

## Beginning Sound Isolation

Choosing words from the text, have readers repeat each word slowly and identify the beginning sound while tapping their heads.

Example:

- o Adult: *We are going to practice listening for the beginning sounds in words.*
- o Adult: *Say tan.*
- o Reader: *Tan*
- o Adult: *I am going to make the beginning sound in tan while tapping my head.*
- o Adult: */t/ [while tapping head] Now you try!*
- o Reader: */t/ [while tapping head]*
- o Adult: *Let's try another word.* [continue with additional words such as bed, fish, goat, hat, or lamp.]



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## Medial Sound Isolation

Using a set of three or four letter words, have readers say each word slowly and then make the medial vowel sound while placing their hands on their hips.

Example:

- o Adult: *Let's practice picking out the middle vowel sound in words.*
- o Adult: *Say chop*
- o Reader: *Chop*
- o Adult: *I am going to make the middle vowel sound in chop while putting my hands on my hips.*
- o Adult: */ɔ/ [while putting hands on hips] Your turn!*
- o Reader: */ɔ/ [while putting hands on hips]*
- o Adult: *Let's try another word.* [continue with additional words such as zip, net, jog, shut, or chat.]



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## Ending Sound Isolation

Choosing words from the text, have readers repeat each word slowly and identify the final sound while tapping their toes.

Example:

- o Adult: *We are going to practice making the last sound we hear in words.*
- o Adult: *Say classroom*
- o Reader: *Classroom*
- o Adult: *I'm going to make the last sound I hear in classroom while tapping my toes.*
- o Adult: */m/ [while tapping toes] Now you try!*
- o Reader: */m/ [while tapping toes]*
- o Adult: *Let's try another word.* [continue with additional words like dog, basket, cabin, sob, or travel.]



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## Rhyming Practice

Say two words and have readers repeat them. If the words rhyme, readers should give a thumbs up. If the words do not rhyme, readers should give a thumbs down.

Example:

- o Adult: *We are going to practice recognizing if two words rhyme. I am going to say two words. If they rhyme, we're going to give a thumbs up. If the words do not rhyme, we will give a thumbs down.*
- o Adult: *Say bug, rug*
- o Reader: *Bug, Rug*
- o Adult: *Do those words rhyme? Yes, they sound the same at the end. Let's give a thumbs up!*
- o Adult & Reader: [Thumbs up]
- o Adult: *Let's try another pair.* [continue with additional word pairs like hip/lip, man/nap, hen/pen, room/broom, or meet/peek.]



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## Phoneme Blending

Using the sound boxes and tokens of your choice, have readers say each phoneme of a word while pushing a single token into each box. After pushing up all of the sounds in the word, students will drag their finger from left to right across the bottom of the boxes, blend the sounds together, and say the word.

Example:

- Adult: *We are going to practice blending sounds together to make words. I will say three sounds while pushing a chip into each sound box.*
- Adult: /sh/ /ō/ /p/ [ Model pushing a chip up for each sound]
- Adult: *Your turn, say and push up /sh/ /ō/ /p/.*
- Reader: /sh/ [pushes token into the first box] /ō/ [pushes token into the second box] /p/ [pushes token into the third box]
- Adult: *Now I am going to drag my finger from left to right under the boxes and say the word the sounds make. /sh/ /ō/ /p/, shop! You try!*
- Reader: /sh/ /ō/ /p/ [drags finger from left to right] *shop*
- Adult: *Let's try three new sounds.* [continue blending the phonemes of additional words such as fog, men, tag, bus, or chin.]



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## Phoneme Segmentation

Using the sound boxes and tokens of your choice, have readers say a word and then split it into its phonemes by placing a token in each box as they say a single phoneme. To extend this work, readers can then write the letter(s) that make each phoneme into each box.

Example:

- Adult: *We are going to practice breaking words into their individual sounds. I will say a word and you will repeat it. Then I will show you how I break it into single sounds using the sound boxes.*
- Adult: *Say tent*
- Reader: *Tent*
- Adult: *Watch me break tent into four sounds. /t/ [pushes token into the first box] /ě/ [pushes token into the second box] /n/ [pushes token into the third box] /t/ [pushes token into the fourth box.] Now you try!*
- Reader: /t/ [pushes token into the first box] /ě/ [pushes token into the second box] /n/ [pushes token into the third box] /t/ [pushes token into the fourth box]
- Adult: *Great! Let's try a new word!* [continue with segmenting additional words like frog, brag, swim, west, or jump.]



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## Sound Boxes

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