

12

Add Phonemes

Language Objectives

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

Building Literacy

Adding phonemes 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 adding one sound to 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.

up	rice	tent
cup	mice	eat
bell	lamb	feet
belt	lamp	bow
ape	laugh	boat
tape	ox	ants
cape	rocks	pants
bee	fox	lock
beak	box	block
bean	socks	shell
ice	ten	shelf



ENGLISH LANGUAGE LEARNERS

Some phonemes in English may not be phonemes in the student's native language. For example, Chinese and Japanese speakers may not hear a difference between /r/ and /l/. To help children learn sounds and distinguish them, start with simple CVC words and help children practice identifying the beginning, middle, and ending sounds of these words.



show me

Have children look at the top of their Targeted Lessons Student Book p. 45 and point to the 1. Remind children that words are made up of sounds. **Sometimes when you add a sound to a word, you can get a new word.**

Point out the picture of the firefighter going up the ladder next to the 1, and tell children the picture shows **up**. Listen while I say the word slowly: /u/ /p/, **up**. Say **up**. Now listen while I add the sound /k/ to **up** to make a new word: /k/ /u/ /p/, **cup**. What word did I make? (**cup**) Put your finger on the picture of the cup. Say **cup**.

Now put your finger on the 2. The first picture is a bell. Listen while I say the word slowly: /b/ /e/ /l/, **bell**. Say **bell**. Now listen while I add the sound /t/ to the end of **bell** to make a new word: /b/ /e/ /l/ /t/, **belt**. What word did I make? (**belt**) Put your finger on the picture of the belt. Say **belt**. Today you will learn how to make a new word by adding a sound to the beginning or the end of a word.



guide me



Add Phonemes Have children find the 3 with their fingers. The first picture is an ape. Listen while I say the word slowly: /ā/ /p/, **ape**. Say **ape**. Now put your finger on the other pictures in the row as I say their names: **tape**, **cape**. Add /t/ to the beginning of **ape**. What word do you make? (**tape**) Say **tape**. Circle the picture of tape.



It's your turn to add a sound to make a new word. Put your finger on the 4. Name the first picture in the row: **bee**. Listen while I say the word slowly: /b/ /ē/, **bee**. Put your finger on the other pictures in the row as I say their names: **beak**, **bean**. Now put your finger on the picture of the bee. Say **bee**. Add /n/ to the end of **bee**. What word do you make? (**bean**) Say **bean**. Circle the picture of the **bean**. Guide children to determine that when /n/ is added to the end of **bee**, the new word is **bean**.

12


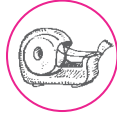

Add Phonemes




➤ show me

1.  

2.  

➤ guide me

3.   

4.   

PHONOLOGICAL AND PRINT AWARENESS 45

TEACHING STRATEGIES

Start with VC words such as **at**, **in**, **it**, or **us** and help children make words by adding different phonemes. For example, say: **Say at. Add /k/ to the beginning of at. What word do you get?** (**cat**) Help children segment the sounds in both words: /a/ /t/, **at**; /k/ /a/ /t/, **cat**. Repeat with /b/, /f/, /h/, /m/, /p/, and /s/ to make **bat**, **fat**, **hat**, **mat**, **pat**, and **sat**.

work time

Task 1 Have children look at p. 46 from the Targeted Lessons Student Book and find the 5. The first picture is of ice. Say *ice*. Put your finger on the other pictures in the row as I name them: *rice*, *mice*. What word do you make if you add /m/ to the beginning of *ice*? (*mice*) Circle the picture of the word you made. Continue similarly with row 6 (*lamb*, *lamp*, *laugh*). Ask children to add /p/ to the end of *lamb* and circle the word they make. (*lamb*)

Task 2 Find the 7 and put your finger on it. What picture do you see by the 7? (ox) That's right, the picture is an ox. Say ox. Listen as I say the names of the other pictures. Put your finger on each picture as I name it. Start with the fox and move clockwise to name the pictures: *fox*, *socks*, *box*, *rocks*. What word do you make when you add /b/ to the beginning of *ox*? (*box*) Draw a line from the ox to the picture of the word you made. Have children follow your directions to add other beginning sounds to *ox* to make new words. What word do you make when you add /f/ to the beginning of *ox*? (*fox*) Draw a circle around the picture for the new word. What word do you make when you add /s/ to the beginning of *ox*? (*socks*) Draw a line under the picture for that word. What word do you make when you add /r/ to the beginning of *ox*? (*rocks*) Draw an X on the picture for that word.

12 Add Phonemes

work time

5.

6.

7.

46 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 adding sounds only to the beginning of words.



guide me


Have children look at p. 47 from the Targeted Lessons Student Book. Have them find the 8. The big number next to the 8 is a 10. Say *ten*. Add /t/ to the end of *ten*. What word do you make? (*tent*) Draw a picture of a tent.

Look at row 9. Put your finger on the picture of a boy who likes to eat. Say *eat*. Add /f/ to the beginning of *eat*. What word do you make? (*feet*) Draw a picture of feet.


Look at row 10. Put your finger on the picture of the bow. Say *bow*. What word do you make when you add /t/ to the end of *bow*? (*boat*) Draw a picture of a boat.

Add Phonemes **12**


➤ guide me

8. 

Children should draw a tent.

9. 

Children should draw feet.

10. 

Children should draw a boat.

PHONOLOGICAL AND PRINT AWARENESS **47**

work time

Have children look at p. 48 from the Targeted Lessons Student Book and find the 11. Put your finger on the picture of the ants. Say *ants*. What word do you make when you add /p/ to the beginning of ants? (*pants*) Draw a picture to show the word.

To complete the remainder of the page, have children say the name of the picture in each row and add the phoneme you provide to the beginning or end of the picture name. Then have them draw a picture to show the new word.

Find the 12. Put your finger on the picture of the lock. Say *lock*. What word do you make when you add /b/ to the beginning of lock? (*block*) Draw a picture to show the word.

Find the 13. Put your finger on the picture of the shell. Say *shell*. What word do you make when you add /f/ to the end of shell? (*shelf*) Draw a picture to show the word.

check for understanding

Let's see what you learned about adding sounds to make new words. I'm going to say a word. Then I'll say a sound for you to add to the beginning or the end of the word, and you say the new word. Ready? Let's start with *in*. Add /p/ to the beginning of *in*. What word do you make? (*pin*) Continue the activity using these word pairs: *ink/sink*, *ad/mad*, *at/hat*, *us/bus*, *car/card*, *lock/clock*, *top/stop*, *may/made*.


reflect

Have children turn and talk to a partner about what they have learned. What did you learn about adding sounds to words? If time permits, have partners choose a word from the lesson and see how many new words they can make by adding a sound to the beginning of that word. Suggest children choose one of these words: *up*, *ape*, *ice*, *ox*, *eat*.

12 Add Phonemes


work time

11.



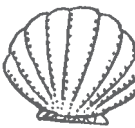
Children should draw a pair of pants.

12.



Children should draw a block.

13.



Children should draw a shelf.

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PHONOLOGICAL AND PRINT AWARENESS

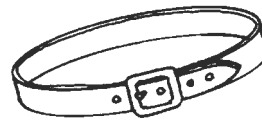
Add Phonemes

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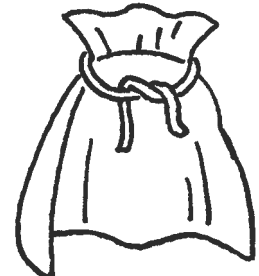
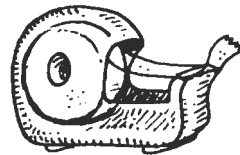
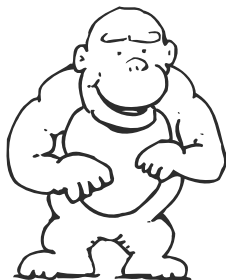


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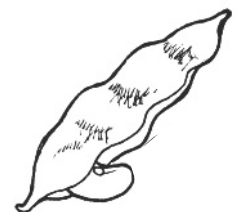


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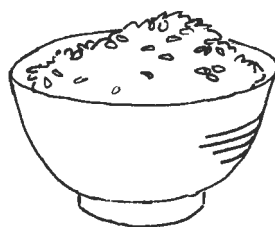
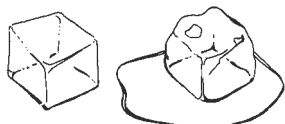


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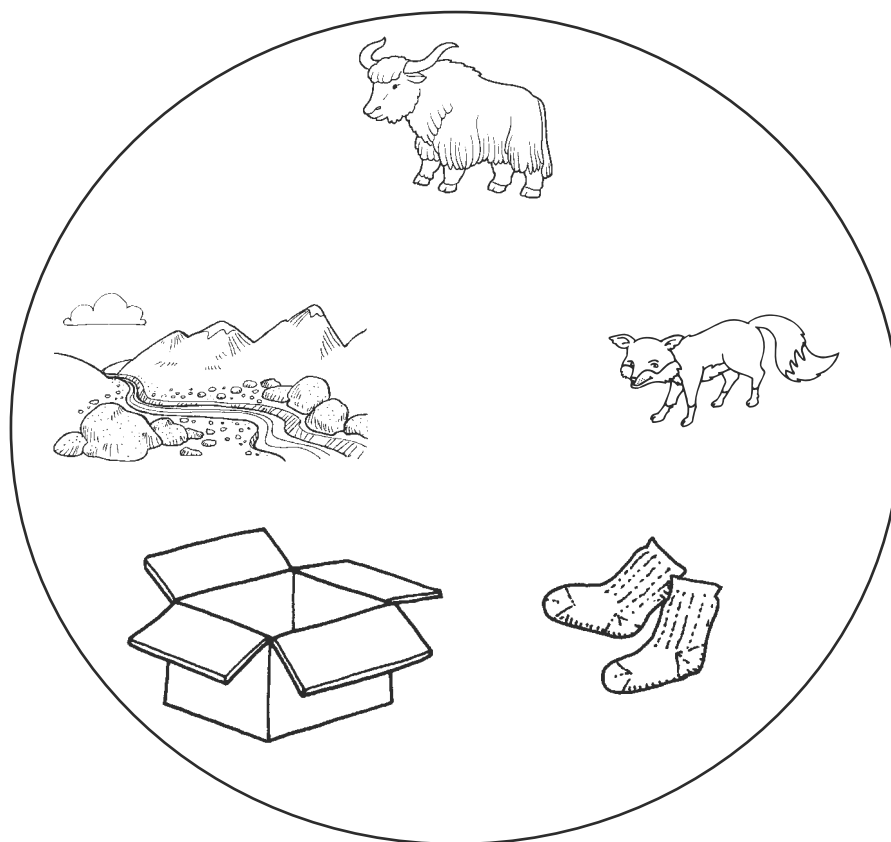
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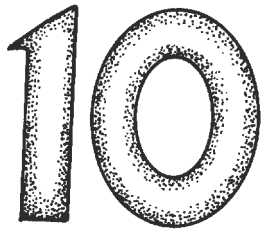


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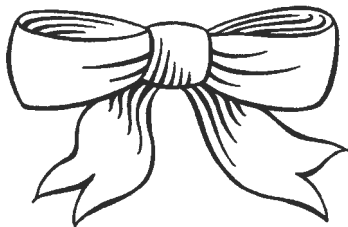
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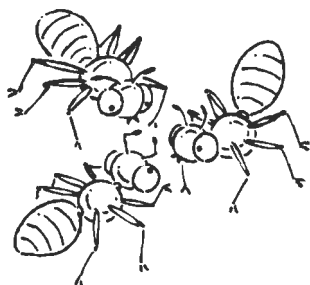


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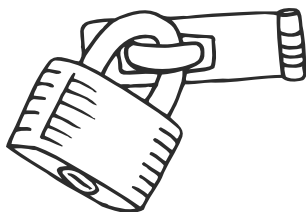


work time

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