

# Phonemes—Worksheets

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## Sound Boxes: Identify the Position

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Use Sound Boxes to have students indicate the position (initial, medial, or final) of targeted sounds in two- and three-phoneme words.

- Provide a worksheet for each student.
- Say a target sound and word using the sentence frame: *Where is /\_/ in the word \_\_\_\_\_?* For example: *Where is /e/ in the word hen?*
- Students repeat the word and segment the sounds, touching the boxes from left to right for each phoneme.
- Then students place a cube (or other object: beans, buttons, etc.) in the box matching the position of the targeted sound.

**Note:** Though /x/ is a sound combination of /k/ and /s/ it is taught as one sound. You may praise students who recognize /x/ as a sound combination, but they are to treat it as one sound, placing one object in the box to represent the phoneme. Similarly, when /qu/ occurs in the initial position of words, praise students who recognize /qu/ as a sound combination of /k/ and /w/, but they are to represent the phoneme with one object in the corresponding box.

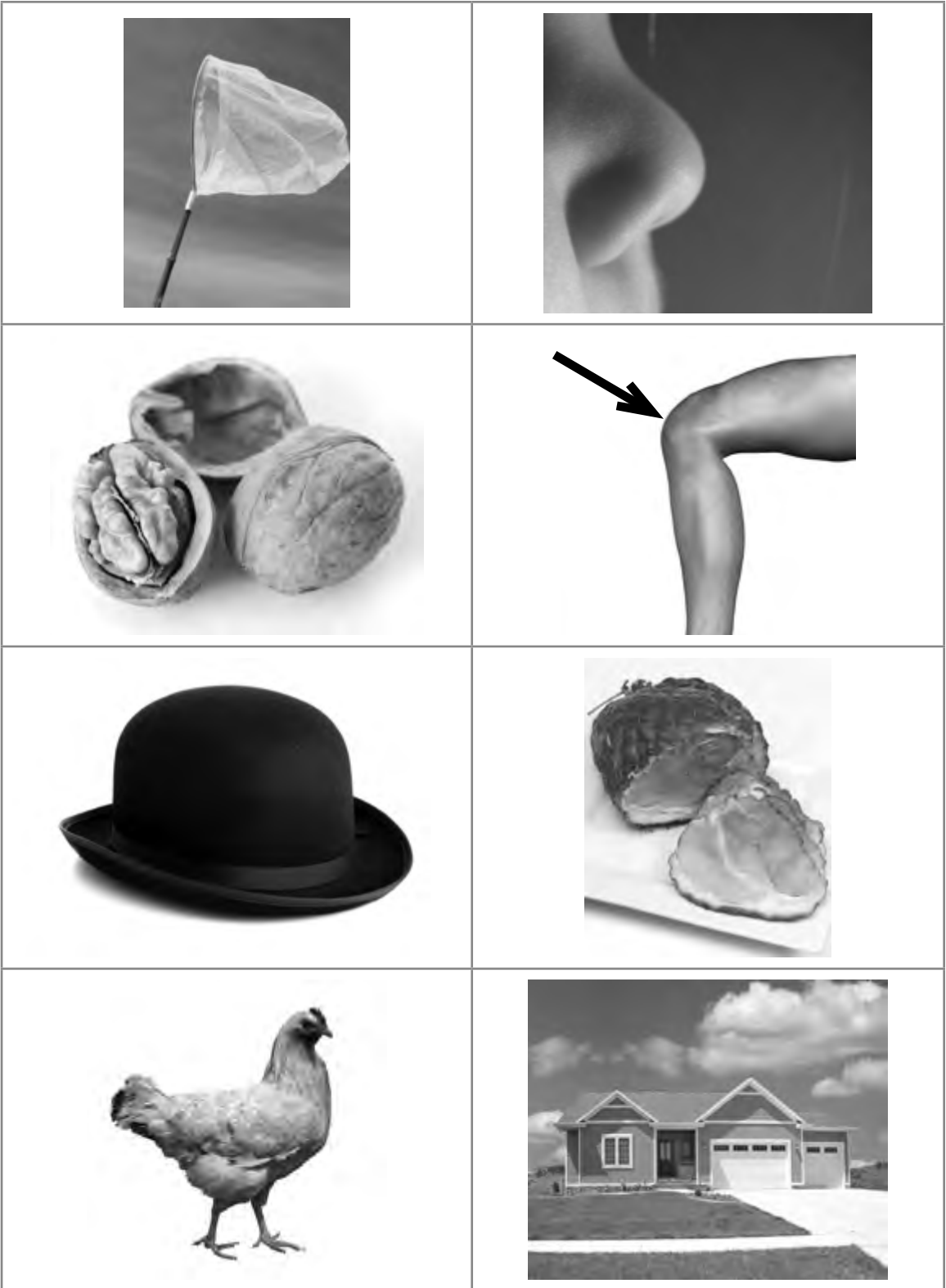
Name: \_\_\_\_\_

Sound Boxes: Phonological Awareness




*Directions: Say a target sound and word using the sentence frame: "Where is /\_ / in the word \_\_\_\_?" Students repeat the word and segment the sounds, touching the boxes from left to right for each phoneme. Students place an object (cube, bean, etc.) in the box matching the position of the target sound.*

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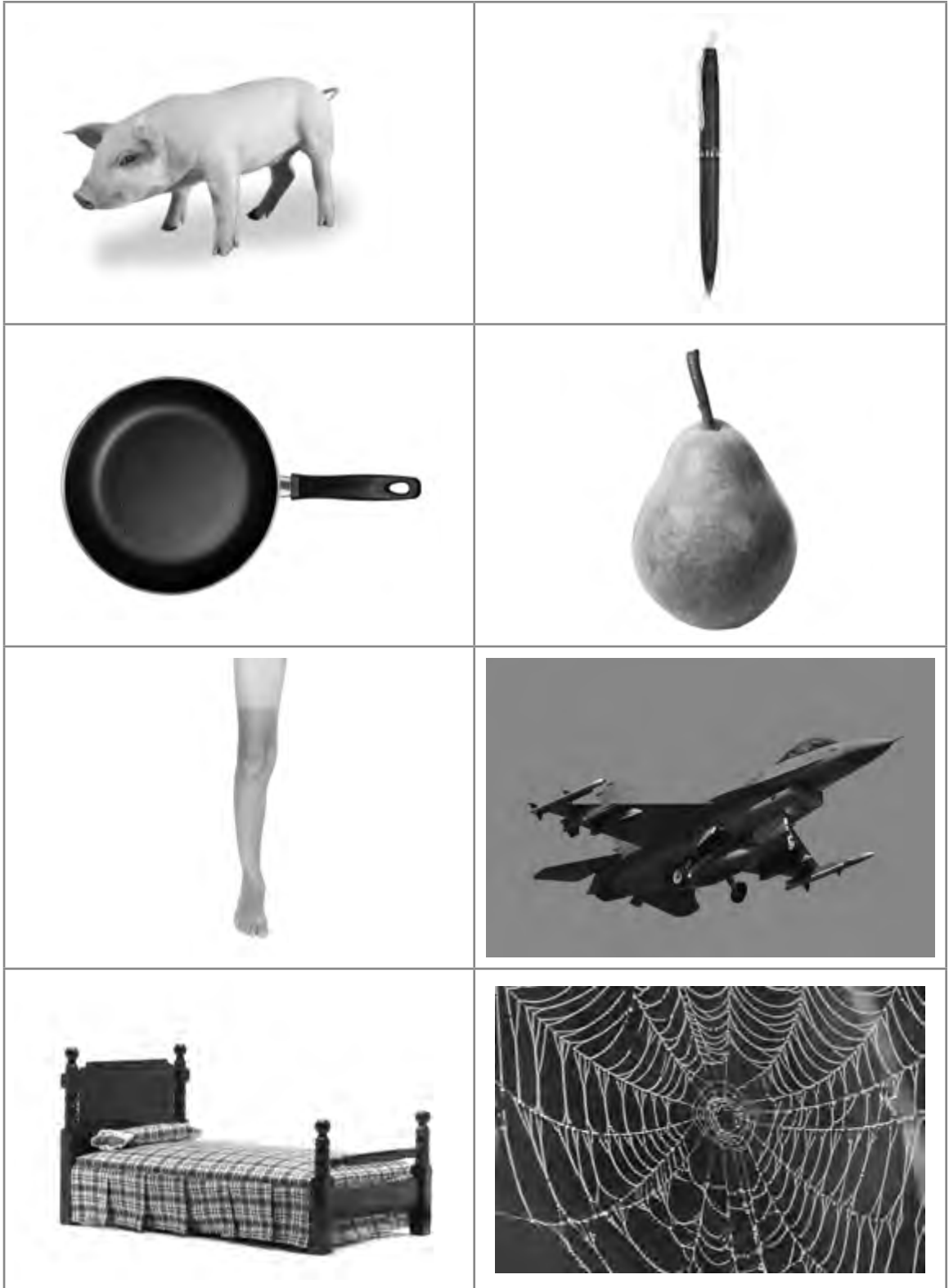
Directions: Copy (darker colored card stock is recommended) and cut these Picture Cards for use with: Isolating Sounds, Sorts, and Memory. See directions for each under Phonemes — Games.



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# Segmenting Support!

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## Note to Teacher

Orally segmenting two or three phonemes is a primary focus of the following activities. It also provides progress monitoring assessments for evaluating students' ability to apply segmenting with the targeted sound/spellings. Segmenting Support activities may be done in isolation with students who need additional practice or may be incorporated into the Phonological Awareness Lesson Template for this section. A segmenting activity may be used instead of or in addition to the Thumbs-Up Review for the Warm-Up.

## Silly Monster

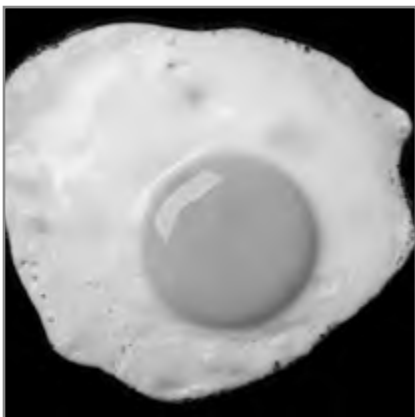
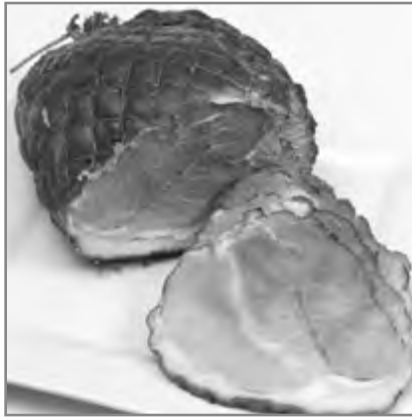
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Use Silly Monster 1–3 to give students practice segmenting phonemes. Students may have met Silly Monster and learned that he talks by breaking the sounds in words apart for syllable activities.

- Provide students with a copy of the selected Silly Monster worksheet.
- Tell students Silly Monster talks by breaking the sounds in words apart. Say: “For example, instead of saying *sun*, Silly Monster would say, /s//u//n/.”
- Review the names of the depicted items with students.
- Point to a picture and ask students to identify by talking like Silly Monster.
- If students are unable to answer, say the name of the item by stretching out the word (e.g., /sssss-uuuuu-nnnnn/).
- Continue until all the pictures are identified using Silly Monster talk.
- Option: Blocks, beans, tiles, etc., can be used to cover pictures as sounds are identified.

Name: \_\_\_\_\_

Directions: Point to or name pictures on the page. Students repeat by talking like Silly Monster who breaks words into their individual sounds. (net, egg, sad, fan, zip, pig, ham, pan, map)



Name: \_\_\_\_\_

Silly Monster 2

Directions: Point to or name pictures on the page. Students repeat by talking like Silly Monster who breaks words into their individual sounds. (fin, hat, sock, van, pot, nap, neck, hen, ill)





Name: \_\_\_\_\_

Directions: Point to or name pictures on the page. Students repeat by taking like Silly Monster who breaks words into their individual sounds. (pen, head, sit, dog, vet, pig, mop, hip, leg)

