

PHONEMIC AWARENESS

teacher task cards



*no prep explicit and systematic
phonemic awareness activities*

Created By A Teachable Teacher



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Thank you for downloading!

I sincerely hope that you find this resource to be useful in your classroom. If you have any questions or suggestions, feel free to contact me via email:

aTeachableTeacher@gmail.com

Let's Connect!



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PHONEMIC AWARENESS

teacher task cards

What are these?

Phonemic awareness teacher task Cards are task cards that teachers can use to help their students build phonemic awareness. There are over 100 task cards that include skill building activities for the entire spectrum of phonemic awareness. All of the activities are done orally, so there is no need for student copies or projector displays.

Why should I use these?

Time and time again, scientific research shows that phonemic awareness has a significant impact on learning to read. However, phonemic awareness is not just for children who will learn to read. It is also an effective intervention for students struggling with phonics. Research shows that instruction in phonemic awareness produces positive effects on decoding and word reading. Learning to listen to sounds in words can also foster improved spelling and writing.

When should I use these?

You can use these anytime during the day. Use them at your guided reading table, whole group on the carpet, while standing in line before leaving the classroom, one-on-one as an intervention, or as a classroom transition. Conveniently keep these task cards on a ring and be ready to use them anytime, anywhere!

PHONEMIC AWARENESS

teacher task cards

Task clearly defined
with scripted teacher
directions

Title/skill on every page

Words in a Sentence

"I'm going to say a sentence. I want you to count how many words are in the sentence. Every time I say a word, count with your fingers. Let's try it together!"

The dog is white.

Note: You can also model and practice clapping each word in the sentence.

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Words in a Sentence

- I see you.
- We see the dog.
- The dog is little.
- The dog is really smart.
- We like to pet the dog.

Words in a Sentence

- I see the car.
- The car is big.
- The car is blue.
- The car is big and blue.
- Can I ride in the car?

Words in a Sentence

- We like school.
- Our school is big.
- We learn to read.
- We learn math.
- School makes us smart.

Multiple activities/
lists per card

Two cuts per page create
evenly sized cards

Remember - Only the teacher needs a copy of these cards!

100+ ACTIVITIES

PHONEMIC AWARENESS

teacher task cards

Clickable Table of Contents

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Switching Syllables	Beginning Phoneme Substitution/ Manipulation	Medial Phoneme Substitution/ Manipulation
Ending Phoneme Substitution/ Manipulation	<p>*Note: Skills are listed from easy to complex to provide a systemic and explicit approach to phonemic awareness.</p>	

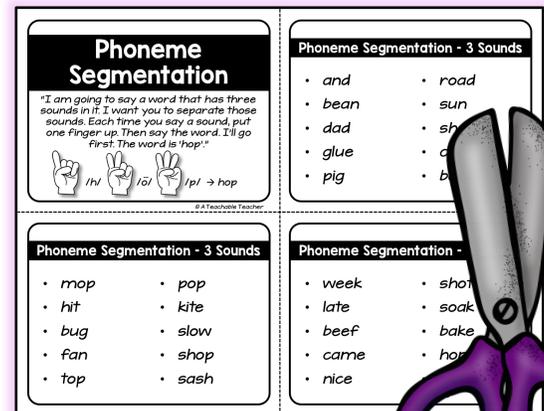
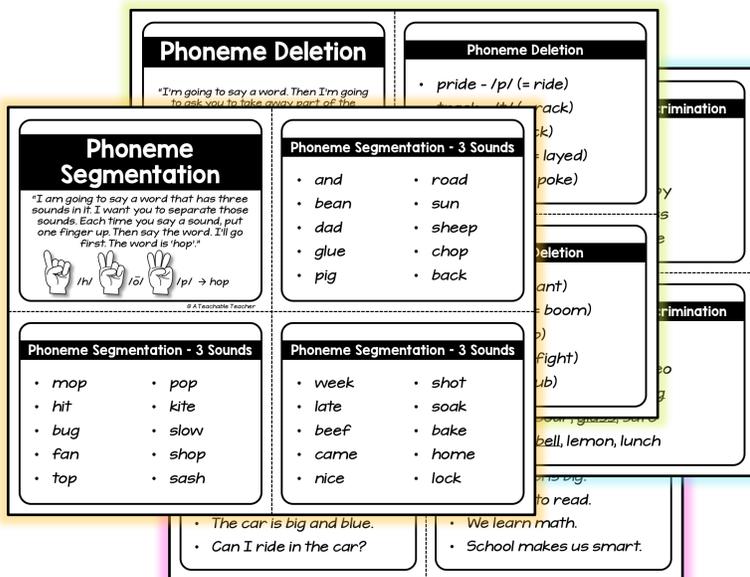
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teacher task cards

directions

1. Print the task cards.

2. Cut the task cards.



3. Put the task cards on rings!



IDEAS

- *Put each skill on its own ring.
- *Group skills by beginning/ intermediate/ advanced levels and put on rings accordingly. Covers are provided.
- *Place all of the task cards on one giant ring.

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4. Use the task cards to build phonemic awareness anytime, anywhere!

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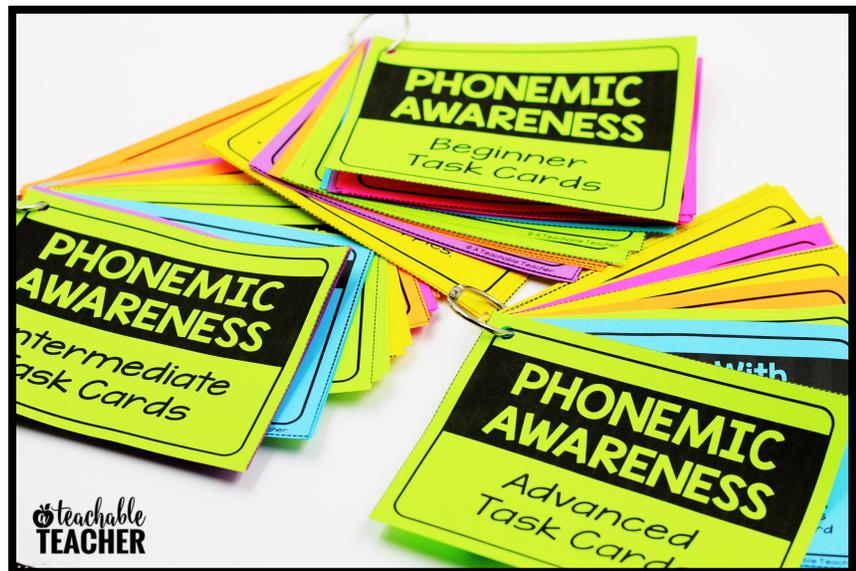
teacher task cards

color coding and skill level directions



Task cards are NOT color coded. It just appears that way because they print 4 per page. I randomly shuffled colored paper into the printer paper tray.

If you want to sort the cards into beginning, intermediate, and advanced rings, sort according to the following:



Beginner: Beginning Sound Discrimination through Alliterations - **PAGES 9-18**

Intermediate: Onset and Rime through Segmenting Phonemes - **PAGES 19-31**

Advanced: Deleting With Compound Words through Ending Phoneme Substitution - **PAGES 32-38**

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Task Cards

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*Beginner
Task Cards*

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*Intermediate
Task Cards*

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*Advanced
Task Cards*

Beginning Sounds Discrimination

"I'm going to say three words. Two of them start with the same sound. One of them starts with a different sound. I want you to tell me which one is not like the others. Here is an example:

baby, bottle, pacifier

Baby and bottle both start with /b/. Pacifier starts with /p/. Pacifier is not like the others. The answer is pacifier."

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Beginning Sounds Discrimination

- *cat, cone, rock*
- *piano, up, park*
- *fish, house, happy*
- *moon, hum, mess*
- *chin, north, name*

Beginning Sounds Discrimination

- *just, stage, jump*
- *food, giraffe, forest*
- *tooth, thin, thaw*
- *rake, jar, rabbit*
- *bees, zipper, zebra*

Beginning Sounds Discrimination

- *farm, elf, five*
- *above, valley, video*
- *game, gorilla, dug*
- *sour, glass, safe*
- *bell, lemon, lunch*

Ending Sounds Discrimination

"I'm going to say three words. Two of them end with the same sound. One of them ends with a different sound. I want you to tell me which one is not like the others. Here is an example:

wolf, chief, march

Wolf and chief both end with /f/. March ends with /ch/. March is not like the others. The answer is March."

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Ending Sounds Discrimination

- rub, rake, web
- ask, back, car
- bench, band, bird
- mug, grab, fog
- crate, kick, duck

Ending Sounds Discrimination

- fall, love, seagull
- gum, ham, nut
- chin, nice, ran
- pack, cap, bump
- ear, rake, far

Ending Sounds Discrimination

- mess, us, self
- tiger, rut, mast
- few, was, grow
- way, boy, yes
- freeze, zoo, buzz

Like Phonemes

"I'm going to say a word and I want you to tell me another word that has the same sound. For example:

If I say 'tell me a word that starts the same way as 'sat'', you could say 'see'. They both start with /s/."

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Like Phonemes - "Starts Like"

- *bake*
- *ash*
- *egg*
- *fall*
- *no*
- *ice*
- *mend*
- *cape*
- *kind*
- *hit*
- *dog*
- *lip*
- *zoo*
- *gum*
- *pig*
- *tail*
- *fish*
- *jack*

Like Phonemes - "Ends Like"

- *get*
- *top*
- *fun*
- *cab*
- *rid*
- *wish*
- *gem*
- *fluff*
- *far*
- *sip*
- *roll*
- *live*
- *fig*
- *guess*
- *dew*
- *mix*
- *rock*
- *ray*

Medial Sounds Discrimination

"I'm going to say three words. Two of them will have the same middle vowel sound. One of them has a different middle vowel sound. I want you to tell me which one is not like the others.

Here is an example:

leg, big, jet

Leg and jet both have /e/ in the middle. Big has /i/ in the middle. Big is not like the others. The answer is big."

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Medial Sounds Discrimination

- bag, ran, fed
- grip, hen, peg
- chip, vet, swim
- tip, dot, job
- shut, grub, grab

Medial Sounds Discrimination

- nun, fan, rub
- mop, blot, slid
- trap, sled, jet
- ship, fat, cab
- bad, flat, clot

Medial Sounds Discrimination

- slip, track, flap
- sled, grit, wet
- slid, swim, red
- hog, hug, drop
- plug, shut, shop

Sound Position

"I'm going to say a word. Then I'm going to say a sound that was in the word. I want you to tell me if the sound was the beginning, middle, or end of the word. For example:

The word is 'set'. Was the /t/ at the beginning, middle, or end of the word?
You can use your fingers if you need to.



The /t/ was at the end of the word."

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Sound Position

- Dip; where is the /i/?
- Sun; where is the /s/?
- Date; where is the /t/?
- Bone; where is /o/?
- And; where is the /n/?
- Pop; where is the /p/?

Sound Position

- Pen; where is the /e/?
- Shop; where is the /sh/?
- Dim; where is the /m/?
- Back; where is /b/?
- Bite; where is the /i/?
- Fat; where is the /f/?

Sound Position

- Joke; where is the /j/?
- Fit; where is the /t/?
- Less; where is the /s/?
- Chop; where is the /o/?
- Can; where is the /a/?
- Nap; where is the /n/?

Identifying Rhymes

"Rhyming words are words that sound the same at the end. For example, 'bake' and 'rake' rhyme. They both say 'ake' at the end. I am going to say two words.

Repeat the words after me. If they sound the same at the end, they rhyme.

Give me a thumbs up. If they do not sound the same at the end, they do not rhyme. Give me a thumbs down."

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Identifying Rhymes

- lack, black
- hand, land
- fed, head
- jet, Jim
- cap, car
- bin, chin
- ten, men
- star, sky
- fake, fun
- king, sing

Identifying Rhymes

- nose, rose
- bed, beak
- up, down
- toe, low
- cub, sub
- me, you
- knit, bit
- cat, mat
- son, won
- fun, fan

Identifying Rhymes

- hot, not
- bell, fell
- we, were
- cat, dog
- sit, kit
- tap, tip
- tan, tack
- slap, rap
- met, wet
- hand, band

Generating Rhymes

"Rhyming words are words that sound the same at the end. For example, 'bake' and 'rake' rhyme. They both say 'ake' at the end. I am going to say a word. Repeat the word after me. Then change the beginning of the word to make a rhyming word. I'll go first. The word is 'ring'. It ends with -ing. I will add /s/ at the beginning. S-ing, sing; ring, sing! They rhyme because they sound the same at the end."

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Generating Rhymes

- lack
- fed
- cap
- ten
- fake
- hand
- jet
- bin
- star
- king

Generating Rhymes

- nose
- up
- cub
- nip
- son
- bed
- toe
- me
- cat
- fun

Generating Rhymes

- hot
- we
- rice
- tan
- met
- bell
- ram
- tap
- slap
- stack

Words in a Sentence

"I'm going to say a sentence. I want you to count how many words are in the sentence. Every time I say a word, count with your fingers. Let's try it together!"

The dog is white.



Note: You can also model and practice clapping each word in the sentence.

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Words in a Sentence

- *I see you.*
- *We see the dog.*
- *The dog is little.*
- *The dog is really smart.*
- *We like to pet the dog.*

Words in a Sentence

- *I see the car.*
- *The car is big.*
- *The car is blue.*
- *The car is big and blue.*
- *Can I ride in the car?*

Words in a Sentence

- *We like school.*
- *Our school is big.*
- *We learn to read.*
- *We learn math.*
- *School makes us smart.*

Words in a Sentence

- *I see the bus.*
- *The bus is yellow.*
- *I ride the bus.*
- *The bus takes me to school.*
- *The bus takes us home, too.*

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Words in a Sentence

- *Do you like me?*
- *I like you, too.*
- *Let's be friends.*
- *We can play together.*
- *Having friends is fun.*

Words in a Sentence

- *What is your favorite season?*
- *My favorite season is not fall.*
- *We pick pumpkins at the pumpkin patch.*

Words in a Sentence

- *I like to read.*
- *I like to read stories.*
- *I like when my mom reads stories to me.*
- *Do you like to read?*

Alphabet Alliteration

"I'm going to say a silly sentence. It is an alliteration. That means that most of the words will start with the same sound. I want you to listen to the words, and tell me what sound most of the words start with.

Silly Suzy sang songs.

Silly, Suzy, sang, and songs all start with /s/."

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Alphabet Alliteration

- Baby boy bought bears.*
- Yaks yell, "Yikes!"*
- French fries feel furry.*
- Dottie Duck dunks donuts.*
- Grumpy gorilla gets green.*

Alphabet Alliteration

- Randy runs races.*
- Jim jumps in jello.*
- Lilly likes lipstick.*
- Katie kicked the kite.*
- Pat plays park patrol.*

Alphabet Alliteration

- Queenie quacks quietly.*
- Tim tricked Tillie twice!*
- Uncle uses underwear.*
- Ellie Elephant eats eggs.*
- Abby ate apples all day.*

Onset and Rime

"I'm going to give you two parts of a word. Your job is to put those two parts together to make a word.

Here's an example:

I'm thinking of a word that starts with /c/ and ends with at. What's the word? /c/ + at = cat. The answer is cat!"

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Onset and Rime

- /f/ + an = fan
- /b/ + lab = blab
- /w/ + ax = wax
- /y/ + et = yet
- /s/ + pat = spat

Onset and Rime

- /wh/ + en = when
- /h/ + em = hem
- /l/ + eg = leg
- /k/ + it = kit
- /m/ + ix = mix

Onset and Rime

- /sh/ + op = shop
- /n/ + od = nod
- /j/ + ug = jug
- /h/ + ub = hub
- /l/ + uck = luck

Phoneme Blending

"I am going to say two sounds. I want you to put the sounds together to say a word. Each time you say a sound, put one finger up. Then say the word quickly. The sounds are /t/, /i/."



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Phoneme Blending- 2 Sounds

- /i/ + /f/ = if
- /ā/ + /t/ = ate
- /ō/ + /n/ = on
- /w/ + /ē/ = we
- /ē/ + /t/ = eat
- /n/ + /ē/ = knee
- /ō/ + /d/ = odd
- /j/ + /ā/ = jay
- /h/ + /ē/ = he
- /p/ + /i/ = pie

Phoneme Blending- 2 Sounds

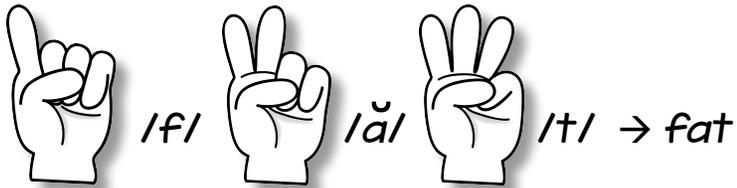
- /n/ + /ō/ = no
- /ō/ + /f/ = off
- /b/ + /ā/ = bay
- /s/ + /i/ = sigh
- /ā/ + /sh/ = ash
- /ā/ + /j/ = age
- /s/ + /ē/ = see
- /g/ + /ō/ = go
- /i/ + /t/ = it
- /ū/ + /s/ = us

Phoneme Blending- 2 Sounds

- /b/ + /ē/ = be
- /m/ + /ō/ = mow
- /i/ + /s/ = ice
- /z/ + /ool/ = zoo
- /ē/ + /g/ = egg
- /r/ + /ā/ = ray
- /l/ + /ō/ = low
- /i/ + /z/ = is
- /ā/ + /n/ = an
- /ch/ + /ool/ = chew

Phoneme Blending

"I am going to say three sounds. I want you to put the sounds together to say a word. Each time you say a sound, put one finger up. Then say the word quickly. The sounds are /f/, /ă/, /t/."



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Phoneme Blending- 3 Sounds

- /ă/ + /n/ + /d/ = and
- /b/ + /ē/ + /n/ = bean
- /d/ + /ă/ + /d/ = dad
- /g/ + /l/ + /oo/ = glue
- /p/ + /i/ + /g/ = pig

Phoneme Blending- 3 Sounds

- /m/ + /ō/ + /p/ = mop
- /h/ + /i/ + /t/ = hit
- /b/ + /ū/ + /g/ = bug
- /f/ + /ă/ + /n/ = fan
- /t/ + /ō/ + /p/ = top

Phoneme Blending- 3 Sounds

- /w/ + /ē/ + /k/ = week
- /l/ + /ā/ + /t/ = late
- /b/ + /ē/ + /f/ = beef
- /k/ + /ā/ + /m/ = came
- /n/ + /i/ + /s/ = nice

Phoneme Blending- 3 Sounds

- /sh/ + /ŏ/ + /t/ = shot
- /s/ + /ō/ + /k/ = soak
- /b/ + /ā/ + /k/ = bake
- /h/ + /ō/ + /m/ = home
- /l/ + /ŏ/ + /k/ = lock

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Phoneme Blending- 3 Sounds

- /r/ + /ō/ + /d/ = road
- /s/ + /ŭ/ + /n/ = sun
- /sh/ + /ē/ + /p/ = sheep
- /ch/ + /ŏ/ + /p/ = chop
- /b/ + /ă/ + /k/ = back

Phoneme Blending- 3 Sounds

- /p/ + /ŏ/ + /p/ = pop
- /k/ + /ī/ + /t/ = kite
- /s/ + /l/ + /ō/ = slow
- /sh/ + /ŏ/ + /p/ = shop
- /s/ + /ă/ + /sh/ = sash

Phoneme Blending

"I am going to say four sounds. I want you to put the sounds together to say a word. Each time you say a sound, put one finger up. Then say the word quickly. The sounds are /g/, /r/, /ē/, /n/."



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Phoneme Blending - 4 Sounds

- /v/ + /ă/ + /s/ + /t/ = vast
- /b/ + /ĕ/ + /n/ + /d/ = bend
- /m/ + /i/ + /s/ + /t/ = mist
- /f/ + /ī/ + /n/ + /d/ = find
- /t/ + /ă/ + /s/ + /k/ = task

Phoneme Blending - 4 Sounds

- /b/ + /r/ + /ō/ + /k/ = broke
- /s/ + /t/ + /ē/ + /m/ = steam
- /k/ + /l/ + /ŭ/ + /b/ = club
- /p/ + /r/ + /ī/ + /d/ = pride
- /b/ + /l/ + /ē/ + /d/ = bleed

Phoneme Blending - 4 Sounds

- /l/ + /ă/ + /s/ + /t/ = last
- /y/ + /ĕ/ + /l/ + /p/ = yelp
- /m/ + /ō/ + /l/ + /d/ = mold
- /b/ + /ĕ/ + /n/ + /ch/ = bench
- /r/ + /ĕ/ + /s/ + /t/ = rest

Phoneme Blending - 4 Sounds

- /k/+/r/+/ē/+/m/=cream
- /s/+/n/+/ŭ/+/b/=snub
- /t/+/r/+/ī/+/b/=tribe
- /s/+/k/+/i/+/n/=skin
- /b/+/l/+/ō/+/t/=blot

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Phoneme Blending - 4 Sounds

- /k/+/i/+/n/+/d/=kind
- /w/+/i/+/l/+/d/=wild
- /g/+/ō/+/l/+/d/=gold
- /ch/+/i/+/l/+/d/=child
- /w/+/ē/+/s/+/t/=west

Phoneme Blending - 4 Sounds

- /g/+/r/+/ā/+/d/=grade
- /b/+/r/+/ool/+/m/=broom
- /s/+/p/+/ā/+/d/=spade
- /p/+/r/+/i/+/s/=price
- /b/+/r/+/i/+/k/=brick

Segmenting Compound Words

"A compound word is a word made up of two words that are put together. I'm going to say a compound word. I want you to tell me the two words I put together to make the compound word. For example, if I say 'everywhere', you can tell me that you hear the words 'every' and 'where'."

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Segmenting Compound Words

- *applesauce*
- *sunshine*
- *football*
- *homework*
- *ladybug*
- *seesaw*
- *cowgirl*
- *oatmeal*
- *daytime*
- *spaceship*

Segmenting Compound Words

- *bobcat*
- *toothbrush*
- *doorbell*
- *bookcase*
- *inside*
- *cartwheel*
- *outside*
- *armpit*
- *fingernail*
- *jellyfish*

Segmenting Compound Words

- *firefighter*
- *flowerpot*
- *grapefruit*
- *notebook*
- *playground*
- *bedroom*
- *birdhouse*
- *cookbook*
- *cupcake*
- *eyeball*

Segmenting Syllables

“Many words have more than one syllable in the word. I’m going to say a word with more than one syllable. I want you to separate the syllables. For example, if I say ‘candy’, you can say ‘can’ and ‘dy’.”

Note: You can also model and practice clapping the syllables.

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Segmenting Words With 2 Syllables

- *monkey*
- *bubble*
- *cartoon*
- *bashful*
- *needle*
- *bamboo*
- *after*
- *maybe*
- *eager*
- *happen*

Segmenting Words with 2 Syllables

- *quickly*
- *away*
- *almost*
- *jolly*
- *ladle*
- *rusted*
- *crayon*
- *panda*
- *teacher*
- *magic*

Segmenting Words with 2 Syllables

- *payment*
- *lazy*
- *explain*
- *zero*
- *author*
- *reply*
- *little*
- *napkin*
- *empty*
- *purple*

Segmenting Words With 3 Syllables

- *family*
- *chocolate*
- *banana*
- *happiness*
- *piano*
- *eleven*
- *celebrate*
- *favorite*
- *elephant*
- *important*

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Segmenting Words With 3 Syllables

- *basketball*
- *amazing*
- *forever*
- *holiday*
- *together*
- *harmony*
- *radio*
- *imagine*
- *natural*
- *tomato*

Segmenting Words with 3 Syllables

- *calendar*
- *library*
- *honesty*
- *peppermint*
- *valentine*
- *volcano*
- *babysit*
- *beautiful*
- *different*
- *alphabet*

Segmenting Words with 3 Syllables

- *however*
- *magazine*
- *rapidly*
- *mistaken*
- *December*
- *capitol*
- *hyena*
- *example*
- *energy*
- *vacation*

Segmenting Words With 4 Syllables

- *identical*
- *America*
- *January*
- *secretary*
- *alligator*
- *technology*
- *celebration*
- *watermelon*
- *television*
- *retirement*

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Segmenting Words With 4 Syllables

- *invisible*
- *education*
- *avocado*
- *inspiration*
- *serenity*
- *Cinderella*
- *helicopter*
- *generation*
- *caterpillar*
- *unstoppable*

Segmenting Syllables!

*Use the names of
students and
school staff.*

Phoneme Segmentation

"I am going to say a word that has two sounds in it. I want you to separate those sounds. Each time you say a sound, put one finger up. Then say the word. I'll go first. The word is 'my'."



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Phoneme Segmentation - 2 Sounds

- if
- ate
- own
- we
- eat
- knee
- odd
- jay
- he
- pie

Phoneme Segmentation - 2 Sounds

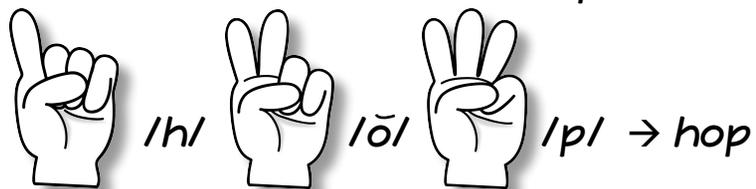
- no
- off
- bay
- sigh
- ash
- age
- see
- go
- it
- us

Phoneme Segmentation - 2 Sounds

- be
- mow
- is
- ice
- zoo
- ray
- low
- egg
- an
- chew

Phoneme Segmentation

"I am going to say a word that has three sounds in it. I want you to separate those sounds. Each time you say a sound, put one finger up. Then say the word. I'll go first. The word is 'hop'."



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Phoneme Segmentation - 3 Sounds

- and
- bean
- dad
- glue
- pig
- road
- sun
- sheep
- chop
- back

Phoneme Segmentation - 3 Sounds

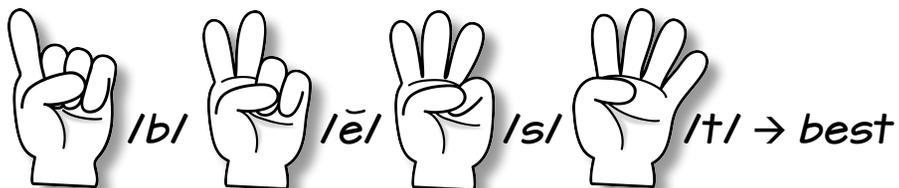
- mop
- hit
- bug
- fan
- top
- pop
- kite
- slow
- shop
- sash

Phoneme Segmentation - 3 Sounds

- week
- late
- beef
- came
- nice
- shot
- soak
- bake
- home
- lock

Phoneme Segmentation

"I am going to say a word that has four sounds in it. I want you to separate those sounds. Each time you say a sound, put one finger up. Then say the word. I'll go first. The word is 'best'."



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Phoneme Segmentation - 4 Sounds

- vast
- bend
- mist
- find
- task
- kind
- wild
- gold
- child
- west

Phoneme Segmentation - 4 Sounds

- broke
- steam
- club
- pride
- bleed
- grade
- broom
- spade
- price
- brick

Phoneme Segmentation - 4 Sounds

- last
- yelp
- mold
- bench
- rest
- cream
- snub
- tribe
- skin
- blot

Deleting With Compound Words

"A compound word is a word made up of two words that are put together. I'm going to say a compound word. I want you to think of the two words that make up the compound word. Then take away one of the words. For example, if I say 'everywhere', the two words are 'every' and 'where'. Take one word away. You can say 'every'."

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Deleting Compound Words

- applesauce
- sunshine
- football
- homework
- ladybug
- seesaw
- cowgirl
- oatmeal
- daytime
- spaceship

Deleting Compound Words

- bobcat
- toothbrush
- doorbell
- bookcase
- inside
- cartwheel
- outside
- armpit
- fingernail
- jellyfish

Deleting Compound Words

- firefighter
- flowerpot
- grapefruit
- notebook
- playground
- bedroom
- birdhouse
- cookbook
- cupcake
- eyeball

Deleting Syllables

"Many words have more than one syllable in the word. I'm going to say a word with more than one syllable. I want you to separate the syllables. Then take away one of the syllables. For example, if I say 'mister', the two syllables are 'mis' and 'ter'. Take one syllable away. You can say 'mis'."

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Deleting Words With 2 Syllables

- *monkey*
- *bubble*
- *cartoon*
- *bashful*
- *needle*
- *bamboo*
- *after*
- *maybe*
- *eager*
- *happen*

Deleting Words With 2 Syllables

- *quickly*
- *away*
- *almost*
- *jolly*
- *ladle*
- *rusted*
- *crayon*
- *panda*
- *teacher*
- *magic*

Deleting Words With 2 Syllables

- *payment*
- *lazy*
- *explain*
- *zero*
- *author*
- *reply*
- *little*
- *napkin*
- *empty*
- *purple*

Phoneme Deletion

"I'm going to say a word. Then I'm going to ask you to take away part of the word and tell me what is left.

For example:

If I say 'candy', and take away the /c/, what is left? Candy take away /c/, is andy. Andy is the answer!"

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Phoneme Deletion

- *pride* - /p/ (= *ride*)
- *track* - /t/ (= *rack*)
- *click* - /c/ (= *lick*)
- *played* - /p/ (= *layed*)
- *spoke* - /s/ (= *poke*)

Phoneme Deletion

- *gloom* - /m/ (= *glue*)
- *fried* - /d/ (= *fry*)
- *pail* - /l/ (= *pay*)
- *slight* - /t/ (= *sly*)
- *played* - /d/ (= *play*)

Phoneme Deletion

- *plant* - /l/ (= *pant*)
- *broom* - /r/ (= *boom*)
- *club* - /l/ (= *cub*)
- *fright* - /r/ (= *fight*)
- *snub* - /n/ (= *sub*)

Switching Syllables

"Many words have more than one syllable in the word. I'm going to say a word with more than one syllable. I want you to separate the syllables. Then I want you to switch the order of the syllables to make a nonsense word. For example, if I say 'monkey', the two syllables are 'mon' and 'key'. Switch the syllables. You can say 'keymon'."

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Switching Syllables

- daddy*
- bubble*
- cartoon*
- bashful*
- needle*
- bamboo*
- after*
- maybe*
- eager*
- happen*

Switching Syllables

- quickly*
- away*
- almost*
- jolly*
- ladle*
- rusted*
- crayon*
- panda*
- teacher*
- magic*

Switching Syllables

- payment*
- lazy*
- explain*
- zero*
- author*
- reply*
- little*
- napkin*
- empty*
- purple*

Phoneme Substitution

"We are going to do sound puzzles to make new words. I am going to say a word. Then I'm going to ask you to take a sound away from the word and add a new sound in its place. Here's an example. The word is 'bat'. Take away the /b/ sound. Now we have the word 'at'. Now add the /h/ sound at the beginning. The new word we made is 'hat'."

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Phoneme Substitution (Beginning)

- *hop* - /h/ + /ch/ (= *chop*)
- *bug* - /b/ + /d/ (= *dug*)
- *pan* - /p/ + /r/ (= *ran*)
- *mad* - /m/ + /s/ (= *sad*)
- *fish* - /f/ + /w/ (= *wish*)

Phoneme Substitution (Beginning)

- *fat* - /f/ + /m/ (= *mat*)
- *deck* - /d/ + /n/ (= *neck*)
- *fig* - /f/ + /z/ (= *zig*)
- *shop* - /sh/ + /t/ (= *top*)
- *rush* - /r/ + /h/ (= *hush*)

Phoneme Substitution (Beginning)

- *bud* - /b/ + /th/ (= *thud*)
- *fox* - /f/ + /b/ (= *box*)
- *lick* - /l/ + /k/ (= *kick*)
- *den* - /d/ + /wh/ (= *when*)
- *tab* - /t/ + /k/ (= *cab*)

Phoneme Substitution (Medial)

- *pup* - /u/ + /o/ (= *pop*)
- *let* - /e/ + /i/ (= *lit*)
- *hit* - /i/ + /u/ (= *hut*)
- *fan* - /a/ + /u/ (= *fun*)
- *shop* - /o/ + /i/ (= *ship*)

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Phoneme Substitution (Medial)

- *gash* - /a/ + /u/ (= *gush*)
- *ten* - /e/ + /o/ (= *ton*)
- *rig* - /i/ + /u/ (= *rug*)
- *dog* - /o/ + /i/ (= *dig*)
- *luck* - /u/ + /o/ (= *lock*)

Phoneme Substitution (Medial)

- *tap* - /a/ + /i/ (= *tip*)
- *neck* - /e/ + /o/ (= *knock*)
- *sin* - /i/ + /u/ (= *sun*)
- *pot* - /o/ + /a/ (= *pat*)
- *bud* - /u/ + /a/ (= *bad*)

Phoneme Substitution (Ending)

- *cat* - /t/ + /p/ (= *cap*)
- *mug* - /g/ + /d/ (= *mud*)
- *bed* - /d/ + /g/ (= *beg*)
- *fit* - /t/ + /n/ (= *fin*)
- *top* - /p/ + /k/ (= *tock*)

Phoneme Substitution (Ending)

- *rag* - /g/ + /n/ (= *ran*)
- *met* - /t/ + /s/ (= *mess*)
- *chip* - /p/ + /l/ (= *chill*)
- *rock* - /k/ + /t/ (= *rot*)
- *pun* - /n/ + /g/ (= *pug*)

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Phoneme Substitution (Ending)

- *rash* - /sh/ + /k/ (= *rack*)
- *peg* - /g/ + /n/ (= *pen*)
- *mix* - /x/ + /t/ (= *mit*)
- *mom* - /m/ + /s/ (= *moss*)
- *hut* - /t/ + /m/ (= *hum*)

GRAPHIC & FONT CREDITS

