

Spelling Connections

Grade 1 Phonemic Awareness Lessons

How to Use the Phonemic Awareness Lessons

Use these four lessons at the beginning of the year to evaluate your students' level of phonemic awareness, or ability to segment sounds in words. For example, students must learn that a word like **pig** has three sounds. The ability to segment sounds in words is foundational for becoming a good reader, writer, and speller.

- The first lesson (page 1) asks students to discriminate the initial sound in words.
- The second lesson (page 2) features recognition of rhyming words, identifying similar ending sounds.
- The third and fourth lessons (pages 3–4) highlight segmenting, or distinguishing, the sounds in words.

Students who cannot negotiate these lessons need further work in building phonemic awareness. One very effective technique for building phonemic awareness is using Elkonin Boxes. (A reproducible blackline master for this purpose is included in the Appendix of the *Teacher Resource Book*.) Elkonin Boxes help students make the auditory discrimination necessary to hear and count the number of sounds in words. Directions for using Elkonin Boxes are included on page T3, the teacher page that accompanies the third phonemic awareness lesson.

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ELL Support

Phonemic Awareness

Choose from the activities below to reinforce English language acquisition.

Beginning

Develop Phonemic Awareness Tell students that you will slowly read a list of words. They should raise their hands when they hear a word with a different initial sound from the previous words. Read three or four words with the same initial sound before switching sounds. For example: **goat, game, get, moon.**

Rhyming Words Say pairs of rhyming words. Have students listen to and repeat the words. Then tell students you will say more pairs of words. Some will rhyme and some will not. Have students say yes when they hear a rhyming pair of words and no when they hear a pair of words that do not rhyme.

Clapping Game Say the word **lake**. Then say the word again, segmenting the sounds, /l/ /ā/ /k/. Segment the sounds again and have students clap the sounds you say. Ask students how many claps they made. **(three)** Continue with additional words with two, three, and four sounds. Have students clap each phoneme in a word as you say them. Then have students repeat the sounds and clap again.

Words and Pictures Display Sound/Symbol Cards for **can, cat, and rat**. Have students identify the pictures. Hold up the cards again, one at a time, and have students say the names. Ask them to listen to the first sound in each picture name. Have them tell you which picture name does not have the same initial sound as the other two picture names. **(rat)**

Intermediate

1, 2, 3... Provide each student with a sheet of paper on which are printed the numbers 1, 2, 3, or have students write the numbers 1, 2, 3 on paper. Tell students you will say a sound. Then you will say three words. One of the words will start with the sound. Students will circle the number that corresponds to the word that starts with the sound. For example, say /b/. Have students repeat. Then say **cat, bed, pan**. Repeat the words and then have students say them. Ask students if the first word starts with /b/. **(no)** Ask if the second word starts with /b/. **(yes)** Have students circle the number 2 on their papers. Continue with additional sounds and words.

Rhyming Words Review with students that rhyming words have the same ending sounds. Give an example, such as **cat/hat**. Tell students you will say three words. They will listen for the ending sounds and tell you which words rhyme. Say the following groups of words: **ran, can, bat; sand, band, dump; nest, nap, best; take, lane, mane; hop, hit, stop.**

Count the Sounds Say the word **go**. Ask students to tell how many sounds there are in **go**. **(two)** Then say the word again, this time segmenting and clearly pronouncing each sound. Have students count aloud the sounds they hear. **(two)** Say additional words for students to guess. For example: **nut (three), yolk (three), by (two), ape (two), frame (four).**

Support for Spanish Speakers

Comparing Languages Phonemes in English words may be difficult for Spanish-speaking students, since Spanish has 18 consonant phonemes while English has 26. Both languages have these five vowels: **a, e, i, o, u**. However, English uses an additional

eight vowel spellings. In addition, Spanish does not contain the English sounds for **dg, j, sh, th, and z**. Provide students with frequent practice listening for and pronouncing these phonemes.

Choose from the activities below to reinforce English language acquisition.

Advanced

Sounds Yes or No Provide each student with two index cards: one printed “yes” and the other “no.” Tell students that you will say a word. They are to listen to the beginning sound. Then you will say another word. If the second word has the same beginning sound as the first word, students should hold up the “yes” card. If the second word does not have the same beginning sound, students should hold up the “no” card. Example word pairs: **dig/dog, bed/tent**.

Picture Rhymes Display the Sound/Symbol Card for **hive**. Name the picture and have students repeat it. Say the word again and tell students to listen to the ending sound. Then, one at a time, display the following Sound/Symbol Cards. Have students raise

their hands when you show a picture whose name rhymes with **hive**. Display the following cards: **tub, net, dive**. Continue with other cards and words. Suggestions include **house/mouse, fish/dish, box/fox, dog/frog, mop/hop**.

How Many Sounds? Tell students you will say two words. Have them listen carefully to the number of sounds in each word and then tell you which word has the greatest number of sounds. For example, pronounce each sound as you say **can** and **do**. Students should identify **can (3)** as having more sounds than **do (2)**. Continue with additional words. As students improve, do less segmentation when you pronounce the words.

Advanced High

Sound Sort Provide pairs of students with the Sound/Symbol Cards for **fox, fish, jet, jacket, mop, mouse, nail, net, web, window, bed, bird, dog, dish, goat, goose, leg, and lock**. Have students mix the cards. Then have partners work together to sort and pair pictures whose names start with the same sound. Provide assistance as necessary to identify a picture.

Listen Quick Give students a sound, such as /m/. Tell students you will read a list of words. For each word they hear that begins with the /m/ sound, have them make a mark on their paper. At a moderate pace, say **rose, skate, mop, yarn, zoo, bear, box, mom,**

mitten, toast, man, cub, fish, dog, apple, cat, mail, moon, move, sheep, bee, pie. Students should have seven marks on their papers when you finish reading the list. Continue with other target sounds and lists.

Short and Long Words Display the Sound/Symbol Cards for **zero, six, wagon, and egg**. Point to and say the name of each picture. Call on a volunteer to put the pictures in order according to the number of sounds in the word. (**egg, six, zero, wagon**) Segment the sounds in the words to check the order. Continue with additional sets of cards.

Phonemic Awareness

Identifying Initial Sounds

Say the name of this picture:



Circle the pictures that start with the same sound.

<p>[tiger]</p>	<p>[heart]</p>	<p>[toes]</p>
<p>[leaf]</p>	<p>[sun]</p>	<p>[two]</p>

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Phonemic Awareness

Identifying Initial Sounds

Student Objectives

- Compare and contrast initial sounds in words.
- Identify pictures that begin with the initial sound of /t/.

Teaching Tips

- Display the Sound/Symbol Card for **mop**. Have students identify the picture.
- Ask students to say the word **mop** and listen for the beginning sound. Have students say the /m/ sound separately.
- Display the Sound/Symbol Card for **mouse**. Have students identify the picture. Ask if the word **mouse** begins with the same sound as **mop**. (**yes**) Have students say both words, emphasizing the initial sound.
- Display the Sound/Symbol Card for **pie**. Follow the same procedure, asking if the word **pie** begins with the same sound as **mop** and **mouse**. (**no**) Have students say all three words, emphasizing the initial sound in each word.
- Repeat with the Sound/Symbol Cards for **top**, **ten**, and **bat**.
- Work with students to complete page 1. Say the word **tent** and ask if the word **tiger** has the same beginning sound. Follow the same procedure throughout the page. If a student hears the same sound at the end of the word **heart**, point out that the /t/ sound can be heard at the beginning and end of words.

Matching Words

Play a game of Duck, Duck, Goose with students. Explain that you will say three words. Students should listen for the word that does not match. Say, *duck, duck, goose*. Have students tell you which word does not match. (**goose**) Then have students sit in a circle. Demonstrate how to play the game. Pat each student on the shoulder in turn and say **duck**. For one student, say **goose**. Have that student stand and try to tag you before you can walk around the circle and sit in the student's place. Change the activity by using additional animal names, such as **dog, dog, cat** and **fish, fish, bear**.

Recognizing Rhyme

Phonemic Awareness

Student Objectives

- Listen for word endings that sound the same.
- Identify pictures whose names rhyme.

Teaching Tips

- Display the Sound/Symbol Card for **cat**. Have students identify the picture.
- Say **cat**, segmenting the initial sound from the rest of the word, /k/ /ă/ /t/. Have students repeat. Then say **at** and have students listen to the sound.
- Tell students that words rhyme when they have the same ending sound. Say **cat** again. Then say **sat**. Explain that **cat** and **sat** have the same ending sound, **at**.
- Work with students to complete page 2. Say **cat**. Then point to the picture of the car. Have students identify the picture. Ask if **cat** and **car** rhyme or have the same ending sound. **(no)** Do the same with **bat**. **(yes)** Model circling the picture of the bat to show that the picture name rhymes with **cat**.
- Continue with the remaining pictures.

Phonemic Awareness

Recognizing Rhyme



Say the name of this picture:

Say the name of each picture below. Circle the pictures that rhyme with **cat**.

 <p>[car]</p>	 <p>[bat]</p>	 <p>[rat]</p>
 <p>[can]</p>	 <p>[hat]</p>	 <p>[cap]</p>

Rhyming Words


Have students work in groups of three. Give each group a set of five Sound/Symbol Cards. Possibilities for sets include **six, sled, zipper, quarter, bed**; **zoo, yarn, frog, quilt, dog**; **bird, acorn, dish, fish, rose**; **apple, kangaroo, lock, frame, game**; and **shave, dig, house, cave, hammer**. Help students identify the pictures as needed. Have each group find the two picture names that rhyme in each set of cards. **(sled, bed; frog, dog; dish, fish; frame, game; shave, cave)** Then ask students to trade their set of cards with another group and then find the rhyming words in the new set of cards. Have students continue trading until they have worked with all the sets of cards.

Phonemic Awareness

Counting Sounds in Words

Say the name of this picture: . **Bee** has two sounds.

Say the first sound in **bee**. Say the second sound in **bee**.

Say the name of this picture: . **Bean** has three sounds.

Circle the picture in each pair that has two sounds.

[leg] 	[egg] 	[tea] 	[tree] 	[feet] 	[eat] 
[eight] 	[skate] 	[two] 	[tooth] 	[boat] 	[bow] 

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Phonemic Awareness

Counting Sounds in Words

Student Objectives

- Segment and identify picture names with two phonemes.

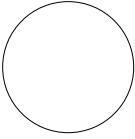
Teaching Tips

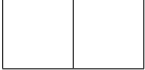
- Say and segment the word **bee** into individual sounds, /b/ /ē/. Then say /b/ again and have students repeat. Do the same with /ē/. Ask students how many sounds they hear in **bee**. **(two)**
- Follow the same procedure with the word **bean**. Have students say and identify the three sounds in **bean**.
- Model completing the first item. Have students name the first picture. Say and segment **leg**, /l/ /ē/ /g/. and have students repeat. Ask how many sounds they heard. **(three)** Have students name the second picture. Say and segment **egg**, /ē/ /g/, and have students repeat. Ask how many sounds they heard. **(two)** Demonstrate circling the egg picture.
- Identify the remaining pictures, and have students circle the picture in each pair that has two sounds.


Elkonin Box Practice Master


TRB, p. 154

Elkonin Box




2 sounds


3 sounds


4 sounds

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Using Elkonin Boxes

Give each student a copy of the Elkonin Box Practice Master and three markers, such as buttons. Point to the first picture on page 3. Ask students to listen as you say the word **leg**. Slowly say /l/ /ē/ /g/. Explain that **leg** has three sounds. Then say, *How many sounds do you hear in the word feet?* /f/ /ē/ /t/ **(three)** That's right. *Three sounds.* Have students find the row of three squares on their paper. Direct them to put a marker in the box that shows where they hear /f/ in **feet**. Do the same with /ē/ and /t/. Have students practice by saying the names of other pictures on page 3 and using markers to show how many sounds they hear in each word.

Student Objectives

- Segment and identify picture names with three phonemes.

Teaching Tips

- Review with students the procedure they used to identify the number of sounds in a word. Say **bag**. Then segment **bag**, /b/ /ā/ /g/. Have students repeat. Ask them how many sounds they heard. **(three)**
- Model the first item on page 4. Ask students to identify the picture. **(cake)** Then segment the word **cake**, /k/ /ā/ /k/. Have students repeat. Ask them how many sounds they heard. **(three)** Demonstrate how to circle the picture to show that the picture name **cake** has three sounds.
- Work through the third item. Explain to students that they will not circle the picture of the nest because the word **nest** has four sounds.
- Identify the remaining pictures as needed. Provide copies of the Elkonin Box Practice Master and markers to help students count sounds.

Phonemic Awareness

Counting Sounds in Words

Say: **bag**. Say the first sound in **bag**. Say the second sound in **bag**. Say the third sound in **bag**. **Bag** has three sounds. Say the name of each picture. Circle the pictures with names that have three sounds.

 [cake]	 [cat]	 [nest]
 [skate]	 [can]	 [bow]

Practice Counting Sounds

Hold up the following Sound/Symbol Cards one at a time: **up, pie, mop, nut, wood, yo-yo, and last**. For each card, have students say the word that names the picture. Then have students say the individual sounds they hear in the picture name. Help them to isolate the sounds one by one and in order. Then work with students to count the number of sounds they hear in each word. If needed, draw Elkonin Boxes on the board and place a mark in or shade each box as students identify each sound.