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Remove Phonemes

Language Objectives

- Identify phonemes in one-syllable spoken words.
- Recognize the change in a spoken word when a specified phoneme is removed.

Building Literacy

Removing phonemes is an important part of readiness for reading. Developing this skill will help students later develop alternatives for reading and spelling.

- Children learn that words are made up of sounds.
- Children learn that different sounds make up different words.
- Children learn that by 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.

leg	ring	beach
egg	plate	lip
fork	pool	wing
four	play	bee
bowl	farm	lamb
bow	car	break
boat	cart	rake
block	arm	snail
leaf	swing	nail
lock	clip	belt
drag	lamp	bell
rag		



ENGLISH LANGUAGE LEARNERS

Some phonemes in English may not be phonemes in the student's native language. For example, speakers of Hmong, Khmer, Korean, and Vietnamese may confuse a hard *g* with a hard *c* or *k*. Help children practice distinguishing the sounds in word pairs such as *gap/cap*, *goat/coat*, *gold/cold*, *got/cot*.



show me

Have children look at the top of their Targeted Lessons Student Book, p. 53 and point to the 1. Remind children that words are made up of sounds. Sometimes when you take away a sound from a word, you can get a new word.

Point out the picture of the leg next to the 1. Listen as I say the sounds in *leg*: /l/ /e/ /g/, *leg*. Say *leg*. Now I will take away the beginning sound /l/ from *leg*: /e/ /g/, *egg*. The new word is *egg*. Put your finger on the picture of the egg. Say *egg*.

Now put your finger on the 2. Find the picture of a fork. Listen as I say the sounds in *fork*: /f/ /or/ /k/, *fork*. Say *fork*. Now I will take away the ending sound /k/ from *fork*: /f/ /or/, *four*. What word did I make? (*four*) Put your finger on the picture of the number four. Say *four*. Today you will learn how to make a new word by taking away a sound from the beginning or the end of a word.



guide me

Remove Phonemes Have children look at the bottom of p. 53 from the Targeted Lessons Student Book. Have them point to the 3. The first picture is a bowl. Listen as I say the sounds in *bowl*: /b/ /ō/ /l/. Put your finger on the other pictures in the row as I say their names: *bow*, *boat*. Now I will take away the ending sound /l/ from *bowl*: /b/ /ō/. What is the new word? (*bow*) Say *bow*. Circle the picture of the bow.

It's your turn to take away a sound to make a new word. Put your finger on the 4. Name the first picture in the row. (*block*) Listen while I say the sounds in *block*: /b/ /l/ /o/ /k/. Put your finger on the other pictures in the row as I say their names: *leaf*, *lock*. Now put your finger on the picture of the block. Say *block*. Take away the beginning sound /b/ from *block*. What word do you make? (*lock*) Say *lock*. Circle the picture of the lock. Guide children to determine that when /b/ is removed from *block* the new word is *lock*.

Remove Phonemes

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show me

1.



2.



guide me

3.



4.



PHONOLOGICAL AND PRINT AWARENESS 53

TEACHING STRATEGIES

Students who have difficulty isolating sounds in words will struggle to delete phonemes. Provide them with additional practice isolating sounds. Start by saying words sound by sound and having students say the words. Then say three words at a time, two of which start with the same sound, such as *six*, *sun*, and *cat*. Which words start with the same sound? (*six*, *sun*) Similarly, say three words, two of which end with the same sound, such as *hop*, *up*, and *dog*. Have students identify the words that end with the same sound.




work time


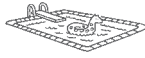

Task 1 Have children look at p. 54 from the Targeted Lessons Student Book and point to the 5. The first picture shows a girl dragging a suitcase. Say *drag*. Put your finger on the other pictures in the row as I name them: *rag*, *ring*. Take away the beginning sound /d/ from *drag*. What word do you make? (*rag*) Circle the picture that shows the word. Continue similarly with row 6 (*plate*, *pool*, *play*). Ask children to take away the ending sound /t/ from *plate* and circle the picture of the word they make. (*play*)



Task 2 Point to the 7. What picture do you see by the 7? (*farm*) That's right, the picture shows a farm. Say *farm*. Listen as I say the names of the other pictures. Put your finger on each picture as I name it: *car*, *cart*, *arm*. Now go back to the farm. Take away the beginning sound /f/ from *farm*. What word do you make? (*arm*) Draw a line from the farm to the picture of the new word. Continue with number 8: *cart*. What word do you make when you take away the ending sound /t/ in *cart*? (*car*) Draw a line from the cart to the picture that shows the new word.



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work time

5.   

6.   

7.  

8.  

54 PHONOLOGICAL AND PRINT AWARENESS

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TEACHING STRATEGIES

If children have difficulty removing phonemes, have them practice by first identifying a phoneme in a word. Say a word and ask children to tell you the first sound they hear. Use words such as *pant* (/p/), *wink* (/w/), *fox* (/f/), and *send* (/s/). Then ask them to take away the beginning sound and say the new word: *pant* (*ant*), *wink* (*ink*), *fox* (*ox*), *send* (*end*). Similarly, use words such as these and focus on the final sounds: *goat* (/t/, *go*), *feed* (/d/, *fee*), *tune* (/n/, *two*), *might* (/t/, *my*).



guide me

Have children look at p. 55 from the Targeted Lessons Student Book. Point to the 9. What picture do you see by the 9? (*swing*) That's right, the picture shows a girl on a swing. Say *swing*. Listen as I say the names of the other pictures. Put your finger on each picture as I name it. Read down the left column and then the right column to name the pictures: *clip*, *lamp*, *beach*, *lip*, *wing*, *bee*, *lamb*. Now go back to number 9 and the picture of the swing. Take away the beginning sound /s/ from *swing*. What word do you make? (*wing*) Draw a line from *swing* to *wing*.

Continue with items 10–12.



Find the 10. The picture next to the 10 is a clip. Say *clip*. Take away the beginning sound /k/ from *clip*. What word do you make? (*lip*) Draw a line from *clip* to *lip*.



Find the 11. The picture next to the 11 is a lamp. Say *lamp*. Take away the ending sound /p/ from *lamp*. What word do you make? (*lamb*) Draw a line from *lamp* to *lamb*.



Find the 12. The picture next to the 12 is a beach. Say *beach*. Take away the ending sound /ch/ from *beach*. What word do you make? (*bee*) Draw a line from *beach* to *bee*.



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9.  

10.  

11.  

12.  

PHONOLOGICAL AND PRINT AWARENESS 55

work time

Have children look at p. 56 from the Targeted Lessons Student Book and find the 13. Put your finger on the picture of a dish breaking. Say *break*. What word do you make when you take away the sound /b/ in *break*? (*rake*) Draw a picture of the word.

To complete the remainder of the page, have children say the name of the picture, remove the phoneme as directed, and draw a picture to show the new word.

Find the 14. Put your finger on the picture of the snail. Say *snail*. What word do you make when you take away the sound /s/ in *snail*? (*nail*) Draw a picture to show the word.

Find the 15. Put your finger on the picture of the belt. Say *belt*. What word do you make when you take away the sound /t/ from *belt*? (*bell*) Draw a picture to show the word.

check for understanding

Let's see what you learned about taking away sounds to make new words. I'm going to say a word. Then I'll say a sound and tell you to take away that sound from the beginning or the end of the word and you say the new word. Ready? Let's start with *seat*. Take away the beginning /s/ from *seat*. What word do you make? (*eat*) Have children take away initial phonemes to make the following words: /k/ in *clap* (*lap*), /m/ in *mad* (*add*), /sh/ in *shout* (*out*); /t/ in *train* (*rain*), /s/ in *stick* (*tick*). Continue the activity, having children remove ending phonemes: /d/ in *road* (*row*), /p/ in *stoop* (*stew*), /p/ in *hump* (*hum*), /l/ in *tile* (*tie*), /p/ in *keep* (*key*).


reflect

Have children turn and talk to a partner about what they have learned. What did you learn about taking away sounds in words? If time permits, have partners take turns playing a guessing game using words from the lesson. One child chooses a word from the lesson. That child says the word (*leg*) and the word without the initial or ending sound (*egg*). The partner tells what sound was taken away (/l/).

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work time

13.




Children should draw a rake.

14.



Children should draw a nail.

15.



Children should draw a bell.

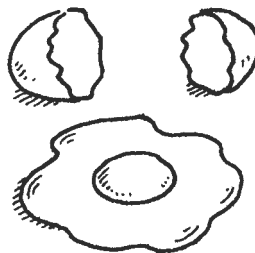
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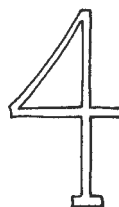
Remove Phonemes

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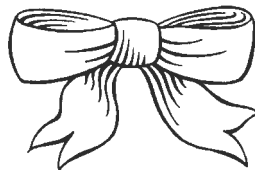


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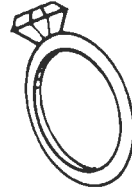
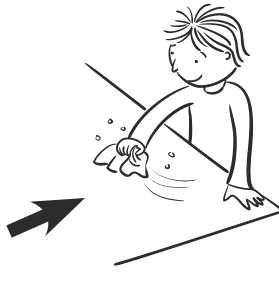


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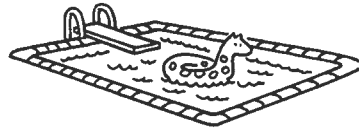


work time

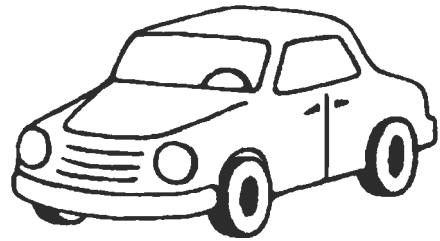
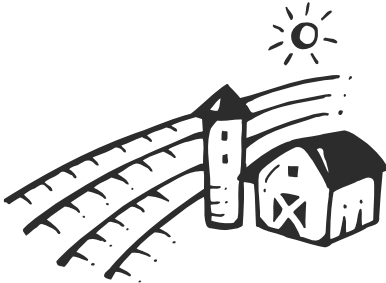
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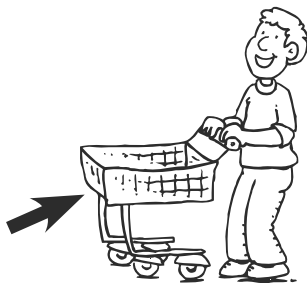
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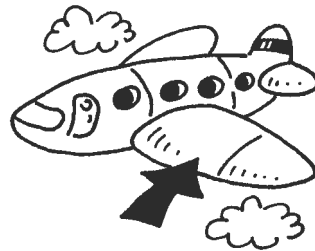
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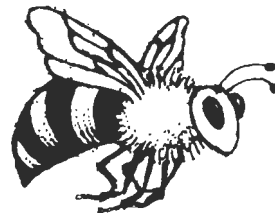
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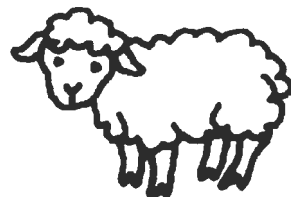
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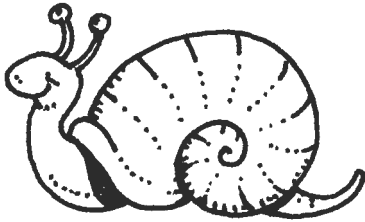


work time

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