin – pit

### *Middle sounds:*

pet – pat      red – rid      nip – nap      tip – tap      set – sit      dad – did

## 'Silly Animal Game'

Give the child an animal name and then have them make 'silly' animals by changing the first sound. For example, "If my zebra started with /mmmmm/ what would it be? Mebra! ... If it started with /t/? tebra! .... (It is preferable to select animal names starting with consonants.)

## **MORE ADVANCED ACTIVITIES that build on the above:**

**Word making with letter/SSP cards:** Ask the child to make a simple word from the card tiles. In making the words, the child must listen to the word, segment sounds, and then link the segmented sound directly to print. Word making activities directly link phonemic awareness to print. Use the words above, and here are some more: mad, mat, map, man, ram, Sam, Tim, rim, dim, Ned, pack, pick, tack, tick, rack, deck, sack, sick, sap, sad, tad, rap, rip, had, pad, pip.

**Word changing activities with the letter/SSP cards:** These are conducted similar to the word making activity above except the child makes a word and then makes changes to the word based on your request. For example: Please make the word 'sad' ... Now what would you change to make the word say 'mad'. OK, now you have the word 'mad', what would you change to make the word 'had', 'dad', 'pad' etc.

**Spelling/Word Writing by Sound/ Recoding:** Activities where the child listens to a word and then writes/spells the word by sound are effective for directly developing phonemic awareness. This is not memorizing spelling words but rather listening to words and then 'writing the sounds'. It is directly converting sound to print. To be effective, the words given in this spelling activity need to be decodable based on the student's knowledge. Keep it simple and coordinate the spelling with the direct systematic phonics instruction. In other words, ONLY USE the speech sound pictures that the child has learned so far.

# Phonemic Awareness Card Games

These games require you to make a deck of SSP (speech sound pic) playing cards, making sure to include two of each SSP. Start with only the first Jolly Phonics set, and add sets progressively as your child's confidence and skills grow:

Set 1: s, a, t, i, p, n

Set 2: ck, e, h, r, m, d

Set 3: g, o, u, l, f, b

Set 4: ai, j, oa, ie, ee, or

Set 5: z, w, ng, v, short oo, long oo

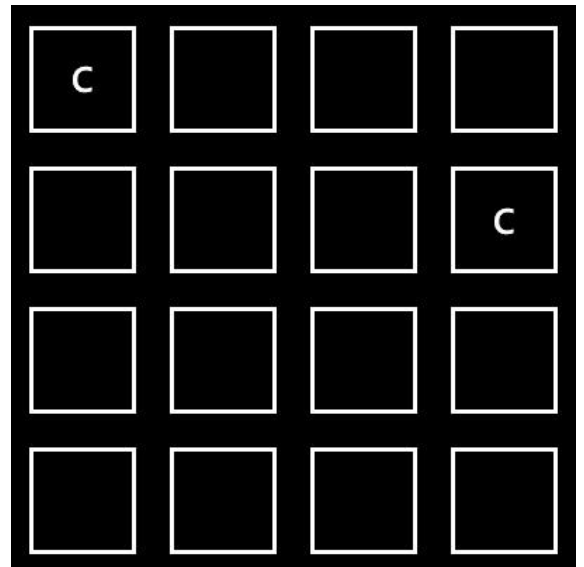
Set 6: y, x, ch, sh, voiced th (as in 'there'), voiceless th (as in 'thank')

Set 7: qu, ou, oi, ue, er, ar

## THE RULES FOR PLAYING *PHONICS* 'MEMORY'

1. Mix up the cards.
2. Lay them in rows, face down.
3. Turn over any two cards, and **say their sounds aloud**.
4. If the two cards match, keep them and have another turn.
5. If they don't match, turn them back over. It's now the next person's turn.
6. Remember what was on each card and where it was.
7. Watch and remember during the other players' turns.
8. The game is over when all the cards have been matched.
9. The player with the most matches wins.

<http://www.eduplace.com/ss/act/rules.html>



## RULES FOR "GO FISH"

1. Deal 5 cards to each player. Place the rest of the cards in a pile in the centre of the table, face down.
2. If anyone has been dealt matching pairs, they should place their pairs face up on the table, and tell the group what sound the letter makes.
3. The youngest player goes first. They choose a card in their hand and ask the group "does anyone have...", saying the sound the letter makes (NOT the letter name). If the child can't remember the sound the letter makes, they can show the card to the group so that someone can help them.
4. If someone else has the card the first player asked for, they give the card to the first player. The first player then puts the pair face up on the table.
5. If the other players don't have the first player's card, they say "go fish". The first player then takes a card from the pile in the centre.
6. If the first player can make a pair with a card in their hand and the card they just picked up from the pile, they have another turn.
7. If the card that the first player picked up from the pile does *not* make a pair with a card in their hand, then it becomes the next player's turn.
8. Play ends when one player runs out of cards in their hand, or when there are no more cards in the centre pile.
9. The player with the most pairs wins the game.

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IMPORTANT: The single-letter vowel sounds are the short ones as in the following words:

- o as in cot, pop, lot, on, off, etc
- a as in cat, bat, rat, apple, etc
- u as in up, umbrella, cup, puppy, etc
- e as in egg, step, neck, pet, etc
- i as in igloo, pig, fig, big, sit, etc