



# Phonological Awareness Activity Cards

## Set 2

(Multi-Syllable Words and Blends)



Phonological awareness – having awareness of sound properties of a spoken word. This includes phonemic awareness (awareness of individual sounds in a word).

Poor phonological awareness is one of the leading causes of poor reading. These additional activity cards are sample phonological awareness activities that can be utilized to improve phonological awareness in multi-syllable words. Phonological awareness is auditory and does not require any additional materials. Teachers can utilize these activities at the beginning of a lesson, during small group instruction, while waiting in line, in the hallway, etc. Each activity should take no more than 5 minutes. The order of the activities ranges from early to advanced phonological awareness skills.



# Phonological Awareness Activity Cards



## Word Discrimination - Stand Up

Word Discrimination: the ability to discriminate between two words

Directions: Stand up if the words are the **same**. Stay seated if different.

growing/snowing	<b>basketball/basketball</b>	number/fumble
<b>honesty/honesty</b>	trampoline/gasoline	disaster/destroy
impact/contact	<b>introduce/introduce</b>	creator/greater
friendship/starship	<b>generate/generate</b>	<b>slipper/slipper</b>

Teacher Tip: Change up the action, such as thumbs up/thumbs down.

## Sound Discrimination - Which Sound is Different?

Sound Discrimination: the ability to discriminate between two sounds

Directions: Listen to the sounds. Which sound is different?

/sh/ /sh/ **/ch/**    /aw/ /ow/ /ow/    /k/ /k/ **/kw/**    /igh/ /ay/ /ay/  
/oo/ /oo/ **/u/**    /n/ **/ng/** /n/    /ee/ /ee/ **/ie/**    /ar/ /wr/ /wr/  
Bonus Blends: /st/ **/str/** /st/    /tr/ /ch/ /ch/    /bl/ /bl/ **/pl/**  
/cr/ /gr/ /gr/    /j/ **/dr/** /j/    /dr/ /dr/ **/shr/**

Teacher Tip: Give students a mirror to watch their mouth when making the sounds. Students can touch throat when distinguishing between voiced and unvoiced sounds.

## Words in a Sentence

Words in a Sentence: student's ability to identify number of words in a sentence

Directions: Students take one step forward for every word in the sentence.

February is the second month on the calendar. (8 steps)

Phoebe definitely appreciated the present. (5 steps)

Doesn't the giraffe gallop gracefully? (5 steps)

The dentist adjusted my braces carefully. (6 steps)

Teacher Tip: If floor has tiles, students can step on one tile at a time.

### Rhyming – Rhyme Time

Rhyming: Words with ending rhyme have the same final vowel sound and following consonant sound(s)

Directions: I will say a word and you say a word that rhymes. If I say penny, you could say Jenny or tinny. What other words rhyme with penny? (mini, Kenny, Benny)

honey (money, funny, sunny)      twenty (plenty)  
lower (grower, slower)              swinger (linger, finger)  
fairly (barely)                          lightning (tightening, frightening)  
Teacher Tip: Allow students to come up with “silly rhymes”, such as silly/dilly, jolly/wolly.

### Rhyming – Rhyming Pairs

Rhyming: Words with ending rhyme have the same final vowel sound and following consonant sound(s)

Directions: Use poems, songs, or phrases to have students finish the line with a rhyming word. Allow any answer that rhymes.

Who is faster than the \_\_\_\_\_? (master)  
There are purple flowers growing on the tall \_\_\_\_\_. (towers)  
The kids were clapping when the bird’s wings were \_\_\_\_\_. (flapping)  
Carefully grab the handle of the melting \_\_\_\_\_. (candle)  
Peter Cottontail is a funny \_\_\_\_\_. (bunny)

Teacher Tip: Encourage students to come up with their own.

### Rhyming – Rhyming Words in a Sentence

Rhyming: Words with ending rhyme have the same final vowel sound and following consonant sound(s)

Directions: Identify the rhyming words in the sentence.

The movie was **happy** but also a little **sappy**.  
The hunter **feared** that the deer **disappeared** from the forest.  
Basketball practice lasted from **seven** to **eleven** last week.  
Are you **able** to tell us a **fable** while we sit around the **table**?  
My boss had a **desire** to **rehire** the worker he had to **fire**.

Teacher Tip: Encourage students to come up with their own.

### Syllables – Clapping

Syllable: a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word; e.g., there are two syllables in *wa-ter* and three in *in-fer-no*.

Directions: Watch me clap the parts in the word. Cupcake – cup (clap), cake (clap)

measure (2)      dilemma (3)      generator (4)      forever (3)  
happiness (3)      wonderful (3)      absolutely (4)      genuine (3)  
hippopotamus (5)      characteristic (5)      developmentally (6)

Teacher Tip: Instead of clapping, students can jump or touch head, shoulder, toes.

### Syllables – How Many?

**Syllable:** a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word; e.g., there are two syllables in *wa-ter* and three in *in-fer-no*.

**Directions:** Have students place their hand under their chin and feel how many times their chin touches their hand, indicating the number of syllables.

energy (3)      immediately (5)      reaction (3)      whenever (3)  
confirmation (4)      personality (5)      reflection (3)      respectable (4)  
microwave (3)      photography (4)      memorize (3)      invisibility (6)

**Teacher Tip:** Have students watch themselves in a mirror.

### Alliteration – Silly Sentences

**Alliteration:** the occurrence of the same letter or sound at the beginning of adjacent or closely connected words.

**Directions:** Come up with sentences that have words that start with the same sound. We will focus on the sound for this activity, not the letter.

**Examples:**

Frederick the friendliest flounder finished photographing flamingos.

Magnificent marsupials make meticulous marbles.

Terrifying thunderstorms threatened twenty tourists.

**Teacher Tip:** Have students work in small groups to come up with a “silly sentence” and share their sentence with the class.

### Onset-Rime: Blending

**Onset-rime** - the onset is the initial phonological unit of the word and the rime is remaining letters that follow, usually vowel and final consonants

**Directions:** Listen to me: It starts with /sh/ and ends with /oo/, it's shoe. Your turn... say phrase and the students say the final word.

It starts with /t/ and ends with /ooper/, it's \_\_\_\_\_. (trooper)

It starts with /h/ and ends with /elium/, it's \_\_\_\_\_. (helium)

It starts with /ch/ and ends with /ipmunk/, it's \_\_\_\_\_. (chipmunk)

It starts with /st/ and ends with /aple/, it's \_\_\_\_\_. (staple)

It starts with /fl/ and ends with /ower/, it's \_\_\_\_\_. (flower)

**Teacher Tip:** Use hand gestures (onset in one hand and rime in the other coming together).

### First Sounds - One of These Words is Not Like the Other

**First sound isolation:** the ability to isolate the first sound of a word

**Directions:** Say three words aloud. Students identify which word does not have the same initial sound.

treasure **dreamcatcher** trucker                      **chestnut** shower shadow

rainbow review **waterfall**                      feather **vacuum** festival

happiness happen **thankful**                      evening **avenue** everything

**Teacher Tip:** As students master the skill, add in words that have the same phonemes in the word, not just at the beginning, e.g. mom, jump, map. Students may need additional support with distinguishing the difference between voiced and unvoiced phonemes, such as /f/ and /v/.

### First Sounds

First sound fluency: the ability to isolate the first sound of a word

Directions: Listen to the first sound in car, /c/, car. What is the first sound in jump? Yes, the first sound in jump is /j/ (say letter sound, not the letter name). What is the first sound in (word)?

helicopter	elephant	yesterday	traveling
restaurant	weatherman	gigantic	catastrophe
island	pelican	vegetable	majority

Teacher Tip: Time them for one minute. Record how many they did in one minute. Have them do a second round trying to beat round one.

### First Sounds – Detectives

First sound fluency: the ability to isolate the first sound of a word

Directions: Detectives find clues to solve a mystery. I am looking for something that is black that starts with /n/ (say letter sound, not the letter name)? I found it. It is a notebook, /n/, notebook. (Repeat creating riddles, and try to use multi-syllable words.)

Teacher Tip: Have students use magnifying glasses to look around the room or in a book. Include students' names in the game too, such as "I'm looking for a girl with a name that starts with /sh/."

### First Sounds - Line Up!

First sound fluency: the ability to isolate the first sound of a word

Directions: Have students line up when you call out the first sound of their name (say letter sound, not the letter name).

Example:

Line up if your name starts with /h/. (Hannah and Julio line up.)

Line up if your name starts with /m/. (McKayla and Manuel line up.)

Continue until all students are lined up.

Teacher Tip: Change up the rule. Line up when the first sound of your last name or the first sound of the picture you are holding.

### First Sounds – I Spy with My Little Eye

First sound fluency: the ability to isolate the first sound of a word

Directions: I spy with my little eye something that starts with /w/. It is a whiteboard. What do you spy that starts with the sound /w/? Repeat with other sounds, and try to use multi-syllable words.

Teacher Tip: Have students also come up with the sounds they spy.

### First Sounds – Put on the Brakes

First sound fluency: the ability to isolate the first sound of a word

Directions: We will pretend as if we are driving a car. I will say a word and you will push the brakes, only saying the first sound. Watch me. (Pretend to drive a car.) Parakeet, /p/ (pretending to push the brakes)

Teacher Tip: Let students walk around the room pretending to drive and they must stop (putting on the brakes) when they say the first sound.

### Phoneme Segmentation

Phoneme Segmentation: the ability to break down a word into individual phonemes (sounds)

Directions: Listen to me say all the sounds in rainbow, /r/ /ai/ /n/ /b/ /ow/. There are five sounds in rainbow. Tell me all the sounds you hear in (word).

basket (6)	greenhouse (7)	igloo (4)	meter (4)
notebook (6)	travel (5)	reader (4)	window (5)
greatness (7)	paper (4)	shadow (4)	pencil (5)

Teacher Tip: Students can clap out, step out, or jump for each sound. Students can also move an object, such as a bean, as they segment each phoneme.

### Phoneme Segmentation - Robots

Phoneme Segmentation: the ability to break down a word into individual phonemes (sounds)

Directions: We are going to sound like robots today. Listen to me say “chicken” like a robot, /ch/ /i/ /ck/ /e/ /n/. (5 phonemes) Your turn. How would a robot say (word)?

zebra (5)	chopstick (7)	rainbow (5)	minute (5)
weekend (5)	treehouse (6)	starburst (7)	remote (5)
household (7)	player (4)	kingdom (6)	jumpy (5)

Teacher Tip: Let students move their arms like a robot. One move per sound.

### Phoneme Blending - Basketball

Phoneme blending: the ability to blend individual sounds into one word

Directions: Teacher says the sounds. Student says the sounds, pretending to bounce a basketball for each sound, then blends the sounds as they pretend to shoot the basketball.

/m/ /a/ /s/ /t/ /er/ = master	/ch/ /a/ /p/ /t/ /er/ = chapter
/f/ /a/ /s/ /t/ /e/ /s/ /t/ = fastest	/s/ /ee/ /s/ /aw/ = seesaw
/a/ /n/ /g/ /le/ = angle	/m/ /ar/ /k/ /e/ /t/ = market

Teacher Tip: If a student struggles, start with words with two phonemes and work their way up to multiple phonemes.

### Phoneme Isolation - Final Sounds

Phoneme isolation: the ability to isolate a sound in a word

Directions: Listen to the word. What is the last sound in (word)?

flashlight /t/	interest /t/	dribble /l/	water /er/
bathhtub /b/	plenty /ee/	engage /j/	friendship /p/
oven /n/	lioness /s/	bewitch /ch/	exercise /z/

Teacher Tip: Time them for one minute. Record how many they did in one minute. Have them do a second round trying to beat round one.

### Phoneme Addition - First Sounds

Phoneme addition: the ability to add a phoneme to other phonemes

Directions: Listen to me make a new word by adding a sound to the beginning of a word. If I add /p/ to latter, I get platter. Your turn.

add /g/ to rainy - (grainy)	add /m/ to eating - (meeting)
add /g/ to listen - (glisten)	add /f/ to rightful - (frightful)
add /c/ to leaning - (cleaning)	add /s/ to teddy - (steady)
add /th/ to rowing - (throwing)	add /sh/ to rubbery - (shrubbery)

Teacher Tip: Consider adding in hand motions.

### Phoneme Deletion

Phoneme deletion: the ability to isolate and delete a sound

Directions: Have students listen to the statement and say the new word.

playing without the /p/ is (laying)	cheerful without the /ch/ is (earful)
winter without the /t/ is (winner)	clapping without the /c/ is (lapping)
support with the /u/ is (sport)	travel without the /t/ is (ravel)
growing without the /g/ is (rowing)	number without the /er/ is (numb)

Teacher Tip: Use beans or another item to represent each sound. Have students remove the sound to represent the deletion of the sound.

### Phoneme Deletion - First Sounds

Phoneme deletion: the ability to isolate and delete a sound

Directions: Listen to me change the word by removing the first sound: many, /m/, /any/, any. Your turn, what is the new word when you remove the first sound?

mother (other)	pleading (leading)	beaten (eaten)
table (able)	preacher (reacher)	open (pen)
particle (article)	along (long)	never (ever)

Teacher Tip: Be mindful not to do this activity along with rhyming activities, as students may get confused and begin to give rhyming words instead of deleting the first sound.

### Phoneme Deletion - Final Sounds

Phoneme deletion: the ability to isolate and delete a sound

Directions: Listen to me change the word by removing the last sound: teacher without the /er/ is teach. Your turn, \_\_\_\_.

people without the /l/ is (peep)	binder without the /er/ is (bind)
start without the /t/ is (star)	quarter without the /er/ is (quart)
single without the /l/ is (sing)	aloud without the /d/ is (allow)
story without the /ee/ is (store)	computer without the /er/ is (compute)

Teacher Tip: Have students use the new word in a sentence to emphasize it is a new word with a new meaning.

### Phoneme Deletion - Second Sounds in Initial Blend

Phoneme deletion: the ability to isolate and delete a sound

Directions: Listen to me change the word by removing the second sound: play, /p/ /l/ /ae/, pay. Play without the /l/ is pay. Your turn,

playable without the /l/ is \_\_\_\_ (payable)  
clubhouse without the /l/ is \_\_\_\_ (cubhouse)  
slipper without the /l/ is \_\_\_\_ (sipper)  
planning without the /l/ is \_\_\_\_ (panning)  
dripper without the /r/ is \_\_\_\_ (dipper)

Teacher Tip: Use beans or other items to represent each sound. Have students remove the second sound to represent the deletion of the sound.

### Phoneme Substitution - First Sounds

Phoneme substitution: the ability to substitute one sound for another

Directions: Listen to me make a new word by changing the first sound: If I change /m/ in mixer with /f/, I get fixer. Your turn, change the \_\_\_\_

/t/ in topper with /ch/ - (chopper)	/f/ in flicker with /k/ - (clicker)
/s/ in sappy with /h/ - (happy)	/h/ in hello with /y/ - (yellow)
/h/ in holder with /f/ - (folder)	/ch/ in charted with /p/ - (parted)
/r/ in wrapping with /t/ - (tapping)	/l/ in liver with /g/ - (giver)

Teacher Tip: Have students use the new word in a sentence to emphasize it is a new word with a new meaning.

### Phoneme Substitution - Medial Sounds

Phoneme substitution: the ability to substitute one sound for another

Directions: Listen to me make a new word by changing a sound in the middle: If I change /s/ in fussy with /n/, I get funny. Your turn, change the

/b/ in stable with /p/ - (staple)	/a/ in tackle with /i/ - (tickle)
/t/ in water with /sh/ - (washer)	/p/ in report with /z/ - (resort)
/n/ in training with /l/ - (trailing)	/t/ in winter with /n/ - (winner)
/u/ in butter with /e/ - (better)	/n/ in dinner with /g/ - (digger)

Teacher Tip: Use beans or another item to represent each sound. Have students "replace" the medial bean with another bean to show the change in the medial sound.



### **Phoneme Substitution – Second Sound in Initial Blend**

Phoneme substitution: the ability to substitute one sound for another

Directions: Listen to me make a new word by changing the second sound:  
If I change /l/ in slacker with /t/, I get stacker. Your turn, change the \_\_\_\_

/r/ in cracking with /l/ - (clacking)    /t/ in swagger with /t/ - (stagger)  
/l/ in glowing with /r/ - (growing)    /r/ in prayer with /l/ - (player)  
/l/ in fleeing with /r/ - (freeing)    /l/ in bland with /r/ - (brand)  
/t/ in staring with /c/ - (scaring)    /p/ in spinny with /k/ - (skinny)

Teacher Tip: If students are struggling, start with just the blends: change the /l/ in /bl/ with /r/ - (/br/) before adding rime.

### **Phoneme Reversal**

Phoneme reversal: the ability to reverse one sound for another

Directions: Reverse the sounds in the word.

reach - cheer                      mood - doom                      scalp - plaques  
face - safe                          sail - lace                          feel - leaf

For fun: As students think of words that are the same forward and backward. Some examples:

racecar                      level                      radar                      noon

Teacher Tip: This is the most advanced phonological skill. Students who struggle may start with segmenting the sounds before blending.