

# Initial Isolation

**Goal:** Students will isolate initial phonemes in words.

## Materials

picture cards grouped by beginning sound (listed below)  
gameboard, page 57

/m/

mouse  
merry-go-round  
magician  
museum  
macaroni  
motorcycle

/d/

dog  
dentist  
dictionary  
delicatessen  
door

/t/

tree  
teacher  
tiger  
tyrannosaurus

/s/

soap  
smile  
sandal  
salamander

/r/

rocket  
rhinoceros  
refrigerator

/k/

carnival  
computer  
cafeteria

/a/

apple  
acrobat  
astronaut

## Directions

Have your students pronounce /m/ in isolation. Have them check their mouths as they produce the sound and describe what they do with their lips, tongue, and teeth. They may want to look in a mirror to see what shape their lips are making. Give them several words that begin with /m/ to practice on. Then go through the /m/ picture cards.

Remind your students that each word begins with /m/. For example, if a student looks at the mouse but says “rat,” have him say “rat” again as he checks his mouth and decides if the word begins with /m/. This type of discrimination work is excellent practice.



mouse

© 1997 LinguSystems

# R-Controlled Vowels

- Goals:** Students will say the sounds of r-controlled vowels.  
Students will read and spell words containing r-controlled vowels.

## Materials

chalkboard  
word lists, page 55  
checkers gameboard, page 111  
plastic chips  
word search pattern, page 112  
markers

## Directions

Introduce r-controlled vowels to your students using the deductive approach described in detail for lessons on CVCe, page 46, and consonant digraphs, page 48. Help your students determine which r-controlled vowels make the same sounds, like *ir* and *ur*, as well as what the particular sound is for each r-controlled vowel. Be sure to restate the patterns once students have identified them. Have your students take turns reading the word list aloud and dictating the words to others at the chalkboard for extra spelling practice.

## Expansion

Follow the directions for the Changing Words activity on page 40 using Word List 2 on the next page.

Have your students generate a list of words which contain r-controlled vowels and write them on the chalkboard. Using the blank word search sheets, have your students create word searches including words with r-controlled vowels as well as other patterns for which they need extra practice. Then have your students exchange the word searches and do them.

Play checkers with the gameboard on page 110. As your students take their turns, have them read the letters printed under their playing pieces and blend them to make words or nonsense words. For example, if a player is on “c” and moves to “ow,” he would blend the sounds printed on the two spaces and say,

## R-Controlled Vowels, *continued*

“cow.” Jumps must be initiated from rows 1, 3, 5, and 7 (consonant rows). When jumping another player, have the student blend the sounds on the space where he started, the space he jumps, and the space where he lands. When a king is moving backward, the student should read the letters facing the opponent. Since the board has r-controlled vowels, digraphs, and diphthongs, use the game any time your students need a review.

### Word List 1

far	cart	barn	harp	jar	darn	hard
for	or	torn	pork	corn	sport	scorn
her	fern	bird	fur	curl	term	stern

### Word List 2

bar	forn	farb
barn	farn	sharb
born	fern	sherb*
horn	thern*	shurb*
shorn	thirn*	shirb*
thorn	thurn*	shorb
tern*	thorn	shork
burn	tharn	shark
burn	sharn	sharn
barn	shart	sharp

Prompt: “Can you spell it a different way?”

# Checkers Gameboard

Use this pattern with R-Controlled Vowels, page 54. If you wish, you may color the white spaces red to resemble a checkers gameboard.

<b>g</b>		<b>!</b>		<b>3</b>		<b>4</b>
<b>t</b>		<b>k</b>		<b>d</b>		<b>p</b>
	<b>ie</b>		<b>no</b>		<b>io</b>	
	<b>oo</b>		<b>ee</b>		<b>ir</b>	
<b>l</b>		<b>l</b>		<b>s</b>		<b>l</b>
<b>sh</b>		<b>r</b>		<b>ch</b>		<b>th</b>
	<b>eo</b>		<b>jo</b>		<b>ae</b>	
	<b>ea</b>		<b>ea</b>		<b>or</b>	
<b>p</b>		<b>w</b>		<b>p</b>		<b>k</b>
<b>n</b>		<b>l</b>		<b>n</b>		<b>t</b>
	<b>ou</b>		<b>ea</b>		<b>ee</b>	
	<b>ow</b>		<b>aw</b>		<b>er</b>	
<b>41</b>		<b>1</b>		<b>l</b>		<b>1</b>
<b>c</b>		<b>dr</b>		<b>b</b>		<b>f</b>