**Primary Strand: 1.3 Reading**

**Integrated Strand/s: Communication and Multimodal Literacies K.1, 1.1**

**Essential Understanding:**

All students should:

* **All students should understand that spoken words are made up of units of speech sounds within words, which can be manipulated to make new words.**

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

* orally produce words that rhyme by changing the initial phoneme (e.g., *sip/ship*, *heart/part*)
* count phonemes in one-syllable words
* blend separately spoken phonemes to make one-syllable words
* segment words by producing each phoneme
* determine whether the medial vowel sound is the same or different in a set of one-syllable words
* sort picture cards by initial, medial, and final phonemes
* remove a phoneme from an orally presented word to make a new word (e.g., *rice/ice*, *beach/bee*, *weight/weigh*, *couch/cow*)
* add a phoneme from an orally presented word or rime to make a new word (e.g., *pie/pipe*, *four/fork*, *cab/crab*, *ot/lot*, *ap/map*)
* change phonemes orally to make new words (e.g., *rug/jug*, *bunch/lunch*, *card/cart*, *sat/sit*).

**Primary SOL:**.

1.3 add a phoneme from an orally presented word or rime to make a new word (e.g., *pie/pipe*, *four/fork*, *cab/crab*, *ot/lot*, *ap/map*)

* change phonemes orally to make new words (e.g., *rug/jug*, *bunch/lunch*, *card/cart*, *sat/sit*).

**Reinforced (Related Standard) SOL:** The student will participate in, collaborate in, and report on small-group learning activities.

## Materials

* Picture cards (consonants)

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Tell students that they will be playing a game that changes the first sound of their name with a new sound.
2. Say, “When we change the first sound in a word, we can create a new word, sometimes the words may not even be real words.”
3. Choose a picture card that has a target sound (ex: violin /v/).
4. Model how you will change the first sound in your name to the sound from the picture (ex: Jafar is now Vafar) and say, “My new name is \_\_\_\_\_\_\_\_\_.”
5. Model this with another name.
6. Choose another picture card and target sound and begin the game.
7. Students can say, “My new name is \_\_\_\_\_\_\_\_.”

**Assessment :**

As students play the game, take notes on students that can easily substitute the first sound and note students that may need support.

**Writing Connections:**

* This activity is intended to be done orally, but can also be done using letter cards.

**Extensions and Connections (for all students)**

* Students can play this game using picture cards during literacy stations
* Teachers can greet students at the door in the morning and show them a picture card with a new sound their name can begin with as they greet their teacher at the door.
* This game can also be played as a “Secret Sound” game. Teachers give each student a secret sound and then the other students must guess their sound when their new name is given.

**Strategies for Differentiation**

* Start by using only the beginning letter sounds
* Scaffold students that may need support by helping them begin their name with the new sound
* Progress to ending sounds