



Language Games to Support Phonological Awareness

sentence awareness

word awareness

syllable awareness
onset & rime

rhyme awareness

phonemic awareness
sound level of words



Activities



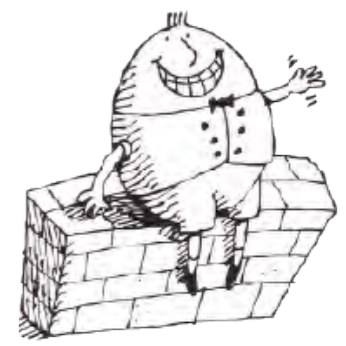
[FCRR Sentence Segmentation Activities - K-1](#)

[PALS K Word Recognition Activities](#)

[PALS 1-3 Word Recognition Activities](#)



Story Segmenting

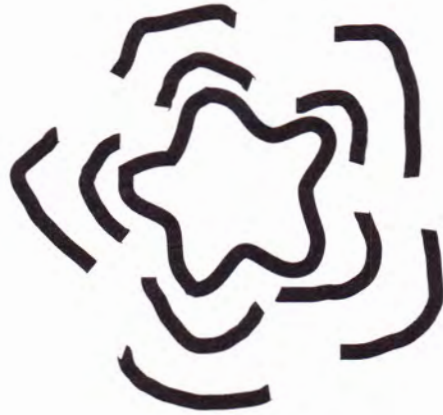
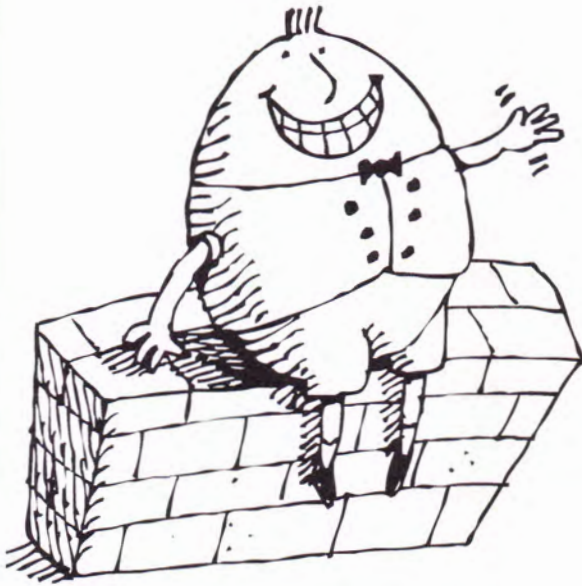


- place the **nursery rhyme picture** cards **face up in a stack**
- place the **cubes** on a **flat surface**
- select the **top nursery rhyme picture card** and **say the entire rhyme**
- **repeat** the **first sentence** and **stack the number** of **cubes** to **equal the number** of **words** in the rhyme
 - ▶ "Humpty Dumpty sat on a wall." (there are 6 words)
- place the **number of cubes** next to the **picture**
- **continue** until all of the **nursery rhyme cards** are **used**

Phonological Awareness

Nursery Rhymes

PA.013.AMIa



nursery rhyme picture cards:
humpty dumpty, eency-weency spider, london bridge, twinkle, twinkle little star



Phonological Awareness

PA.013.AM1b

Nursery Rhymes



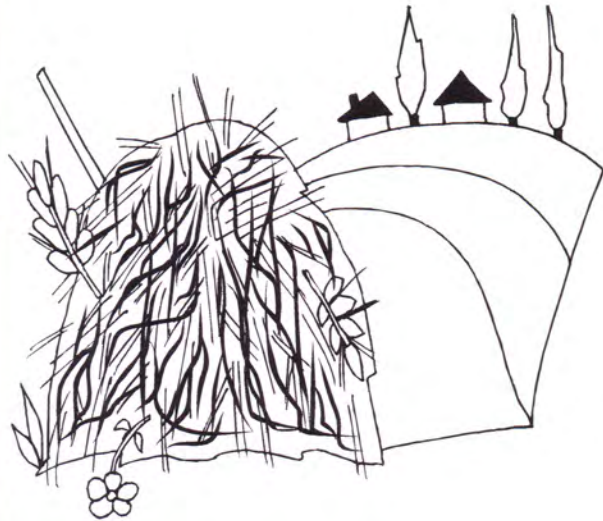
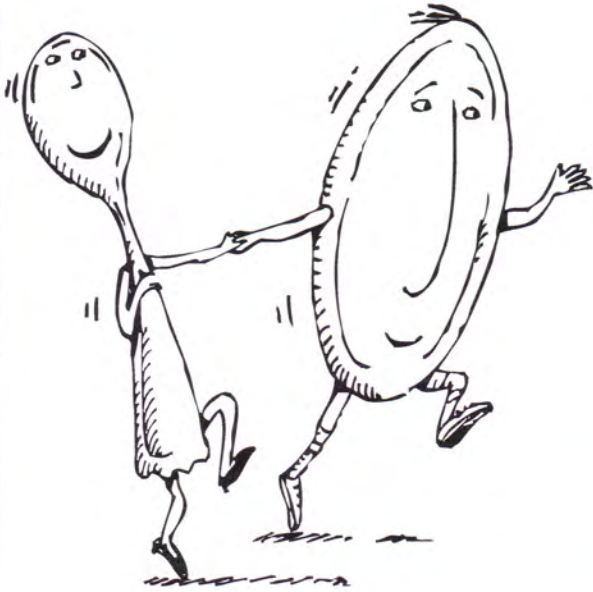
nursery rhyme picture cards:
five little speckled frogs, jack and jill, jack be nimble, star light star bright



Phonological Awareness

Nursery Rhymes

PA.013.AM1c



nursery rhyme picture cards: hey diddle diddle, little boy blue



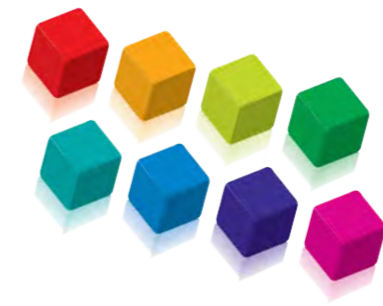
Word Wall I Spy



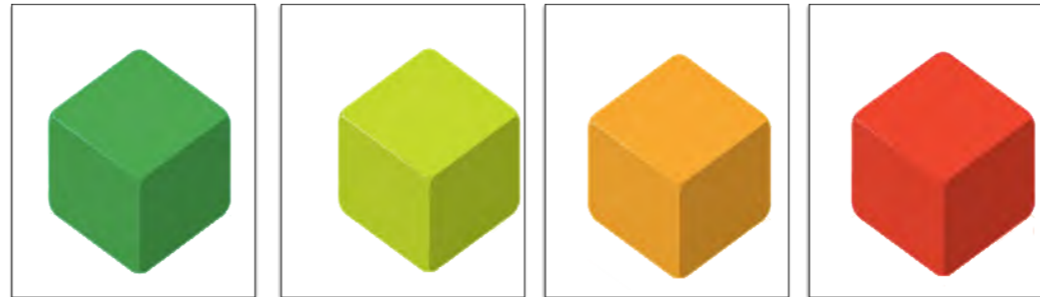
- **one person** will **pick** a **word** from the list that you want your partner(s) to guess
- **give 1-2 hint(s)** to start with
- **hint** should be **based** on the **sounds** or **features** in the **word**
 - ▶ *"the word has the short 'i' sound"*
 - ▶ *"the word starts with 'th'"*
 - ▶ *"the word has two syllables"*
 - ▶ *"it's a compound word"*
- **hints** are **given** until the **word** is **correctly guessed** - that person **picks the next word**
- **take turns** so that each person gets a try



Word Segmenting



- **everyone** gets **4 counters** and a **segmenting mat**
- **1 counter** represents **1 word**
- **everyone** takes turns **saying** a **sentence** - up to **4 words in length**
 - ▶ “I have a dog.”
- as the **sentence is spoken a loud**, **1 counter** is placed on **1 space** on the **mat**



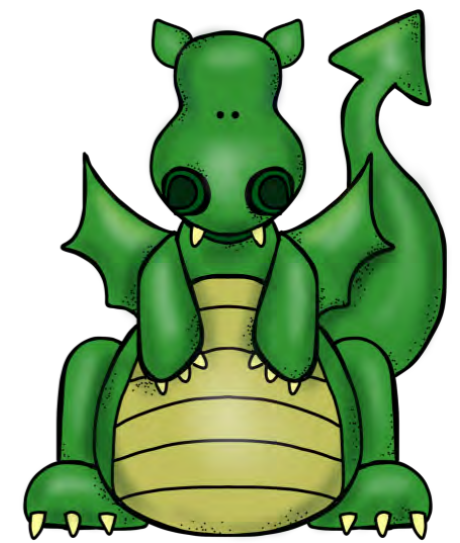
- **continue** taking turns **saying sentences** and **counting out** each word in the sentence **with the counters** and the **segmenting mat**

Word Segmenting Mat

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Bubble Wrap



- We're going to read a story about **popcorn** and **dragons**
- With your partner, make a list **8 words** - **4** about **popcorn**, **4** about **dragons**.
- **Write out** the **words** that you **think** will be in a story about **popcorn** and **dragons**

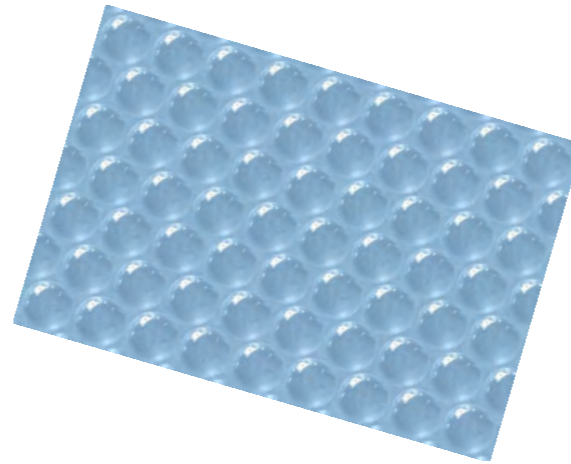
popcorn	dragons



Bubble Wrap continued...



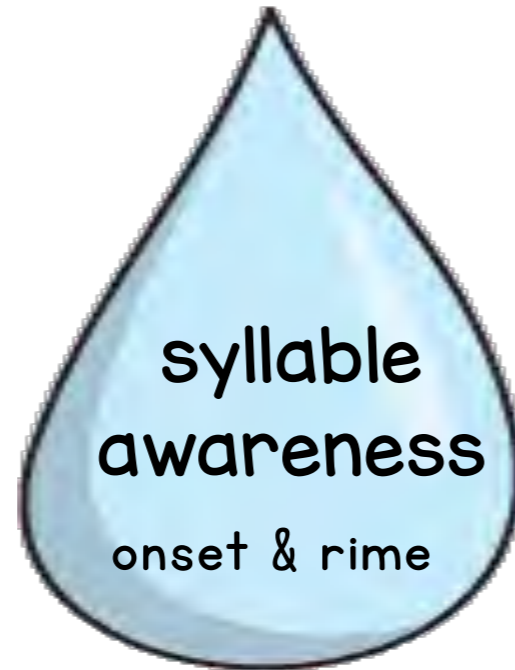
- Everyone should take **1 piece** of **bubble wrap** - but **please wait** to **start popping!**



- *While I read the story* - you are going to **pop** the **bubble wrap** any time you **hear a word** that is **on your list**
 - **either** about *popcorn* **or** *dragons*

This activity was originally done with the
The Popcorn Dragon - by Jane Thayer

What other books could you use?



Activities

[FCRR Syllables & Onset & Rime Activities - K-1](#)

[PALS K Sound to Letter Segmentation Activities](#)

[FCRR Letter-to-Sound Correspondence Activities - 2-3](#)

[PALS 1-3 Sound to Letter Segmentation Activities](#)

[PALS K Beginning Sounds Activities](#)


[PALS 1-3 Beginning Sounds Activities](#)



Break It In Half



- everyone will **listen to** and **say 2-syllable words**
- everyone will **"break"** the word **in 2** with **their hands**
- everyone will start by **"holding the word"** with **two hands**

▶ **2 fists side-by-side** 

- then **"break"** the **word in half** as **you say the word**



cray-



-on

- **keep practicing** with other **2-syllable words**



Head, Waist Toes



★ in each group - everyone will stand & take turns saying 3 syllable words

🗣️ one person will say the word & the rest of the group will act out the actions

- say each syllable of the word separately and place hands on your head, waist or toes, to indicate whether the sound is at the beginning, middle or end of the word
- repeat with additional three syllable words
- syllables can be said faster and faster as the game progresses

★ *additional body parts can be added to increase to 4 and 5 syllable words*



Onset & Rime Guessing Game



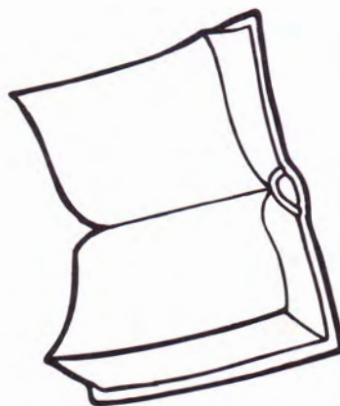
★ place cards face down in a stack and divide into pairs

- **person #1** selects the **top card** - make sure that **person #2 cannot see it**
- **person #1** give **clues** to **person #2**
 - i.e. - It ends with /ug/
- **person #1 continues to give clues** until **person #2 guesses the word**
 - i.e. - rug
- **reverse roles** until **all of the picture cards** are **used**

Phonological Awareness

PA.024.AM1a

Guessing Game



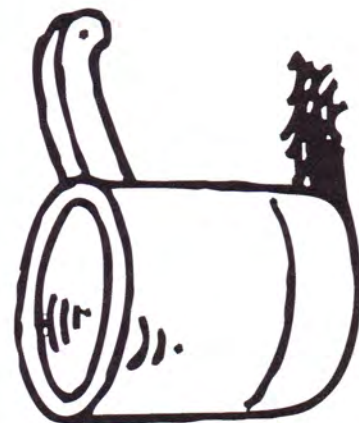
onset and rime picture cards: mop, bat, fox, ball, book, cake



Phonological Awareness

Guessing Game

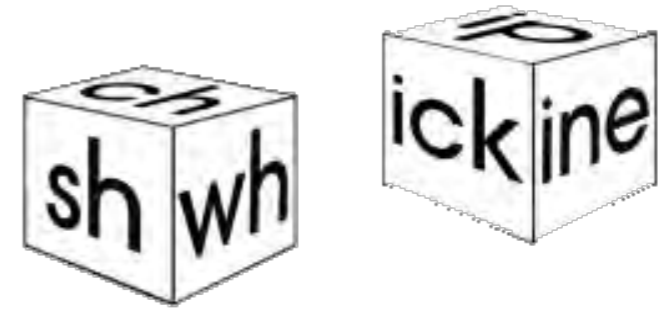
PA.024.AM1b



onset and rime picture cards: bear, duck, rug, moon, nail, pot



Roll-A-Word

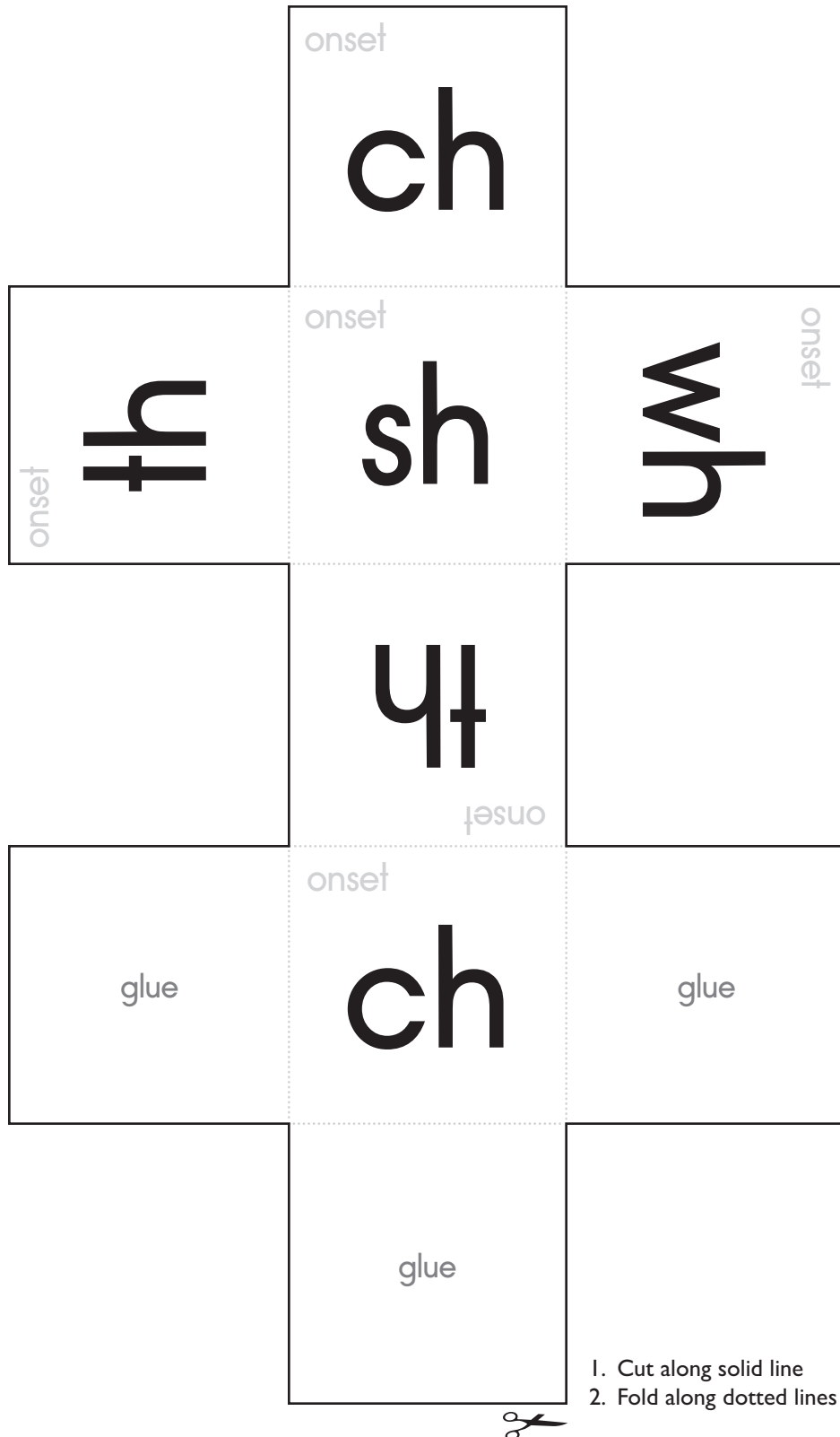


- take **one onset cube** and **one rime cube**
- taking **turns**, **roll each cube**
- **arrange the cubes** so that the **onset cube** is **placed to the right** of the **rime cube**
- **blend the onset** and **rime** and **say the word**
i.e. - **ch/ip** = "**chip**"
- **write each word** as it is created with the cubes - **real** or **nonsense words**
- **underline** the **real words** and **put an "X"** through the **nonsense words**

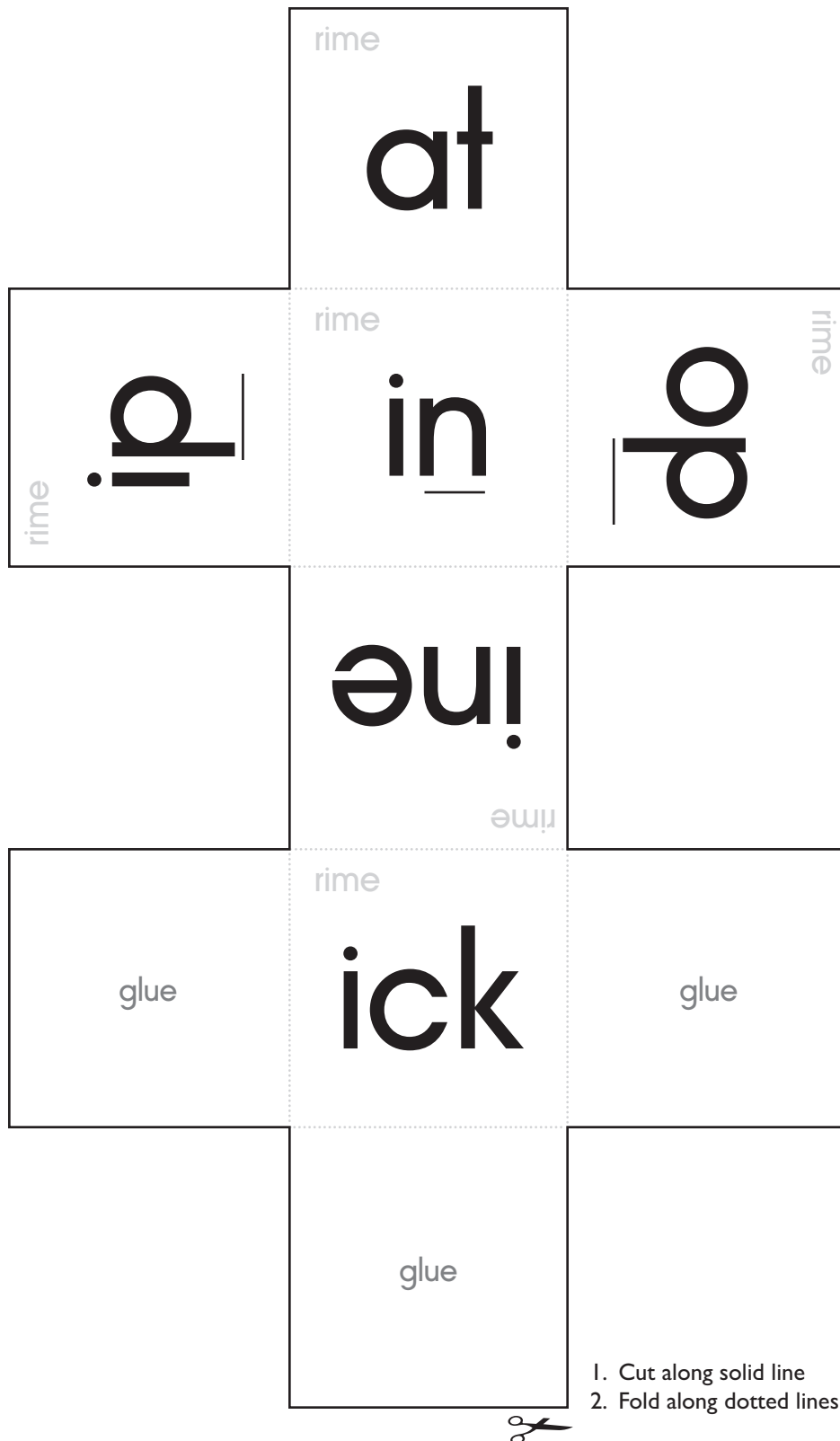
Phonics

Digraph Roll-A-Word

P.003.AMI



1. Cut along solid line
2. Fold along dotted lines



Name _____

Digraph Roll-A-Word

P.003.SS

ch	sh	wh	th



Activities

Hot Potato



- Take one alphabet bean bag per group.
- Start **throwing/passing** the bean bag **while** the **music plays**.
- When the **music stops**, the person **holding** the **bag names as many things** as he/she can **that start** with **the letter** on the bag.

★ ideas for differentiation:

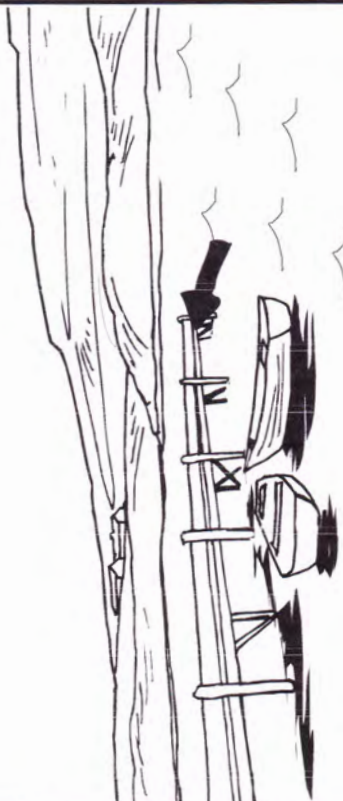
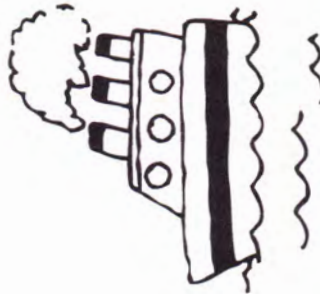
:say words that end with that letter

:students practice the sound the letter makes only...

Phonological Awareness

PA.008.AM2c

Rhyming Game



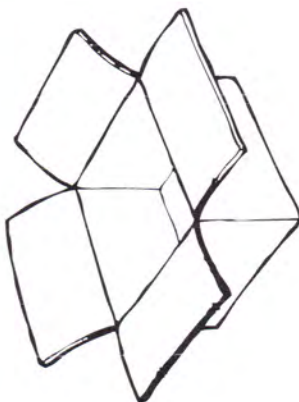
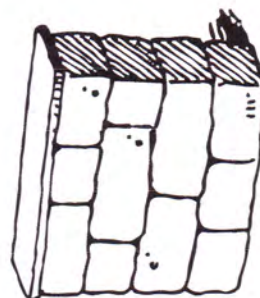
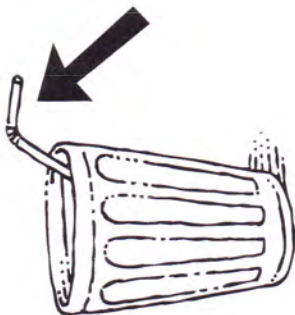
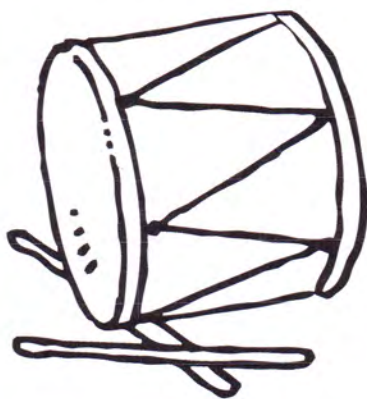
pictures on the game board: cat, lip, lamp, crib, lock, mop
rhyming picture cards: hat, ship, stamp, bib, dock, hop



Phonological Awareness

Rhyming Game

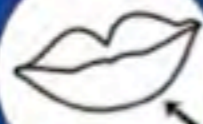
PA.008.AM2d



pictures on the game board: gum, paw, ball, mail, fox, bag
rhyming picture cards: drum, straw, wall, sail, box, tag



END



START



Activities

[FCRR Phoneme Matching Activities - K -1](#)

[FCRR Phoneme Manipulating Activities - 2-3](#)

[FCRR Phoneme Matching & Isolating Activities - 2-3](#)

[FCRR Phoneme Blending & Segmenting Activities - 2-3](#)

[FCRR Phoneme Isolating & Segmenting Activities - K -1](#)

[FCRR Phoneme Segmenting & Blending & Manipulating Activities - K -1](#)

[PALS K Letter Sounds Activities](#)

[PALS 1-3 Letter Sounds Activities](#)

Tap & Sweep



- say **single-syllable** words **one at a time**
- **"knock"** on **tabletops** as you **say each phoneme**, moving your hands from **left to right** to show where the sound comes - **beginning, middle** or **end** of the word

i.e. - **c/a/t/**
→

- go back to the **first tap position** and **sweep your fist** on the **table** from **left to right**, **"blending"** the **sounds together** - **say the word** as you show the hand motion

i.e. - **cat**
→

Word Chain



★ each group will create a word chain by listening to beginning and ending sounds of words

- think about the **first word** and **repeat** it **slowly**, and "**punch out**" the **ending sound**

i.e. - caT

- the **next person** thinks of **another word** that **starts** with the **ending** sound of the **previous word**

i.e. - cat - /t/ - top

- continue **taking turns** to **add more words** to the chain

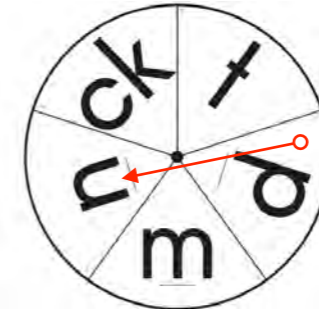
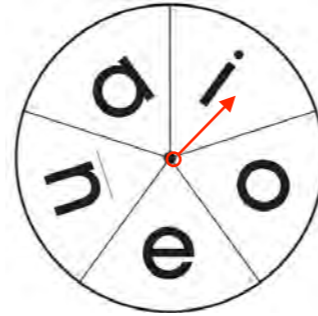
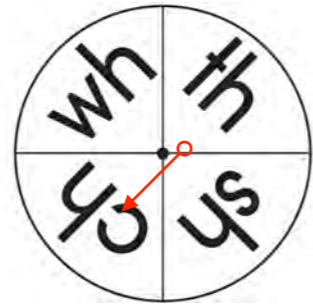
i.e. - cat - top - pack - kiss - sit...

Pass the Sound



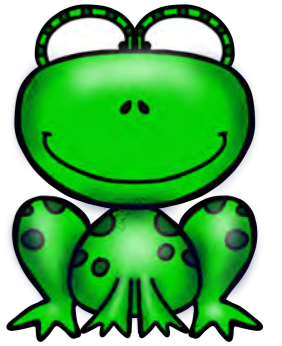
- **divide** into **two groups** - and **sit** or **stand** in a **circle** with your **group**
- each group will be given a **target ending sound**, such as /**t**/
- **one person** will start "passing the sound" by **saying** a **word** that ends with the **target sound**, such as "**pet**"
- the person on the **left** will say **another word** that ends with the **target ending sound**, such as "**vet**"
- continue "**passing the sound**" to the left until **everyone** has had a turn

Diagraph Delight



- **spin** each spinner **in order**, and **write** the **letters** on the paper
- **say** the **sound** of each **letter**, **blend** them, and **read the word orally**
- determine if the word is **real** or **nonsense** - cross out nonsense words
- **take turns** so everyone has at least one chance to spin/write a word

Animal Fun



- **sing** the following verse to the **tune** of "**Mary Had a Little Lamb**"

Freddy Frog had a log,
had a log,
had a log,
Freddy Frog had a log,
He stayed and played all day.

- **repeat** the verse using **other alliterations**:

Henry Hen & friend; Carlos Cat & hat; Polly Pig & wig;
Sammy Seal & wheel; Frieda Fox & box; Skitter Skunk & trunk...

- **end** with the verse



Poor Charlie Chick was sick,
he was sick,
he was sick,
Poor Charlie Chick was sick,
He couldn't play all day!

Alphabet Soup

How many words can you make from ALL the letters
in these words?

SPRING

GROW

I, in, is, pin, spin...

variations - use names, pair up different students, use last names,
use word wall words, use topic/curriculum words, etc.