

Date: \_\_\_\_\_


## Identifying Initial Sound


PLAN

**Component:** Phonological Awareness

**Instructional Activity:** Identifying Initial Sound

**Materials Needed:** Sound Pencil (see last page)

 **Approximate Time:**  
5 minutes

 **Click here for video example**

- Individual
- Small Group
- Large Group

OBJECTIVE

**State the objective(s).**

You're going to learn to listen for the beginning sound in a word. Knowing where sounds are in a word helps us when we are reading and spelling. You will know you have it when you can show me where the beginning sound is.

REVIEW &  
VOCABULARY

**Review prerequisite skills and teach related vocabulary.**

Today you will hear me say the word *initial*. What word? Students: *initial*.

*Initial* is another word for *beginning* or *first*. When we are talking about the *initial* sound, we are talking about the *beginning* sound. Another way to think about it is that the *initial* sound is the *first* sound we hear in a word. Today we will be finding the *initial* sounds in words.

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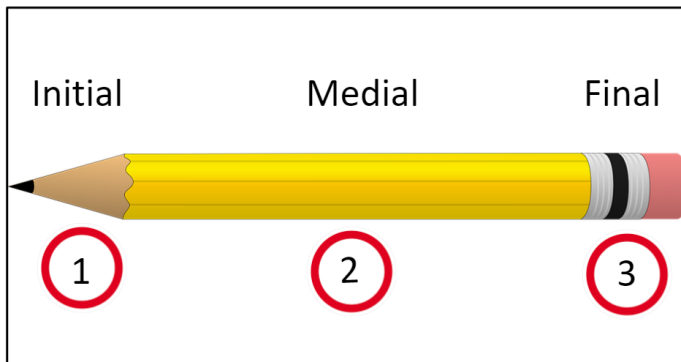
## Identifying Initial Sound

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

Show students a copy of the sound pencil. Do not hand out the rest yet.

Here is a new tool we are going to use in our reading group. This is the Sound Pencil. It is labeled 1, 2, and 3. Number 1 is the tip of the pencil—the sharp end. That’s where the *initial*, or *first*, sound is. Number 2 is the long wooden part of the pencil. That’s where the *middle*, or *next*, sound is found. Number 3 is the eraser. That’s where you’ll hear the *final*, or *last*, sound. Today we are focusing on Number 1, the *initial* sound. If you have already used this tool, use this time as a quick review.

I DO IT!



Watch and listen as I use the Sound Pencil to help me find the *initial* sound in a word.

First, I am going to say the word: *miss*. Model.

Next, I am going to run my finger down the pencil as I say the word: /mmm...iii...sss/. Model. Be sure to touch Dot 1 when saying the initial sound, Dot 2 when saying the medial sound, and Dot 3 when saying the final sound. Don't pause between sounds! Say the sounds slowly and smoothly.

Last, I will point to the tip of the Sound Pencil –Dot 1– and say the *initial* sound in the word *miss*. Model.

The *initial* sound in *miss* is /mmm/.

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## Identifying Initial Sound

### Provide guided practice.

**Let's try it together!** Hand students their own copies of the Sound Pencil. Let them use laminated copies of the Sound Pencil picture.

**The word is *less*. What word?** Students and teacher respond.

**Touch under the Sound Pencil as we say the word *less*.**

Teacher and students say the word and move their fingers from Dot 1 to Dot 3.

**Now, point to Dot 1.** Students and teacher respond.

**What is the *initial* sound in the word *less*?** Students and teacher respond /lll/.

**Let's try another one.**

**The word is *fill*. What word?** Students and teacher respond.

**Touch under the Sound Pencil as we say the word *fill*.**

Teacher and students say the word and move their fingers from Dot 1 to Dot 3.

**Point to where the *initial* sound is.** Students and teacher respond.

**What's the *initial* sound in *fill*?** Students and teacher respond /fff/.

*Repeat the routine with words in the list.*

#### Word List:

laugh

nice

face

WE DO IT!



If students need support with:	Then try this:
Sliding down the pencil while saying the sounds...	Hand-over-hand with the student and stretch the word slowly with the student.
Identifying where the beginning sound is visually located on the pencil...	Put a "marker" of some kind at the beginning of the pencil, such as a sticker or a cube.

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## Identifying Initial Sound

YOU DO IT!

### Provide independent practice.

Your turn. I'll give each of you a chance to respond. As one student answers out loud, the rest of you should touch under your Sound Pencil and think the answer in your head.

**Everybody:** The word is *map*. What's the word? Students: *map*

Touch under your Sound Pencil and say the sounds in *map* slowly and smoothly.

(Student name), what's the *initial* sound in *map*? Student responds: /mmm/

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

Use the prompts from above if students need help remembering the steps.

Today you learned how to find the *initial* sounds in words. Great work!

#### Word List:

mash

fin

lime

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 feedback 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.

Once students are able to identify the beginning sounds in words, move on to identifying final, and medial sounds.

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## Identifying Initial Sound

<p>Initial                      Medial                      Final</p>  <p>1                      2                      3</p>	<p>Initial                      Medial                      Final</p>  <p>1                      2                      3</p>
<p>Initial                      Medial                      Final</p>  <p>1                      2                      3</p>	<p>Initial                      Medial                      Final</p>  <p>1                      2                      3</p>