

# Phonological Awareness Activity Box

Designed to meet these objectives:

## Language

- Students will build phonological awareness.
- Students will identify rhyming sounds, beginning sounds, and ending sounds.
- Students will hear, identify, and manipulate the individual sounds in spoken words.

Give your students a variety of ways to learn and practice phonological awareness hands on with this convenient activity box! Great for beginning readers and English language learners, this set is sure to keep students engaged with 20 colorful picture cards, miniature sorting objects, a Rhyming Mystery Box, a Hear-Myself Sound Phone, and more! Use the miniatures to find initial, middle, ending, and rhyming sounds. Encourage students to match sounds with the Match the Rhyme activity mats. The easy-to-use kit comes with activities that can be used by the teacher as instructional materials...or by students in small groups, in pairs, or individually. It's perfect for a learning center!

This guide also includes activity ideas, an assessment card, and an assessment record sheet so you can quickly track students' progress. Learning word sounds has never been so much fun...or so easy!

## What's Included

- Flip Book of Rhymes
- Rhyming Mystery Box
- Set of 16 plastic miniatures
- 4 Match the Rhyme activity mats
- 4 Where's the Sound? activity mats
- Hear-Myself Sound Phone
- Drawstring bag
- 20 chipboard picture cards
- 25 plastic chips
- 3 beginning sound cubes

## Suggested Activities

### Rhyming Mystery Box

- Place the miniature objects inside the Rhyming Mystery Box. Invite students to pull out one object at a time and name it. Then, prompt them to name something that rhymes with the object.

 **WARNING:**  
**CHOKING HAZARD**—Small parts.  
Not for children under 3 yrs.

- As a game for small groups, give each student a Match the Rhyme activity mat. The first student pulls out an object from the Rhyming Mystery Box and looks to see if it rhymes with any of the pictures on her mat. If the student can make a match, she places the object on the mat. If not, the object is put back in the box and the next student pulls out an object. The first player to fill all four spots on his mat wins.
- The above activity can also be completed independently in a center, with the individual student finding objects that rhyme with the pictures on her mat.

### **Phonemic Deletion**

- Pull a miniature from the Rhyming Mystery Box. Say its name and ask the students to say it without saying the beginning sound: "Can you say cake without the /c/ sound?" Continue to pull objects from the box and repeat the question. For an added challenge, use this same exercise to practice deleting ending sounds and even middle sounds: "Can you say block without the /l/ sound?"

### **Syllable Sort**

- Pull a miniature from the Rhyming Mystery Box, say its name, and ask the students how many syllables they hear. Count them out together by clapping the number of syllables as you say the word. After identifying how many syllables are in that word, choose a new object and repeat the exercise. Group the miniatures by the number of syllables in their names. Invite volunteers to pull a miniature and put it in the group where it belongs.

### **Where's the Sound? Activity Mats**

- Gather a small group of students. Give each student a Where's the Sound? activity mat and three plastic chips. Have students place one of their chips in each of the three boxes at the bottoms of their mats. Then, pull a picture card, such as the dog, from the drawstring bag. Show children the picture and say the word. Then, choose one sound from the word and say, "Where do you hear the /g/ sound in 'dog'? Is it in the beginning, in the middle, or at the end?" Help children figure out that /g/ is the last sound in "dog," so they should push the last chip on their cards from the bottom to the top. Repeat with other picture cards.

### **Picture Cards**

- Place the picture cards in the drawstring bag. Pull one out and say its name, segmenting the word into its onset and rime. (For example, "sun" would be /s/ - /un/.) Have the students repeat the sounds and blend them together to form words. Then, pull out another picture card and invite a volunteer to segment the word into its sounds. Prompt other students to say the word.

### **Hear-Myself Sound Phone**

- Gather the students in a circle and choose one student to say a word into the sound phone, and then pass it around the circle. Prompt each student to say a word that has the same beginning sound as the first student's word. After the phone has been passed to each student, choose a new student to say a new word and repeat the activity. Continue until the students become familiar with identifying words with the same beginning sounds. You can also do this to reinforce rhyming words and ending sounds.

### **Beginning Sound Cubes**

- Gather the students in a circle and choose a student to roll one sound cube and identify the beginning sound of the picture. Encourage other students to walk around the room and try to find an object that has the same beginning sound. Continue the game, making sure every student gets a chance to roll the cubes and identify the beginning sound. This activity can be done in three small groups, each using one cube. Or, the teacher can allow the students to choose which cube to roll.

### **Flip Book of Rhymes**

- Read a poem aloud to familiarize students with it. As you read, emphasize words that rhyme. Then, read the poem again, pausing to allow students to supply rhyming words. Write the rhyming word pairs on chart paper or the classroom board and review them with the children.
- Choose a poem and read it aloud four times, each time concentrating on a different skill. Read it once for the students to hear and enjoy. Then read the poem again, this time clapping your hands for each syllable as you read. Using a pointer to track each word, read the poem aloud once again. Finally, encourage students to clap their hands for each syllable as you read the poem together.

# Phonological Awareness Assessment Record Sheet

Child's Name: \_\_\_\_\_

## Beginning Sounds

Review beginning sounds, giving examples such as “cat, can, cup,” and “rabbit, room, red.” Show the child the assessment card, covering all but the first row of pictures. Point to each picture as you say the word. Have the child repeat each word. Say, “Look at the very first picture. Point to another picture in this row that begins with the same sound.” Record the responses below. Repeat for each row of pictures.

Date Assessed: \_\_\_\_\_

Date Assessed: \_\_\_\_\_

Date Assessed: \_\_\_\_\_

	Correct	Incorrect
1. fish/fan	<input type="checkbox"/>	<input type="checkbox"/>
2. key/kite	<input type="checkbox"/>	<input type="checkbox"/>
3. bat/ball	<input type="checkbox"/>	<input type="checkbox"/>
4. pizza/pig	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

	Correct	Incorrect
1. fish/fan	<input type="checkbox"/>	<input type="checkbox"/>
2. key/kite	<input type="checkbox"/>	<input type="checkbox"/>
3. bat/ball	<input type="checkbox"/>	<input type="checkbox"/>
4. pizza/pig	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

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3. bat/ball	<input type="checkbox"/>	<input type="checkbox"/>
4. pizza/pig	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

## Rhyming Sounds

Review rhyming words, giving examples such as “head, bed, sled,” and “two, shoe, chew.” Show the child the assessment card, covering all but the first row of pictures. Point to each picture as you say the word. Have the child repeat each word. Say, “Look at the very first picture. Point to another picture in this row that rhymes with it.” Record the responses below. Repeat for each row of pictures.

Date Assessed: \_\_\_\_\_

Date Assessed: \_\_\_\_\_

Date Assessed: \_\_\_\_\_

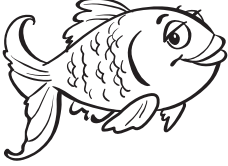




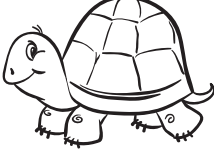

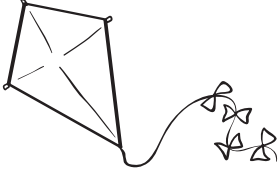


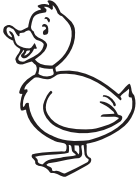
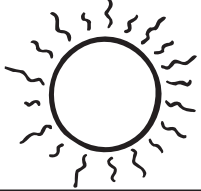


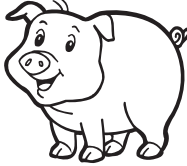

	Correct	Incorrect
1. cat/hat	<input type="checkbox"/>	<input type="checkbox"/>
2. shell/bell	<input type="checkbox"/>	<input type="checkbox"/>
3. sock/clock	<input type="checkbox"/>	<input type="checkbox"/>
4. frog/dog	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:		

# Phonological Awareness Assessment Card

## Beginning Sounds

## Rhyming Words

