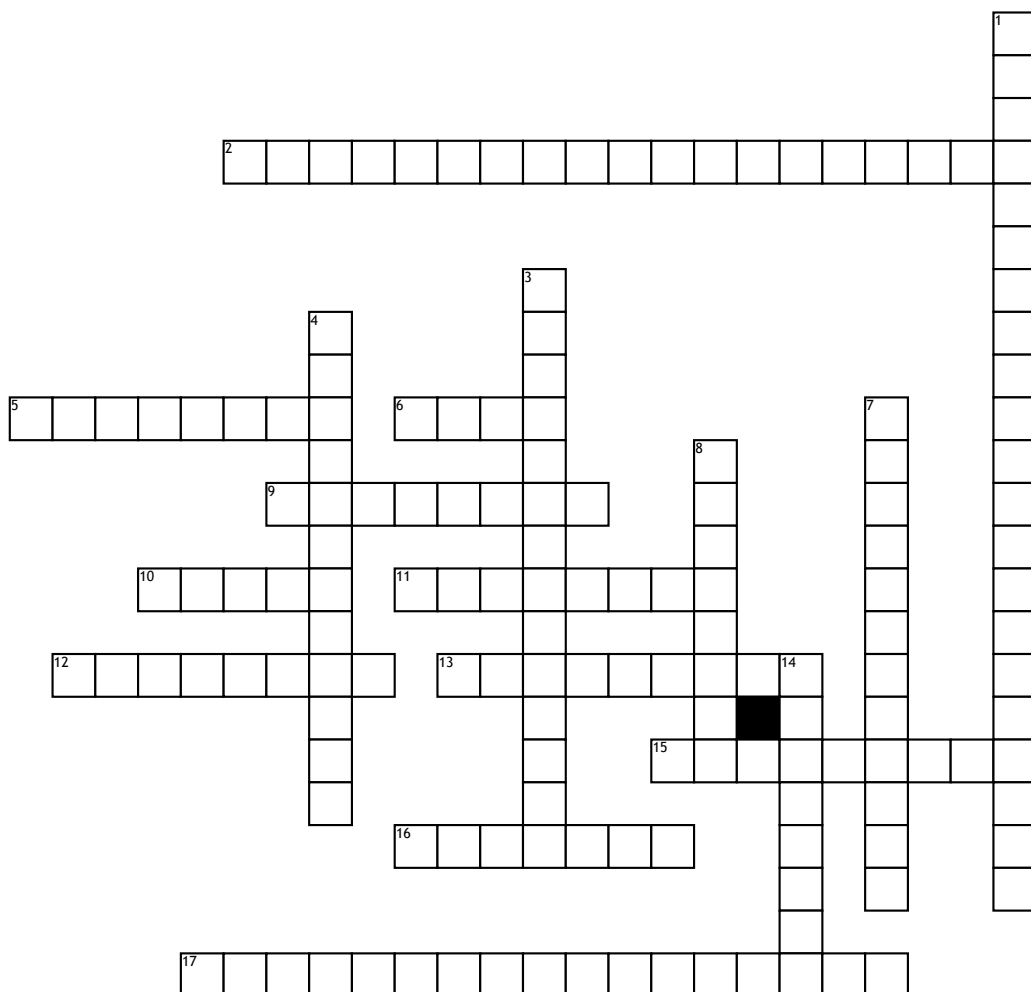


Name: _____

Date: _____

Phonemic Awareness



Across

2. working with phonemes in words
 5. listen to a sequence of separately spoken phonemes, and then combine the phonemes to form a word.
 6. part of a syllable that contains the vowel and all that follows it (-ag for bag, -im for swim)
 9. recognize the word that remains when a phoneme is removed from another word
 10. the initial consonant sound of a syllable (sw for swim)
 11. make a new word by adding a phoneme to an existing word.

12. recognize the same sounds in different words
 13. WRITTEN the letters that represent those sounds in written language
 15. recognize individual sounds in a word (first sound in van? /v/)
 16. the understanding that there is a predictable relationship between phonemes and graphemes
 17. the ability to notice, think about, and work with the individual sounds in spoken words

Down

1. includes identifying and manipulating larger parts of spoken language,

3. recognize the word in a set of three or four words that has the "odd" sound
 4. break a word into its separate sounds, saying each sound as they tap out or count it.
 7. substitute one phoneme for another to make a new word.
 8. SOUND the smallest parts of sound in a spoken word that make a difference in the word's meaning.
 14. a word part that contains a vowel or, in spoken language, a vowel sound

Word Bank

identity
 graphemes
 rime
 onset
 phonemes

phoneme manipulation
 addition
 phonics
 phonemic awareness

deletion
 phonological awareness
 segmentation
 isolation

categorization
 blending
 syllable
 substitution