

PHONEMIC AWARENESS: BLENDING & SEGMENTATION OF PHONEMES

Introduction

This activity has two parts, one for phoneme segmentation and one for phoneme blending. These are practical tasks that can be altered to suit your materials and current level in the hierarchy of phonemic awareness. Plus, what child doesn't love fun pictures and timed tasks?! These are sure to be a hit in your therapy room!

About

To complete this activity, you'll need a series of pictures. These can be Webber photo cards or any pictures you can find online. We recommend ensuring the corresponding vocab word is written below the pictures, so children can also see the relationship between the letters and sounds in the words (there are some great free downloadable picture resources on www.mommyspeechtherapy.com – meant for artic but great for a task like this as well!). For the phoneme segmentation activity, you'll also need the chart on the next page for the word sort. Depending on the size of the pictures you're using, you may wish to use a larger chart.

Instructions for the Phoneme Blending Activity:

1. Place the picture cards spread out around the table.
2. Say the individual sounds aloud that represent one of the pictures on the table. For example, you say “/k/ /a/ /t/” for cat.
3. Ask the child to point to the picture that represents word those sounds make.
4. To make this task more challenging, you could place a time limit on how long they have before selecting the correct picture!

Instructions for the Phoneme Segmentation Activity:

1. Place a chart in front of the child with columns that represent a different number of sounds in a word. See the example chart below.
2. Show the child a picture card and have them place that card in the correct column based on how many sounds are in the word. For example, if you showed the child a picture of a cat, they would place the word in the column labeled “3”. Have the child say the sounds aloud to ensure they understand the task.
3. Again, to make this task more challenging, you could give them a time limit on how long they have before placing the card in the appropriate column!

Enjoy!

Education & DLD

| 1 Sound | 2 Sounds | 3 Sounds | 4 Sounds | 5 Sounds |
|---------|----------|----------|----------|----------|
| | | | | |

Education & DLD

Jessica Pereira and Monica Valenta (M.Cl.Sc. SLP Candidates)