

## SAMPLE PAGES FROM THE "USING THE WILD [ TO TEACH THE CHILD" TEACHING MANUAL

- 1.11 (K) Distinguish orally stated one-syllable words and separate into beginning or ending sounds.  
1.4 (1<sup>st</sup>) Distinguish initial, medial, and final sounds in single-syllable words.

### Activities:

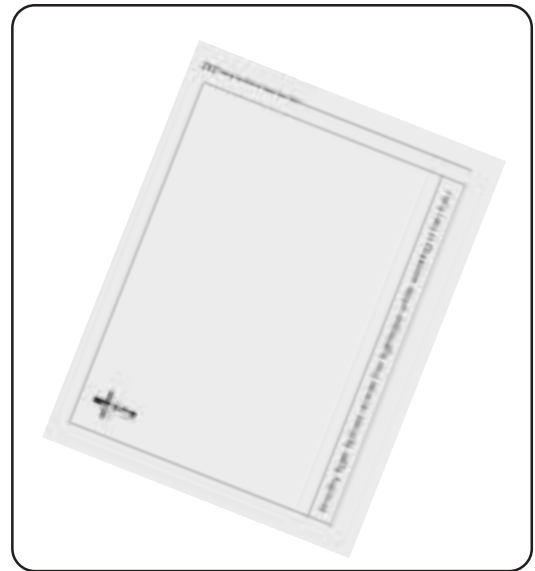
- 1. Initial Sounds.** Choose from 3 – 5 of the *Zoo-phonics Alphabet Puppets* that the students have made so far. Call out words one at a time. Children are to listen for the initial sound and then choose the appropriate puppet. *List: ad, bed, can, dad, List #2: egg, fit, get, hat, in.* (See pages 38 and 39 for more VC/CVC words.)  
  
*Challenge:* Once children have become proficient at this and have a comfort zone, start asking students to listen for the sounds at the **end** of the word. Only after students are proficient at this, ask students to listen for the **medial** sounds. Medial sounds are much more difficult to distinguish because they are in the midst of other letter sounds.
- 2. Locating Initial Sounds in Words.** Hand each child a simple vowel-consonant (VC) or consonant-vowel-consonant (CVC) word. Have them match the first initial of the word to the appropriate AAC, and then Signal/sound. *List: ad, bed, can, dad, egg, fit, get, hat, in, jet, kit, let, man, net, ox, pet, quit, run, sit, tan, up, van, win, six, yes and zip.* Since your children are only responsible for the sound that comes at the *beginning* of the word, they should have no trouble. Help anyone who needs the extra help.
- 3. Auditory Activity: Beginning and Ending Sounds.** Call out VC or CVC words, one at a time. Children are to listen for the beginning or ending sound and immediately call out the animal and start Signaling and giving the sound. Children can either take turns, or call out as a group. Teacher's choice.

*Use this Word List for the various activities in this section.  
Stay within the word families so children can hear the sound patterns.*

cab, bad, dad, fad, had, lad, mad, sad, bag, rag, sag, wag, am, bam, ham, jam, an, can, fan, man, pan, ran, cap, lap, map, nap, web, bed, fed, led, wed, beg, leg, tell, well, hen, men, pen, ten, bet, get, jet, let, met, net, pet, set, fib, bib, rib, did, hid, kid, lid, big, dig, pig, wig, him, rim, in, fin, pin, tin, win, dip, hip, lip, rip, sip, tip, it, bit, fit, hit, kit, pit, sit, fix, mix, six, job, rob, sob, nod, dog, fog, grog, hog, jog, log, hop, mop, cop, pop, top, cot, got, hot, lot, not, pot, tot, box, fox, ox, dub, rub, tub, mud, bug, dug, hug, jug, mug, rug, tug, gum, hum, rum, sum, fun, run, sun, up, cup, pup, us, bus, but, cut, hut, nut

- 4. Choices, Choices!** Once students are proficient with “initial, ending, medial sounds,” try this game. Divide the class up into three groups: beginning sounds, medial sounds and ending sounds. When you call out “where do you here the /c/ in the word, “cat”? The “beginning sound” kids jump up, and so on. See how fast your students can get. Make sure everyone understands the terminology (beginning sounds, medial sounds and ending sounds). Practice first. Translate the key words if necessary.
- 5. Look at a big book.** Have children come up and point to all the letters in the text that are the focus of the day. Or, call out letters randomly and have children point them out. Read all the words that either *start* with the letter focus or has it *in* them.

6. **Alliterations.** Make an alliteration page for each letter focus. *Example: "allie alligator acts absolutely angelic."* There is a Black Line Master for each animal. (Use Black Line Master, page 213 - 238.) Read the alliteration aloud to your children several times so they can hear the focus sound. Have them repeat the alliteration and Signal/sound. Children are then to illustrate each.
7. **Everyday Phonemic Awareness.** Using everyday experiences, teach phonemic awareness. For example, to reinforce the sound, /b/, say, "If you have blond, black, brown, or brunette hair, stand up." "If you have blue or brown eyes, stand up." "If your hair is in braids, stand up." Do children know anyone who has a beard? Each child who stands must Signal and sound the /b/. Try this with other letter sounds.
8. **Play an Auditory/Visual Game.** Lay out three *Merged Animal Letter Cards*. Call out the sound of one of the Cards. Students can take turns pointing to the appropriate *Card*. When your students can choose one out of three correctly, add another card.



Alliteration activities reinforce initial sounds in words.

*Add to the challenge:* Once the students are confident and are doing this activity successfully, say "I will say a word, and I want you to find the Card that matches the first sound of that word." Choose simple words: in, at, up, on, is, dad, mom, big, dig, sit, box, fog, etc. Example: call out "cat." A child will locate the *Merged "Catina Cat" Card*, and give sound and Signal. Practice this often (See Word Lists on pages 38 and 39.)

9. **"What is this?"** Display the *Merged Animal/Letter Cards*, "a - z." Show your children a picture of an object (car, house, man, etc. See pages 254 - 260 for Black Line Master.) Say, "What is this?" When your children respond by naming the object, then ask, "What Animal/Letter do you hear at the beginning of this word?" Pick a child to hold up, or point to, the correct AAC. You can cut additional pictures out of magazines and catalogs. You might even want to laminate them and place them in envelopes or a small plastic box for safekeeping.

*Variation:* Display the *Merged Animal/Letter Cards*, "a - z." Ask your child the names of objects in the classroom as you point to them. As the students say "door," ask a student to hold up, or point to, the corresponding AAC. Always sound and Signal.

**10. Calendar Time.** Tie your phonemic awareness lessons into everyday classroom activities. Here's an example: Teach phonics through the calendar! Using your classroom calendar (appropriately placed so everyone can sit around it) discuss all the words related to calendar. Write down the words on sentence strips, and address the initial letters sounds in each word (names of the days, the months, the seasons, weather, etc.)

It is important that children understand the basic concepts of time, the purpose for the calendar, and learn age-appropriate calendar information.



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Teach phonemic awareness and phonics through the calendar.

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**11. Student Names.** Use students names for phonemic awareness. For example, ask students whose name starts with a “b” to stand up. Who has a “b” inside their name? Stand up. Now, write these names on the board for all to see, and put a box shape around all the “b’s.” Do this for all your students’ names.

**12. Sound Detective.** As you are reading a book or singing a song, write out key words on the chalkboard and Signal and sound the **initial sounds** together as a class. In time, you can begin to point out **medial sounds** and **ending sounds**. Ask various students to choose the appropriate *Large Animal Alphabet Cards* that goes with an initial, medial, or ending sound.

**13. Signal As You Sing.** As you sing a familiar song, Signal out initial sounds of key words (consonants and short vowels only). Now sing the song again. Write down key words from a song on the chalkboard. Have the children match the *Animal Alphabet Cards* to the **initial**, **medial**, and **ending sounds**. As the children improve their reading skills, you can add to the level of difficulty by adding Blends, Digraphs, Schwa sounds, etc. For example, you may consider teaching the “th” Digraph early in the school year to your students because of the High Frequency Words “the,” “this,” “that” and “Thursday.” Signal this whenever you hear it in a song!

**14. Secret Password.** Give your students a secret password before reading a story to the class. Tell them ahead of time (for example), “Every time you hear the sound that missy mouse (mmmmm) makes, I want you to Signal.” Have a student find missy mouse in the stack of *Animal Alphabet Cards* and place missy in a highly visible place. Perhaps she could sit in the seat of honor next to the teacher or near the student helper of the day. Have a different secret password each day.

### Assessment:

1. Utilize the assessments for “Initial and Ending Sounds” on pages 149 - 156 of the *Zoo-phonics® Assessment Inventory CD*.
2. Utilize the assessments on “Sound Similarities and Differences” on pages 41 - 48 of the *Zoo-phonics® Assessment Inventory CD*.
3. Causally assess students by watching how they approach words daily. Annotate. Can they auditorily distinguish beginning, medial and ending sounds?
4. Given an alliteration, can children tell which sound is being repeated? Use the *Zoo-phonics Alliterations* (pages 213 – 238) or use other sources. Make up your own and have students generate.