

Learning to name the beginning and ending sound of a simple word.

A.) Strategy to teach skill: To pass this skill the child needs to first be able to:

- Properly identifying beginning sound of a word
- Identifies ending sound in a simple word

Practice the above skills as necessary as you expand your child's knowledge of words by overly enunciating the beginning & ending sound of a simple word to help your child concentrate on that sound to say sounds or name letters. For example :

**dog** *Expect student to name beginning and ending sound only*  
**jar** *medial sounds come later.*  
**man**  
**truck**  
**top**  
**hat**

B.) Once your child is getting the hang of saying the beginning & ending sound of a word with extra enunciation, practice saying the simple word normally and having your child tell you the beginning & ending sounds. Remember to use simple words as a complex word may fluster your child. Focus on child being able to produce beginning & ending sound in word, but if child names the letters for the sounds that is even better. For example:

**map** *your child may say **mp***  
**duck** *your child may say **dk, duk, duc***  
**pig** *your child may say **pg***  
**ball** *your child may say **bl***  
**van** *your child may say **vn***  
**queen** *your child may say **qn, qen, quen***  
**eat** *your child may say **et***  
**up**  
**sit** *your child may say **st***  
**hat** *your child may say **ht***  
**zap** *your child may say **zp***

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C.) Writing Experience (K Mastery Skill applies the learning of naming beginning & ending sound).

Help your child write a simple sentence using the sight words studied and CVC words. Say the sentence aloud first, *then write the sentence with your child's help, correcting errors as you go*. Explain the corrections such as "we are learning all words have a vowel-usually a,e,i, o, u, and sometimes y and w". Use teaching techniques such as stretching out the word to help your child hear all the sounds in the word and write the sentence slowly using your child's help as much as possible. Cut the sentence into word puzzle pieces and help your child assemble the puzzle into a sentence again to read. Then let your child write the sentence looking at the model you made together for a meaningful writing experience. Practice many of the same sentences again and again. Make sure to write the sentences properly using an upper case and lower case letters and a punctuation mark. [Refer to video demonstration: http://www.youtube.com/watch?v=xkkLF8f3jPY](http://www.youtube.com/watch?v=xkkLF8f3jPY)

**May I go?**

**I see a cat. (dog, pig, rat)**

**The sun is hot.**

**My dog will nap.**

**She said yes.**

**He said no.**

**But it is hot.**

**Will you go with me?**