

16

Manipulate Phonemes

Language Objectives

- Identify phonemes in one-syllable spoken words.
- Recognize the change in a spoken word when a specified phoneme is added, changed, or removed.
- Manipulate individual sounds in simple words to make new words.

Building Literacy

Manipulating phonemes is an important part of readiness for reading. To learn to read and spell, children need to be able to hear individual sounds and identify the sounds that make similar words different.

- Children learn that words are made up of sounds.
- Children learn that different sounds make up different words.
- Children learn that by adding, changing, or removing one sound in a word, they can make a new word.

Focus on Language

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

ice	rake	chair
rice	rain	clock
bag	room	lamb
bug	broom	lock
boat	pan	start
bow	fan	star
top	pear	step
stop	bat	heart
mop	game	house
key	gate	art
cake	bite	flake (snowflake)
ski	bear	lake
ray		



ENGLISH LANGUAGE LEARNERS

English language learners may need extra help discerning the individual sounds in combinations that are unfamiliar to them. Have them repeat each word after you and listen carefully to determine whether they are hearing and reproducing all the individual sounds in each word. Provide additional practice as needed.



show me

Have children look at their Targeted Lessons Student Book, p. 61. Remind children that words are made up of sounds. Today you will make new words by adding, changing, or taking away sounds from words.

Sometimes when you add a sound to a word, you get a new word. Have children put their finger on the 1. Point out the picture of the ice cubes next to the 1 and tell children the picture shows ice. Listen as I say the sounds in *ice*: /i/ /s/, *ice*. Say *ice*. Now listen while I add the sound /r/ to *ice*: /r/ /i/ /s/, *rice*. The new word is *rice*. Put your finger on the picture of the rice. Say *rice*. When I added the sound /r/ to *ice*, I got the new word *rice*.

Sometimes when you change a sound in a word, you get a new word. Have children put their finger on the 2. Point out the picture of the bag next to the 2 and tell children the picture shows a bag. Listen as I say the sounds in *bag*: /b/ /a/ /g/, *bag*. Say *bag*. Now I will change the middle sound /a/ in *bag* to /u/: /b/ /u/ /g/. The new word is *bug*. Put your finger on the picture of the bug. Say *bug*. When I changed the sound /a/ in *bag* to /u/, I got the new word *bug*.

Sometimes when you take away a sound from a word, you get a new word. Have children put their finger on the 3. Point out the picture of the boat next to the 3 and tell children the picture shows a boat. Listen as I say the sounds in *boat*: /b/ /ō/ /t/, *boat*. Say *boat*. Now listen while I take away the sound /t/ from the end of *boat*: /b/ /ō/, *bow*. The new word is *bow*. Put your finger on the picture of the bow. Say *bow*. When I took away the sound /t/ from *boat*, I got the new word *bow*.

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Manipulate Phonemes

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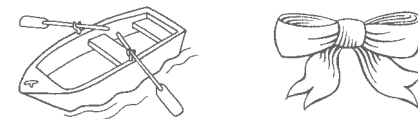
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PHONOLOGICAL AND PRINT AWARENESS 61

TEACHING STRATEGIES

Children who have difficulty isolating sounds in words will struggle to manipulate phonemes. Provide them with additional practice isolating sounds. Start by saying words sound by sound and having children say the words. Then say three words at a time, two of which start with the same sound, such as *rat*, *run*, *big*. Which words start with the same sound? (*rat*, *run*) Similarly, say three words, two of which end with the same sound, such as *hit*, *cat*, *drop*. Have children identify the words that end with the same sound.

➔ guide me

Add Phonemes to Make New Words Have children look at p. 62 from the Targeted Lessons Student Book and point to the 4. This picture shows a spinning top. Listen while I say the word slowly: /t/ /o/ /p/, *top*. Say *top*. Now put your finger on the other pictures in the row as I name them: *stop*, *mop*. Add /s/ to the beginning of *top*. What word do you make? (*stop*) Circle the picture for *stop*.

➔ work time




Task 1 Point to the 5. What picture do you see by the 5? (key) That's right, the picture shows a key. Say *key*. Listen as I say the names of the other pictures. Put your finger on each picture as I name it: *cake*, *ski*. Now go back to the key. What word do you make if you add /s/ to the beginning of *key*? Circle the picture that shows the new word. Continue with the pictures in row 6 (ray, rake, rain). Ask children to add /k/ to the end of *ray* and circle the picture for the word they make. (*rake*)

Task 2 Have children point to the 7. Put your finger on the picture of the room. Say *room*. What word do you make when you add /b/ to the beginning of *room*? Draw a picture to show the word.

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➔ guide me

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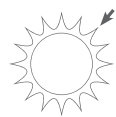






➔ work time

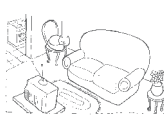
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Children should draw a broom.

62 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

If children have difficulty adding phonemes, focus on adding only continuous consonant sounds that can be stretched out: /f/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, and /z/. You might also focus on only adding sounds to the beginning of words.

➤ guide me

Change Phonemes to Make New Words Have children look at p. 63 from the Targeted Lessons Student Book. Point to the 8. The first picture is a pan. Listen while I say the word slowly: /p/ /a/ /n/, *pan*. Say *pan*. Now put your finger on the other pictures in the row as I say their names: *fan*, *pear*. I'm going to change a sound in *pan* to make a new word. I'm going to change the beginning sound /p/ in *pan* to /f/. What word did I make? (*fan*) Circle the picture of the fan.

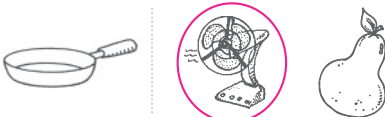
➤ work time

Task 1 Find the 9 and put your finger on it. What picture do you see by the 9? That's right, the picture shows a bat. Listen as I say the names of the other pictures. Put your finger on each picture as I name it: *game*, *gate*, *bite*. Now go back to the bat. Change the middle sound /a/ in *bat* to /i/. What word do you make? Draw a line from the bat to the picture that shows the new word. Continue with number 10: *gate*. What word do you make when you change the ending sound /t/ in *gate* to /m/? Draw a line from the gate to the picture that shows the new word.


Task 2 Put your finger on the picture of the bear. Say *bear*. What word do you make when you change the beginning sound /b/ to /ch/? Draw a picture of the word.


Manipulate Phonemes 16


➤ guide me

8. 

➤ work time

9. 

10. 

11.  Children should draw a chair.

PHONOLOGICAL AND PRINT AWARENESS 63

TEACHING STRATEGIES

If children have difficulty changing phonemes, focus on one phoneme at a time and have children make new words using that phoneme. For example, have children change the first phoneme in each of several words with /f/. Use these words: *sun* (*fun*), *log* (*fog*), *mat* (*fat*), *bed* (*fed*), *cry* (*fry*).

➤ guide me

Remove Phonemes to Make New Words Have children look at p. 64 from the Targeted Lessons Student Book. Have them point to the 12. The first picture is a clock. Listen as I say the sounds in *clock*: /k/ /l/ /o/ /k/. Put your finger on the other pictures in the row as I say their names: *lamb*, *lock*. Now let's take away the beginning sound /k/ from *clock*. What is the new word? (*lock*) Say *lock*. Circle the picture of the lock.

➤ work time

Task 1 Find the 13 and put your finger on it. The picture next to the 13 shows the start of a race. Say *start*. Put your finger on the other pictures in the row as I name them: *star*, *step*. Take away the ending sound /t/ from *start*. What word do you make? Circle the picture that shows the word. Continue similarly with row 14 (heart, house, art). Ask children to take away the beginning sound /h/ from heart and circle the picture of the word they make. (*art*)

Task 2 Put your finger on the picture of the snowflake. Say *flake*. What word do you make when you take away the beginning sound /f/ from *flake*? Draw a picture of the word.

➤ check for understanding

Let's see what you learned about adding, changing, and taking away sounds to make new words. I'm going to say a word. Then I'll tell you how to change that word to make a new word. You say the new word. Ready? Let's start with *ear*. Add /t/ to the beginning of *ear*. What word do you make? (*tear*) Continue the activity, having children make new words by adding sounds (*axe/tax*, *pot/spot*, *bee/beep*), changing sounds (*rat/pat*, *mad/mud*, *tree/tray*), and taking away sounds (*seat/eat*, *smile/mile*, *grape/gray*).




➤ reflect

Have children turn and talk to a partner about what they have learned. What did you learn about adding, changing, and taking away sounds to make new words? If time permits, have partners choose a word from the lesson and see how many new words they can make by adding, changing, or taking away sounds from the original word.

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➤ guide me

12.








➤ work time


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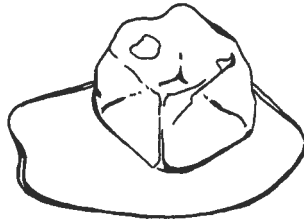
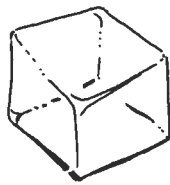
Children should draw a lake.

64 PHONOLOGICAL AND PRINT AWARENESS

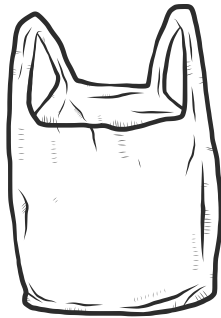
Manipulate Phonemes

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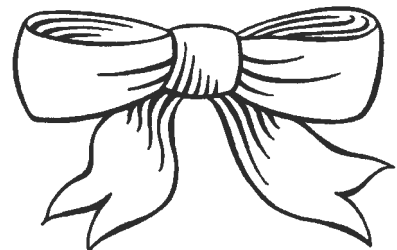
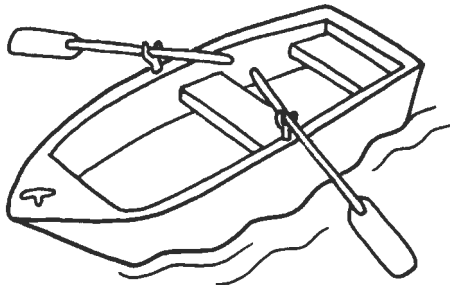
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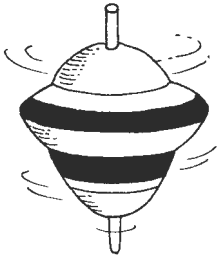
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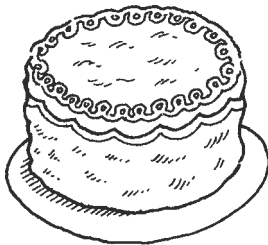
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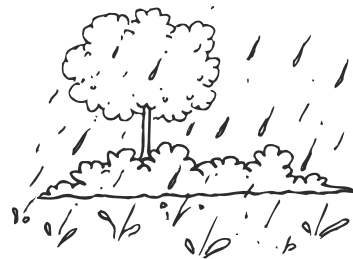
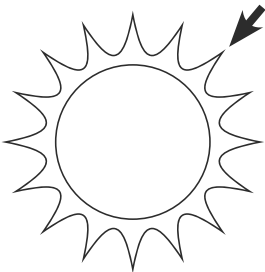


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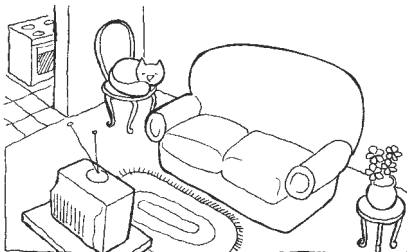
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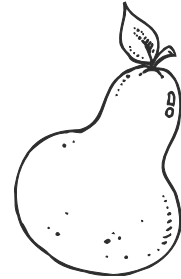
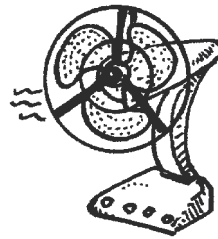
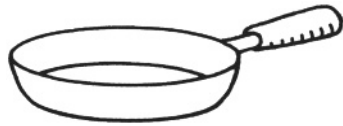


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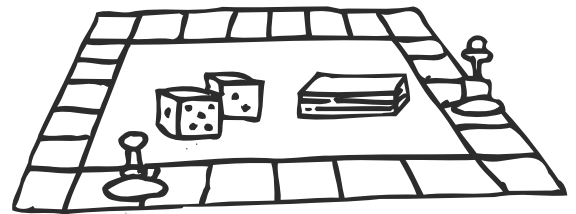
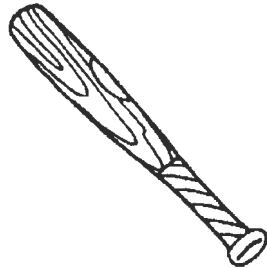
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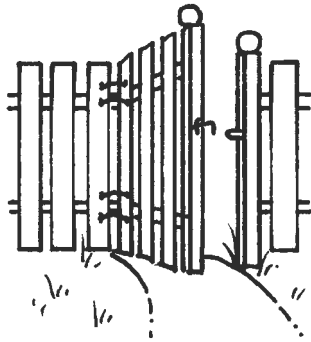


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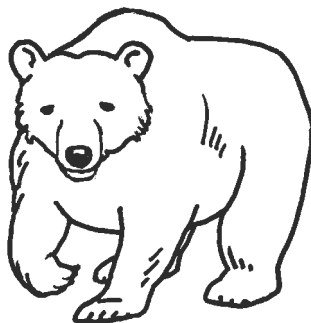
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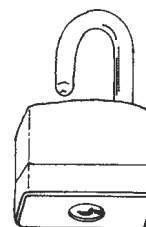
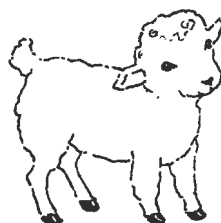
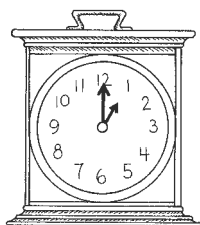
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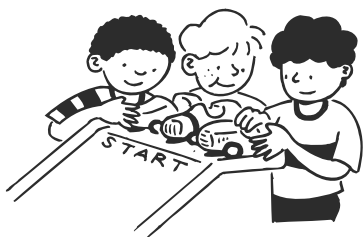
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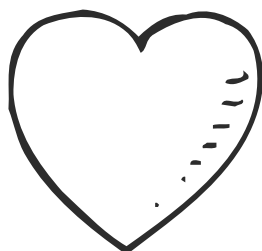


➤ work time

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