

**Phonemic Awareness Instructional Routine: Isolation**

Preparation/Materials: Words with three phonemes (e.g., kite, coat, big, ship).

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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 / /

**TEACHER EXPLAINS TASK**

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

**TEACHER MODELS TASK**

Listen.

kite

/k/ /ī/ /t/

*/t/ is the last sound.***TEACHER & STUDENTS PRACTICE TASK TOGETHER**

Say kite with me.

- kite

Say the last sound in kite.

- /t/

Yes, /t/ is the last sound in kite.

**STUDENTS PRACTICE TASK**

Your turn.

Say kite.

kite

Say the last sound in kite.

/t/

Yes, /t/ is the last sound in kite.

**INDEPENDENT PRACTICE**

*When students consistently isolate the last 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 last 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 a continuous ending sound (e.g., miss).*

**Adaptations using this instructional routine:**

- Identify the initial sound in fit = /f/.
- Identify the medial sound in hut = /u/.
- Identify the two words with the same initial sound: fit, fall, him (fit/fall).
- Identify the two words with the same final sound: dog, sit, dig (dog/dig).
- Identify the two words with the same medial sound: hot, pot, fit (hot/pot).

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](http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part4.pdf)

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