



Phonemic Awareness

Oral Blending

Initial Consonants

- Vary your techniques as you have the students blend more words that have the initial /s/ sound. Write *s* on the board. Emphasize the /s/ sound.

Puppet: /s/ (and point to the *s* on the board)
 Everyone: /s/
 Teacher: pider. What's the word?
 Everyone: spider

- Continue with the following words:

/s/...ticky /s/...aw
 /s/...unday /s/...addle
 /s/...omeplace /s/...weatshirt
 /s/...eat /s/...aturday
 /s/...tudent /s/...uitcase
 /s/...tamp /s/...oap

Final Consonants

Listening for a final consonant sound is much more difficult than listening for initial sounds. You may want to provide students with more classroom support. During Workshop, work with students who need extra help.

- Tell the students that the Lion Puppet wants to play the game another way, by saying everything except the last sound of the word. Remind the students that they have played this game before and that they must listen carefully. Demonstrate with this word:

Puppet: happine...
 Teacher: /s/. What's the word?
 Everyone: happiness

- Continue with the following words:

somepla.../s/ choi.../s/
 practi.../s/ ambulan.../s/
 firepla.../s/ triceratop.../s/
 brontosauru.../s/ tyrannosauru.../s/
 senten.../s/ platypu.../s/

PHONEMIC AWARENESS



Teacher Tip SAYING CONSONANT

SOUNDS Say the initial sounds distinctly. Stretch out the sound of the continuant consonants, for example: /s-s-s-s/; /m-m-m-m/. Say stop consonants several times: /p/ /p/ /p/ /p/; /t/ /t/ /t/ /t/.

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ELL TIP

INITIAL AND FINAL CONSONANTS Make sure English-language learners are familiar with the words used in this exercise. Use pictures, pantomime, and other strategies suggested in the *English-Language Development Guide* to define the words.



Informal Assessment

CONSONANTS Monitor the students' skill with initial and final consonant exercises to determine which students need extra support.