

# EXPLORING PHONOLOGICAL AWARENESS

Exploring words at the  
**phoneme level**

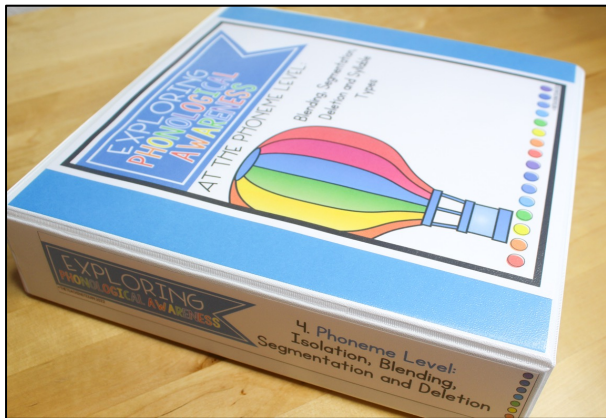
Activity types include:

- **blending**
- **segmenting**
- **deletion**
- **syllable type**



# TEACHER GUIDE *Storing Your Materials*

Storing this resource in a 3-ring binder is an easy way to quickly access mini-lesson plans, assessments & materials. While not required for effective use of this resource, it definitely helps keep everything organized.



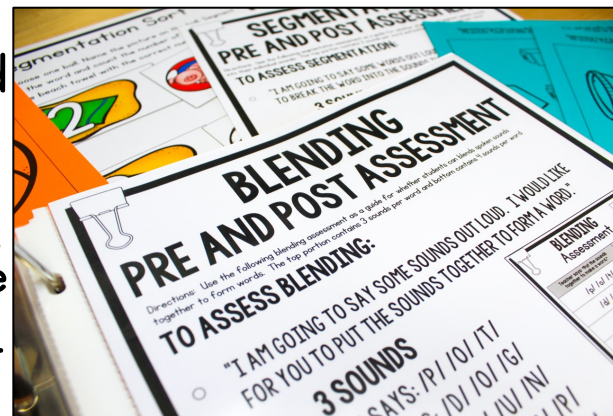
Select binder of your choice. I use a 2 inch binder, but some teachers prefer more space or a smaller footprint. Add the binder cover and spine (I added 2 sheets of paper glued together as a background to my cover).



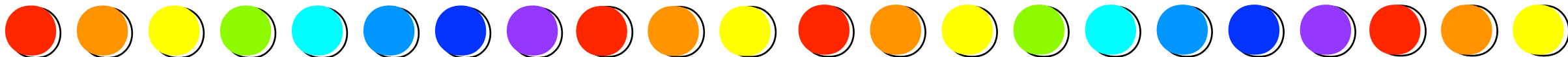
Print all desired components - I recommend printing a master copy of all resources to keep inside your binder.



Laminate divider pages and glue tabs to divider pages. Lay them on top of each other as you go to ensure even spacing. OR glue tabs directly to the divider page then laminate using a large laminator so the end result is one piece.



Add in your printed materials. I like to keep assessment directions, extra assessment recording pages, mats, and anchor charts in page protectors. I keep my letter cards on binder rings near where my binder is stored.



# Each unit includes a **clickable** table of contents and all the materials you'll need for each target skill!

Recommended settings, timeframes, and how to set up

| TABLE OF CONTENTS                   |                         |
|-------------------------------------|-------------------------|
| Teacher Guide & Binder Cover/Spines | <a href="#">Pg. 5</a>   |
| Terminology                         | <a href="#">Pg. 10</a>  |
| Isolation                           | <a href="#">Pg. 11</a>  |
| Blending                            | <a href="#">Pg. 61</a>  |
| Segmentation                        | <a href="#">Pg. 87</a>  |
| Deletion                            | <a href="#">Pg. 115</a> |

••PAGE NUMBERS ARE CLICKABLE LINKS

©THE TEACHING TEXAN 2022

research based terms for each unit

Variety of target skills for each unit with pre assessments, post assessments, activities, lesson plans, and no-prep pages for your students

Everything you need sorted out for easier planning

# Look at ALL that you get in this unit!

Teacher guide and binder materials

**TEACHER GUIDE**

This phonological awareness unit is composed of four subunits listed below all at the phoneme level. Within Phonological Awareness there are 4 levels. This unit provides practice and instruction for the fourth level - the phoneme level.

1. Word Level
2. Syllable Level
3. Onset-Rime Level
4. Phoneme Level

Each subunit offers an array of flexible activities for your choosing. You will also find pre- and post- assessments, data tracking sheets, simple directions, and printable materials.

Included in this resource is a binder cover and binder spine for easy storage of all of your master copies of the materials.

**EXPLORING PHONOLOGICAL AWARENESS**

4. Phoneme Level: Isolation, Blending, Segmentation and Deletion

4. Phoneme Level: Isolation, Blending, Segmentation and Deletion

4. Phoneme Level: Isolation, Blending, Segmentation and Deletion

4. Phoneme Level: Isolation, Blending, Segmentation and Deletion

Terms explained for each unit

**TERMINOLOGY**

(TEACHING READING SOURCEBOOK, 2013)

**Phoneme**—the smallest unit of spoken language that makes a difference in a word's meaning.

**Phonological Awareness**—an umbrella term that includes the awareness of the larger parts of spoken language, such as words, syllables, and onsets and rimes.

**Elkonin Boxes**—an instructional method used to build phonological awareness by focusing on segmenting and blending phonemes in words.

©THE TEACHING TEXAN 2022

Pre and post assessments

**SEGMENTATION Assessment**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher says: "Break the word into the sound that make the word." Pre Correct Y/N Post Correct Y/N

**SEGMENTATION PRE AND POST ASSESSMENT**

Directions: Use the following segmentation assessment as a guide for whether students can segment spoken words into their individual sounds. The top portion contains 3 sounds per word and bottom contains 4 sounds per word.

TO ASSESS SEGMENTATION:

- o "I AM GOING TO SAY SOME WORDS OUT LOUD. I WOULD LIKE FOR YOU TO BREAK THE WORD INTO THE SOUNDS THAT MAKE THE WORD."

**3 SOUNDS**

1. TEACHER SAYS: /P/ /O/ /T/
2. TEACHER SAYS: /D/ /O/ /G/
3. TEACHER SAYS: /S/ /U/ /N/
4. TEACHER SAYS: /CH/ /I/ /P/
5. TEACHER SAYS: /F/ /I/ /SH/

**4 SOUNDS\***

1. TEACHER SAYS: /F/ /R/ /O/ /G/
2. TEACHER SAYS: /S/ /N/ /A/ /P/
3. TEACHER SAYS: /T/ /W/ /I/ /N/
4. TEACHER SAYS: /SH/ /A/ /K/ /S/
5. TEACHER SAYS: /P/ /L/ /A/ /N/

\*Assess if students show mastery with 3 sound words.

©THE TEACHING TEXAN 2022

Target skills explained with goals for students

**SECTION 1 ISOLATION**

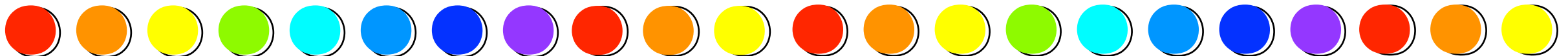
**SECTION 2 BLENDING**

1.

**BLENDING BENCHMARK:**  
STUDENT HAS THE ABILITY TO...

1. COMBINE SOUNDS TO FORM A WORD

©THE TEACHING TEXAN 2022



# Look at ALL that you get in this unit!

Next steps for after each target skill

**WHAT'S THE NEXT STEP?**

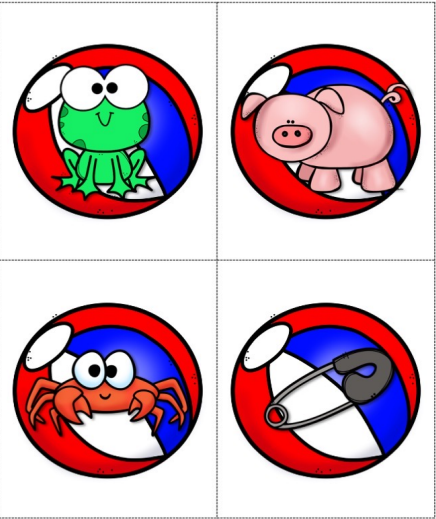
- REVIEW DATA AND OBSERVATIONS FROM PRE-ASSESSMENTS
- DETERMINE WHAT KNOWLEDGE AND SKILLS STUDENTS CURRENTLY HAVE
- CHOOSE THE LESSONS/ACTIVITIES INCLUDED IN THE RESOURCE THAT YOUR STUDENTS NEED PRACTICE WITH
- PRACTICE ACTIVITIES IN:
  - **WHOLE GROUP:** IF A MAJORITY OF STUDENTS NEED PRACTICE WITH A SKILL OR REINFORCEMENT
  - **SMALL GROUP:** IF ONLY A SMALL NUMBER OF STUDENTS NEED PRACTICE OR REINFORCEMENT WITH A SKILL
  - **INDEPENDENTLY:** AS NEEDED/APPROPRIATE
- PROGRESS MONITOR STUDENT GROWTH
- ADMINISTER POST ASSESSMENT TO ENSURE MASTERY

©THETEACHINGTEXAN 2022

Activities for use with any setting

**Drop That Sound Mat**

**Segmentation Sort Activity**



A 2x2 grid of circular icons. Top-left: a green frog. Top-right: a pink pig. Bottom-left: a red crab. Bottom-right: a silver pin. Each icon is set against a red and blue circular background.

frog, pig, crab, pin

©THETEACHINGTEXAN 2022

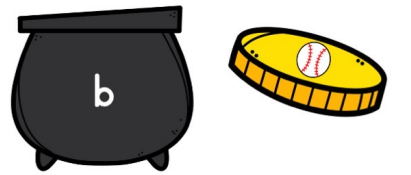
Easy to follow mini lessons with materials

**Initial Phoneme Isolation Mini-Lesson**

**STEP 1** Teacher says: Let's practice isolating individual sounds in words. Today we will isolate the initial or first sounds in words. Let's try a few words for practice. Isolate or say the initial sound in the word cat. That's correct, the initial sound in the word cat is /c/.

**STEP 2** Continue this procedure with the following words. Be sure to provide corrective feedback. Sad, jump, cart, job, duck, mouse.

**STEP 3** Pass out a gold coin to each student. Explain to students that the gold coin has a picture on it. Students will isolate the beginning sound of the picture. Next students will place their gold coin next to the pot that matches the initial sound. Provide corrective feedback as needed.

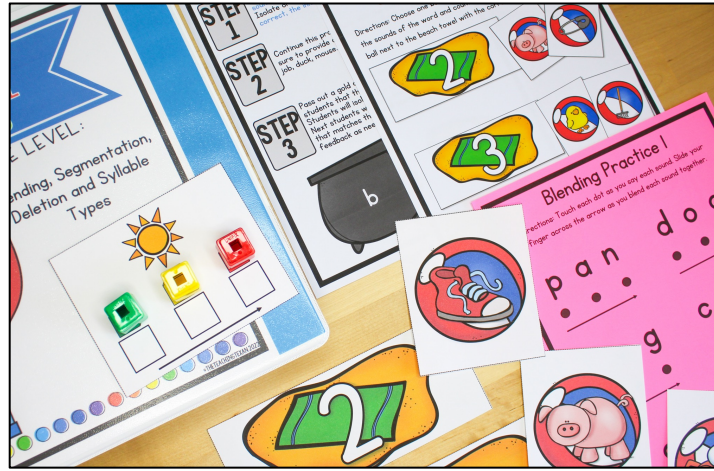


A black pot with the letter 'b' on it and a gold coin with a baseball on it.

©THETEACHINGTEXAN 2022

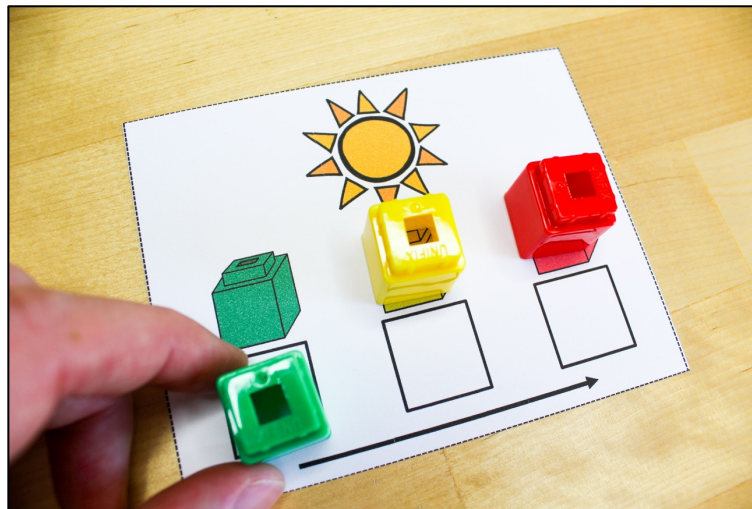


# Why do you need this?



Give your students the tools they are needing to become skilled readers without having to spend hours planning

Everything is included for you to keep track of useful data and easily figure out where your students need to go next to become successful readers.



# Looking for **even more** practice?

## EXPLORING PHONOLOGICAL AWARENESS

**AT THE WORD LEVEL**

Rhyming, Blending, Segmentation, and Deletion

Rhyming Words: Two or more words that sound the same at the end and in the middle.

**RHYMING BLENDING SEGMENTATION DELETION**

Mini-Lesson Plans  
Pre/Post Assessment  
Printable Activities  
Mini Anchor Charts

Created by: THE TEACHING TEXAN

WORD LEVEL  
rhyming, blending, segmentation and deletion

## EXPLORING PHONOLOGICAL AWARENESS

**AT THE ONSET-RIME LEVEL**

Sounds, Categorization, Blending, and Segmentation

Continuous Sounds: z, f

**SOUNDS CATEGORIZATION BLENDING SEGMENTATION**

Mini-Lesson Plans  
Pre/Post Assessment  
Printable Activities  
Mini Anchor Charts

Created by: THE TEACHING TEXAN

ONSET-RIME LEVEL  
Sounds, categorization, blending, and segmentation

## EXPLORING PHONOLOGICAL AWARENESS

**AT THE SYLLABLE LEVEL**

Blending, Segmentation, Deletion and Syllable Types

Magic E Wand Activity I

**BLENDING SEGMENTATION DELETION SYLLABLE TYPES**

Mini-Lesson Plans  
Pre/Post Assessment  
Printable Activities  
Mini Anchor Charts

Created by: THE TEACHING TEXAN

SYLLABLE LEVEL  
Blending, segmentation, deletion, syllable types

## EXPLORING EARLY LITERACY

Vowel Teams: oe, oa, ie, ee, ea, ay, ai

snail, paint, rain, hat, get, hip

kit, plan, cub, rob

print awareness & letter knowledge  
word level  
syllable level  
onset rime level  
phoneme level

created by: THE TEACHING TEXAN

GET THE BUNDLE  
Includes ALL the units for ALL the reading practice!