



/z/



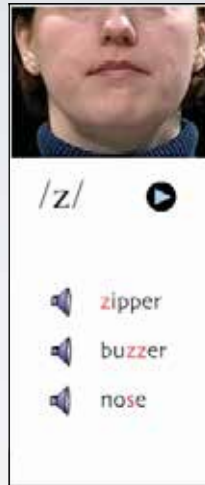
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PHONEMIC AWARENESS

- Let's start by learning how the phoneme /z/ should be sounded.
- To make the /z/ sound, place the front of your tongue against the top of your mouth, behind the upper teeth, force out air to make a vibrating sound.
- Use the link in the online lessons to go to the *Iowa University website* and click on the triangle to hear how the phoneme /z/ should be sounded.



American Pronunciation
[University of Iowa](#)

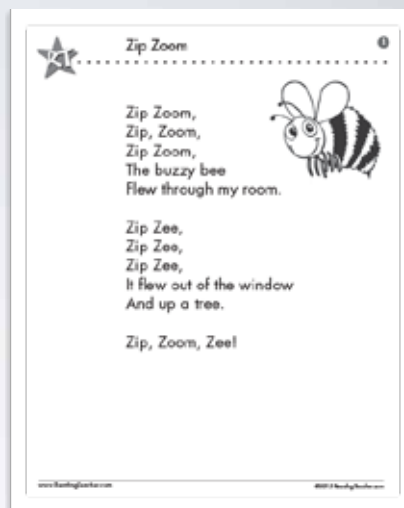
Australian Pronunciation
[Get Reading Right](#)

British Pronunciation
[Phonics International](#)

Scroll to the middle of the page.

PHONEMIC AWARENESS

- Tell the students they are going to learn the /z/ sound.
- Demonstrate how the word "zip" has the /z/ sound at the beginning of the word.
- Download the Song Sheet "Zip Zoom."
- Read out, or sing the song, "Zip Zoom," emphasizing the /z/ sounds at the beginning of words.



Song Sheet
[Zip Zoom](#)

SongSheet from KIDiddles



PHONEMIC AWARENESS

- Tell the students that the word “zipper” begins with the **/z/** sound.
- Pretend to zip-up your jacket as you say the / z z z z z z z z / .
- Ask students to do the same. Tell them to use this movement when they say or hear the **/z/** sound.



Action for /z/

To help students remember phonemes, we associate an action with the sound. The action for /z/ is zip.

PHONEMIC AWARENESS

- Get sound/symbol card 28.
- Show the front of the card and ask what is in the picture. Ask what sound “zebra” begins with.
- Ask the students to listen for the **/z/** sound and repeat it in the word “zebra,” and do the “zip” motion as you say the **/z/** sound.



Sound/Symbol Cards Cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.



PHONEMIC AWARENESS

- Tell the students that you are going to say some words that begin with the /z/ sound and some that do not.
- Ask them to make the “zip” action and say /z/ when they hear the sound at the beginning of the word.
- Here are the words:

**zebra, zoo, snake, zero,
socks, zone, jet, zoom**

- Be sure to leave plenty of time between saying each word for the students to respond.

More words to use that have the /z/ sound at the beginning of words:

zag, zap, zest, zinc, zing, zip, zipper

PHONEMIC AWARENESS

- Say the word **sneeze** stressing the /z/ at the end of the word. Say that in this word the /z/ sound is at the end.
- Tell the students that you are going to say some words that have the /z/ sound at the end of words and some that do not.
- Ask them to make the “zip” movement and say /z/ when they hear the sound at the end of a word.
- Here are the words:

**fizz, freeze, wash, size,
bus, prize, dress, quiz**

- Leave sufficient time for the students to respond.

More words to use that have the /z/ sound at the end of words:

buzz, daze, doze, froze, fuzz, size, sneeze, snooze, squeeze



PHONEMIC AWARENESS

- Tell the students they should make the “zip” movement and say /z/ when they hear the /z/ sound at the beginning of a word in the verse you are going to read them.
- Here’s the verse:

**Go to the zebra zone at the zoo.
Zig zag past the camels with the humps,
Zoom by the tigers, not the right stripes.
Here are the zebbras, alone in their zone.**

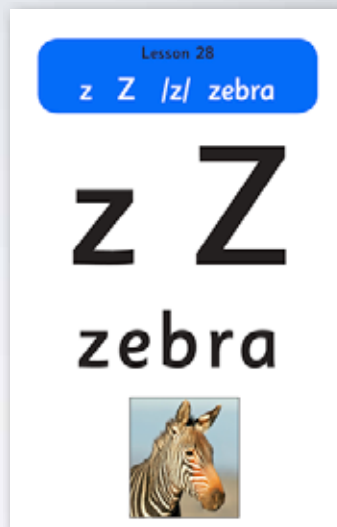
- Repeat the verse until the students can identify all the /z/ sounds in the verse.

Another verse to help teach the /z/ sound

Zip along to the zoo,
See the zebras and the apes too,
Zoom down to the play zone,
Call Mom on my new cell phone.

SOUND/LETTER RELATIONSHIP

- Give out the sound/symbol card for /z/.
- Show the back of the card.
- Point to the small **z** and say this is how we write the letter for the sound /z/.
- Point to the capital **Z** and say this is how we write big /z/ which is for important words like people’s names.
- Point to the word “zebra” and say this is how we write the word “zebra.” Point out the letter **z** and say this is how we write the /z/ sound at the beginning of the word “zebra.”



Sound/Symbol Cards Cards



SOUND/LETTER RELATIONSHIP

- Give out the writing practice sheet for **z Z**.
- Point to the small **z** and say this is how we write the letter for the sound /z/.
- Point to the capital **Z** and say this is how we write big /z/ which is for important words like people's names.
- Say the name "Zoe" begins with the sound /z/.
- Model the formation of the letter **z** for the students.



Writing Practice Sheets [/z/ Writing Practice Sheet](#)

SOUND/LETTER RELATIONSHIP

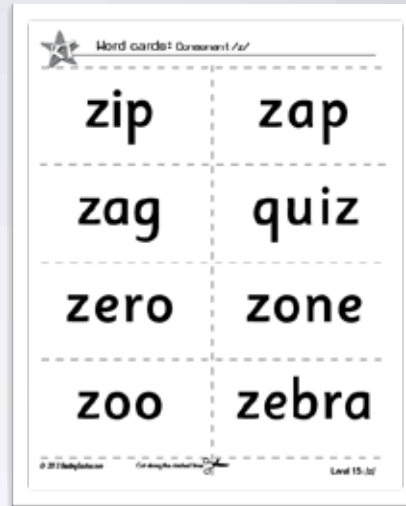
- Have students write the letter **z** in the air as they watch you write it.
- Have students trace the letters on the practice worksheets with their fingers.
- Ask the students to practice writing the small **z** and the large **Z** on the practice worksheets.





BLENDING

- Blending is the skill of sounding out letters all through a word into a natural sounding word.
- Using a Word Card, point to the first letter of the word and say the sound.
- Then pass your finger to the next letter and say the sound, and so on.
- For example, for the word **zap** say zzz-aa-p.
- Do this again more quickly until the word is pronounced naturally.



Cut where indicated to make eight cards

Word Cards
[Word Cards](#)

BLENDING

- Show the Word Card for **zip**.
- Say that the word begins with /z/.
- Ask a student to point to the letter that stands for /z/.
- Sound out **zip** while running a finger under each letter: /zzz/iii/p/.
- Say the word quickly **zip**.
- Have the students sound out the word with you.

