

Phonemic Awareness Instructional Routine: Isolation

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

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- *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 / /

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| 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 |
| <i>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.</i> |
| SCAFFOLDING SUGGESTION FOR ERRORS |
| <i>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).</i> |

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/).

Below are links to FCRR Student Center Activities which provide additional independent practice for this skill.

- [PA.012 Silly Sentence Big Book](#)
- [PA.025 One Card Out](#)
- [PA.036 See It – Sound It](#)