

# Identifying Beginning Phonemes

**Objective:** Students will learn how to identify the initial phoneme in spoken words.

**Review:** words are made up of sounds; identify onset in spoken words

## I DO

- 1. Define:** Phoneme Identification is the ability to recognize individual phonemes (the smallest part of a spoken word).
- 2. Introduce:** Say, “Words are made up of individual sounds. We need to be able to hear each sound in a word so we can read and spell them. Today, we will listen carefully to each sound in a word and name the beginning sound in the words we hear. Watch and listen carefully.”

## 3. Model Identifying Beginning Phonemes:

- Display a slinky (or you can use your fists). Say the target word and use it in a sentence: *leg*. I have a cut on my *leg*.
- **Stretch and Shrink** the word *leg*. Emphasize and keep each sound connected as you stretch the slinky apart while slowly saying /lllěělggg/. Over-exaggerate the initial /l/ to represent the first sound of the word. Shrink the slinky back together and say *leg*.
- Say, “The sound I hear first -- at the beginning of the word -- is /lll/ *leg*.”
- Repeat this modeling process with *fish* and *zip*.

## WE DO

- 4. Guided Practice:** Tell students it is now their turn to try some words with you. Give students a new word. Stretch and shrink the word together. Provide prompts and feedback as needed to identify the beginning sound in the word.

**Words for Practice:** *zoo, we, bee, sop, feet, hide*

## YOU DO

- 5. Independent Practice:** Tell students, “Now it’s your turn.” Give students new words to try independently while other students silently listen.

**Words for Practice:** *off, shop, dot, time*

Once children are accurate with segmenting words into syllables, you can use the following activities for independent practice.

- Initial Sound Picture Sort
- Initial Sound Matching

### Manipulatives:

Slinky (or use fists)

### Strategy for the Lesson:

Stretch and Shrink

### About This Plan:

1. You can adapt this lesson to fit into your district’s planning template.
2. Use this lesson when introducing initial phoneme identification. The strategy incorporates manipulatives as a scaffold to explicitly teach the skill. These should be removed once students show an understanding of how to perform the task accurately.