

Phonemic Awareness Review

RHYME

Read these directions aloud to your child: When words rhyme, they sound the same at the end. For example, fun, run, and sun rhyme. I'm going to say a word and I want you to give me a word that rhymes with my word.

Practice Items: Listen to this word...dig. Tell me a word that rhymes with...dig.

Assessment Items:

Say: Tell me a word that rhymes with _____.

1. rat
2. bed
3. tan
4. hot
5. bug
6. see
7. log
8. will

BEGINNING SOUNDS

**Note to parents: Whenever a letter appears between two slash marks, as /b/, you should say the sound for the letter.

Read these directions aloud to your child: Words can begin with the same sound. All these words begin with the same sound...bat, bell, bounce /b/.

Practice Items: Tell me a word that begins with the same sound as ride /r/. (ex. red, race, run)

Assessment Items:

Say: Tell me a word that begins with the same sound as _____ /_/_/.

1. got /g/
2. pipe /p/
3. mouse /m/
4. door /d/
5. lip /l/
6. fat /f/
7. chip /ch/
8. button /b/

BUILDING ONSETS AND RIMES

Read these directions aloud to your child: Sometimes you can add a sound to the beginning of a word and make a new word. If I have the word, at, and I add the /s/ sound to the beginning of at, I make the word sat. /s/at, sat.

Practice Items: What word do I have if I add the /p/ sound to the beginning of ink? /p/ink, pink.

Assessment Items:

Say: What word do I have if I add the /_/ sound to the beginning of ____?

1. /m/et
2. /f/ill
3. /t/ip
4. /b/all
5. /r/un
6. /g/ot
7. /m/ouse
8. /l/eg

SEGMENTING ONSETS AND RIMES

Read these directions aloud to your child: Sometimes you can take a sound away from the beginning of a word and make a new word. If I had the word bad and took the /b/ away, I would have the new word add.

Practice Items: What word would I have if I took the /p/ sound from the beginning of part? (art)

Say: What word would I have if I took the /_/ sound from the beginning of ____?

1. /f/ fan (an)
2. /d/ date (ate)
3. /p/ pink (ink)
4. /s/ sand (and)
5. /l/ lend (end)
6. /k/ cup (up)
7. /sh/ shape (ape)
8. /t/ tin (in)

PHONEME BLENDING

Read these directions aloud to your child: Words are made by putting sounds together. I am going to say the sounds and I want you to tell me what word they make. For example, /s/ /a/ /t/ makes the word sat. (Use your fingers as you say each sound.)

Practice Items: /b/ /u/ /n/ What word would I have if I put together the sounds /b/ /u/ /n/? (bun)

Assessment Items: /_/_/_/_/_ What word would I have if I put together the sounds /_/_/_/_/_?

1. /l/ /a/ /p/ (lap)
2. /t/ /e/ /n/ (ten)
3. /j/ /o/ /b/ (job)
4. /s/ /u/ /n/ (sun)
5. /k/ /i/ /d/ (kid)
6. /h/ /i/ /k/ (hike)
7. /k/ /a/ /v/ (cave)
8. /s/ /o/ /f/ /t/ (soft)

PHONEME SEGMENTATION

Read these directions aloud to your child: Now I will say a word and I want you to tell me the sounds that are in the word. For example, if I said rat, you would say /r/ /a/ /t/.

Practice Items: What are the sounds in mud? Think about the first sound, the next sound, and the last sound. (Encourage them to use their fingers as they say each sound.) /m/ /u/ /d/.

Assessment Items: What are the sounds in _____?

1. bat (/b/ /a/ /t/)
2. leg (/l/ /e/ /g/)
3. dip (/d/ /i/ /p/)
4. rub (/r/ /u/ /b/)
5. lock (/l/ /o/ /c/ /k/)
6. seen (/s/ /e/ /n/)
7. poke (/p/ /o/ /k/)
8. fist (/f/ /i/ /s/ /t/)