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Isolate Phonemes

Language Objectives

- Isolate and pronounce beginning, middle, and ending sounds in spoken words.

Building Literacy

Being able to hear individual sounds at the beginning, middle, and end of words is an important part of readiness for reading and spelling. Developing this skill will help children isolate and identify individual sounds as they begin reading and spelling.

- Children understand that the sounds of spoken language work together to make words.
- Children listen for the individual sounds that make up words.
- Children identify other words that share the same beginning, middle, or ending sound.

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	sad	fish
pen	rake	leaf
pear	rug	knot
web	neck	plate
hen	six	fence
bed	pin	ship
queen	sun	fin
van	cat	tape
train	duck	key
desk	pan	hay
nest	feet	tree
deer	cone	whale
bat	goat	bell
bus	chick	cage



ENGLISH LANGUAGE LEARNERS

Some sounds in English may not exist in children's native languages. Take extra time to pronounce the words slowly and clearly for English language learners and listen carefully to confirm whether they are saying all the sounds when they repeat words after you.



show me

Have children look at the top of their Targeted Lessons Student Book p. 69. Today we are going to identify the sounds in a word. Have them point to the 1. This is a pig. Say the word *pig*. *Pig* begins with the sound /p/. What sound does *pig* begin with? The other pictures in this row are a pen and a pear. Say *pen*. What is the beginning sound in *pen*? (/p/) Say *pear*. What is the beginning sound in *pear*? (/p/) These three words all start with the same beginning sound: /p/.

Have children put their finger on the 2. The words in this row all have the same middle sound. Look at the first picture. It is a web. The sounds that make the word *web* are /w/ /e/ /b/. What is the middle sound in *web*? (/e/) Now look at the other pictures: *hen* and *bed*. Say *hen*. What is the middle sound in *hen*? (/e/) Say *bed*. What is the middle sound in *bed*? (/e/)

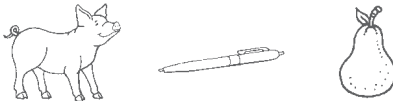
Have children put their finger on the 3. The words in this row all have the same ending sound. The first picture shows a queen: /k/ /w/ /ē/ /n/. What is the ending sound in *queen*? (/n/) Now look at the other pictures: *van* and *train*. Say *van*. What is the ending sound in *van*? (/n/) Say *train*. What is the ending sound in *train*? (/n/).

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PHONOLOGICAL AND PRINT AWARENESS 69

TEACHING STRATEGIES

Confirm that children understand the concept of beginning, middle, and ending by placing three objects in a row. Point out that the object on children's left is at the beginning of the row, the second object is in the middle of the row, and the third is at the end of the row. Have children identify the object in each position.

➔ guide me

Isolate Beginning Sounds Have children look at p. 70 from the Targeted Lessons Student Book and point to the 4. This picture shows a desk. Listen while I say the word slowly: /d/ /e/ /s/ /k/, *desk*. Say *desk*. What is the beginning sound in *desk*? (/d/) Now put your finger on the other pictures in the row as I name them: *nest*, *deer*. What word has the same beginning sound as *desk*? (*deer*) Circle the picture of the deer.

➔ work time

Point to the 5. What picture do you see by the 5? That's right, the picture shows a bat, /b/ /a/ /t/, *bat*. Say *bat*. What is the first sound in *bat*? (/b/) Listen as I say the names of the other pictures. Put your finger on each picture as I name it: *bus*, *sad*. What word has the same beginning sound as *bat*? Circle the picture of the word that has the same beginning sound as *bat*. Continue with row 6 (*rake*, *rug*, *neck*) and row 7 (*six*, *pin*, *sun*). Ask children to identify the beginning sound in the first word and circle the picture whose name has with the same beginning sound.

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➔ work time

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TEACHING STRATEGIES

Practice phoneme isolation in transition activities. Give children two words and ask what sound the two words share. For example: I will say two words. Tell me what sound is the same in both words. Listen carefully: *soap*, *silly*. *Soap* and *silly* both begin with /s/. They both have the beginning sound /s/. Repeat with pairs such as *mop*/*mess*, *flag*/*mug*, and *get*/*when*, having children identify the phoneme that is the same in the two words.

guide me

Isolate Middle Sounds Have children look at p. 71 from the Targeted Lessons Student Book. Point to the 8. This picture shows a cat. Listen while I say the word slowly: /k/ /a/ /t/, cat. Say cat. What is the beginning sound in cat? (/k/) Now put your finger on the other pictures in the row as I name them: /d/ /u/ /k/, duck; /p/ /a/ /n/, pan. Which word has the same middle sound as cat? (pan) Circle the picture of the pan.

work time


Find the 9 and put your finger on it. What picture do you see by the 9? That's right, the picture shows feet. Listen as I say it slowly: /f/ /ē/ /t/. Say feet. What is the middle sound in feet? (/ē/) Now listen as I say the names of the pictures in the second column. Put your finger on each picture as I name it: cone, chick, leaf. Which word has the same middle sound as feet? Draw a line from the feet to the word that has the same middle sound as feet.

Now put your finger on the 10. This is a goat, /g/ /ō/ /t/, goat. Say goat. What is the middle sound in goat? (/ō/) Let's say the names of the pictures in the second column again: cone, chick, leaf. Which word has the same middle sound as goat? Draw a line from the goat to the word that has the same middle sound as goat.


Continue with number 11: fish. Segment the word for children (/f/ /i/ /sh/) and have them repeat it. What is the middle sound in fish? (/i/) Say the names of the pictures in the second column again together: cone, chick, leaf. Which word has the same middle sound as fish? Draw a line from the fish to the word that has the same middle sound as fish.


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work time

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PHONOLOGICAL AND PRINT AWARENESS 71

➤ guide me

Isolate Ending Sounds Have children look at p. 72 from the Targeted Lessons Student Book and point to the 12. This picture shows a knot. Listen while I say the word slowly: /n/ /o/ /t/, *knot*. Say *knot*. What is the ending sound in *knot*? (/t/) Now put your finger on the other pictures in the row as I name them: *plate*, *fence*. Which word has the same ending sound as *knot*? (*plate*) Circle the picture of the plate.

➤ work time

Now it's your turn. Point to the 13. This picture shows a ship. Say *ship*. Listen as I say it slowly: /sh/ /i/ /p/. What is the ending sound in *ship*? (/p/) Now put your finger on each picture in the row as I name it: *fin*, *tape*. Which word has the same ending sound as *ship*? Circle the picture of the word that has the same ending sound as *ship*. Continue with row 14 (*key*, *hay*, *tree*) and row 15 (*whale*, *bell*, *cage*). For each row, ask children to identify the ending sound in the first word and circle the picture of the word with the same ending sound.

➤ check for understanding

Let's see what you learned about listening for individual sounds in a word. I'm going to say two words and then I will ask you some questions about the sounds in those two words. Ready? Let's start with *fox* and *tan*. Which word begins with /f/, *fox* or *tan*? (*fox*) Which word has /a/ in the middle, *fox* or *tan*? (*tan*) Which word ends with /n/, *fox* or *tan*? (*tan*) Repeat the routine with additional pairs of words, such as *hen/mug*, *ball/net*, and *jet/dog*.


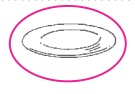

➤ reflect

Have children turn and talk to a partner about what they have learned. **What did you learn about identifying sounds in words?** If time permits, have partners take turns playing a game using words from the lesson. One child chooses a word from the lesson. That child says the word and the other child identifies the beginning, middle, or ending sound in the word.

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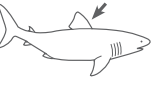

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➤ work time




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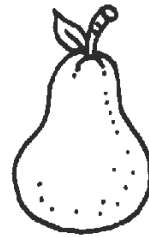
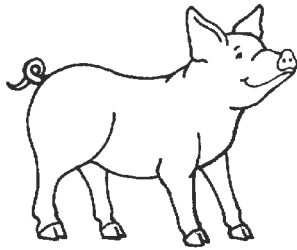




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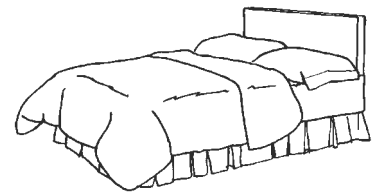
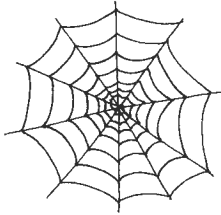
Isolate Phonemes

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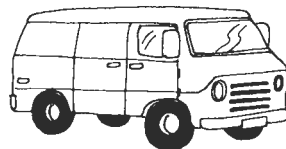
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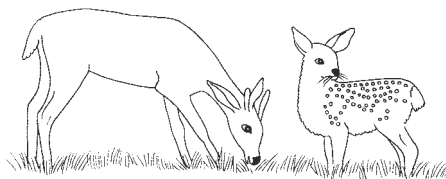
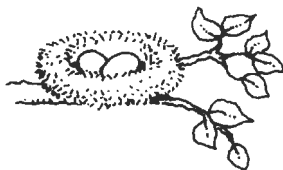
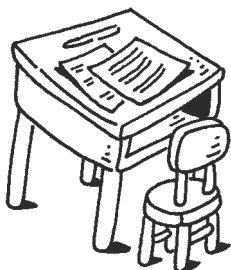


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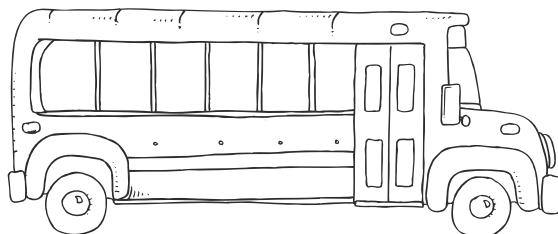
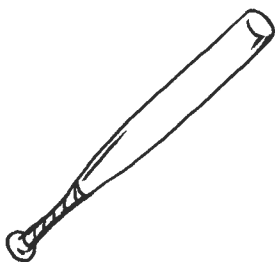
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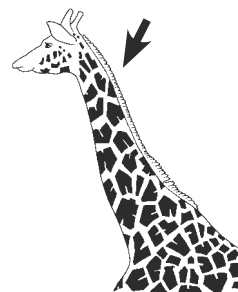
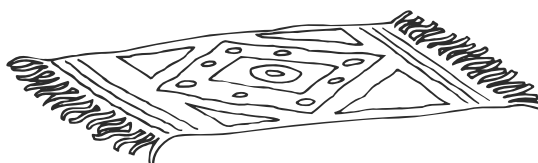


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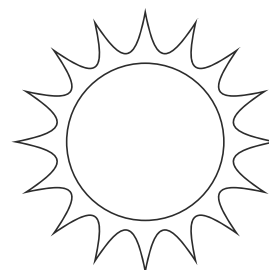
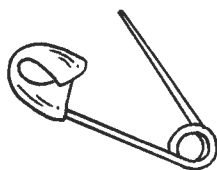
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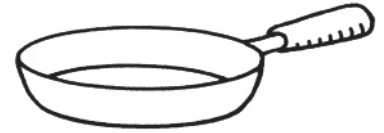
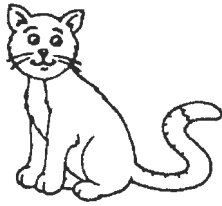


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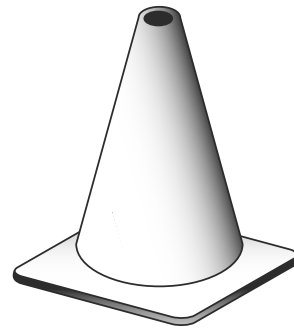


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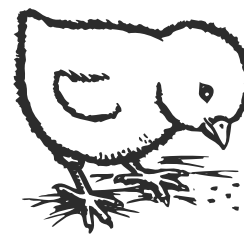
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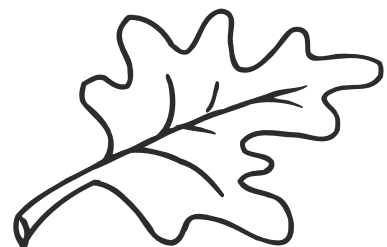
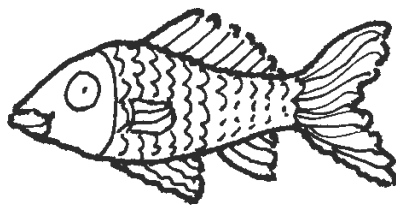
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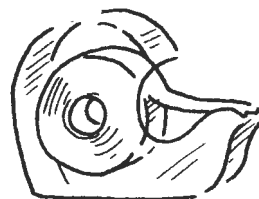
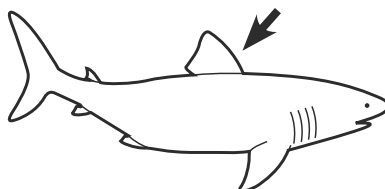
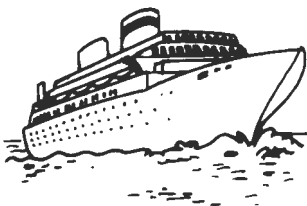
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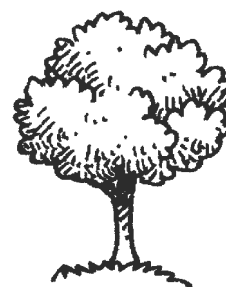


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