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Isolating Sounds

Activity Format

Small group/
Independent practice

Objective

Students will identify sounds in words.

Materials

- “Functional-Print Cards” (pages 36–39)
- a supply of environmental-print words
- scissors
- glue
- index cards

Preparation

1. Duplicate and cut out “Functional-Print Cards.”
2. Glue each environmental-print word and functional print word to an index card.
3. Laminate the cards for durability, if desired.

Procedure

1. Gather a small group of students. (This activity will first be done in a small group and then independently by the students.)
2. Show the students the cards and explain that they will identify the first sound they hear in each word.
3. Ask a child to select a card from the stack and have him or her say the word and then tell the beginning letter sound. (Be sure to focus on the beginning sound rather than the name of the letter.)
4. Challenge the children to think of other words that begin with the same sound.
5. Then, ask the child to identify the sound heard at the end of the word.
6. Continue in this manner, giving all the students in the group the chance to select a card and identify the sound. (Depending on the number of cards prepared for the activity, each child in the group should have several turns.)
7. After having the children participate in this activity in a small group, encourage them to play independently for further practice.



Isolating Sounds *(cont.)*

Sample Dialog

Teacher: What word is on the card?

Student: *Stop*

Teacher: What sound do you hear at the beginning of the word *Stop*?

Student: */s/*

Teacher: Right. What sound do you hear at the end of the word *Stop*?

Student: */p/*

Teacher: Can you think of another word that begins with */s/*?

Student: (Students respond.)

Assessment

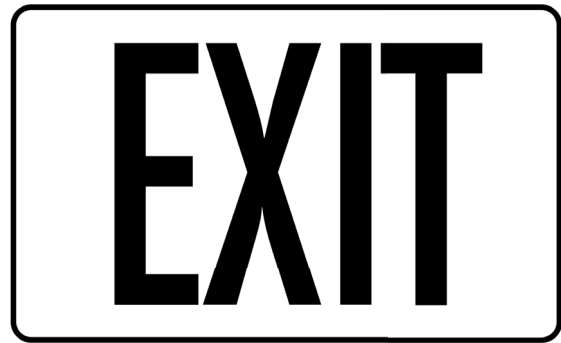
Observe each student's ability to identify the beginning and ending sounds of the words. Pay attention to the student's ability to think of other words that begin with the same sound.

Differentiation

- For an added challenge, ask the students to identify the consonant sounds in the middle of words.
- Place the cards at a learning center. Have the students match cards that have the same beginning or ending sounds.

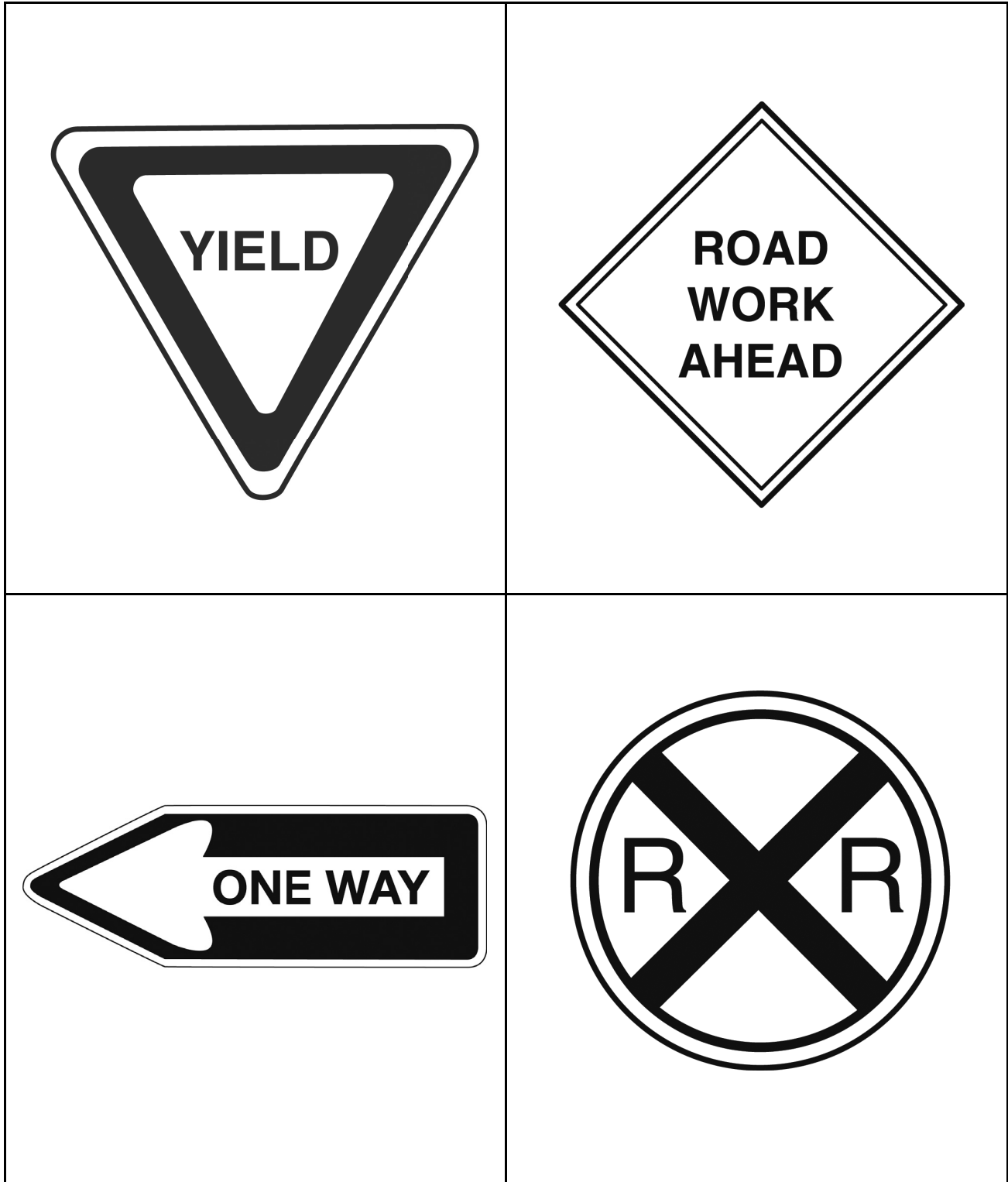


Functional-Print Cards





Functional-Print Cards *(cont.)*





Functional-Print Cards *(cont.)*





Functional-Print Cards *(cont.)*

