

LEVELS OF PHONEME AWARENESS

Activities and Types of Words to Use to Help Students Acquire
Awareness of Phonemes in each of the Positions in English Syllables

ACTIVITIES					LEVELS	EXAMPLES OF TYPES OF WORDS TO USE FOR ACTIVITIES
Manipulation** (Substitution, Addition, Deletion)					<p>Level 5: Awareness of each of the Phonemes in a 1-Syllable Word with 2 Consonant Blends or a Triple Blend CCVCC CCCVC</p>	Words with Two Consonant Blends: <u>stamp</u> , <u>brisk</u> , <u>plant</u> , <u>blast</u> Or Triple Consonant Blends: <u>stripe</u> , <u>splash</u> , <u>squash</u> , <u>spray</u>
Segmentation**					<p>Level 4: Awareness of all of the Individual Phonemes in a 1-Syllable Word with a Single Consonant Blend CCV CCVC CVCC</p>	Words with One Consonant Blend: <u>spy</u> , <u>skip</u> , <u>snack</u> , <u>scoop</u> , <u>desk</u> , <u>wasp</u> , <u>shift</u> , <u>pond</u> , <u>told</u> , <u>clean</u> , <u>cry</u> , <u>thank</u> , <u>blue</u> , <u>free</u>
Blending					<p>Level 4: Awareness of all of the Individual Phonemes in a 1-Syllable Word with a Single Consonant Blend CCV CCVC CVCC</p>	Words with One Consonant Blend: <u>spy</u> , <u>skip</u> , <u>snack</u> , <u>scoop</u> , <u>desk</u> , <u>wasp</u> , <u>shift</u> , <u>pond</u> , <u>told</u> , <u>clean</u> , <u>cry</u> , <u>thank</u> , <u>blue</u> , <u>free</u>
					Levels 4 & 5: Advanced Phoneme Awareness	
Sound Chaining*					<p>Level 3: Awareness of the Medial Vowel CVC</p>	3-Phoneme Words with a Medial Vowel: <u>meat</u> , <u>wish</u> , <u>boat</u> , <u>head</u> , <u>soil</u> , <u>room</u>
Segmentation*					<p>Level 3: Awareness of the Medial Vowel CVC</p>	3-Phoneme Words with a Medial Vowel: <u>meat</u> , <u>wish</u> , <u>boat</u> , <u>head</u> , <u>soil</u> , <u>room</u>
Phoneme Isolation					<p>Level 2: Awareness of the Final Phoneme</p>	One Syllable Words with a Final Consonant that do not end in a blend: <u>ate</u> , <u>me</u> , <u>tube</u> , <u>dish</u> , <u>gum</u> , <u>plate</u>
Blending					<p>Level 1: Awareness of the Initial Phoneme</p>	Words that do not start with a consonant blend: <u>see</u> , <u>my</u> , <u>aim</u> , <u>itch</u> , <u>feet</u> , <u>zoom</u> , <u>dinosaur</u> , <u>chocolate</u> , <u>bird</u>
					Levels 1-3: Beginning Phoneme Awareness	

*With tokens, incorporating letters as the student progresses for code concepts the student knows (e.g., short vowels).

**With letters for known code concepts.