PHONEMIC AWARENESS

Teacher Use:

Phonemic awareness is an auditory skill that can be practiced “in the dark” (without letters). Phonemic awareness involves detecting individual sounds (phonemes) in words and blending, segmenting, or manipulating these sounds. Phonemic awareness is an essential skill that promotes strong decoding and fluent reading.

"Sound Mapping" can be used to practice and strengthen foundational literacy skills that are necessary to become a proficient reader. Included in this resource are words to dictate to students, as well as a sound map board for students to manipulate sounds in words.

Teachers should consider adding new words, once students are proficient with identifying sounds.

This resource can be used in literacy stations, small group instruction, or for reading intervention.

SOUND MAPPING

Directions:

Cut out the circles included in this resource. The circles and sound map, can be laminated to preserve the use of this activity. Teachers can also provide counters, lego pieces or other small manipulatives to represent each sound in a word.

Use the word list that is included in this resource, to dictate words to students.
The teacher will choose a word on the list, and then say the word clearly enough for the student to hear. Have the student repeat the word before moving on. Next, have the student segment the sounds by using the circles to push each individual sound in the map. After the student has pushed forward correctly, have the student blend the sounds together by sliding their finger across the sound box and say the word.

Example:
Teacher: "rat"
Student: "rat" /r/ /a/ /t/ (while segmenting, the student will push the circles or other manipulatives provided into the sound map.)
Teacher: "Blend the word."
Student: Student will slide finger across the sound map and blend the word.

Continue with this activity until student is proficient with segmenting sounds.

Teachers should consider adding new words to the list when appropriate.

Extension:
-Teacher can ask student where a sound is on the sound map. "Where is the /o/ sound on the map?"
-Teacher can ask student to count the sounds in the word.
-Teacher can ask students to change individual sounds on the map then say the new word.

SOUND MAPPING

Word List

2 Sounds

og: /o//g/
ap: /a//p/
ip: /i//p/
et: /e//t/
ik: /i//k/
om: /o//m/
us: /u//s/
ad: /a/ /d/
od: /o//d/
ob:/o//b/
at: /a/ /t/
ab: /a//b/
off: /o/ /f/
egg: /e/ /g/
ud: /u/ /d/
it: /i/ /t/
ug:/u/ /g/
op:/o/ /p/
ig: /i//g/

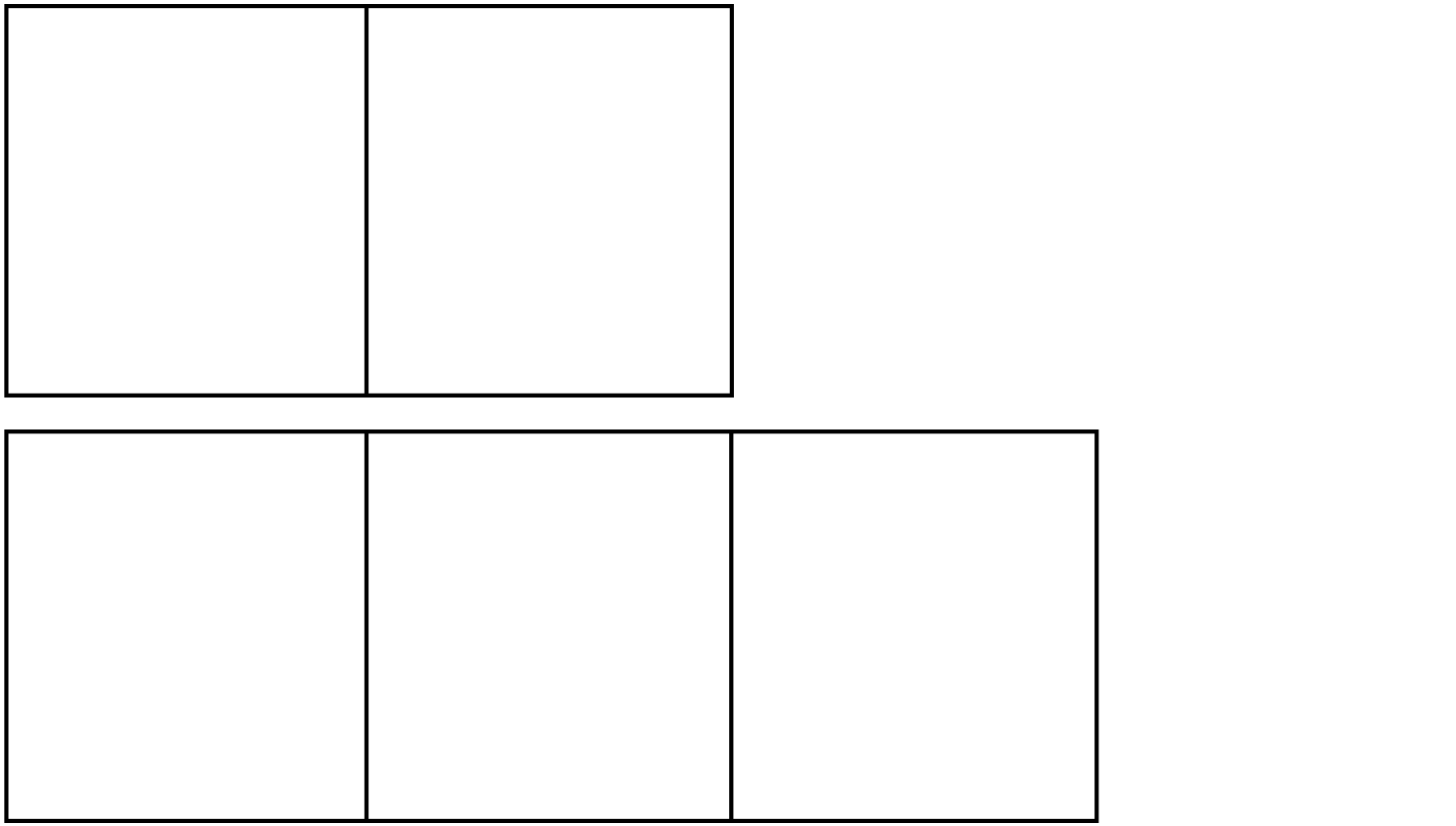
3 Sounds

nod: /n//o//d/
mob: /m/ /o/ /b/
map: /m/ /a/ /p/
sat: /s/ /a/ /t/
log: /l/ /o/ /g/
puf: /p/ /u/ /f/
mud: /m/ /u/ /d/
wit: /w//i/ /t/
bug: /b/ /u/ /g/
pop: /p/ /o/ /p/
dig: /d/ /i/ /g/
chop: /ch/ /o/ /p/
chip: /ch/ /i/ /p/
tham: /th/ /a/ /m/
whip: /wh/ /i/ /p/
quick: /qu/ /i/ /ck/
shop: /sh/ /o/ /p/
sham: /sh/ /a/ /m/
quag: /qu/ /a/ /g/

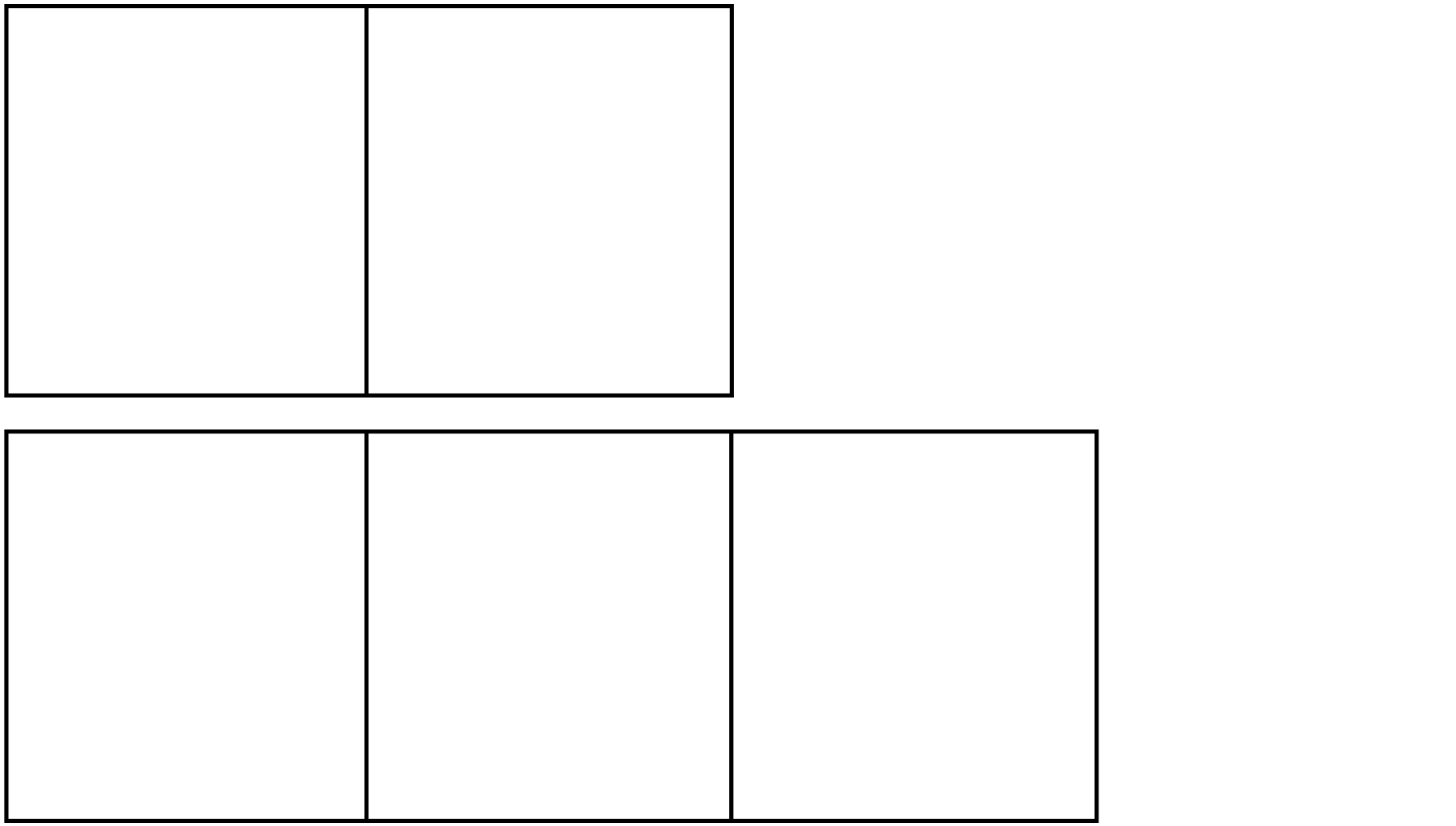
4 Sounds

scab: /s/ /c/ /a/ /b/
crab: /c/ /r/ /a/ /b/
track: /t/ /r/ /a/ /ck/
sled: /s/ /l/ /e/ /d/
bran: /b/ /r/ /a/ /n/
mask: /m/ /a/ /s/ /k/
smack: /s/ /m/ /a/ /ck/
raft: /r/ /a/ /f/ /t/
brag: /b/ /r/ /a/ /g/
cast: /c/ /a/ /s/ /t/
clam: /c/ /l/ /a/ /m/
brash: /b/ /r/ /a/ /sh/
thank: /th/ /a/ /n/ /k/
task: /t/ /a/ /s/ /k/
shred: /sh/ /r/ /e/ /d/
flick: /f/ /l/ /i/ /ck/
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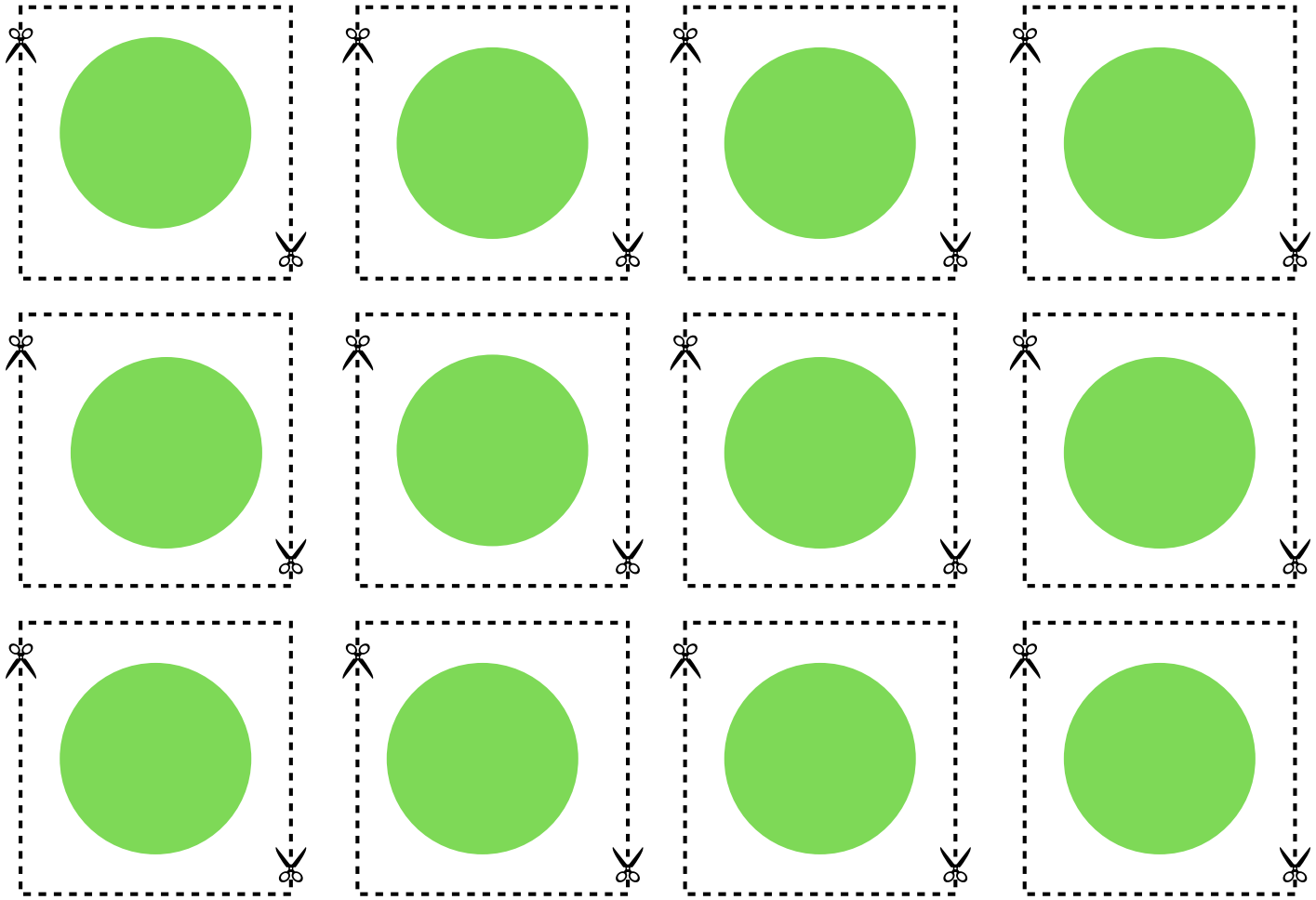
Sound Map



Sound Map



SOUND MAPPING



SOUND MAPPING

