

Language Objectives

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

Building Literacy

Being able to change phonemes in words is an important part of readiness for reading. To learn to read, children need to be aware of the sounds of language, apart from the meaning of words.

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

pig	nut	cake
wig	net	cave
hat	knot	pin
mat	toes	pen
cat	mop	pan
bug	map	mouse
bus	hose	house
bun	nail	game
man	pail	gate
can	sail	hit
fan	cage	hat



ENGLISH LANGUAGE LEARNERS

To help children learn sounds and distinguish them, model the correct pronunciation of sounds. Provide pictures of simple CVC words and have students match pictures of words that have the same beginning, middle, or ending sounds.

➤ show me

Read this part of a nursery rhyme to children:

Barber, barber, shave a pig.

How many hairs will make a wig?

Ask children to say the lines from the rhyme with you as you repeat them. Then have children look at p. 49 of their Targeted Lessons Student Book and point to the number 1. **Look at the pictures and listen to the rhyme again.** Repeat the rhyme, emphasizing the initial sounds in *pig* and *wig*. **Listen as I say the sounds in *pig*.** Slowly model the sounds in *pig*: /p/ /i/ /g/, *pig*. **Say *pig*.** Now I will change the beginning sound /p/ in *pig* to /w/: /w/ /i/ /g/. The new word is *wig*. **Say *wig*.** Touch the picture of the wig. Today you will learn how to make a new word by changing one sound in another word.

➤ guide me



Change Phonemes Have children point to the 2. **The first picture is a hat.** Listen while I say the word slowly: /h/ /a/ /t/, *hat*. **Say *hat*.** Now put your finger on the other pictures in the row as I say their names: *mat*, *cat*. I'm going to change a sound in *hat* to make a new word. I'm going to change the beginning sound /h/ in *hat* to /k/: /k/ /a/ /t/. What word did I make? (*cat*) Circle the picture of the cat.

It's your turn to change a sound to make a new word. Put your finger on the 3. Let's name the first picture in the row: *bug*. Listen while I say the word slowly: /b/ /u/ /g/, *bug*. Put your finger on the other pictures in the row as I say their names: *bus*, *bun*. Now put your finger on the picture of the bug. **Say *bug*.** Change the ending sound /g/ in *bug* to /s/. What new word do you make? (*bus*) Circle the picture of the bus. Guide children to determine that when the ending /g/ is changed to /s/ in *bug*, the new word is *bus*.


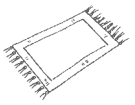

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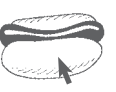
Change Phonemes

➤ show me

1.  

➤ guide me

2.   

3.   

PHONOLOGICAL AND PRINT AWARENESS 49

TEACHING STRATEGIES

Focus on changing only the beginning phonemes in words. Help children segment the sounds in all words. When children seem comfortable changing initial phonemes, focus on changing ending phonemes. Then focus on changing the medial phonemes.






work time




Task 1 Have children look at p. 50 from the Targeted Lessons Student Book and find the 4. The first picture in the row is a man. Say *man*. Put your finger on the other pictures in the row as I name them: *can*, *fan*. Now say *man*. Change the beginning sound /m/ in *man* to /f/. What word do you make? (*fan*) Circle the picture of the word you made. Continue similarly with row 5 (*nut*, *net*, *knot*). Ask children to change the middle sound /u/ in *nut* to /e/ and circle the picture that shows the word they make.



Task 2 Find the 6 and put your finger on it. What picture do you see by the 6? That's right, the picture shows *toes*. Listen as I say the names of the other pictures. Put your finger on each picture as I name it: *mop*, *map*, *hose*. Now go back to the toes. Change the beginning sound /t/ in *toes* to /h/. What word do you make? (*hose*) Draw a line from the toes to the picture that shows the new word. Continue with number 7: *map*. What word do you make when you change the middle sound /a/ in *map* to /o/? (*mop*) Draw a line from the map to the picture that shows the new word you made.



13 Change Phonemes

work time

4.   

5.   

6.  

7.  

50 PHONOLOGICAL AND PRINT AWARENESS

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 to /s/. Use these words: *bun* (*sun*), *rock* (*sock*), *mad* (*sad*), *bed* (*said*), *wide* (*side*).



guide me










Have children look at p. 51 from the Targeted Lessons Student Book. Have them point to the 8. The picture next to the 8 is a nail. Listen carefully and point to each of the other pictures as I say its name: *pail*, *sail*. Now listen as I say the sounds in *nail*: /n/ /ā/ /l/, *nail*. Change the beginning sound /n/ to /s/. What word do you make? (*sail*) Color the picture that shows the sail.

It's your turn to change a sound to make a new word. Put your finger on the 9. Say the names of the pictures after me: *cage*, *cake*, *cave*. Put your finger on the picture of the cage. Say *cage*. Change the ending sound /j/ in *cage* to /k/. What word do you make? (*cake*) Color the picture of the cake.

Continue with row 10. Name the pictures: *pin*, *pen*, *pan*. Have children change the middle sound /i/ in *pin* to /a/ and color the picture that names the new word. (*pan*)

Change Phonemes **13**

guide me

8.	  
9.	  
10.	  

PHONOLOGICAL AND PRINT AWARENESS 51



work time

Have children look at p. 52 from the Targeted Lessons Student Book and find the 11. Put your finger on the picture of the mouse. Say *mouse*. What word do you make when you change the beginning sound /m/ to /h/? (*house*) Draw a picture of the word.

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

Find the 12. Put your finger on the picture of the game. Say *game*. What word do you make when you change the ending sound /m/ in *game* to /t/? (*gate*) Draw a picture to show the word.

Find the 13. Put your finger on the picture of the girl hitting the ball. Say *hit*. What word do you make when you change the middle sound /i/ in *hit* to /a/? (*hat*) Draw a picture to show the word.



check for understanding

Let's see what you learned about changing sounds to make new words. I'm going to say a word and its beginning sound. You will change the beginning sound and say the new word. Ready? Let's start with *tie*. Change the beginning sound /t/ in *tie* to /p/ and say the new word. (*pie*) Have children substitute the initial phonemes to make the following words: /k/ in *kite* to /b/ (*bite*), /h/ in *hay* to /s/ (*say*), /r/ in *run* to /f/ (*fun*). Continue the activity using these word pairs to change phonemes at the end of words: *pig/pin*, *job/jog*, *leg/let*, and these word pairs to change phonemes in the middle of words: *tin/tan*, *cup/cap*, *neck/knock*.



reflect

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

13

Change Phonemes

work time

11.



Children should draw a house.

12.



Children should draw a gate.

13.



Children should draw a hat.

Change Phonemes

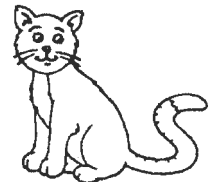
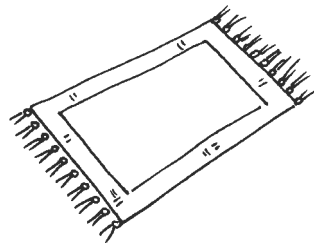
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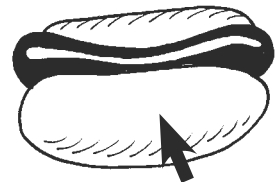


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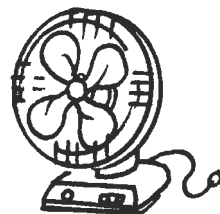


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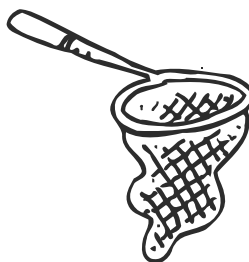


work time

4.



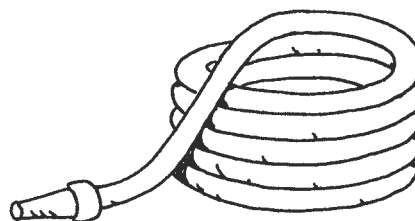
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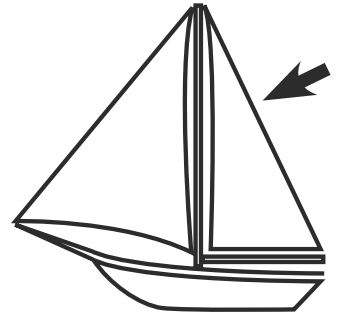
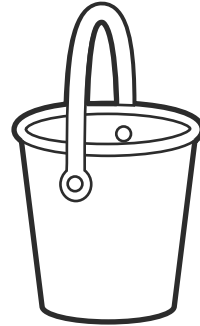
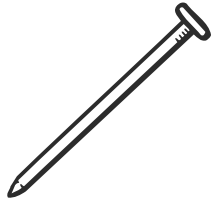


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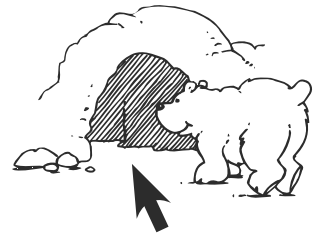
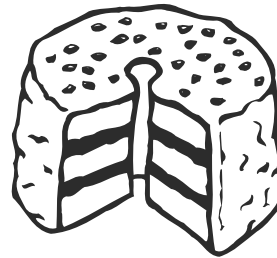


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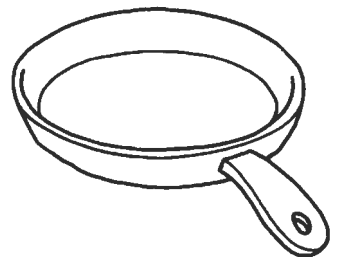
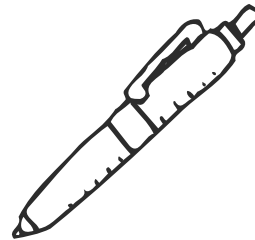
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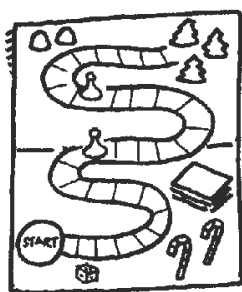
13 Change Phonemes

work time

11.



12.



13.

