

What's First?

Goal: Students will isolate initial phonemes in words.

Materials

animal cards (grouped by beginning sound)

bat	38	deer	49	rabbit	65
bear	39	dinosaur	50	raccoon	66
beaver	40	dog	51	rat	67
bird	41	dolphin	52	reindeer	68
buffalo	42	dragonfly	53	rhinoceros	69
butterfly	43	duck	54	rooster	70
camel	44	panda	59	salamander	71
cat	45	penguin	60	seal	72
caterpillar	46	pig	61	skunk	73
crab	47	platypus	62	snail	74
crocodile	48	pony	63	snake	75
kangaroo	58	porcupine	64	squirrel	76

Directions

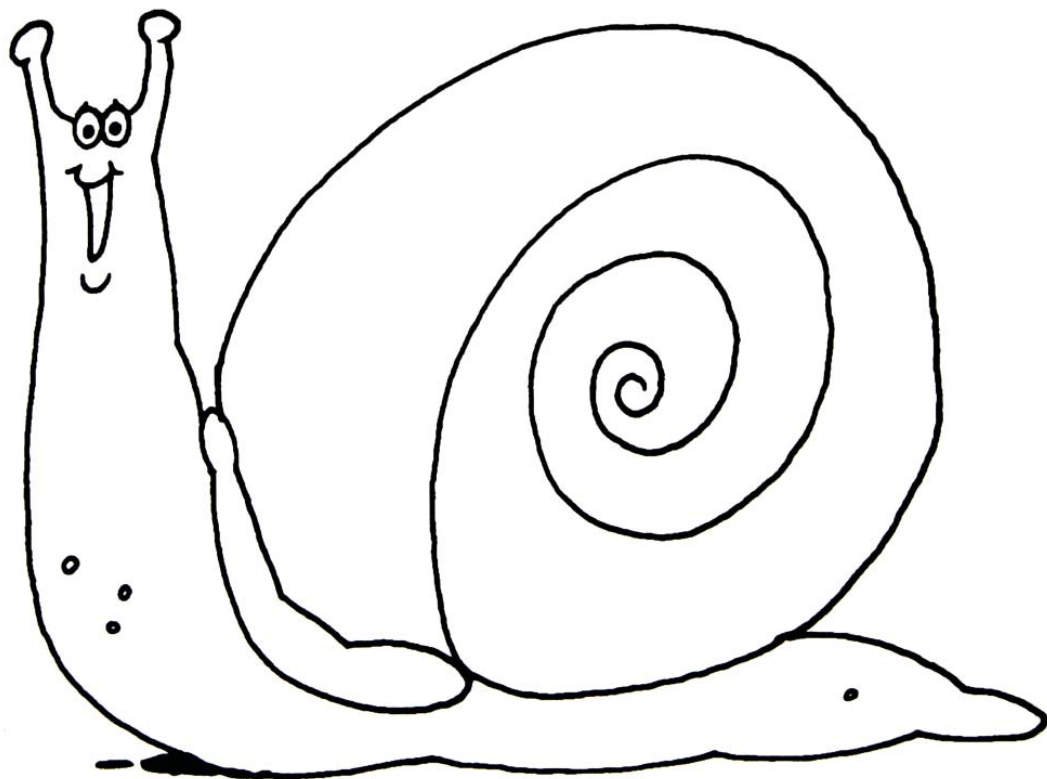
Have your students pronounce /s/ in isolation. Have them check their mouths as they produce the sound and describe what they do with their lips, tongue, and teeth. Give them several words that begin with /s/ to practice on. Then go through the /s/ animal cards. Remind your students that each word begins with /s/. For example, if the student looks at the squirrel and says “chipmunk,” have him repeat “chipmunk,” check his mouth, and decide if the word begins with /s/. This type of discrimination work is excellent practice.

Periodically ask your students which sound is first in all of the words. This will prepare them for the eventual goal of simply responding to the question, “What is the first sound in _____?”

Follow this same procedure for the other sound groups. Then mix up the sound group cards and ask which sound is first.

Expansion

Have your students make their own “Same Sound” books of words that begin with the same sound, either by cutting out pictures from a magazine or drawing the pictures. Help your students label the pictures with the written word, making sure that all the words in their books begin with the same sound.



Sound Boxes

Goal: Students will orally segment words into phonemes.

Materials

copies of sound box activity sheets, pages 61 - 110
plastic chips

Directions

Give each student a sound box activity sheet and the appropriate number of chips. First, pronounce the complete word at a normal rate: "cat. " Then, say the word one sound at a time: /k/./a/./t/. As you say each phoneme, put a chip in the corresponding box. Finally, repeat the whole word at a normal rate. During this repetition, while blending the sounds together, run your finger under the boxes to provide a visual representation of the blending process. Tell your students, "Say the word, say the sounds, then say the word again."

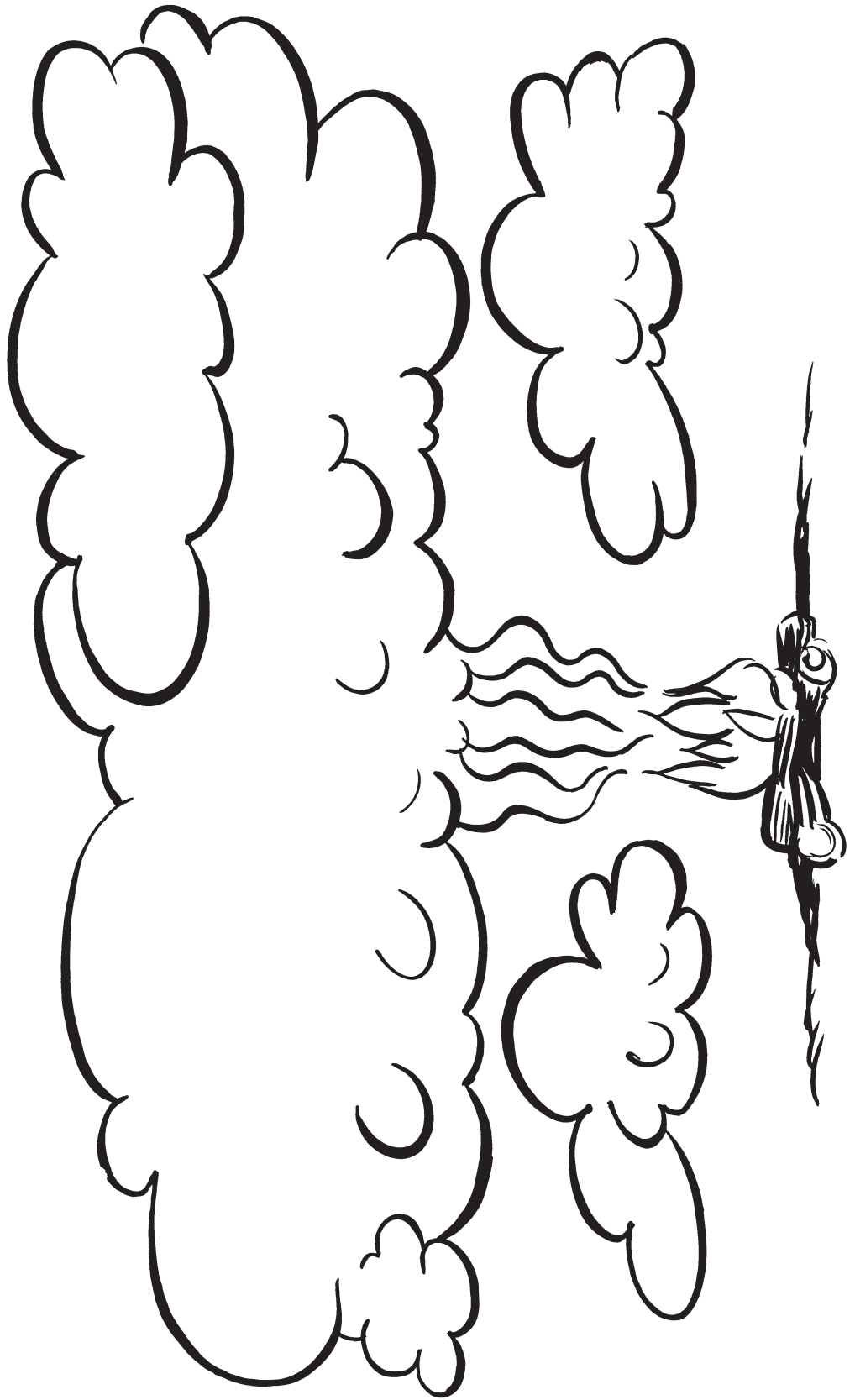
Be sure your students perform each part of the task correctly. Sometimes students forget to pronounce the entire word before beginning to segment. Some students need a reminder to work from left to right as they place the chips in the boxes. Another common mistake is for the student to segment the word by merely "stretching out" its pronunciation. As in all the phoneme level activities, be sure that students say sounds rather than letter names.

Students need to become proficient with segmentation of two-phoneme words before attempting three-phoneme words, and so on.

Note: Keep in mind that the number of letters in a word may not be the same as the number of sounds. For example, the word *ox* has two letters but three sounds: /o/./k/./s/. *Ring* has four letters but only three sounds: /r/./i/./ng/. (In fact, the sounds /n/ in *no* and /g/ in *goat* do not occur in the word *ring*.) Also, the /a/ in *can* sounds more nasal than the /a/ in *cat*. Finally, although diphthongs are made with two letters, they make one sound. For example, *out* has two sounds and *coin* has three.

Expansion

Use the sound box activity sheets of words with varying numbers of phonemes and ask your students to identify the individual sounds. As a final goal, have your students segment words without sound boxes.



Letter People

Goals: Students will say the sounds of consonants, vowels, and blends.
Students will accurately decode VC, CVC, CCVC, and CVCC words.

Materials

paper and markers
word list

Directions

Write a letter on each student's paper. Be sure to include a vowel or two. Have two or three students stand and hold up their letters. Ask the other students in class to read the real or nonsense word formed. Then, substitute other letter people for the initial, final, or medial sounds.

Also, use this activity to practice deleting initial and final sounds.

Word List

cop	mat	bug	pen
hop	at	bu	pent
mop	sat	but	rent
mod	sit	hut	rest
mob	it	hu	best
sob	fit	ha	bunt
gob	fat	hag	bust
got	mat	hug	bun
flag	kid	fist	rat
lag	skid	fit	frat
lap	skip	flit	flat
slap	sip	lit	blat
slam	sap	list	slat
sam	sa	lest	slit
ham	sag	pest	spit