

## **Phonemes—Worksheets**

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### **Isolate Beginning Sounds**

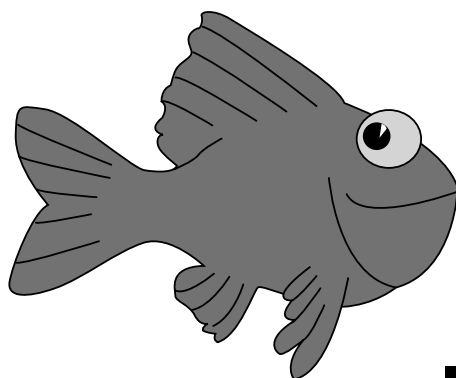
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- Select a Worksheet from Starting Sounds 1–4.
- Provide students with a copy of the selected Starting Sound worksheet.
- Review the names of the depicted items with students.
- Ask students to find a picture of something beginning with one of the two featured beginning sounds.
- Have students name the picture.
- Manipulatives can be used to cover pictures as they are identified.
- If students are unable to answer, choose a specific picture and provide the beginning sound and the rest of the word in a segmented fashion (e.g., /f/...ish).
- Repeat until all of the pictures have been identified.
- Variation: Students can practice segmenting phonemes by providing the beginning sound when you point to various pictures on the page.

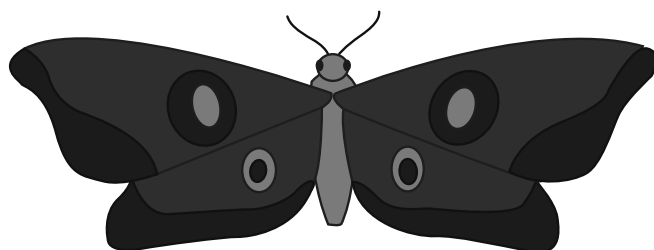
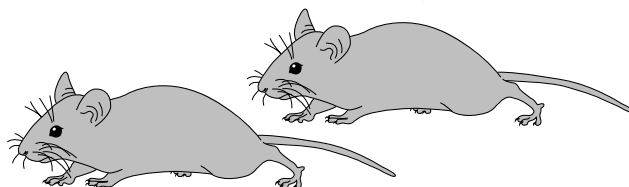
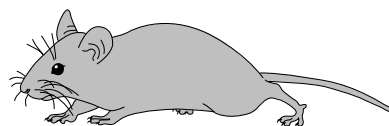
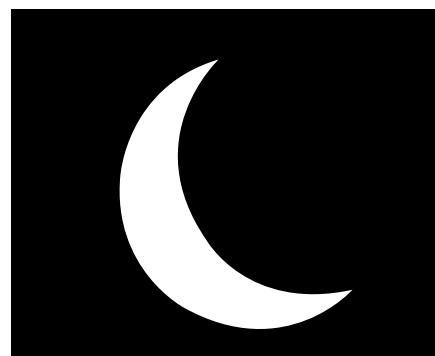
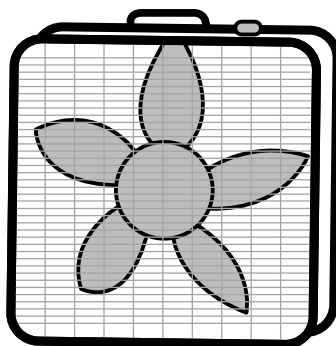
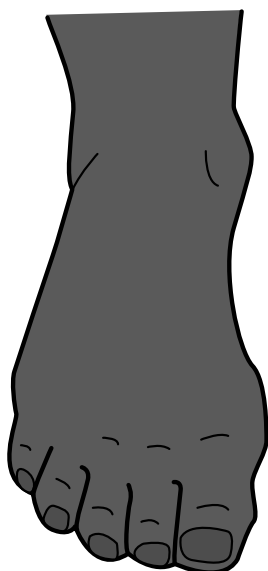
Name: \_\_\_\_\_

Starting Sounds 1

Directions: Have students identify words beginning with /m/ or /f/. Images on the page include: mouth, moon, mouse, moth, and fish, five, foot, fan.



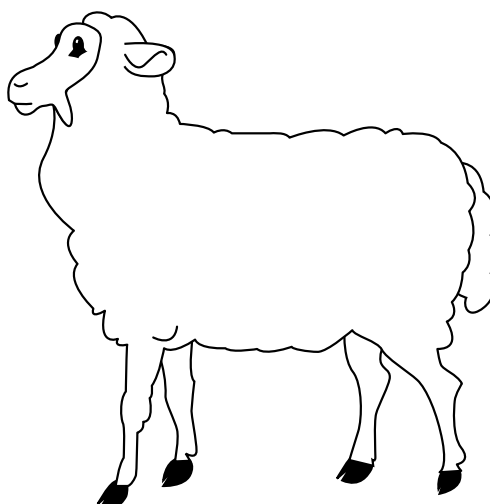
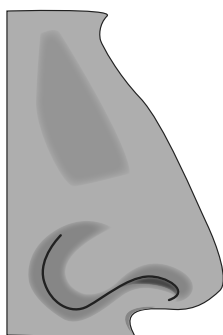
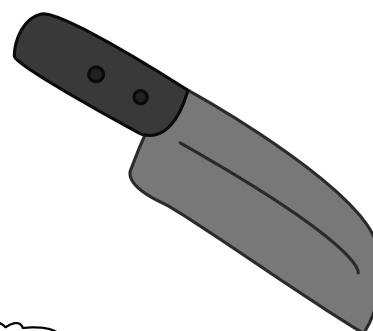
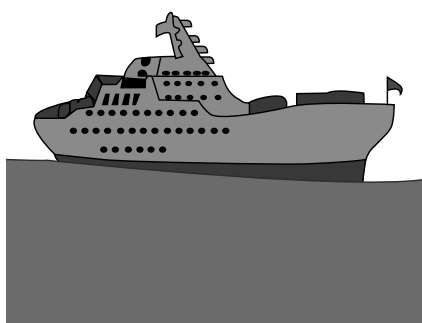
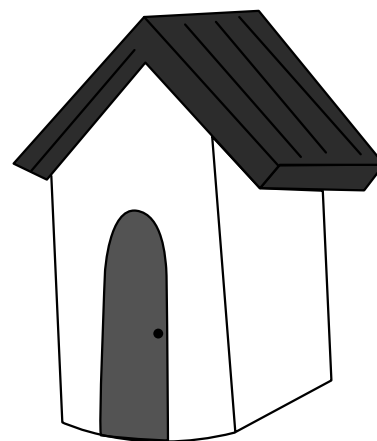
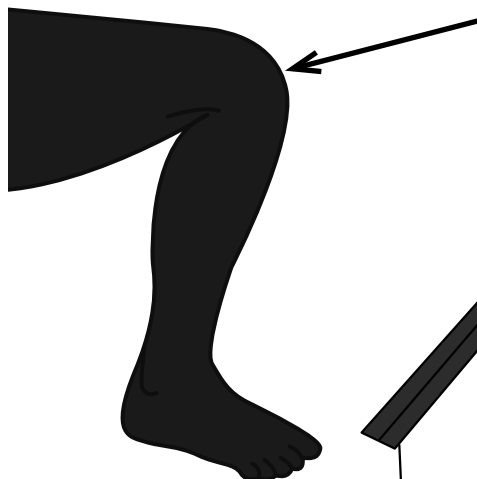
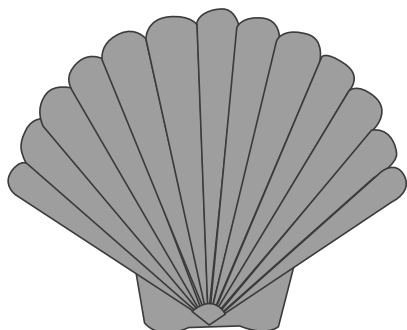
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Name: \_\_\_\_\_

Starting Sounds 2

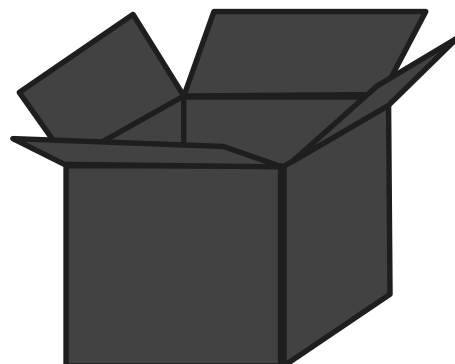
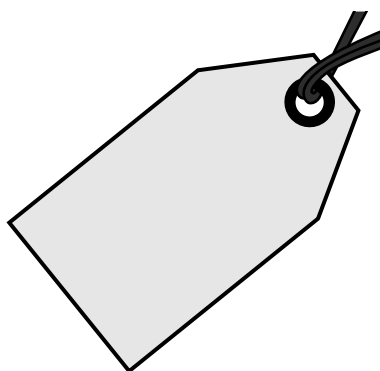
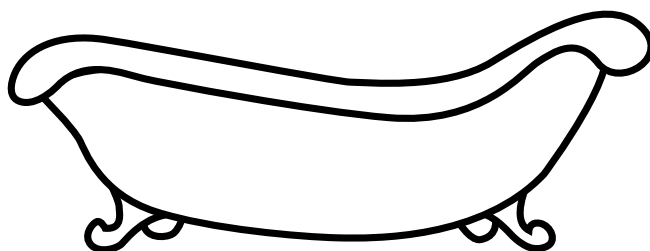
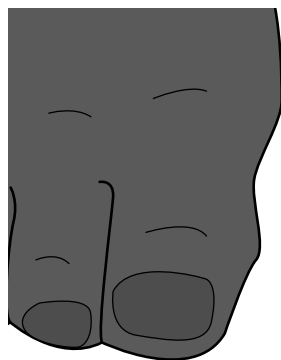
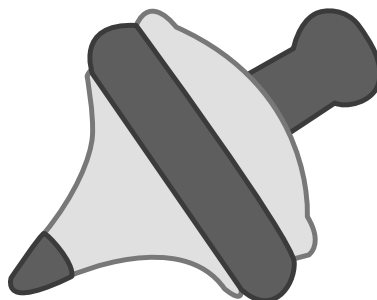
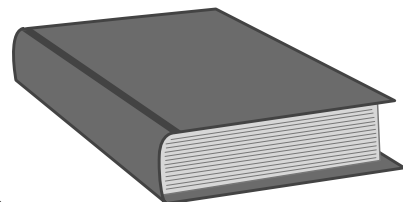
Directions: Have students identify words beginning with /n/ or /sh/. Images on the page include: knee, nut, knife, nose, and shell, shed, ship, sheep.



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

Starting Sounds 3

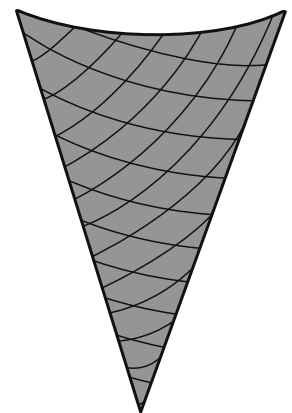
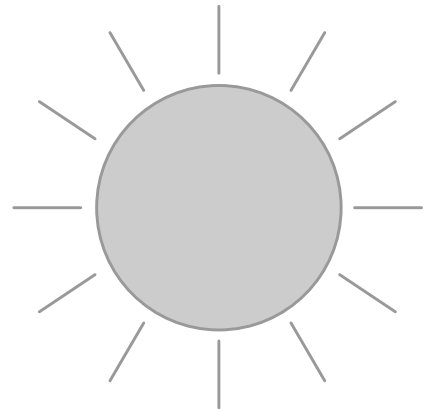
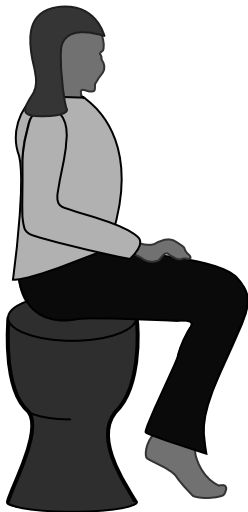
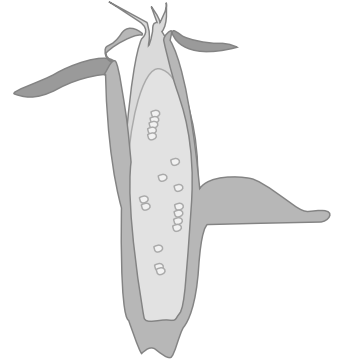
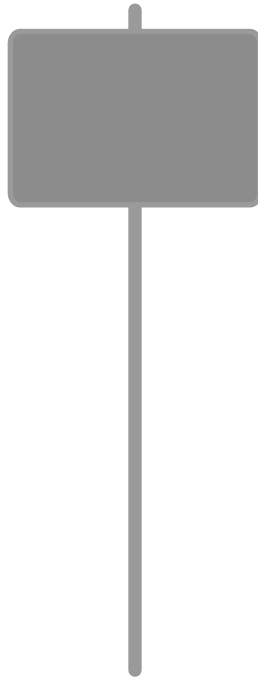
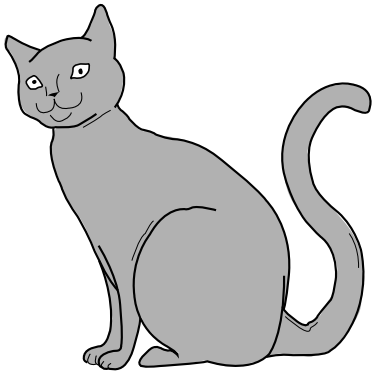
Directions: Have students identify words beginning with /b/ or /t/. Images on the page include: bat, bed, book, box, and top, toe, tub, tag



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

Starting Sounds 4

Directions: Have students identify words beginning with /k/ or /s/. Images on the page include: cat, corn, kid, cone, and sign, sit, sun, sock.



## Orally Blend Sounds (Two or Three Phonemes)

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### *Find My Word*

- Use any Find My Word Worksheets A–D to have students blend the phonemes to “Find My Word” (i.e., identify the objects) on the page.
- Provide students with a copy of the selected Find My Word worksheet.
- Review the names of the depicted items with students and see if they can identify the category for the page (Animals, Body Parts, Things in the Sky, or Transportation).
- Pronounce the name of an object by saying the phonemes with a pause in between (e.g., /d/ [pause] /o/ [pause] /g/).
- Students blend the phonemes and point to the picture of the object.
- Repeat until all the pictures are identified.
- Encourage students to use the blending motions they have learned to help them blend the sounds.
- Option: manipulatives can be used to cover pictures as they are identified.
- Variation: Students can independently practice segmenting phonemes in the names of the objects shown on the page. It is recommended that you ask students to identify phonemes for the objects from left to right and top to bottom to reinforce their understanding of directionality for tracking.

### *Push & Say*

- Use Sound Boxes 1–3 to have students represent phonemes with objects.
- Provide the Sound Box page with the number of boxes that corresponds to the number of phonemes students will be working with in the lesson. (This will often be both two- and three-phonemes.)
- Students blend phonemes by pushing an object (cubes, tiles, etc.) into the boxes for each sound (from left to right) and then running their finger across the bottom (from left to right) as they say the blended sounds to make a word.
- Use this page along with your own word list or other Worksheets, Games, or Poems/Songs/Nursery Rhymes activities.

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

Find My Word A (Animals)

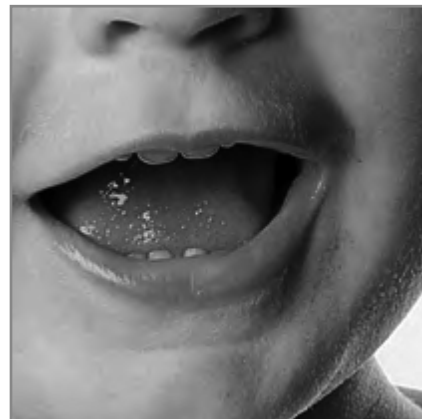
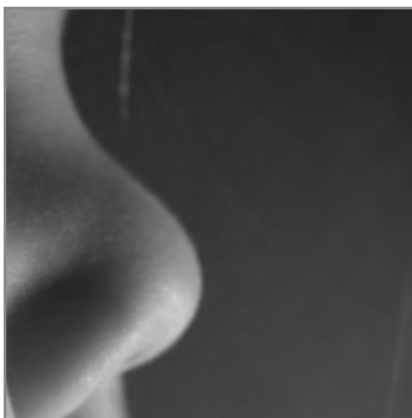
Directions: Pronounce the names of objects on the page in segmented fashion (pauses between phonemes). Students blend the sounds and point to the corresponding image. Images represent: cow, dog, duck, horse, bee, pig, cat, sheep, bird.



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

Find My Word B (Body Parts)

Directions: Pronounce the names of objects on the page in segmented fashion (pauses between phonemes). Students blend the sounds and point to the corresponding image. Images represent: head, nose, mouth, ear, chin, knee, foot, leg, thumb.

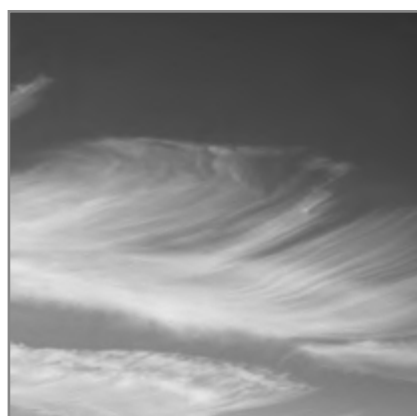
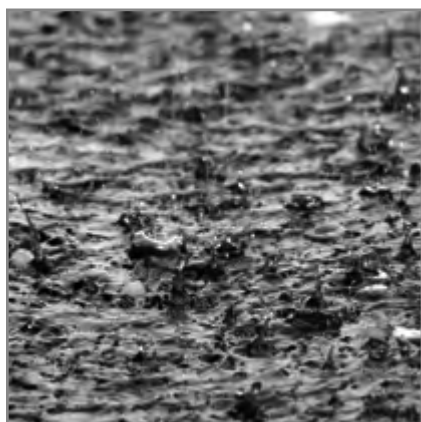
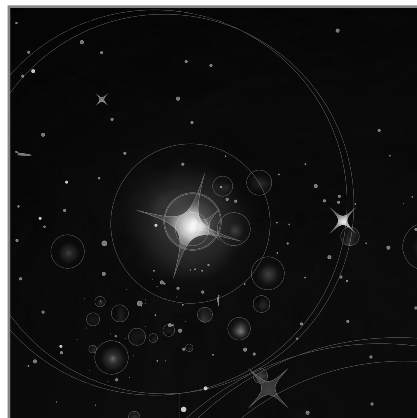




Name: \_\_\_\_\_

Directions: Pronounce the names of objects on the page in segmented fashion (pauses between phonemes). Students blend the sounds and point to the corresponding image. Images represent: sun, moon, star, rain, snow, kite, bird, bee, air.

Find My Word C (Things in the Sky)



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

# Find My Word D (Transportation)

Directions: Pronounce the names of objects on the page in segmented fashion (pauses between phonemes). Students blend the sounds and point to the corresponding image. Images represent: car, bus, van, cab, jeep, boat, jet, bike, sled.



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

Sound Boxes 1

*Directions: Students blend two-phoneme words by pushing an object (cubes, tiles, etc.) into the boxes for each sound (left to right) and then running their finger across the bottom (left to right) as they say the blended sounds to make a word.*

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

## Sound Boxes 2

*Directions: Students blend three-phoneme words by pushing an object (cubes, tiles, etc.) into the boxes for each sound (left to right) and then running their finger across the bottom (left to right) as they say the blended sounds to make a word.*

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

Sound Boxes 3

*Directions: Students blend four-phoneme words by pushing an object (cubes, tiles, etc.) into the boxes for each sound (left to right) and then running their finger across the bottom (left to right) as they say the blended sounds to make a word.*

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## Add Phonemes to Spoken One-Syllable Words

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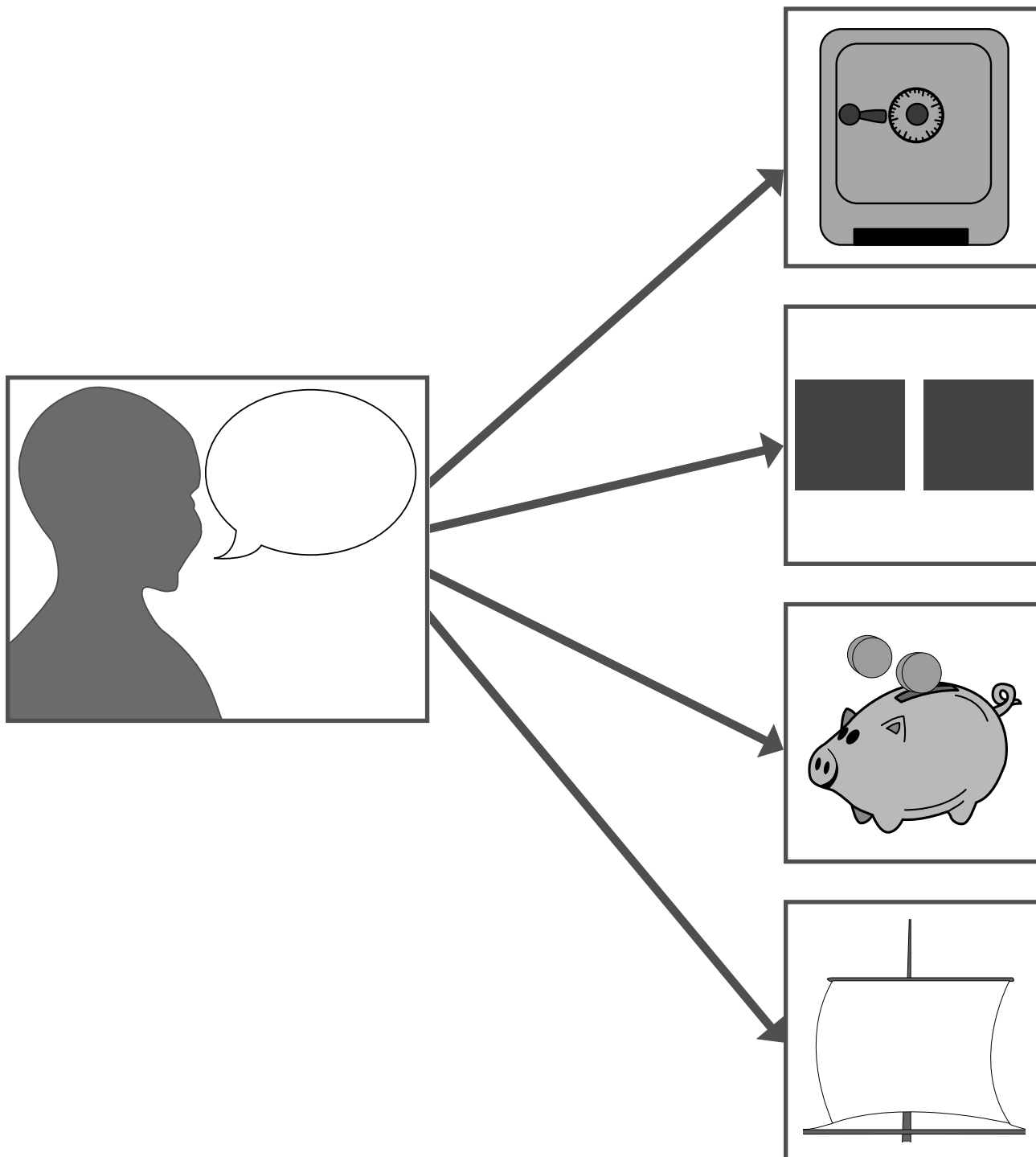
- Choose from Adding a Sound Worksheets 1–6 to help students add a sound to a word to make a new word.
- Provide students with a copy of the selected Adding a Sound worksheet.
- Review the names of the depicted items with students.
- Say the base word for the worksheet (e.g., *say*).
- Ask students what word you would make by adding a sound, e.g., /f/, to the end of the word.
- If students are unable to answer, say the word in a segmented fashion (e.g., *say.../f/*). If additional support is needed, repeat the segmented pronunciation contrasting it with each of the choices. For example:
  - *say.../f/—safe*
  - *say.../m/—same*
  - *say.../v/—save*
  - *say.../l/—sail*
- Continue until all pictures have been identified.
- Encourage students to use the blending motions they have learned to help them blend the sounds.
- Variation: Students can practice segmenting phonemes by providing the beginning or ending sound that was added to the base word when you point to various pictures on the page.

**Note:** Isolating and identifying a beginning sound is easier than isolating an ending sound.

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

## Adding a Sound 1

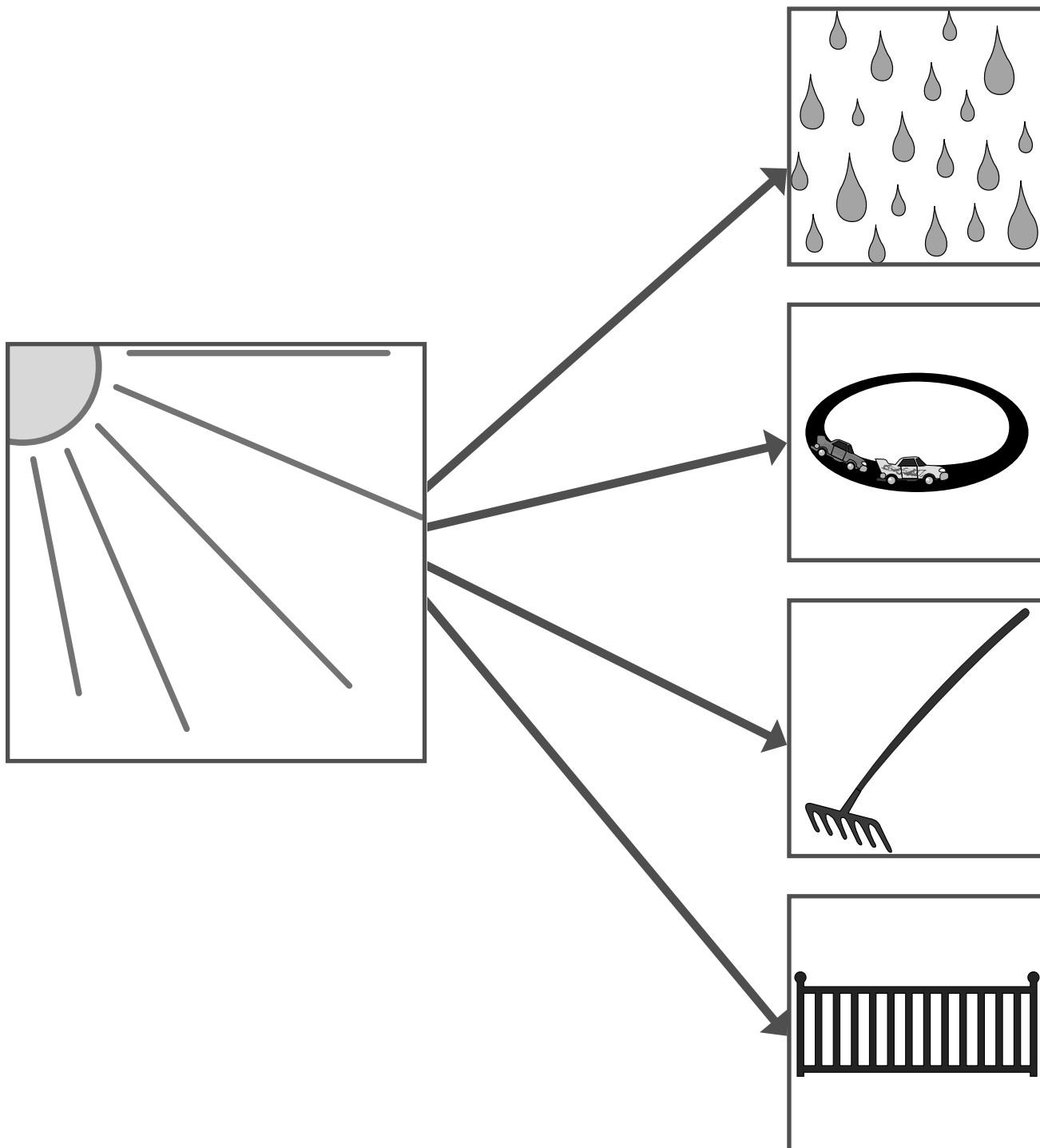
Directions: Students identify the picture matching the word created when adding /f/, /m/, /v/, or /l/ to the end of the base word say.



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

## Adding a Sound 2

Directions: Students identify the picture matching the word created when adding /n/, /s/, /k/, or /l/ to the end of the base word ray.

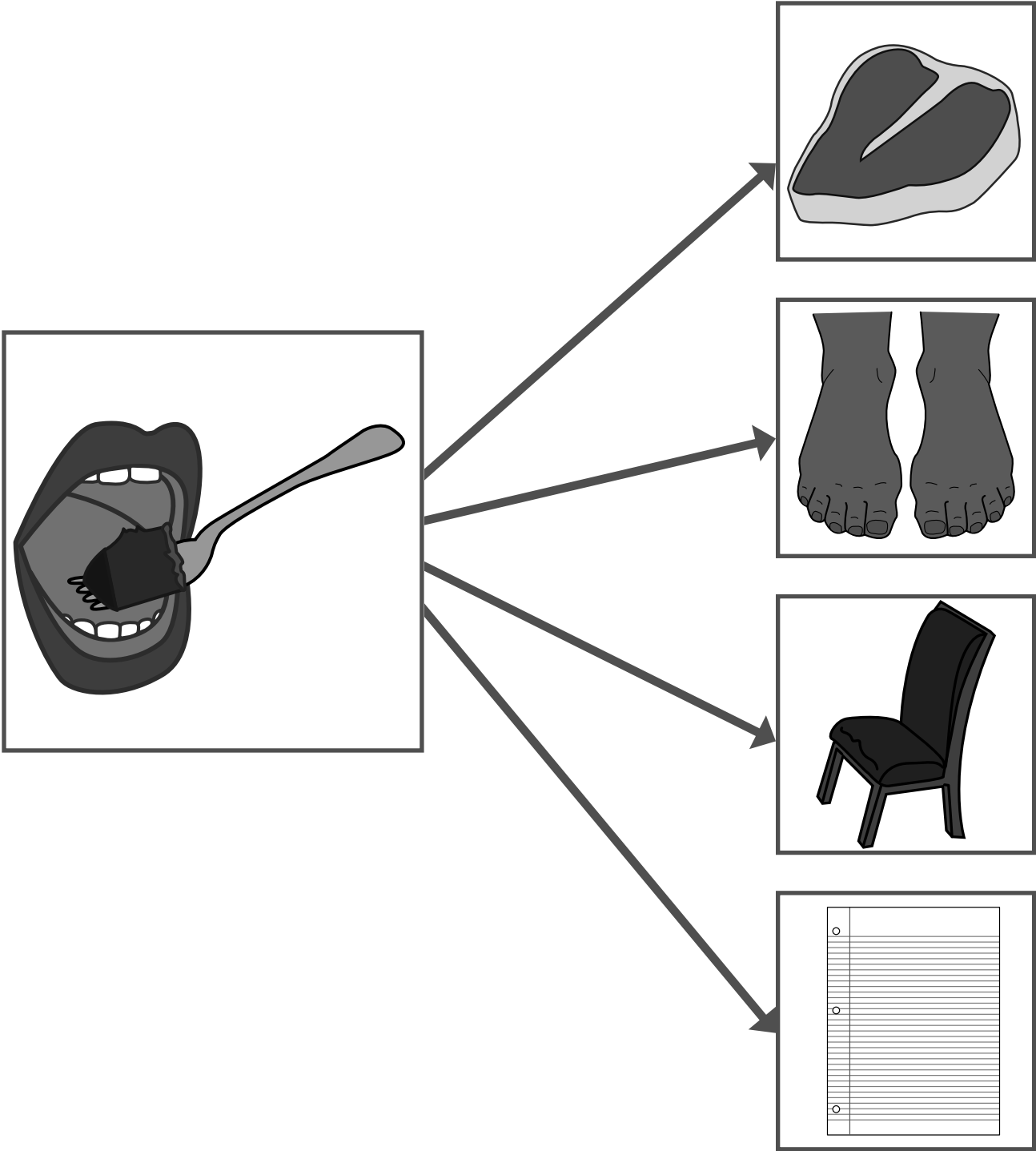




Name: \_\_\_\_\_

Adding a Sound 3

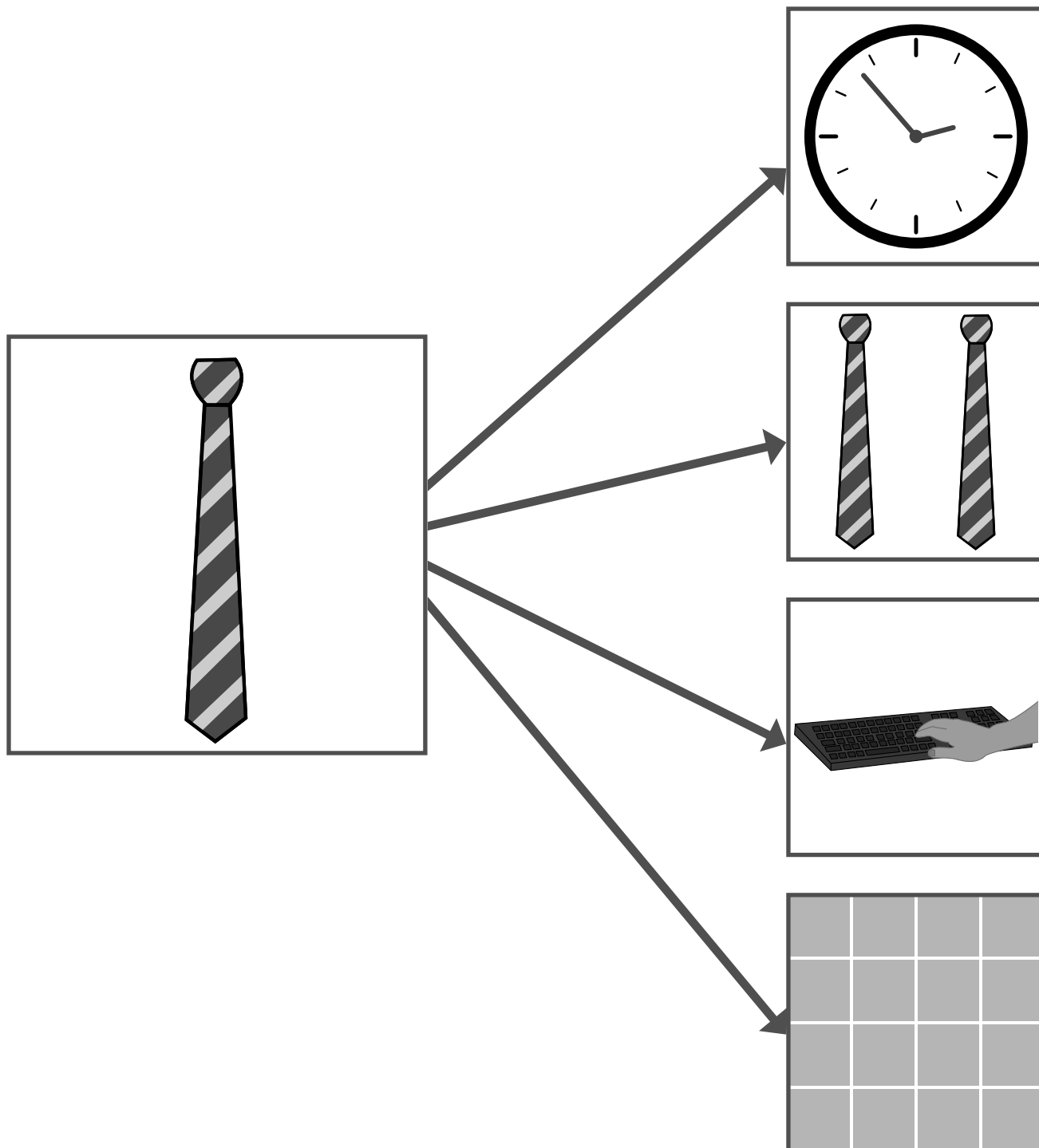
Directions: Students identify the picture matching the word created when adding /m/, /f/, /s/, or /sh/ to the beginning of the base word eat.



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

Adding a Sound 4

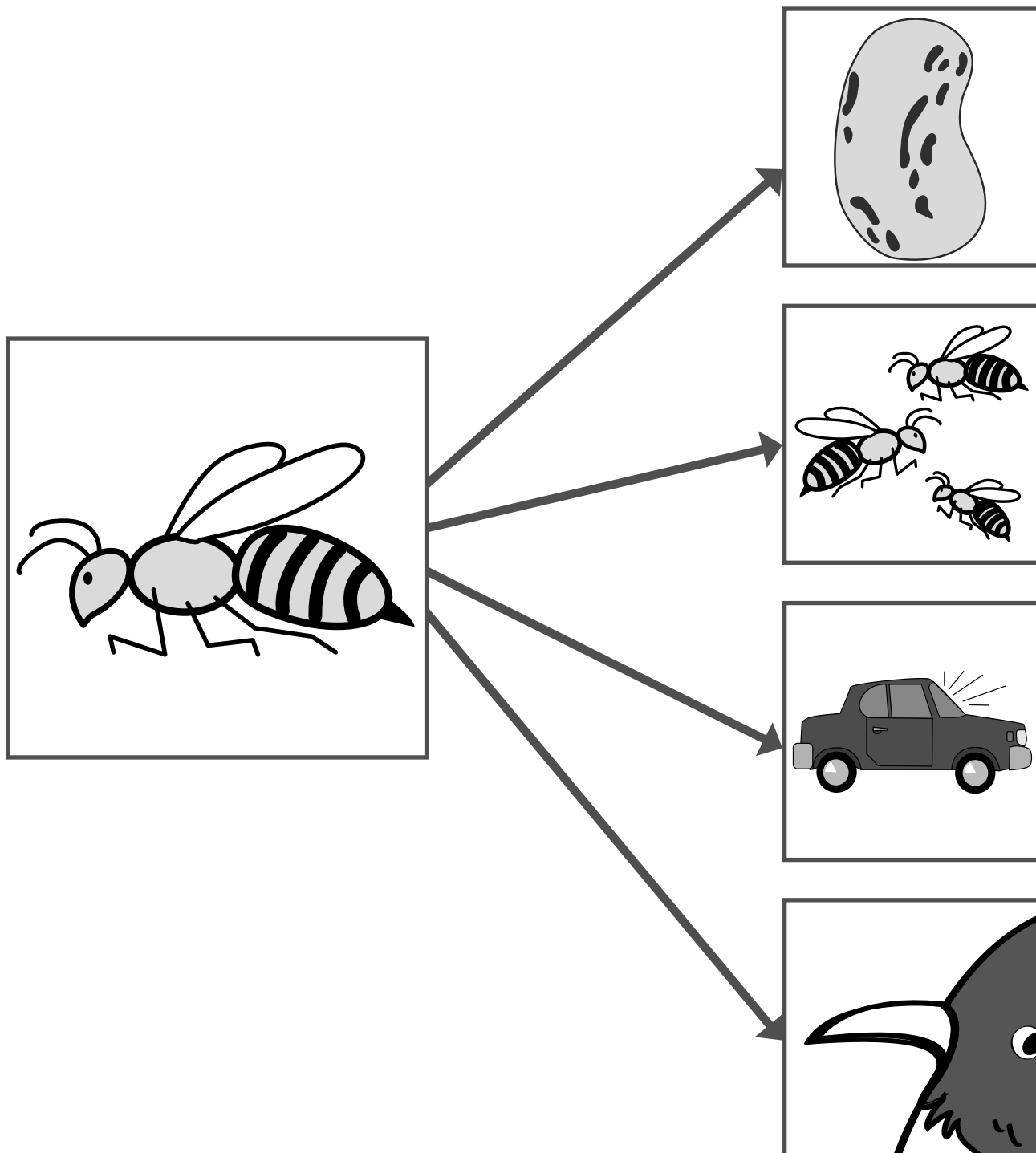
Directions: Students identify the picture matching the word created when adding /m/, /z/, /p/, or /l/ to the end of the base word tie.



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

Adding a Sound 5

Directions: Students identify the picture matching the word created when adding /n/, /z/, /p/, or /k/ to the end of the base word bee.



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

Adding a Sound 6

Directions: Students identify the picture matching the word created when adding /ch/, /f/, /sh/, or /p/ to the beginning of the base word in.

