Theme: Teamwork





# **Phonemic Awareness**

## Phoneme Replacement

### **Initial Consonants**

 Continue to have the students replace initial consonant sounds as you work at the board. Use the established procedure.

Teacher: /n/ (writing n on the board).

Teacher: ickle (writing it on the board). What's the word?

Everyone: nickle

Try these word changes:

/n/ . . . ickle /t/ . . . ickle /p/ . . . ickle

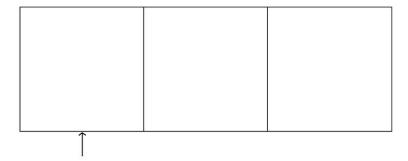
/k/ . . . andle /h/ . . . andle /l/ . . . inking /s/ . . . inking

## Segmentation

### **Identifying and Counting Phonemes**

Before the activity, make copies of the grid below for the students to use.

- Give each student three counters and a copy of the grid.
- Tell the students that you will say a word. Explain that you want them to put a counter in a box on the grid for each sound they hear in the word. Remind them to place the counter for the first sound they hear in the box above the arrow.
- Say the word *sat*, stretching the sounds: /s-s-s-s/ /a-a-a-a/ /t/. Have the students place a counter in the correct box for each sound.
- Call on volunteers to tell how many sounds the word has.
- Have everyone blend and sav sat.
- Continue the activity with the following words: *sap*, *sag*, *rag*; *sun*, *run*, *ran*. Have the students identify which sound is different in each word change.
- Choose one word and have the students say and write in the boxes on the grid the letter for each sound in the word. Remind them to use the Alphabet Sound Cards if they need help.



#### UNIVERSAL ACCESS: MEETING INDIVIDUAL NEEDS

#### **ELL Support**

For ELD strategies, use the English-Language Development Guide, Unit 7, Lesson 4.

### **Intervention Support**

For intervention strategies, use the Intervention Guide, Unit 7, Lesson 4.