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## PHONEMIC AWARENESS BASE ACTIVITIES

### Blending

1. You choose a word (mentally- don't say it aloud) from an appropriately leveled list. (e.g. "top") Have your student repeat the word.
2. Pull one chip for each sound in the circle. (e.g. 3 for "top") Put the chips in a row.
3. Put your finger on the first chip in the row (starting from the left), and say the first sound of the word you chose (e.g. "/t/"). As you say the sound, pull the chip down out of the circle, and put it on the line below.
4. Repeat this process for each remaining sound. The student should just be listening and watching.
5. When you finish all 3 sounds, the student can guess what word they make when they are blended together. If the student cannot guess, try to help by chunking sounds in a logical way. (e.g. for "top," try onset-rime: /t/-/op/)
6. Once the student has guessed the word, they say it while running their finger across the line.
7. Sweep the chips in the circle. The student repeats everything you just did, saying one sound at a time, while moving a chip from the circle to the line, then blending the sounds into the word.
8. Try to work towards completing 10 words in a sitting. If that is easy, increase the number of phonemes in the target words by one.
9. Work up to having the student blend five to six phonemes into a single syllable (e.g. "blend" or "squint").
10. You can spice up this activity with a wide variety of reinforcers, since it is repetition based. Take care to make sure reinforcers are very quick, so that time is allocated for as many reps as possible in a session.

## **Segmenting**

1. Select a word (mentally) with an appropriate number of phonemes, starting from 2 for beginners and working up sequentially.
2. Put the corresponding number of chips in the circle.
3. Say the word to the student. Have the student repeat the whole word for auditory feedback loop.
4. The student segments the phonemes, pulling down one chip per phoneme from the circle to the line, saying the sound and moving the chip at the same time.
5. When one chip per phoneme is on the line, the student repeats each sound in sequence and blends to make the word, sweeping their finger from left to right.

## **General Considerations**

- DO NOT MENTION LETTERS. This is a purely phonemic activity. Keep printed letters out of it.
- Be careful to practice consonant sounds with no intrusive vowels. (e.g. /p/, not “puh”)
- Until the student is competent with at least 5 phonemes, keep all words single-syllable.
- TEACH, DON'T TEST. When your student is struggling, find a half-step.
- You can use this procedure to teach discrimination, rhyming, onset-rhyme, isolation of phonemes in different positions, or chaining. Approach these as branching activities, but keep the core of the training focused on blending and segmenting of syllables.
- Change up the chips for blocks, Legos, body movements, whatever. The key concept is 1:1 correspondence of SOUND to THING, with the ability to connect and separate.

Procedures based on the “Say it and Move it” activity from: Road to the Code: A Phonological Awareness Approach for Young Children. Bachman, Ball, Black, and Tangel. 2000.