



Phoneme Substitution

K-3 Phonological Awareness, Activity Guide 8

Level: Word Syllable Phoneme

Objective: Help students identify phonemes (sounds) within words, delete a phoneme, replace it with a new phoneme, and say the new word.

Important Note

- This is considered an advanced skill and is especially challenging because students are using only auditory information with no written context. Students may need additional modeling, practice, and scaffolding to master this skill.

Steps

- Teacher **says** the word and asks students to repeat it.
- Teacher **asks** students to say the word after replacing one phoneme (sound).
- Example:
 - Teacher: "Say *track*."
 - Students: "Track."
 - Teacher: "Now replace the /k/ sound with the /sh/ sound. What word do you get?"
 - Students: "Trash."

Tip

Use the gradual release method:

I Do: Model what you want them to do.

We Do: Do it together so they can practice.

You Do: Ask them to complete the task on their own.

Suggested Practice Words

I Do ("The word is _____. I'm going to replace the ____ sound with _____. Now the word is _____.")

- Candy – replace /k/ with /h/ - Handy
- Lunch – replace /l/ with /m/ - Munch

We Do (Our word is _____. We're going to replace the ____ sound with _____. Now the word is _____.")

- Truck – replace /tr/ with /l/ - Luck
- Slay – replace /ay/ with /ie/ - Sly
- Frank – replace /f/ with /p/ - Prank

You Do ("Say _____. Now replace the ____ sound with _____. What is the new word?")

- Brush – replace /b/ with /c/ - Crush
- Slate – replace /s/ with /p/ - Plate
- Plate – replace /t/ with /n/ - Plane
- Shower – replace /sh/ with /p/ - Power

Remember: Phonological awareness is a strong predictor of reading ability. Every time your students practice phonological awareness skills, they are building a foundation for reading and writing skills.



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from the Start

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