

Date: _____

Comparing Initial Sounds

PLAN

Component: Phonological Awareness Routines

Instructional Activity: Comparing Initial Sounds

Materials Needed: N/A



Approximate Time:
5 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You're going to learn how to listen to the beginning sounds in words and decide which two words have the same beginning sound. Listening for sounds is important work when you are learning to read. You will know you can do it when you can figure out which words have the same beginning sound by yourself.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Before we begin our game, let's review what it looks like, sounds like, and feels like when you are listening. Listening looks like eyes watching. Listening sounds like all voices are off. Listening feels calm and still. Let's practice together. I will say the steps and you show me how to do it.

Eyes watching. Students respond.

Voices off. Students respond.

Body calm and still. Students respond.

Today we are going to listen for the sound at the *beginning* of each word. The *beginning* sound is the *first* sound in a word. It is also called the *initial* sound. It is the sound we hear or say *first*.

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I DO IT!

Demonstrate. *Teach the new skill. Model with clear explanations. Verbalize your thinking process.*

Watch and listen as I figure out which two words have the same *beginning* sound.

The words are *fox, fish, sun*.

First, I repeat each of the three words the teacher says: *fox, fish, sun*. Model.

Next, I say each word slowly and smoothly.

I touch my shoulder as I say the first sound of the first word, and then slide my hand down my arm as I say the rest of the word.

I listen carefully to the sound I say when I touch my shoulder. It is the *beginning* sound. Model.

I stretch each of the other words the same way, touching my shoulder for the first sound and sliding my hand down my arm as I say the rest of the word. Model.

Last, I think: Which two words had the same sound at the beginning? I say the two words that have the same beginning sound: *fox* and *fish*. Both words begin with */fff/*.

Teacher tip: To stretch each word, hold your left arm out and use your right hand to touch your left shoulder and slide down your arm.

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WE DO IT!

Provide guided practice.

Let's practice one together. I will say the step and you show me how to do it.

The words are *bear*, *lamp*, *bug*. Repeat the words. Students respond.

Touch your shoulder, then stretch the word *bear*. Listen and remember the sound you say when you touch your shoulder. Students respond.

Touch your shoulder, then stretch the word *lamp*. Listen and remember the sound you say when you touch your shoulder. Students respond.

Touch your shoulder, then stretch the word *bug*. Listen and remember the sound you say when you touch your shoulder. Students respond.

Say the words that had the same beginning sound. Students respond.

Yes! I hear /b/ at the beginning of *bear* and *bug*!

Let's continue!

Repeat the routine with words in the list.

Word List:

zoo, zipper, van
top, can, team
ship, rug, rat



If students need support with:	Then try this:
Identifying initial sounds...	Use words that begin with continuous sounds (e.g., /m/, /l/, /s/). When students are proficient with that skill, move back to using words that begin with stop sounds (e.g., /t/, /b/, /g/).
Identifying which two sounds are the same...	Use only two words and ask students if they begin with the same sound or different sounds.

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YOU DO IT!

Provide independent practice.

Now, I'm going to call on one student to listen for beginning sounds.

The words are *nest, fish, flower*. Everybody, repeat the words. (Student name), stretch each word slowly and smoothly while sliding your hand down your arm.

Listen for the sound you make when you touch your shoulder. Student responds.

Which two words have the same beginning sound? Student responds: *fish, flower*.

Repeat the routine with 2-3 students using words in the list.

Today you learned how to listen to the beginning sounds in words and find two that were the same. Great work!

Word List:

nut, nickel, vase
pounce, list, pickle
lemon, lion, mouse
tap, get, go
find, fell, jump

ASSESS

Assess students (formally or informally). Determine the level of mastery for the stated objective.

Observe individual students as they respond during guided and independent practice.
Scaffold or correct all errors. Provide specific praise for accurate responses.

If you are unsure if a student truly has the skill, consider holding them at the table while the rest of the group goes to their next work so that you can quickly check in with the student individually.

ENRICH/EXTEND

Enrichment/Extension. Provide enrichment and extension activities for students who need less support.

As an extension students could complete picture sorts based on beginning sounds. Examples of these sorts can be found at www.fcrr.org.