

Phonological Awareness: First Sound Isolation

College- and Career-Ready Standard Addressed: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant) words.

OBJECTIVE: Help students recognize and match initial sounds in words.

Suggested Materials

Word lists (see p. 3) or pictures showing words used in this activity.

For fluency practice: Timer and graph paper (see p. 4)

Suggested Schedule And Group Size

Schedule: Daily, no more than five minutes per session.

Recommended group size: Individual or small group (up to five students)

Note: The following script is intended as a model. Adjust the difficulty of words and increase independent practice opportunities as students become more proficient during daily practice.

Activity

Intervention Principle

Use precise, simple language to introduce key concepts and procedures.

Use explicit instruction with examples. Use modeling, teacher-led, and independent practice with feedback to help students build accuracy with a new skill.

Sample Script and Procedures

Today, we are going to listen for the first sound we hear in words. I'm going to say a word. Next I'll say the first sound of the word.

Listen: sun /sss/.

/sss/ is the first sound in sun.

Now let's say it together: sun, /sss/. *(Respond with the students. Make sure all students say the first sound after they say the word. Clap or snap your fingers to make sure students say the word together. Saying the first sound after the word helps emphasize that you are isolating this sound.)*

Now try it by yourself. *(Students should say sun, /sss/. Clap or snap your fingers to cue students to say the word together.)*

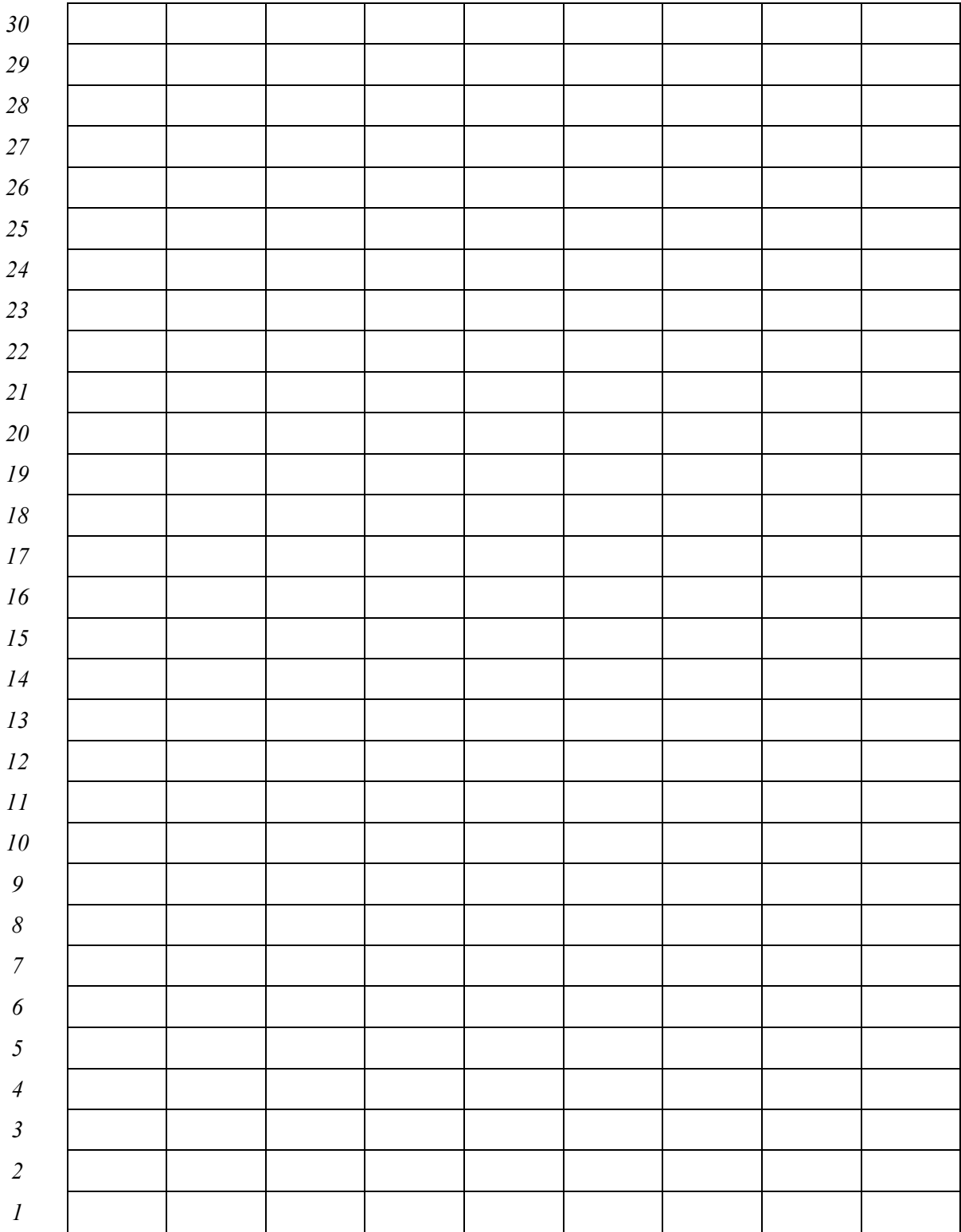
Source: Adapted with permission from *Phonemic Awareness Instructional Routine: First Sound*, Florida Center for Reading Research. Florida Center for Reading Research. Copyright 2007. Available at <http://www.fcrr.org/assessment/ET/routines/routines.html>.

<p>Provide concrete, repeated opportunities to correctly practice the skill with feedback.</p>	<p>Good! Next I'll say two words. Then I'll decide which word starts with the same sound as sun /sss/.</p> <p>Apple. (Pause.) Snake. (Pause.) Snake /sss/ starts with the same sound as sun.</p> <p>Now let's try it together: sun, /sss/. What word starts with the same sound as sun, apple, or snake? (You and the students should say, "snake, /sss/." Clap or snap your fingers to cue students to say the word together.)</p> <p>Nice job. It's your turn. What word starts with the same sound as sun, apple, or snake? (Students should say, "snake, /sss/." Clap or snap your fingers to cue students to say the word together.)</p> <p>Great listening: sssun and sssnake both start with /sss/.</p> <p><i>(Repeat this procedure with additional words. As students demonstrate accuracy, move directly to independent practice. See the Additional Practice section for further recommendations.)</i></p>
<p>Error Correction</p>	
<p>Provide immediate and explicit error correction, and have students repeat the correct response.</p>	<p>That's not quite right. Listen again. Snake, /sss/. Ssssnake starts with /sss/, just like sssun starts with /sss/.</p> <p>Your turn to try again: sun, /sss/. What other word starts with the same sounds as sun, apple, or snake? (Students should say, "snake, /sss/.")</p> <p><i>(Repeat as needed with additional words. Emphasize starting sounds)</i></p>
<p>Additional Practice</p>	
<p>Provide systematic instruction and practice by breaking concepts into chunks.</p>	<ul style="list-style-type: none"> ▪ Practice with additional words. Start with words with common sounds (/sss/, /mmm/, /aaa/, /t/), such as sock, mat, apple, and turtle. Move on to longer words or more difficult sounds as students demonstrate mastery. ▪ Hold continuous sounds for a few seconds. These are sounds you can hold without distorting, like /sss/, /mmm/, /aaa/. Stop sounds are sounds you <i>cannot</i> hold without distorting them, like /t/. ▪ Say "stop sounds" quickly and precisely, without adding /uh/ to the end of the sound. ▪ This activity may be modified to focus on the last sound (e.g., sun, /nnn/) or middle sound (e.g., hop, /ooo/), but these skills are typically more difficult for students and should be introduced after students have developed initial phoneme segmentation skills .
<p>Build Fluency</p>	
<p>Provide opportunities for speeded practice to build automaticity</p>	<p>After students demonstrate accuracy (90 percent or better), time them to see how many first sounds they can correctly match in one minute. Have them graph their scores to track their fluency. As students master the task, move on to more difficult phonemic awareness activities.</p>

Sample Word Lists (First, Last, and Middle Sounds)

Target Word	First Sound	Last Sound	Middle Sound
Big	Bat Hop	Pig Pot	Pig Hop
Rat	Jump Run	Knot Cap	Nap Horse
Jog	Foot Jam	Crate Leg	Tin Mop
Tap	Tent Clam	Mat Hop	Pan Top
Fun	Berry Fat	Bun Ladder	Run Sat
Cape	Lamp Cat	Flop Bone	Nail Jump
Pot	Pig Hammer	Stop Heat	Lock Nip
Mom	Mix Ladder	Sum Flap	Store Bomb
Hat	Bubble Hug	Jug Met	Men Tan
Stop	Set Cash	Clip Mitt	Pest Not
Moon	Late Man	Paddle Balloon	Noon Man
Book	Bait Sail	House Take	Bake Took
Team	Meal Test	Leak Cream	Mane Scream
Late	Goat List	Goat Kiss	Cake Map

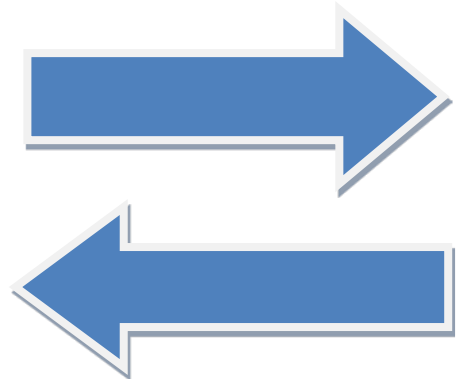
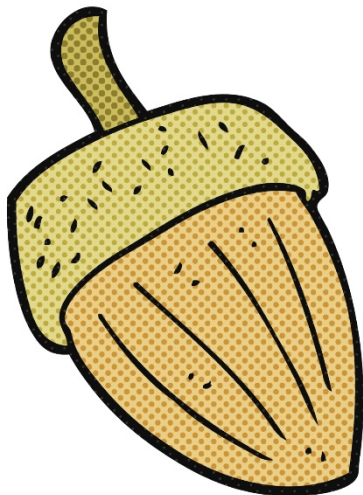
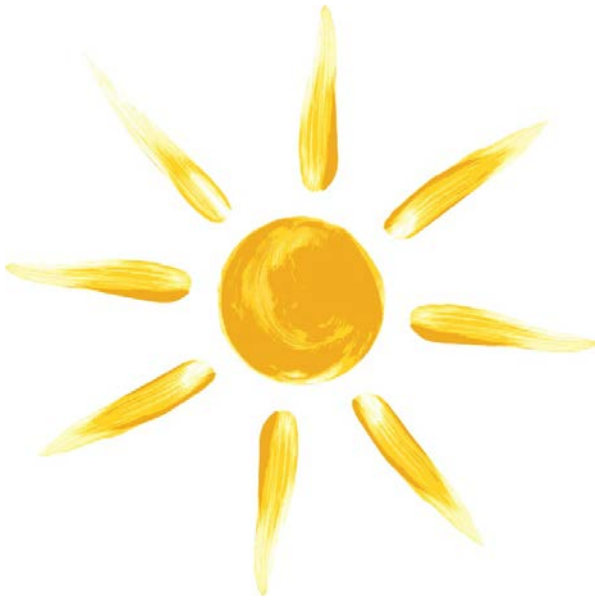
Fluency Practice Graph: Color the number of first sounds you identified in one minute.



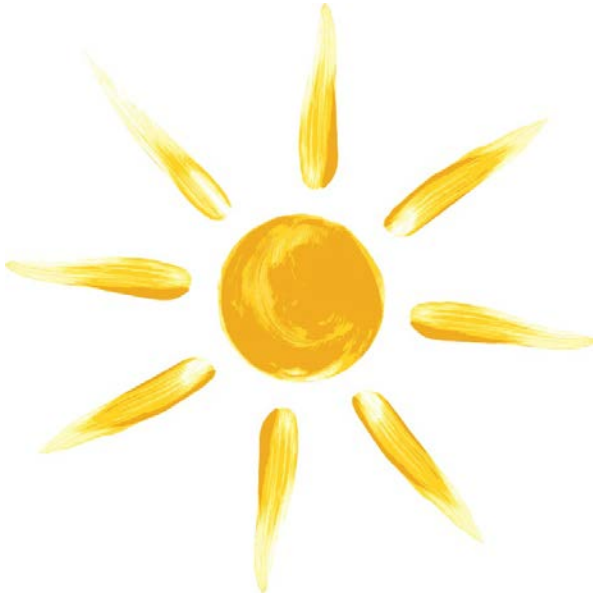
Sound^a: _____

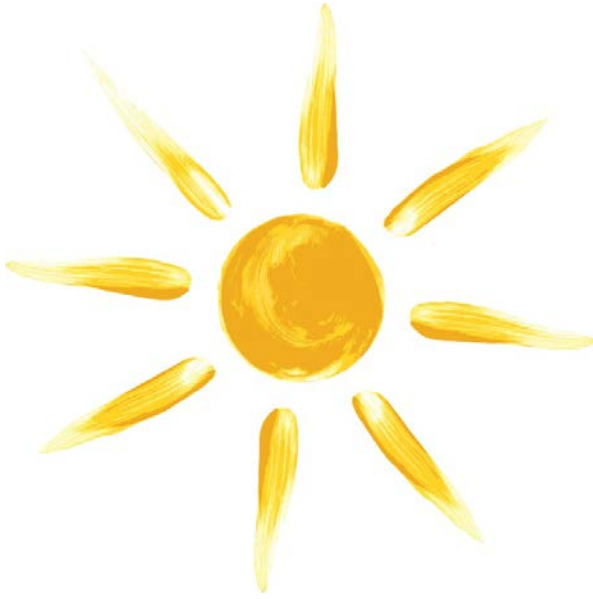
Date: _____

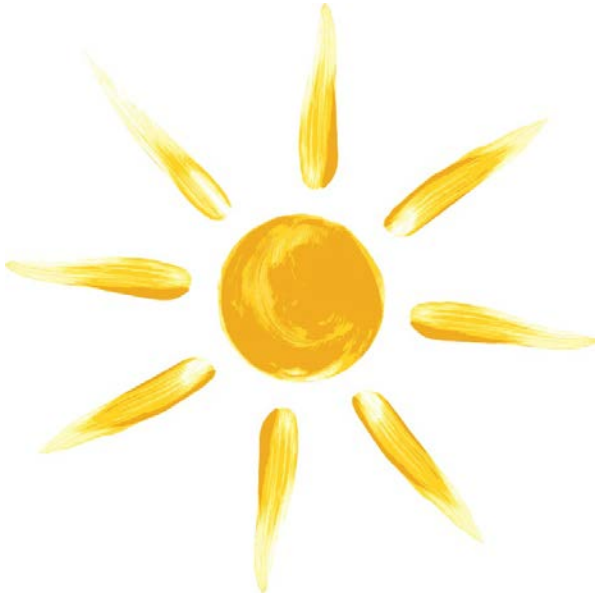
^a First, last, or middle.

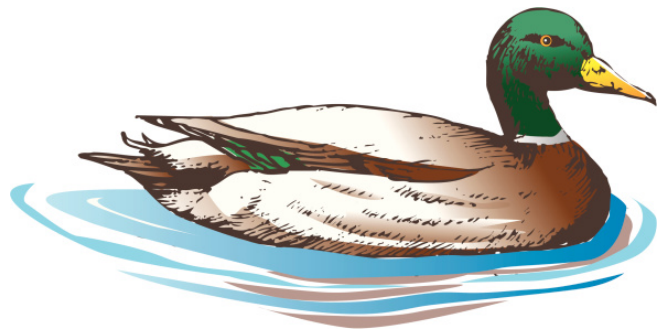
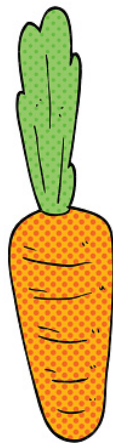
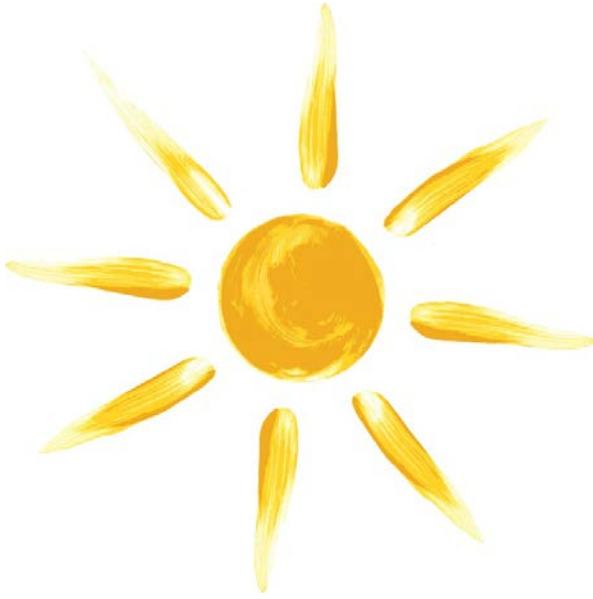


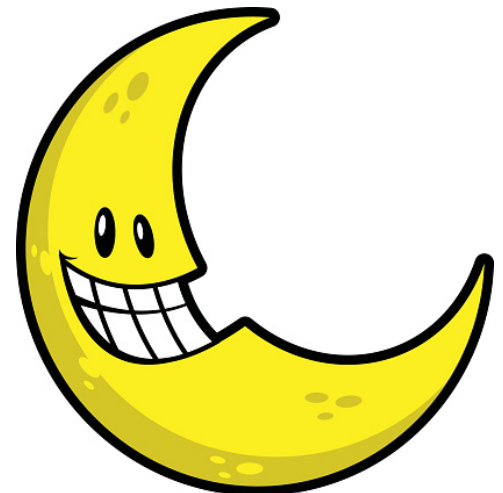
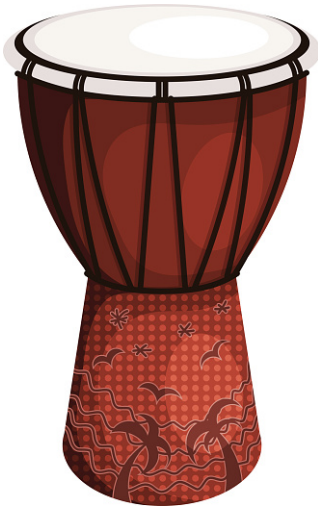


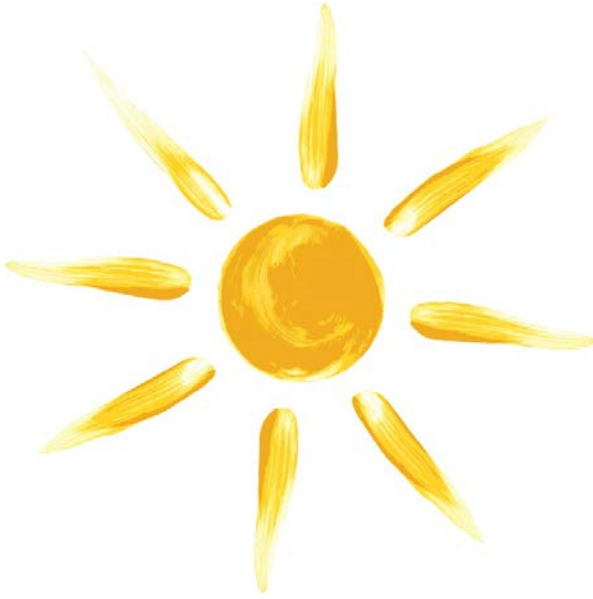












GREEN



