

Identifying Ending Phonemes

Objective: Students will learn how to identify the ending 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 last 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: *van*. The van is old and dirty.
 - **Stretch and Shrink** the word *van*. Emphasize and keep each sound connected as you stretch the slinky apart while slowly saying /vvväännn/. Over-exaggerate the ending /n/ to represent the end of the word. Shrink the slinky back together and say *van*.
 - Say, “The sound I hear last - at the end of the word - is /nnnn/ - *van*.”
 - Repeat this modeling process with *maze* and *sash*.

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 last sound in the word.

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

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: *feet, off, shop, hide, dot, time*

Once children are accurate with identifying the ending phoneme, use the following activities on ReadingUniverse.org for independent practice.

- Ending Sound Picture Sort
- Same or Different?

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 ending 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.