

Kinesthetic and Tactile Phonemic Awareness Lessons

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<p><u>Standard:</u></p> <p>Reading Standards: Foundational Skills, Phonological awareness, #2d: <i>With support and prompting, isolate and pronounce the initial sounds in words</i></p>	<p style="text-align: center;">Lesson #1</p> <p>Objective: SWBAT identify and match initial sound Materials: objects in classroom environment such as: fish, marker, Lego, turtle, apple day 2: hat, jelly, zipper, yarn, fish Activity: “Initial Sound I-Spy.” T “spies” an object in the room that begins with a certain sound. S try to guess the object.</p> <p>Day 1: Sounds taught: /f/, /m/, /l/, /t/, /a/</p> <p>Day 2: sounds taught: /h/, /j/, /z/, /y/, /f/</p>	<p style="text-align: center;">Lesson #2</p> <p>Objective: SWBAT identify the initial sound of objects in the game Materials: paper bags, book, ball, basket, pencil, paper, pen, sock, scissors, stapler</p> <p>Activity: “Bag of Sounds.” S reach into a paper “bag of sounds” and say the first phoneme of the object they pull out. If they correctly identify the sound, they keep the object. S work together to empty the bag. (Put in enough objects so that each student gets a turn).</p> <p>Sounds taught: /b/, /p/, /s/</p>	<p style="text-align: center;">Lesson #3</p> <p>Objective: SWBAT identify the initial sound of objects on the board game Materials: large board game print outs, large tile or block to use as counter, blank die with 1, 2, and 3 as options or number cards with 1, 2, or 3. Activity: “First Sound Board Game” S rolls the die or picks up a card with 1, 2, or 3 on it and moves the counter that many spaces. S says the first phoneme of the object on the board. S work together, taking turns to get to the finish line.</p> <p>Sounds taught: /a/, /d/, /t/ /e/, /v/, /j/</p>
<p>Standard:</p> <p>Reading Standards: Foundational Skills, Phonological awareness, #2d: <i>With support and prompting, isolate and pronounce the initial sounds in words</i></p> <p>AND</p> <p><u>CCSS.ELA-LITERACY.RF.K.2.D</u> Isolate and pronounce the initial, medial vowel, and final</p>	<p style="text-align: center;">Lesson #4</p> <p>Objective: SWBAT identify the initial sound that matches another object with the same initial sound. Materials: Initial phoneme picture cards Activity: “Phoneme Picture Match.” S use Initial Phoneme picture match cards to match the first sound of the photo they are holding to photos their classmate is holding.</p> <p>Sounds taught: /k/, /m/, /s/, /t/, /g/, /p/, /b/, /l/, /f/, /p/, /v/, /w/</p>	<p style="text-align: center;">Lesson #5</p> <p>Objective: SWBAT identify the image with the initial phoneme that does not match the others Materials: Picture cards Activity: “One Phoneme Out.” Three students are given a picture card. A fourth student identifies the initial phoneme that does not match the other two initial phonemes on the card and hands the red X card to the student holding the one that does not match.</p> <p>Sounds taught: /p/, /r/, /s/, /g/, /n/, /v/, /l/, /b/, /w/, /f/</p>	<p style="text-align: center;">Lesson #6</p> <p>Objective: SWBAT identify the final phoneme in words Materials: objects in room: tape, book, tack, pen, can, cup,</p> <p>Activity: “Final Sound I-Spy.” T “spies” an object in the room that ends with a certain sound. S try to guess the object.</p> <p>/p/, /k/, /n/</p>

<p>sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)</p>			
<p>Standard: <u>CCSS.ELA-LITERACY.RF.K.2.D</u> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>Lesson #7 Objective: SWBAT differentiate between initial and final phonemes Materials: Animal picture cards hollow blocks Activity: “Cross the Bridge.” S are given a three-phoneme animal card, and T plays the “witch who guards the bridge.” The S are allowed to cross the bridge when they can identify their animal’s initial phoneme, and can cross back if they can identify their animal’s final phoneme. First sounds taught: /b/, /k/, /d/, /g/, /p/, /w/ Last sounds taught: /d/, /t/, /g/, /g/, /m/</p>	<p>Lesson #8 Objective: SWBAT identify the spoken word from isolated phonemes (blending) Materials: Animal picture cards Activity: “Animal Card Auction.” S are given animal picture cards to hold. T calls out the animal name, segmenting the phonemes and S must hold up their card if T says their animal. S must be able to identify their animal from the T’s segmented word. /b/-/r/-/d/, /c/-/a/-/t/, /d/-/o/-/g/, /g/-/oa/-/t/, /m/-/ou/-/s/, /p/-/i/-/g/, /w/-/r/-/m/</p>	<p>Lesson #9 Objective: SWBAT identify all phonemes in words with up to 3 phonemes Materials: segmented animal picture cards Activity: “Walk the plank.” S are given an animal word to segment and then blend, using their bodies to walk to and speak each phoneme as they walk. /b/-/r/-/d/, /c/-/a/-/t/, /d/-/o/-/g/, /g/-/oa/-/t/, /m/-/ou/-/s/, /p/-/i/-/g/, /w/-/r/-/m/</p>
<p>Standard: <u>CCSS.ELA-LITERACY.RF.K.2.D</u> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>Lesson #10 Objective: SWBAT identify the spoken word from isolated phonemes (blending) Materials: none Activity: “Simon Says with segmented phonemes.” T and S play Simon Says with segmented word clues. For example, “Simon says put your hands on your /h/ /e/ /d/.”</p>	<p>Lesson #11 Objective: SWBAT identify all phonemes in words with up to 3 phonemes Materials: rubber band Activity: “Phoneme placement with our bodies – FIRST, MIDDLE, LAST.” First, T and S practice stretching out a word like a rubber band using a rubber band to model, then T and S practice identifying phonemes using their bodies place first, middle, and last phonemes (can use head, shoulders, knees, and toes for up to 4-phoneme words).</p>	<p>Lesson #12(you can play this at lunch and snack) - Objective: SWBAT identify the spoken word from isolated phonemes (blending) Materials: none Activity: “I spy with segmented phonemes.” T plays this game during lunch and spies a food item in someone’s lunch, speaking the word in a segmented way. S need to first identify the word, then search for the person or people with that item. For example, “I spy a /ch/-/i/-/p/.”</p>

<p>Standard: <u>CCSS.ELA-LITERACY.RF.K.2.D</u> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p style="text-align: center;">Lesson #13</p> <p>Objective: SWBAT identify all phonemes in words with up to 3 phonemes Materials: animal picture cards, Elkonin boxes made with tape on the floor Activity: “Phoneme picture slide with pictures.” S use segmented pictures to slide the pictures into the tape boxes on the rug as they say the phoneme that corresponds to the section of the picture they are sliding.</p> <p><i>/b/-r/-d/, /c/-a/-t/, /d/-o/-g/, /g/-oa/-t/, /m/-ou/-s/, /p/-i/-g/, /w/-r/-m/</i></p>	<p style="text-align: center;">Lesson #14</p> <p>Objective: SWBAT identify all phonemes in words with up to 3 phonemes Materials: Elkonin boxes made with tape on the floor, three blocks, objects around the room (cup, bowl, tape, hat, pen) Activity: S are given 3-phoneme Elkonin boxes on the rug, and S use blocks to identify each phoneme in the given word and slide the blocks into the corresponding sound box.</p>	<p style="text-align: center;">Lesson #15</p> <p>Objective: SWBAT identify all phonemes in words with up to 3 phonemes Materials: Objects from around the room (hat, cup, pen, tape, book). Activity: “3-phoneme game – Elkonin box with bodies, multiple people.” Students work together to build words phoneme-by-phoneme by stepping into the box while saying the correct phoneme. For example, for “cup,” one student steps into the first box while saying “/k/” and the second student steps into the second box while saying “/u/,” and the third student steps into the final box while saying, “/p/.”</p>