# Phonological Awareness Resources

The resources and programs listed in this document were reviewed and compiled by specialists at the Indiana Department of Education (IDOE) and faculty at Indiana University (IU); however, these resources are not endorsed by the IDOE or IU system.

The online Google doc version of this document is "live", which means that resources will be added frequently. If you have found or created resources that you think should be listed in this document, please click here to submit them for review.

**Explicit Phonological Awareness Instructional Routines and Lesson Plans**

| Skill | Link to Routine or Lesson Plan |
|---|---|
| Sentence Segmentation | • FCRR Sentence Segmentation Instructional Routine (K) |
| Syllable Segmentation | • FCRR Syllable Segmentation Instructional Routine (K) |
| Rhyme Recognition | • FCRR Recognizing Rhymes Instructional Routine (K) |
| Blending Onset and Rime | • UT/TEA "Phonemic Awareness" Chapter in Reading Strategies & Activities Resource Book For Students at Risk for Reading Difficulties, Including Dyslexia<br>   ○ Blending Onset & Rime (pages 29-42) |
| Phoneme Isolation, Discrimination, & Matching First Sounds | • UT/TEA "Phonemic Awareness" Chapter in Reading Strategies & Activities Resource Book For Students at Risk for Reading Difficulties, Including Dyslexia by UT/TEA<br>   ○ Isolating, Discriminating, and Matching First Sounds (pages 13-16)<br>• FCRR Phoneme Isolation Instructional Routine (K)<br>• FCRR Phoneme Isolation Instructional Routine (1)<br>• UO CTL Sound Isolation Teaching Strategy |

| Skill | Link to Routine or Lesson Plan |
|---|---|
| Phoneme Blending | <ul><li>UT/TEA "Phonemic Awareness" Chapter in Reading Strategies & Activities Resource Book For Students at Risk for Reading Difficulties, Including Dyslexia<ul><li>Blending Phoneme by Phoneme (pages 43-57)</li></ul></li><li>UO CTL Phoneme Blending Teaching Strategy</li><li>FCRR Phoneme Blending Instructional Routine (K)</li><li>FCRR Phoneme Blending Instructional Routine (1)</li></ul> |
| Phoneme Segmenting | <ul><li>Using Elkonin Sound Boxes (English & Spanish)</li><li>UO CTL Phoneme Segmenting Teaching Strategy</li><li>UT/TEA "Phonemic Awareness" Chapter in Reading Strategies & Activities Resource Book For Students at Risk for Reading Difficulties, Including Dyslexia<ul><li>Segmenting Sound by Sound (pages 58-71)</li></ul></li><li>FCRR Phoneme Segmenting Instructional Routine (K)</li><li>FCRR Phoneme Segmenting Instructional Routine (1)</li></ul> |
| Phoneme Manipulation | <ul><li>UT/TEA "Phonemic Awareness" Chapter in Reading Strategies & Activities Resource Book For Students at Risk for Reading Difficulties, Including Dyslexia<ul><li>Deletion and Substitution (pages 72-85)</li></ul></li></ul> |

*Note:* FCRR = Florida Center for Reading Research; UO CTL = University of Oregon Center on Teaching and Learning; UT = University of Texas; TEA = Texas Education Agency; (K) = Kindergarten; (1) = 1st Grade & Above

**Phonological Awareness Practice Activities**

| Skill | Links to Practice Activities |
|---|---|
| FCRR Teacher Guide | • FCRR Teacher Resource Guide for Student Center Activities (Grades K-1)<br>• FCRR Teacher Resource Guide for Student Center Activities (Grades 2-3) |
| Sentence Segmentation | • FCRR Nursery Rhyme (K-1)<br>• FCRR Sentence Game (K-1)<br>• FCRR Sentence Graph (K-1) |
| Compound Words | • FCRR Compound Word Flip Book<br>• FCRR Compound Word Piece it Together<br>• FCRR Compound Word Search<br>• FCRR Compound Word Egg Hunt<br>• FCRR Compound Word Game<br>• FCRR Compound Word Takeaway Game |
| Syllables | • FCRR Syllable Clapping Names (K-1)<br>• FCRR Syllable Hopscotch (K-1)<br>• FCRR Syllable Graph (K-1)<br>• FCRR Syllable Say (K-1)<br>• FCRR Feed the Animals (K-1) |
| Rhyming | • FCRR Rhyme Flip Book (K-1)<br>• FCRR Matching Rhyme Time (K-1)<br>• FCRR Rhyming Game (K-1)<br>• FCRR Rhyme Closed Sort (K-1)<br>• FCRR Pocket Rhymes (K-1)<br>• FCRR Rhyme Memory Match (K-1)<br>• FCRR Rhyme or No Rhyme (K-1)<br>• FCRR Rhyming A – LOT – OH (K-1)<br>• FCRR Rhyme Pie (K-1) |
| Alliteration | • FCRR Alliteration Action (K-1)<br>• FCRR Popular Pals (K-1)<br>• FCRR Silly Sentence Big Book (K-1) |

| Skill | Links to Practice Activities |
|---|---|
| Onset & Rime | • FCRR Quick Pick (K-1)<br>• FCRR Guessing Game (K-1)<br>• FCRR Rime House (K-1)<br>• FCRR Sound Detective (K-1) |
| Phoneme Isolating | • First Sound Isolation<br>   ○ Supplemental Materials<br>• FCRR See It-Sound It (K-1)<br>• FCRR Sound Quest (K-1)<br>• FCRR The Last Sound Is… (K-1)<br>• FCRR Move and Tell (K-1)<br>• FCRR Bag of Sounds (2-3)<br>• FCRR Phoneme Quest (2-3)<br>• FCRR Final Phoneme Find (2-3)<br>• FCRR Medial Phoneme Find (2-3) |
| Phoneme Blending | • FCRR What's My Word (2-3) |
| Phoneme Segmenting | • Phonemic Awareness: Phoneme Segmentation<br>   ○ Supplemental Materials<br>• FCRR Say and Slide Phonemes (K-1)<br>• FCRR Phoneme Hopscotch (K-1)<br>• FCRR Phoneme Feud (K-1)<br>• FCRR Phoneme Photos (K-1)<br>• FCRR The Sound Game (K-1)<br>• FCRR Phoneme Closed Sort (K-1)<br>• FCRR Sound Spin (K-1)<br>• FCRR Phoneme Counting Sort (2-3)<br>• FCRR The Phoneme Game (2-3)<br>• FCRR Phoneme Challenge (2-3) |
| Phoneme Segmenting & Blending | • FCRR Treasure Chest (K-1)<br>• FCRR Picture Slide (K-1)<br>• FCRR Phoneme Split and Say (2-3)<br>• FCRR Phoneme Break and Make (2-3) |

| Skill | Links to Practice Activities |
|---|---|
| Phoneme Manipulating | <ul><li>FCRR Drop and Say (K-1)</li><li>FCRR Name Changes (K-1)</li><li>FCRR What's Left? (2-3)</li><li>FCRR Phoneme Swap (2-3)</li><li>FCRR Final Phoneme Pie (2-3)</li><li>FCRR Word Change (2-3)</li><li>FCRR Make It, Find It, Keep It (2-3)</li><li>FCRR Phoneme Position Sort (2-3)</li><li>FCRR Sound Changes (2-3)</li></ul> |
| Phoneme Matching | <ul><li>FCRR One Card Out (K-1)</li><li>FCRR Pack-A-Backpack (K-1)</li><li>FCRR Sound It-Bag It (K-1)</li><li>FCRR Sound Bags (K-1)</li><li>FCRR Sound Snacker-Sound Smacker (K-1)</li><li>FCRR Phoneme Go Fish (K-1)</li><li>FCRR Final Sound Match-Up (K-1)</li><li>FCRR Sound Pictures and Picture Puzzles (K-1</li><li>FCRR Sound Train (K-1)</li><li>FCRR Phoneme Dominoes (K-1)</li><li>FCRR Sound Pie (K-1)</li><li>FCRR Initial Phoneme Picture Sort (2-3)</li><li>FCRR Final Phoneme Pyramid (2-3)</li><li>FCRR Medial Match (2-3)</li><li>FCRR Match Maker (2-3)</li><li>FCRR Final Phoneme Spin (2-3)</li><li>FCRR Vowel Picture Sort (2-3)</li><li>FCRR Final Phoneme Memory (2-3)</li><li>FCRR Medial Phoneme Dominoes (2-3)</li></ul> |

*Note.* The majority of these activities come from the Florida Center for Reading Research and the University of Texas system and Texas Education Agency. These activities can be adapted for whole or small group instruction or intervention for students in kindergarten through second-grade.

**Video Examples of Phonological Awareness Instruction and Practice**

| Skill | Link to Video Example |
|---|---|
| Sentence Segmentation | • Small Group Kindergarten Instruction: Sentence Segmentation<br>• Listen and Move Sentence Segmentation Practice Game |
| Compound Words | • Making and Breaking Compound Words<br>• Blending Compound Words |
| Syllables | • Small Group Kindergarten Instruction: Syllables<br>• Clapping Syllables |
| Rhyming | • Introduction to Rhyming<br>• Rhyme Matching Practice Game<br>• Generating Rhyming Words Practice<br>• Teaching Rhyming Using Thumbs Up or Down<br>• Practice Recognizing Words: Thumbs Up or Down |
| Onset and Rime | • Introduction to Onset & Rime<br>• Rime House Practice Activity<br>• Segmenting Onset & Rime Practice<br>• Blending Onset & Rime (Using Picture Cards) |
| Phonemes | • Phoneme Blending and Segmenting<br>• Phoneme Blending Practice<br>• Small Group 1st Grade Instruction: Segmenting Phonemes with Elkonin Boxes and then Connecting Phonemes to Letters<br>• Phonemic Awareness Practice Activity: Segmenting 3 Phoneme Words<br>• Phoneme Isolation: Beginning, Middle, End Practice<br>• Phoneme Manipulation (Substitution) with Blocks Practice<br>• Phoneme Manipulation (Addition)<br>• Saying Individual Sounds in Words |

**Additional Resources for Phonological Awareness Instruction and Intervention**

| Resource Type | Links to Resources |
|---|---|
| Guides & Handouts | • Foundations of Reading: Effective Phonological Awareness Instruction & Progress Monitoring (by UT CRLA & TEA)<br>• Kindergarten Phonological Awareness Guide from the Kindergarten Teacher Reading Academy by UT CRLA & TEA (English & Spanish)<br>• First Grade Phonological Awareness Guide from the First-Grade Teacher Reading Academy by UT CRLA & TEA (English & Spanish)<br>• Big Ideas in Beginning Reading: Phonemic Awareness (by UO CTL)<br>   ○ Concepts and Research<br>   ○ Instruction<br>   ○ Assessment<br>• Phonemic Awareness (by UO CTL)<br>   ○ Critical Features of Phonemic Awareness Instruction<br>   ○ Sequencing Phonemic Awareness Skills<br>   ○ Teaching Strategies and Examples<br>   ○ Student Benchmarks<br>   ○ Programs and Materials<br>• Guidelines for Teaching Phonological Awareness (by UT Building Capacity for RTI)<br>• Phonological and Phonemic Awareness Resources (by NCIL)<br>• Phonological Awareness Overview (by AIM Institute for Learning)<br>• Onset-Rime vs. Phonological Awareness Handout (by UT)<br>• Spanish Phonological Awareness Lessons and Materials (by UT Building Capacity for RTI)<br>• Phonological Awareness Skills by Level |
| Online Courses | • Foundational Skills Mini Course: Module 2- Phonological Awareness (by SAP) |
| Online Learning Modules | • Phonological Awareness Research-Based Practices Online Module (by UT & TEA) |

| Resource Type | Links to Resources |
|---|---|
| Presentations & Videos | • [5 Levels of Phonological Awareness Video (UT & TEA Kindergarten Teacher Reading Academy)](#) |
| Virtual Manipulatives | • UF Literacy Institute Virtual Teaching Resource Hub:<br>  ○ [Phonemic Awareness Instructional Activities (Sorting Game, Elkonin Boxes, Phoneme Counting Bead String, Say It-Move It PA Practice)](#)<br>  ○ [Lesson Structure (Kindergarten through Fifth Grade)](#) |

*Note*. These resources are not endorsed by the Indiana Department of Education or the Indiana University system. UT = University of Texas; CRLA = Center for Reading and Language Arts; TEA = Texas Education Agency; UF= University of Florida; UO = University of Oregon; CTL = Center on Teaching and Learning; SAP = Student Achievement Partners; NCIL = National Center for Improving Literacy; TCLD = Texas Center for Learning Disabilities; RTI = Response to Intervention; COI = Center on Instruction; IES = Institute of Education Science (U.S. Department of Education); VU = Vanderbilt University; OSEP = Office of Special Education Programs (U.S. Department of Education); NCS = North Carolina State; NCII = National Center for Intensive Intervention