

Date: _____

Phoneme Identification

PLAN

Component: Phonological Awareness

Instructional Activity: Phoneme Identification

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 find the sound in a word. Knowing where a sound is in a word is helpful when you are spelling words. You'll know you have it when you can find the target sound in a word.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

You may hear me say the word *identify*. What word? Students respond: *identify*.

Identify is another word for figuring something out. We will *identify* where the sound is in a word. That means we figure out whether the sound is in the beginning, middle, or end of a word. This time, you will listen and *identify* whether the sound is at the *beginning* or the *end* of a word.

Teacher tip: If you have already used the Sound Pencil in previous lessons, this is a great place to get it back out. Instead of using their thumbs, students can point to where the sound is.

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I DO IT!

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

Today our target sound is /g/, like in the word *goat*. We will *identify* where the sound /g/ is in each word.

Watch and listen.

First, I'm going to say the word.

Next, I'm going to say each sound in the word. Then, I will put a thumb up if the sound is in the beginning (model) and thumb down if the sound is at the end (model).

Note: If using Sound Pencils, touch the tip of the pencil when saying the beginning sound and the eraser when saying the ending sound.

Listen carefully. My turn. The word is *flag*.

I'll say each sound in the word *flag* slowly and smoothly: /fff...lll...äää...g/.

I hear the /g/ at the *end* of the word, so I give a thumbs down. Model.

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Provide guided practice.

Let's try it together!

The word is *gate*. What word? Teacher and students: *gate*.

Let's say the sounds. Teacher and students: /g...āā...t/

Identify where the sound is. Give me a thumbs up if you hear /g/ at the beginning of the word. Give me a thumbs-down if you hear /g/ at the end of the word: /g...āā...t/. Teacher and students respond by giving a thumbs-up sign.

Let's do another.

The word is *game*. What word? Students respond.

Say the sounds. Students say the sounds: /g...āā...mmm/

Identify where the sound is. Thumbs up or down. Where is the sound /g/? Students respond with a thumbs-up.

Word List:

bug
glide
dog

Let's try some more.

Repeat the routine with words in the list. This time, the teacher should respond only if the students need additional support.



If students need support with:	Then try this:
Identifying the beginning or ending sounds...	Pull out the Sound Pencil page as support, have them touch the parts of the pencil as they hear the sounds.

WE DO IT!

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YOU DO IT!

Provide independent practice.

Now, I'm going to call on one student at a time to show where the /g/ sound is.

The word is *gum*. Everybody, what word? All students respond.

Say the sounds. All students respond: /g...ũũ...mmm/

(Student's name), identify where the /g/ sound is. Designated student responds with a thumbs-up.

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

Nice work today! You identified where our target sound /g/ was in each word. If you were spelling these words, you would know where to write the letter g!

Word List:

hog

bag

girl

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.

ENRICH/EXTEND

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

Switch out the target sound to align with your instruction for the day. When students are confident identifying beginning and final, begin to add in the medial sound. You can also alter the way you ask students the question. Instead of asking them to identify where in the word is a particular sound, you can ask them what sound is located in a certain position. For example, "What sound is at the beginning of the word ___?"