Phonological Awareness Activities Lesson Set
**Lesson Guide: Phonological Awareness Initial Sounds**

**Objective:** Students will recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.

<table>
<thead>
<tr>
<th>Model</th>
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| Watch/Listen | - Today we will listen for the initial or first sound in a word. We are listening for /b/.
|          | - Watch/listen:
|          |   - The word is bat. Hold up the bat picture.
|          |   - The first sound is /b/. Bat, /b/.
|          |   - Repeat with 3-5 examples. |

<table>
<thead>
<tr>
<th>Practice</th>
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</table>
| Let’s try it/Your turn | - Let’s practice together:
|          |   - I’ll say the word. You say the word and the first sound. Ready? Listen.
|          |   - Say the word and first sound. Book, /b/.
|          |   - Repeat with other words. |

<table>
<thead>
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| Review/Restate | - We practiced listening for the initial or first sound in a word. What did we practice? Listening for the first sound.
|          | - What first sound did we listen for? /b/. Tell your partner one word that starts with /b/. Have students say words to each other for 5-10 seconds. I heard ___ say some words. The first sound in these words is /b/.

**Materials:** Phonological Awareness Lesson Picture Cards, Phonological Awareness Lesson Picture List, Sound-Spelling Clue Cards
**Objective:** Students will segment spoken one-syllable words of three to five phonemes into individual phonemes.

**Model**

**Watch/Listen**
- Today we will listen for the final or last sound in a word. Today we are listening for /p/.
- Watch/listen:
  - The word is cap. Hold up cap picture. The last sound is /p/. Cap, /p/. Repeat with 3-5 examples.

**Practice**

**Let’s try it/Your turn**
- Let’s practice together:
  - I’ll say the word. You say the word and the last sound. Ready? Listen.
  - Say the word and first sound. Ship, /p/.
  - Repeat with other words.

**Closure**

**Review/Restate**
- We practiced listening for the initial or first sound in a word. What did we practice? Listening for the last sound.
- What first sound did we listen for? /p/. Tell your partner one word that starts with /p/. Have students say words to each other for 5-10 seconds. I heard ___ say some words. The first sound in these words is /p/.

**Materials:** Phonological Awareness Lesson Picture Cards, Phonological Awareness Lesson Picture List, Sound-Spelling Clue Cards

**Teacher notes:** Words may include initial and/or final consonant blends.
# Lesson Guide: Phonological Awareness Medial Sounds

## Objective:
Students will segment spoken one-syllable words of three to five phonemes.

## Model
**Watch/Listen**
- Today we will listen for the medial or middle sound in a word. Today we are listening for /a/.
- Watch/listen:
  - The word is *cat*. The middle sound is /a/. *Cat, /a/**.
  - Repeat with 2-3 other words.

## Practice
**Let’s try it/Your turn**
- Let’s practice together:
  - I’ll say the word. You say the word and the middle sound. Ready? Listen.
  - Say the word and middle sound. *Bag, /a/**.
  - Repeat with other words.

## Closure
**Review/Restate**
- We practiced listening for the medial or middle sound in a word. What did we practice? Listening for the middle sound.
- What middle sound did we listen for? /a/. Tell your partner one word that has /a/ in the middle. *Have students say words to each other for 5-10 seconds. I heard _ say some words. The middle sound in these words is ... /a/**.

### Materials:
Phonological Awareness Lesson Picture Cards, Phonological Awareness Lesson Picture List, Sound-Spelling Clue Cards

### Teacher notes:
Words may include initial and/or final consonant blends.
Lesson Guide: Phonological Awareness *Oral Segmenting*

**Objective:** Students will segment spoken phonemes to form one-syllable words including initial and/or final consonant blends.

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<td><strong>Watch/Listen</strong></td>
<td><strong>Let’s try it/Your turn</strong></td>
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| • Today we will segment the sounds in a word. We’ll say the word and then each sound.  
• Watch/listen:  
  o *Hold up the flag card.* The word is *flag*. The sounds are /f/l/a/g/. *Flag.*  
  *Repeat with 2-3 other words.* | • Let’s practice together:  
  o *Let’s say each word and then say the sounds. Ready? Listen.*  
  o *Hold up the frog card.* *Frog.* *Word?* *Frog.*  
  o *Sounds?* /f/r/o/g/  
  o *Word?* *Frog.*  
  *Repeat with other words.* | • We practiced segmenting the sounds in a word. What did we practice? Segmenting sounds.  
• What are the sounds in the word *frog*? Tell your partner.  
• Segmenting sounds means we say each sound in a word. |

**Materials:** Phonological Awareness Lesson Picture Cards, Phonological Awareness Lesson Picture List
# Lesson Guide: Phonological Awareness Oral Blending

**Objective:** Students will blend spoken phonemes to form one-syllable words including initial and/or final consonant blends.

### Model
**Watch/Listen**
- Today we will blend sounds. We’ll say each sound and then say the whole word.
- Watch/listen:
  - The sounds are /d/r/u/m/. The word is *drum*.
  - Hold up the drum card to show the answer.
  - Repeat with 2-3 other words.

### Practice
**Let’s try it/Your turn**
- Let’s practice together:
  - We will say each sound and then say the whole word. Ready? Listen.
  - /d/r/e/s/. Word? *Dress*.
  - Hold up the *dress* card to show the answer.
  - Repeat with other words.

### Closure
**Review/Restate**
- We practiced blending the sounds in a word. What did we practice? Blending sounds.
- Point to the picture that shows a /d/r/e/s/. Repeat with other words already practiced.
- Blending sounds means we say each sound in a word and say the whole word.

**Materials:** Phonological Awareness Lesson Picture Cards, Phonological Awareness Lesson Picture List