

# Lexia® Core5® Reading

## Phonemic Awareness Practice Pack

This practice pack includes brief instructional routines and suggested word lists that provide opportunities for daily phonemic awareness practice. The routines and word lists are sequentially aligned with the phonemic awareness skills taught in Core5 . When used as part of the Core5 blended learning model—in conjunction with the online program and teacher-delivered instructional resources—this practice pack promotes systematic, explicit, and frequent practice of early literacy skills.

Each routine begins with explicit teacher modeling of the target skill followed by guided student practice. Help students hear and pronounce each sound clearly. Use the *Core5 Sound Production Guide* to model the sounds, and offer immediate corrective feedback as needed. In addition to structured practice, educators can use these activities as informal opportunities to observe student progress and inform instruction.

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## Segmenting Beginning Sounds

Let's listen for sounds in words! Remember, words are made of individual sounds. I'm going to say a word and you are going to tell me only the first sound.

Like this: sun—/s/. Ready?

Say the word: *map*

Cue students: *Repeat.* (map)

Cue students: *First sound?* (/m/)

## Suggested words

shop — /sh/	pick — /p/	whip — /w/	pal — /p/
dip — /d/	sip — /s/	scrub — /s/	jot — /j/
split — /s/	sell — /s/	hug — /h/	rag — /r/
thrift — /th/	bag — /b/	pluck — /p/	cap — /k/
chop — /ch/	hike — /h/	zap — /z/	chat — /ch/
yawn — /y/	sled — /s/	spin — /s/	wall — /w/
frog — /f/	lock — /l/	mile — /m/	fun — /f/
led — /l/	cab — /k/	vat — /v/	sub — /s/
kite — /k/	rim — /r/	thin — /th/	pick — /p/
flag — /f/	sock — /s/	gum — /g/	spring — /s/

## Segmenting Ending Sounds

Let's listen for sounds in words! Remember, words are made of individual sounds. I'm going to say a word and you are going to tell me only the last sound.

Like this: sun—/n/. Ready?

Say the word: *map*

Cue students: *Repeat.* (map)

Cue students: *Last sound?* (/p/)

## Suggested words

gift — /t/	log — /g/	hat — /t/	soak — /k/
cake — /k/	bath — /th/	grip — /p/	cup — /p/
buzz — /z/	tap — /p/	off — /f/	cat — /t/
leaf — /f/	rain — /n/	chop — /p/	back — /k/
hand — /d/	name — /m/	shut — /t/	pen — /n/
bed — /d/	bag — /g/	zip — /p/	drive — /v/
dog — /g/	bike — /k/	cape — /p/	pick — /k/
mess — /s/	milk — /k/	chin — /n/	brush — /sh/
such — /ch/	bus — /s/	wig — /g/	read — /d/
bug — /g/	last — /t/	chat — /t/	dine — /n/

## Segmenting Middle Sounds

Let's listen for sounds in words! Remember, words are made of individual sounds. I'm going to say a word and you are going to tell me only the middle sound.

Like this: sun—/ŭ/. Ready?

Say the word: *map*

Cue students: *Repeat.* (map)

Cue students: *Middle sound?* (/ă/)

## Suggested words

den — /ĕ/	clip — /ĭ/	rag — /ă/	dot — /ŏ/
chip — /ĭ/	dab — /ă/	net — /ĕ/	ride — /ī/
slide — /ī/	bat — /ă/	win — /ĭ/	cake — /ā/
team — /ē/	cat — /ă/	leg — /ĕ/	sun — /ŭ/
thin — /ĭ/	glad — /ă/	did — /ĭ/	dig — /ĭ/
bin — /ĭ/	rug — /ŭ/	coat — /ō/	cup — /ŭ/
bed — /ĕ/	set — /ĕ/	read — /ē/	strap — /ă/
blend — /ĕ/	jug — /ŭ/	lid — /ĭ/	mud — /ŭ/
ten — /ĕ/	rig — /ĭ/	frost — /ŏ/	seed — /ē/
whip — /ĭ/	dog — /ŏ/	grip — /ĭ/	chat — /ă/

## Segmenting Sounds- 2-3 Phonemes

Let's listen for sounds in words! Remember, words are made of individual sounds. I'm going to say a word and you are going to tell me the sounds that make that word.

Like this: sun—/s/ /ŭ/ /n/. Ready?

Say the word: *map*

Cue students: *Repeat.* (map)

Cue students: *Say each sound.* (/m/.../ă/.../p/)

### Suggested words

pen — /p/ /ě/ /n/	hi — /h/ /ī/	sun — /s/ /ŭ/ /n/	fin — /f/ /ī/ /n/
by — /b/ /ī/	chat — /ch/ /ă/ /t/	eat — /ē/ /t/	we — /w/ /ē/
go — /g/ /ō/	me — /m/ /ē/	rain — /r/ /ā/ /n/	no — /n/ /ō/
log — /l/ /ō/ /g/	rod — /r/ /ō/ /d/	coat — /k/ /ō/ /t/	team — /t/ /ē/ /m/
kit — /k/ /ī/ /t/	at — /ă/ /t/	she — /sh/ /ē/	thin — /th/ /ī/ /n/
lip — /l/ /ī/ /p/	cup — /k/ /ŭ/ /p/	boat — /b/ /ō/ /t/	my — /m/ /ī/
on — /ō/ /n/	win — /w/ /ī/ /n/	so — /s/ /ō/	dog — /d/ /ō/ /g/
be — /b/ /ē/	ship — /sh/ /ī/ /p/	in — /ī/ /n/	jam — /j/ /ă/ /m/
seed — /s/ /ē/ /d/	hat — /h/ /ă/ /t/	up — /ŭ/ /p/	ice — /ī/ /s/
cake — /k/ /ā/ /k/	bed — /b/ /ě/ /d/	cat — /k/ /ă/ /t/	bow — /b/ /ō/

## Blending Phonemes– 2–3 Phonemes

Let's play with sounds in words! Remember, words are made of individual sounds. I'm going to say the sounds in a word slowly and you are going to blend them together to make a word.

Like this: /s/.../ŭ/.../n/—sun. Ready?

Say the word one sound at a time with a brief pause between sounds: /m/.../ă/.../p/

Cue students: *Repeat.* (/m/.../ă/.../p/)

Cue students: *Blend it.* (map)

## Suggested words

/r/.../ŏ/.../d/ — rod	/f/.../ĩ/.../n/ — fin	/l/.../ĩ/.../p/ — lip	/h/.../ă/.../t/ — hat
/ē/.../t/ — eat	/sh/.../ĩ/.../p/ — ship	/m/.../ă/.../p/ — map	/k/.../ă/.../t/ — cat
/w/.../ē/ — we	/k/.../ō/.../t/ — coat	/d/.../ŏ/.../g/ — dog	/s/.../ē/.../d/ — seed
/sh/.../ē/.../p/ — sheep	/k/.../ĩ/.../t/ — kit	/n/.../ō/ — no	/b/.../ē/ — be
/b/.../ě/.../d/ — bed	/ă/.../t/ — at	/sh/.../ē/ — she	/t/.../ē/.../m/ — team
/m/.../ē/ — me	/th/.../ĩ/.../n/ — thin	/w/.../ĩ/.../n/ — win	/ĩ/.../n/ — in
/k/.../ŭ/.../p/ — cup	/b/.../ō/.../t/ — boat	/ŏ/.../n/ — on	/r/.../ā/.../n/ — rain
/ī/.../s/ — ice	/m/.../ī/ — my	/ŭ/.../p/ — up	/ch/.../ă/.../t/ — chat
/h/.../ī/ — hi	/p/.../ě/.../n/ — pen	/g/.../ō/ — go	/b/.../ī/ — by
/k/.../ā/.../k/ — cake	/s/.../ō/ — so	/s/.../ŭ/.../n/ — sun	/sp/.../ĩ/.../n/ — spin

## Initial and Final Sound Substitutions

Let's play with sounds in words! Remember, words are made of individual sounds. I'm going to say a word and you are going to change one sound to make a new word. Like this: mat... change /m/ to /b/ – bat. Ready?

Say the word: *chip*

Cue students: *Repeat.* (chip)

Cue students: *Change /ch/ to /sh/* (ship)

## Suggested words

rash (change /sh/ to /t/) – rat	mash (change /m/ to /d/) – dash
stick (change /k/ to /l/) – still	rock (change /k/ to /t/) – rot
flop (change /f/ to /s/) – slop	bus (change /s/ to /g/) – bug
much (change /ch/ to /g/) – mug	chip (change /ch/ to /s/) – sip
pen (change /p/ to /d/) – den	bake (change /b/ to /sh/) – shake
class (change /s/ to /p/) – clap	hop (change /p/ to /t/) – hot
bird (change /d/ to /ch/) – birch	lip (change /p/ to /t/) – lit
lob (change /b/ to /t/) – lot	sand (change /d/ to /g/) – sang
cap (change /k/ to /t/) – tap	pit (change /p/ to /s/) – sit
fin (change /n/ to /sh/) – fish	dish (change /sh/ to /d/) – did

## Middle Vowel Substitutions

Let's play with sounds in words! Remember, words are made of individual sounds. I'm going to say a word and you are going to change the middle sound to make a new word. Like this: mat... change /ă/ to /ĩ/—mit. Ready?

Say the word: *clip*

Cue students: *Repeat.* (clip)

Cue students: *Change /ĩ/ to /ă/. (clap)*

## Suggested words

mat (change /ă/ to /ĩ/) — mit	goat (change /ō/ to /ā/) — gate
pet (change /ě/ to /ă/) — pat	meat (change /ē/ to /ō/) — moat
sit (change /ĩ/ to /ě/) — set	fin (change /ĩ/ to /ā/) — fan
cot (change /ō/ to /ũ/) — cut	team (change /ē/ to /ā/) — tame
sun (change /ũ/ to /ē/) — seam	rain (change /ā/ to /ũ/) — run
mate (change /ā/ to /ĩ/) — mite	coin (change /oi/ to /ā/) — cane
seed (change /ē/ to /ĩ/) — side	loud (change /ou/ to /ō/) — load
rope (change /ō/ to /ĩ/) — ripe	boil (change /oi/ to /ā/) — bail
cube (change /ū/ to /ă/) — cab	clip (change /ĩ/ to /ă/) — clap
hope (change /ō/ to /ē/) — heap	neat (change /ē/ to /ĩ/) — night



## Segmenting Sounds- 4+ Phonemes

Let's listen for sounds in words! Remember, words are made of individual sounds. I'm going to say a word and you are going to tell me the sounds that make that word.

Like this: plant – /p/ /l/ /ă/ /n/ /t/. Ready?

Say the word: *blast*

Cue students: *Repeat.* (blast)

Cue students: *Say each sound.* (/b/... /l/... /ă/.../s/.../t/)

## Suggested words

flip – /f/ /l/ /ī/ /p/	gift – /g/ /ī/ /f/ /t/	clamp – /k/ /l/ /ă/ /m/ /p/
drop – /d/ /r/ /ŏ/ /p/	dust – /d/ /ŭ/ /s/ /t/	brand – /b/ /r/ /ă/ /n/ /d/
lamp – /l/ /ă/ /m/ /p/	stamp – /s/ /t/ /ă/ /m/ /p/	splint – /s/ /p/ /l/ /ī/ /n/ /t/
frog – /f/ /r/ /ŏ/ /g/	sled – /s/ /l/ /ě/ /d/	thrift – /th/ /r/ /ī/ /f/ /t/
sprint – /s/ /p/ /r/ /ī/ /n/ /t/	crisp – /k/ /r/ /ī/ /s/ /p/	stretch – /s/ /t/ /r/ /ě/ /ch/
milk – /m/ /ī/ /l/ /k/	brush – /b/ /r/ /ŭ/ /sh/	hand – /h/ /ă/ /n/ /d/
jump – /j/ /ŭ/ /m/ /p/	blend – /b/ /l/ /ě/ /n/ /d/	pluck – /p/ /l/ /ŭ/ /k/
nest – /n/ /ě/ /s/ /t/	print – /p/ /r/ /ī/ /n/ /t/	crunch – /k/ /r/ /ŭ/ /n/ /ch/
strand – /s/ /t/ /r/ /ă/ /n/ /d/	grand – /g/ /r/ /ă/ /n/ /d/	cliff – /k/ /l/ /ī/ /f/
belt – /b/ /ě/ /l/ /t/	spend – /s/ /p/ /ě/ /n/ /d/	dress – /d/ /r/ /ě/ /s/

## Blending Phonemes– 4+ Phonemes

Let's play with sounds in words! Remember, words are made of individual sounds. I'm going to say the sounds in a word slowly and you are going to blend them together to make a word.

Like this: /p/.../l/.../ă/.../n/.../t/ – plant. Ready?

Say the word one sound at a time with a brief pause between sounds: /b/.../l/.../ă/.../s/.../t/

Cue students: *Repeat.* (/b/.../l/.../ă/.../s/.../t/)

Cue students: *Blend it.* (blast)

## Suggested words

/f/.../l/.../ă/.../g/ – flag	/b/.../l/.../ă/.../s/.../t/ – blast	/s/.../p/.../î/.../n/ – spin
/k/.../l/.../ă/.../p/ – clap	/g/.../r/.../î/.../n/.../d/ – grind	/b/.../r/.../î/.../ng/ – bring
/g/.../r/.../î/.../n/ – grin	/s/.../p/.../ě/.../n/.../t/ – spent	/d/.../r/.../ö/.../p/ – drop
/b/.../r/.../ă/.../n/.../d/ – brand	/k/.../r/.../ă/.../sh/ – crash	/g/.../r/.../î/.../m/ – grim
/j/.../ű/.../m/.../p/ – jump	/b/.../r/.../î/.../m/ – brim	/b/.../r/.../î/.../k/ – brick
/k/.../r/.../ű/.../n/.../ch/ – crunch	/p/.../r/.../î/.../n/.../t/ – print	/p/.../l/.../ă/.../n/ – plan
/b/.../r/.../î/.../s/.../k/ – brisk	/p/.../l/.../ű/.../g/ – plug	/s/.../p/.../ö/.../t/ – spot
/f/.../r/.../ö/.../g/ – frog	/g/.../l/.../ă/.../d/ – glad	/k/.../l/.../ă/.../sh/ – clash
/t/.../h/.../r/.../î/.../f/.../t/ – thrift	/k/.../l/.../î/.../f/ – cliff	/g/.../r/.../î/.../p/ – grip
/t/.../r/.../ă/.../p/ – trap	/d/.../r/.../ű/.../m/ – drum	/b/.../l/.../ě/.../n/.../d/ – blend

## Sound Deletion

Let's play with sounds in words! Remember, words are made of individual sounds. I'm going to say a word and you are going to take away a sound.

Like this: mat—say it without /m/...at. Ready?

Say the word: *chip*

Cue students: *Repeat.* (chip)

Cue students: *Say it without /ch/.* (ip)

## Suggested words

mat—say it without /m/ — at	mint — say it without /n/ — mit
dog — say it without /g/ — do	rope — say it without /r/ — ope
seed — say it without /d/ — see	plane — say it without /p/ — lane
bat — say it without /b/ — at	plug — say it without /l/ — pug
chin — say it without /ch/ — in	bend — say it without /n/ — bed
meat — say it without /m/ — eat	team — say it without /m/ — tea
sun — say it without /s/ — un	fun — say it without /f/ — un
pan — say it without /p/ — an	camp — say it without /m/ — cap
ship — say it without /sh/ — ip	salt — say it without /l/ — sat
snap — say it without /s/ — nap	lamp — say it without /m/ — lap