



# One-Minute Phonemic Awareness Activities

## Word Beginnings - Onsets

Teaching children about onsets (i.e., the first sound in a word) helps them recognize common chunks within words. This can help students learn about word families, decode new words when reading, and spell words when writing.

### How to play:

1. Tutor says a word. Student repeats the word back and then isolates the onset (first sound)
2. Level up: by themselves or with support, the student tries to think of another word that has the same onset

### Some examples:

baker /b/  
puppy /p/

dinner /d/  
gentle /j/

happy /h/  
speak /sp/

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## Word Endings - Rhymes

Recognizing rhymes is a phonemic awareness skill and is important for reading success. Rhyming requires that children listen closely for sounds within words. This helps them to recognize patterns in language, learn about word families, and makes it easier for them to read new words.

### How to play:

1. Tutor says a word pair. Student repeats the word pair and then shows a thumbs up if the words rhyme, or a thumbs down if the words don't rhyme.
2. Level up: this time, the tutor *doesn't* say the word out loud. Have the student read the word to themselves, then out loud, then on the count of three both the tutor and student put their thumbs up or down (rhyme or not) at the same time. Do they match?

### Some examples:

hop/mop  
ran/fan  
dog/pot

wet/jet  
yes/me  
run/fun

sad/mad  
out/pig