

Hearing Ending Sounds

Picture Sort

Consider Your Children

If children have been accustomed to listening for beginning sounds, you can then provide clear demonstrations to help them attend to last sounds. Use a variety of words rather than phonograms or rhyming words only. Also, use some two-syllable words. You want children to become flexible in listening for the last sound. Because of dialect and individual differences, some children may not say the last sounds in exactly the same way you do. For this exercise, demonstrate standard articulation and have children practice it. Finally, remember that children are listening for the last sound they hear, independent of letters. It doesn't matter here that *kite* has an *e* at the end.

Working with English Language Learners

For English language learners, you may need to work in a small group to have them clearly articulate the words and say and hear the last sound. Students will be expected to use picture cards to categorize words by last sound, so they will need to hear the similarities in the final phoneme. Provide more examples and be sure that children are saying the words themselves rather than just listening to you say them. Start with a limited set of picture cards; have them say and place the picture cards. Be sure they know and can say the names of the words they will be using and that they understand the words *first* and *last* in English.

You Need

- ▶ Pocket chart.

From *Teaching Resources*:

- ▶ Selected picture cards (Picture Cards, Ending Consonants): *cat, moon, basket, kite, coat, bat, net, hat, spoon, fan, sun, bone, lion, ten, nine*. (Enlarge cards for demonstration purposes.)
- ▶ Two-Way Sort Cards or Sheets.

Understand the Principle

Children need to be aware of more than the beginning sounds of words. They also need to develop the concepts of "first" and "last" with reference to the sounds in words.

Hearing ending sounds helps children represent more of a word in writing and to notice more details when solving words in reading.

It also helps them distinguish between words that begin in a similar way but end differently.

Explain the Principle

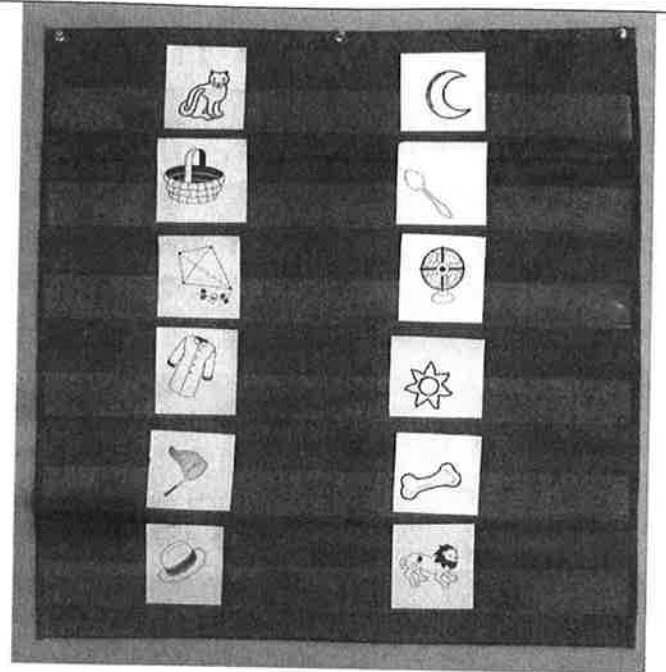
- “Some words sound the same at the end.”
- “You can connect words that sound the same at the end.”



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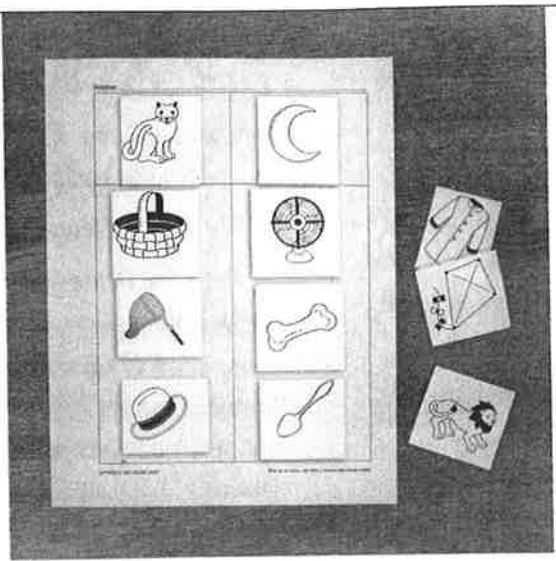


- ① Explain to your children that they are going to learn how to listen for the last sound in a word.
- ② Suggested language: “Say the word *cat* slowly. What do you hear at the end of the word? [Children respond.] That’s right, it’s a *t* [or isolate the */t/* sound]. When we say the word, we can hear the sound at the end. Say this word, *basket*. [Emphasize the last sound when you pronounce it. Children respond.] Does it have the same sound at the end as *cat*? [Children respond.] Say *cat, basket*. [Children respond.] You can hear the same sound at the end.” Place the picture of the basket under the cat.
- ③ Go through one or two more */t/-*ending words, each time having the children say the key word and the second word and think about whether they sound alike at the end (*kite, coat, bat, net, hat*).
- ④ Then repeat the process for words ending with */n/* (*spoon, fan, sun, bone, lion, ten, nine*). You may want to use *moon* as the key picture.
- ⑤ Mix up the pile of pictures and go through them, one at a time. Invite the children to say the word and then to decide whether the picture goes under the cat or the moon.
- ⑥ Encourage them to check their categories by saying *cat, basket* and so on, accentuating the last sound.
- ⑦ When finished, you will have categorized all of the picture cards into two columns.
- ⑧ Check the columns by having children say the name of the key picture and move down the entire column, saying all the words that have the same last sounds.

take
say
put

apply

► Have children complete a two-way sort using a pile of picture cards. The children place two key pictures at the top of the card. They take a picture card, say the word, and place the card in the correct column. They take turns with a partner. Each partner places all the cards in the column, saying the words. Each reads the completed columns of pictures as a final check and then mixes up the cards for his or her partner to take a turn.



share

Display the categorized words in the pocket chart. Ask children to discuss what they noticed about the ending sounds of words. Demonstrate by making some comments yourself. You may hear comments like these, which reveal children's thinking about sounds in words:

- “*Cat* and *net* end the same.”
- “*Nine* sounds like *moon* at the end but like *net* at the beginning.”
- “*Nine* sounds like /n/ at the end, but there’s an *e*.”