

EMPOWERING TEACHERS

Phonemic Awareness Instructional Routine: Isolation

Preparation/Materials: Simple words (e.g., met, sun, lot, fat)



- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say

- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Sounds are noted using / /

TEACHER EXPLAINS TASK

We are going to identify the first sound in a word.

TEACHER MODELS TASK

Listen.

sun

/sssun/

/s/ is the first sound.

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Say sun with me.

- sun

Say the first sound in sun.

- /sss/

Yes, /s/ is the first sound in sun.

STUDENTS PRACTICE TASK

Your turn.

Say sun.

sun

Say the first sound in sun.

/sss/

Yes, /s/ is the first sound in sun.

INDEPENDENT PRACTICE

When students consistently isolate the first sound in each word, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are isolating the first sound in each word. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, present a word with two sounds (e.g., it, me).

Adaptations using this instructional routine:

- Use a manipulative to represent each sound in the word. Point to the first manipulative when asking the student for the initial sound.
- Say three words, two of which have the same initial sound. Students identify the two words with the same initial sound (e.g., dog, sat, dip).
- Say two words, ask students to identify the same final or medial sound (e.g., identify the final sound in fit as /t/ or identify the medial sound in hug as /u/).

For further independent student practice, refer to the FCRR Kindergarten and First Grade Student Center Activities at http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part4.pdf

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