



Reading Done Right
Practical, Effective Support

Sounds First

Phonemic Awareness Program

Grade 1
Weeks 1–10

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Best for All: Sounds First Activities for Phonemic Awareness PreK through 2nd Grade

Developed for the Tennessee Department of Education Foundational Skills Supplement

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Welcome to the page for the TN Foundational Skills Curriculum Supplement. This supplemental resource follows evidenced-based research and was carefully crafted in order to build a solid foundation for preK through grade two early literacy. This supplement uses a systematic and explicit approach to instruction so that all students can gain the foundational skills necessary to become proficient readers.

As materials become available they will be added to the table below, and can be downloaded by clicking on the link. Users also have the option of enrolling in the course by clicking enroll and logging into the LMS or creating an account.

Note: *The TN Foundational Skills Curriculum Supplement is an open-source resource that is free and available to anyone. TN's curriculum supplement was developed for any and all teachers, parents, higher education agencies, and others to help support students' foundational literacy skills acquisition. You are welcome to use these free, open-source materials for personal and professional use, however the materials may not be sold for profit. If materials are used in professional development, we ask that you give the TN Department of Education credit. You will be asked to register, however registration is only for the sole purpose of usage management.*



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Tennessee Foundational Skills Supplement
Phonemic Awareness and Advanced Phonemic Awareness Component
Program Overview - First Grade

Why a Robust Phonemic Awareness Component From PreK–2nd Grade?

First - What is Phonemic Awareness Anyway?

Phonemic awareness is part of a larger umbrella known as phonological awareness. At its broadest, phonological awareness means being aware of the entire universe of sounds, but generally, for educators, that just means sounds made intentionally as part of human language. Phonological Awareness covers the ideas that spoken words are composed of units of sound that can be identified and intentionally manipulated. These units include whole words, large units within words such as syllables, and then each individual sound inside syllables and words, which are the phonemes. Phonemic awareness generally focuses exclusively on these smallest units of words: phonemes. This program will focus on phonemes, but also on rhyming and syllable-level manipulations. It is comprehensive!

Why Such a Robust Approach?

Many of us have taught foundational skills and included blending and segmenting phonemes (letter sounds) as part of our instructional mix for some time. This is basic phonemic awareness (PA). It is commonly done a fair amount in Kindergarten, a little bit in pre-K programs, and a little bit in first grade. Programs and approaches have varied a lot in how much attention PA receives.

A number of studies have shown that this is not enough for all students and we need to do more work in this area. Some have called this additional work “advanced phonemic awareness” (APA). Advanced phonemic awareness includes deleting and substituting phonemes in words, including work with medial vowels and consonant clusters. The research shows that students who can do these types of activities accurately and quickly (in less than two seconds) are more likely to be proficient word readers. The research also shows this ability can be taught through simple fun and game-like activities while building these skills and a variety of other verbal skills for all students. Automaticity in perceiving, blending, segmenting, isolating, and manipulating phonemes are part of the bedrock for becoming successful readers. Speedy phonemic manipulation skill along with successful decoding are signals that students are well on their way to gaining automatic word recognition so their brains can be freed for all the other aspects of successful reading.

Why Phonemic Awareness is SO Important For All Students to Master

The research noted above has shown that many students who struggle with slow word recognition need systematic phonics (as is done in the Tennessee Foundational Skills Supplement (TNFSS)). However, these students need more. They may not ever learn to recognize words effortlessly and automatically without developing this advanced phonemic awareness. In other words, many students need instruction in basic as well as advanced phonemic awareness, which is what this resource component has been built to provide.

How Do We Store Words in Our Memory Anyway?

It turns out that words are stored in our brains by their sounds (phonemes) not their letters (graphemes) or their shapes! This means when we recognize a word, we are processing the sounds of the word. It is the sound structure itself that is being stored in our long-term memory. This is very counterintuitive! We read words, but essentially we say them to ourselves. We store and recall them by sound patterns, not sight.

Some of the different experiments done by research scientists give a sense of how this works. Consider the following three sentences.

1. He did some work on his rose garden.
 2. He did some work on his rows garden.
 3. He did some work on his roze garden.
- Scientists studying this topic have shown that the human subjects read all three sentences at equal speeds and with equal comprehension! They replaced the homonym and the, “pseudo or nonsense homonym” with the idea of the flower that the sentence needed. When instead the words rise, roes, and raze were used, subjects slowed their reading times and noticed the differences.
 - Studies of brain functioning have shown that when proficient readers read words, the parts of the brain that control vocal cords are active during that reading. In other words, it is as if we are saying the words as we read them. Our brain is doing this whether we are aware of it or not.
 - Researchers have also studied word reading rates to prove that the sounds are what rule reading for solid readers. When the form of the word is changed to all UPPERCASE or MiXEd cASe, or even very strange FONTS, nothing changes. A reader reads on. It turns out no matter how strange the font, or how new to students, the reading rate does not change for students with proficient word recognition.

For more information about the research base for extended phonemic awareness work, see the Appendix.

Why Does This Advanced Phonemic Awareness Component Continue Into 2nd Grade? We've Never Done That Before!

It's true that basic phonemic awareness was generally done in Kindergarten and reinforced in first grade. Then it would be largely 'retired' and phonics instruction would take its place. However, given what we know now about how words are stored permanently for rapid retrieval, that leaves too many students at a disadvantage if they have not yet gained the necessary speed and automaticity in retrieving words.

Recent research has underscored the power of doing this work at advanced levels of challenge until every student has mastered playing with, hearing, and manipulating the sounds within words until they are sharp and quick at doing it. For that reason, this component continues into 2nd grade, or even beyond, to make sure all students have the chance to gain that proficiency and to become automatic word readers. Then they can be fluent oral readers and be well on their way to independent reading comprehension.

Many readers of any age will not reach word reading proficiency without systematic phonics, reading connected text, and basic and advanced phonemic awareness.

That said, the built-in assessments allow for students to go through the lesson sequence at different speeds. Once students have demonstrated mastery of all the skills, they can 'graduate' and you can concentrate on the students who need more time to get there.

About the Daily Lessons

This program has been custom-developed for Tennessee and anyone who recognizes the importance of basic and advanced phonemic awareness and wants access to free, high-quality lessons. Anyone who has found these materials is able to use these lessons for non-commercial purposes.

The lessons are carefully built to develop linguistic dexterity and acuity. While the focus always stays on the sounds of whole words and their parts, those words are often embedded in full, fun sentences. While you should have fun with your students when going through this program, there is one thing that is high-stakes. You must master accurate and crisp phoneme pronunciation yourself and insist on it from your students. This skill is equally important in phonics as in phonemic awareness. Letter sounds and all phonemes need to be crisply and accurately enunciated so children can hear them inside words and get an accurate audio of the words those phonemes make when smoothly blended together. There are two short video resources in the first Appendix ("What You Can Do to Prepare: To Learn More and Get Ready to Teach This Program With Your Students"). They are both in the first section: "*If You Can Only Do One Thing and Have NO TIME (less than 15 minutes).*" There is no overstating of how vital this is.

A Few Words about Building Word Knowledge:

Having strong word awareness (knowing a lot about a lot of words) is equally important to being a good reader as foundational skills are. Young children are sponges for new words and learn new meanings with ease. It is powerful and important to stop whenever you see a word you think your students may not know and ask them to tell you if they know it or not, then quickly and simply define it before moving on. That powerful practice is built into this program. It actively builds vocabulary along with phonemic awareness.

Words students in that grade may not yet be familiar with are called out - *if they can be quickly and easily explained*. These words are underlined to draw teacher attention to them. This should be done before or after activity so the flow is not disrupted. Sometimes, especially with the multisyllabic words used in some of the activities, the words are abstract and unusual - tricky to explain. Those words were not underlined because they may take too much time to explain adequately and students are not likely to encounter them for years.

About the Lesson Structure:

The lessons are lively and physical. Students and teachers are encouraged to move. There are some hand-signals you will need to learn yourself and teach your children. The most common are displayed with simple graphics throughout the lessons. A Glossary of Symbols and Terms in the Appendix explains all the terms and symbols used.

The lessons do not require much preparation at all. Once you learn all the routines and hand signals, they will take just a quick 'looking over' to see what the day's activities are.

There are no materials to gather. The children get to move their own arms, hands and bodies to act out the gestures that accompany the phonemic awareness. This is most common during the introductory phase, *Experiencing*, when multi-sensory elements reinforce the brain learning that is at the heart of phonemic awareness. It may be tempting in the rush of the day to skip the hand signals and movement. This is a huge mistake for two reasons. The movement of the hands physically bonds the concepts students are learning into their long term memory. As with many things with young children, the kinesthetic activity supports learning. And it adds to the fun!

You can do these lessons whole-group or in small groups. It is entirely up to you and what your school and classroom culture supports. They will work well and be fun either way. Whenever a new activity is introduced, there is a discussion of its importance followed by detailed directions and an example of how the activity goes. There is even a model script for teacher talk and student talk. Here is a sample discussion and directions from first grade:

Remember, it can be very difficult for students to feel and hear the seams between the sounds, especially in blends. Try it. Pronounce the word "lamp." While you can feel your mouth change position from one sound to the next, it is so quick, it

almost feels imperceptible. Slow the process down. Can you feel how with each sound, there is a physical change happening? Deleting phonemes in words (particularly in blends) is challenging for this reason. It is really important that when you stretch the word, you pronounce each sound clearly. Doing this supports students' ability to segment the sounds in the spoken word.

Directions: Tell students to imagine a word coming out of their mouth. Their job will be to cut off a sound (show "scissors" with your fingers) to make a new word.

1. Say the sentence with rhythm and expression.
2. Tell the students to repeat.
3. Say the targeted word. Explain that this "is the word on the curve."
4. Tell students to watch you as you show the word on the familiar curve.

T: *It's time to go to bed. Please turn off the **lamp**.*

S: repeat

T: ***Lamp** is the word on the curve.*

T: ***Watch me!***

T: *lam/p/ /p/ /p/ (curve motion, stretch the word, pronouncing each sound clearly, shake fist at end of curve)*

T: ***Your turn!***

S: repeat

T: *Now say lamp but cut off the /p/. (snipping action)*

T: ***Do it with me!***

T and S: *lam (curve) /p/ (snipping action)*

T: *Now **lamb** is the new word on the curve!*

There are a few things to note:

- the target word is always bolded.
- teacher talk is always in *italics*
- student talk is in normal font
- after the sample, the activity moves quickly through 4-5 more practice sentences.

The Developmental Stages:

Every single skill in this program is taught with a system of gradual release, which is laid out below. Students will need the support of a physical gesture or visual prop for different amounts of time before they get comfortable and automatic. *Those times may not match how much time was allocated in the lesson sequences!* The rule here is each child gets what they need as long as needed.

The 'Whip Around' assessments (explained in the Assessment section), along with your own observations of student comfort level with a new skill, give you information about who may need to stay longer or return to the visual and physical supports in order to successfully accomplish tasks. That is a fine thing for students to do. This is not a race. This is teaching to mastery over the course of 4 school years so students ALL get a legitimate shot to have automatic word recognition.

There are three stages phases built into the program for each skill:

- ⓔ The EXPERIENCING stage, which is multisensory and very active, with words encountered in full sentences. The example with segmenting and cutting off the final consonant in a blend was an experiencing lesson.
- Ⓚ The KNOWING stage phase, which has practice activities without multisensory cues, and in which words are generally in isolation, not embedded in sentences. This is because students are moving toward comfort and greater processing speed.
- Ⓜ The MASTERING stage phase, where students are able to go quickly and become automatic with each skill. Assessments are scheduled during Mastering weeks.

Last, the lessons are designed to be quick! The daily lesson should take no more than 12-15 minutes a day, though you may want to reinforce phonemic skills at other times of a day or even start to use activities as a handy tool to help your class settle down or to focus on to make transitions smoother. They can happen anytime, anywhere!

What's Special About First Grade:

There are 120 lessons for First Grade. This allows plenty of time for you to administer the Quarterly assessments, which need to be done 1:1 with students. It also allows you to provide additional practice opportunities to get any skill to automatic levels for students who need more time, and, of course, for any unplanned disruptions to the calendar. If you are using the full TNFSS, these lessons will start appearing in Week 3 as part of the foundational skills lessons. If you are using the self-contained version of this program, everything you need is in the printable .pdf. We recommend printing it as it is designed: in landscape, and spiral binding it for ease-of-use.

The sequence of letter sounds this program follows is loosely framed from the TNFSS. That in turn was based on the Core Knowledge Foundational Skills sequence. If either of those are your foundational skills curriculum, you are all set!

But don't worry. If you're using some other foundational skills program and you want to use these lessons, you can use the phonemes and sample word patterns from your program to follow whatever sequence you are accustomed to for introducing letters to your students. The only thing that matters is to do so, and to be consistent and systematic!

First Grade Scope and Sequence

All lessons contain four parts, representing a different component of phonological awareness and manipulation training in the curriculum: **Playing with Sounds, Manipulating Syllables, Manipulating Phonemes, and Alliteration.** The following tables show the skills taught in First Grade and the stages by week. Notice that instruction in **Manipulating Syllables** and **Manipulating Phonemes** skills move through three stages; Experiencing (E) (light gray), Knowing (K) (medium gray), and Mastering (M) (dark gray). Unshaded weeks denote review weeks. Playing with Sounds lessons include a review of skills such as rhyming, deleting, substituting, and isolating sounds. Mix it Up is an activity that is periodically embedded in the curriculum. It provides practice with the accumulated skills to that point.

Playing with Sounds																								
These activities allow students to review prior learning. They provide students an opportunity to hone in and analyze specific underlying skills, such as rhyming, and phonemic isolation and manipulation.																								
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Activity	Popcorn Rhyme	Onset Rime: Mix it Up		Playing With Words: Word Parts ID					Phoneme ID: Locate the Sound				Mix it Up	Word Categorization: Which One Doesn't Belong?					Make a Word					

Manipulating Syllables																		
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18-24
Skill	None		Two Syllable Delete the onset in the second syllable of a two-syllable word. winter → winner			Two Syllable Substitute onset in the second syllable of a two-syllable word. meeting → meaning			Three Syllable Delete the first syllable from a 3-syllable word. barbecue → becue			Three Syllable Delete the first syllable from a 3-syllable word. *second syllable is a vowel sound holiday → iday			Three Syllable Delete the last syllable from a 3-syllable word. holiday → holi			None
Activity			Cut off Sound in a Two-Syllable Word			Change the Sound in a Two-Syllable Word			Clap Away the Beat			Clap Away the Beat Part 2			Stomp Out the Beat			

Manipulating Phonemes																								
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Skill	Delete the first phoneme (from a blend) in a one-syllable word. slip → lip clean → lean					Substitute the first phoneme in a one-syllable word. slip → flip grow → crow				Mix It Up!	Delete the final phoneme in a one-syllable word with a final blend. lamp → lamb corn → core					Delete the final phoneme in a one-syllable word. seed → see team → tea				Substitute the medial vowel in a one-syllable word. hat → hot weed → wide				
Activity	Cut off a Sound to Make a New Word					Change a Sound to Make a New Word					Cut Off a Sound to Make a New Word					Snatch Off the Sound to Make a New Word				Change the Sound (Medial Sound)				

Alliteration	
Week	Year Long
Activity	<p>Silly Sentences</p> <p>Support students' ability to recognize the repeated initial sound in two or more words in a phrase and to have fun with words and language.</p>

Making Phonemic Awareness Part of Your Classroom Culture

Don't isolate phonemic awareness to just the few minutes a day that these lessons will take up! Beyond the fun lessons you'll see in this resource, we also encourage you to fold reinforcement of the phonemic skills you're working on into your phonics teaching and even when you read aloud and do other language rich parts of your day. Make it a habit for your students to listen alertly to the sounds in and across words and to enjoy them. They will profit so much from doing so!

Making Phonemic Awareness Games Part of Your Classroom Management

The many transitions in any early elementary grade can be one of the hardest parts of the day. They can be eased and simplified if you convert them to phonemic awareness practice opportunities! Students will focus on the oral activity and won't get restless. Whether you're playing rhyming games, segmenting words, isolating medial sounds, or playing spoonerism word games, you can support your students' phonemic awareness and processing while making classroom life more orderly and pleasant. Simply ask students to do a skill one at a time and release them quickly once they've done it. Conversely, you can keep students who are waiting for classmates to finish something busy and entertained with reviewing previously taught skills or working on speeding up new ones. Another benefit of impromptu practicing is you can assess quickly who needs more practice and who doesn't, since students will do the activity one at a time while transitioning.

Especially in the knowing stage, you would ideally run through these exercises a few times a day. During line ups or other transitions, or even moving around the building from place to place, you are giving your students more chances to practice the skill and get speedier. At the same time, your transitions are calm, focused, and quieter as students work to hear you and produce the right response. So think about extending these fun activities so they become a valuable tool in your classroom management tool chest – to focus students walking from place to place, to get settled before a class meeting, releasing students one at a time after a correct response so they can pack up for home or get ready for lunch.

Assessing

As always, the best form of ongoing assessment of your students' progress is you - your own observations of students at work daily. There are two types of assessments provided in these materials for you to use as they work best: single level assessments and fuller assessments you can administer periodically.

One level at a time, the 'Whip Around' assessments: when you feel most of your students are mastering a given level of phonemic skill, you can assess that one skill level. These are quick! We recommend you work with groups of 5 students at a time to assess in just minutes per group. We've provided you with quick assessments on each level. Each has 15 different words on the recording sheet. That way, each student gets 3 unique words to work with to display mastery while you quickly score. These should only take a few minutes each, or about 25-30 minutes to assess your full class.

The Quarterly Assessments: checking for proficiency at multiple levels at one time. There are four of these assessments, and the mastery expectations for each grade are laid out. As the name suggests, there are 4 each year from Kindergarten through second grade. When you are assessing with the quarterly assessments, checking to see how automatic your students are at all the levels in your grade, you'll need to administer the assessment 1:1.

You do not need to re-assess any level where your student has already demonstrated phonemic awareness mastery! That data can come from either an earlier quarterly assessment or from the Whip Around assessment data. So your assessments will get quicker and quicker as the year goes on and more students have demonstrated mastery for various activities.

Because the program stretches across four years, with overlap to ensure all students meet success, assessment records should follow the students between pre-K through 2nd grade.

Closing:

This is a fun and lively series of activities that are terribly important for your students to experience and master. Many of them require movement and you should let your students be up and moving to practice and solidify these skills. Enjoy this part of your day and encourage your students to be creative and have fun with the activities.

Appendices

What You Can Do to Prepare: To Learn More and Get Ready to Teach This Program With Your Students:

If You Can Only Do One Thing and Have NO TIME (less than 15 minutes):

It is **most important** that you have crisp pronunciation of phonemes yourself so your students will hear the separate sounds when you model for them and play all the word games that make up this program.

[This video](#), graciously developed by Rollins Center for Language and Literacy, is an excellent guide to pronouncing the 44 phonemes of the English language. The presenter is easy to learn from and demonstrates clearly how to make each sound.

<https://www.youtube.com/watch?v=wBuA589kfMg>

[This blog](#), by Luqman Michel, a reading tutor from Malaysia, is almost exclusively focused on the vital importance of correct pronunciation of phonemes. Here is a [short video of a child from Lagos, Nigeria](#) from Luqman's Dyslexia Blog, displaying the joys of active learning of letter sounds. His articulations are nearly perfect, and the joy in this video is worth a million words on the importance of modeling precise pronunciation.

<https://www.dyslexiafriend.com/2020/06/letter-sounds-by-kid-from-lagos.html>

If You Can Do Two Things, and Take a Couple Hours, Add This:

The Heggerty Organization, one of the major resources in the phonemic awareness field, has graciously made many teaching videos available for free because of school closures caused by the pandemic. These can be found by grade level at [this link](#).

<https://www.hegerty.org/download-assessments-and-resources>

If You Can Do More, and Take Several Hours, Add These:

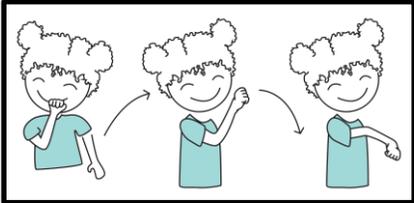
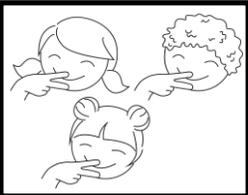
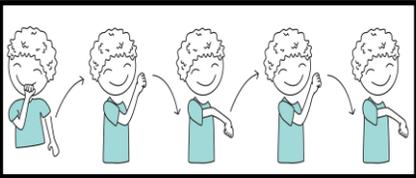
Dr. Dave Kilpatrick, who has been most responsible for raising the importance of advanced phonemic awareness, did [several webinars for CORE](#). You may need to register before the links work, but the webinars are free. Here is the link.

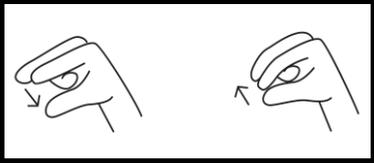
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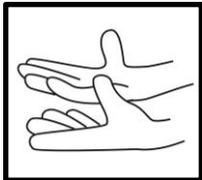
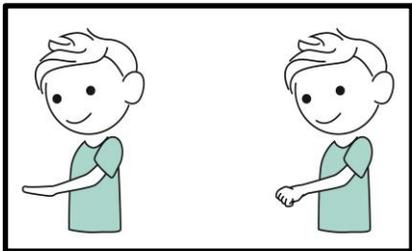
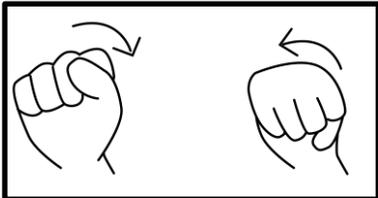
If you want to become fully Advance Phonemic Awareness Immersed:

Get your school or district to buy you or put in the Professional Library copies of Dr. Kilpatrick's book: [Equipped for Reading Success](#). <https://equippedforreadingsuccess.com/product/equipped-for-reading-success-2/>

Glossary of Symbols and Terms
(In alphabetical order)

<p>Breve Symbol (/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/)</p>	<p>Short Vowel Symbol. Small arc above a vowel to indicate it is a short vowel sound. This might also be represented without the arc. Ex: /a/ /e/ /i/ /o/ /u/</p>
	<p>Blending. Place hands on top of each other on the belly. Blend syllables together to make a word. To blend together a compound word, say <i>hand</i> (move palm on belly), say <i>stand</i> (move palm on belly, <i>handstand</i>).</p>
	<p>Curve. Teacher says a word and makes a curve with their arm. Students repeat the word and make the same curve with their hand. This represents the word coming out of the mouth. It is used in the curriculum to show the position of sounds in the word.</p> <p>Begin with a fist under your chin, open hand and stretch arm up as word is said, moving in order from the beginning, middle, and ending sounds of the word. The medial (middle) sound is said at the top of the curve.</p> <p>Grab the sound at the end by closing hand into fist, like you are snatching the sound from the air.</p>
	<p>Cut the Sound. Delete the phoneme (sound) from the beginning or ending of a word.</p>
	<p>Double Curve. Teacher says a two-syllable word and makes two curves with their arm. Students repeat the word and make the same curves with their hand.</p>

 <p>Experiencing Stage</p>	<p>Experiencing: First stage of learning students pass through for skills within Kindergarten, First Grade, and Second Grade.</p> <p>Learning Stages: Experience, Knowing, Mastering</p>
 <p>Knowing Stage</p>	<p>Knowing: Second stage of learning students pass through for skills within Kindergarten, First Grade, and Second Grade.</p> <p>Learning Stages: Experience, Knowing, Mastering</p>
<p>Macron Symbol (<i>ā, ē, ī, ō, ū</i>)</p>	<p>Long Vowel Symbol. Straight line above the vowel to indicate a long vowel sound.</p>
 <p>Mastering Stage</p>	<p>Mastering: Third and final stage of learning students pass through for skills within Kindergarten, First Grade, and Second Grade.</p> <p>Learning Stages: Experience, Knowing, Mastering</p>
 <p>Mix It Up! Activities</p>	<p>Teachers lead students through quick exercises that contain a review of the skills they worked in earlier weeks to keep students on their toes and to give students who haven't yet reached mastery more practice opportunities.</p>
	<p>No (American Sign Language, ASL). Students answer no to questions during a lesson. Open and close thumb and index finger/middle finger together.</p> <p>This action is used in preschool lessons.</p>
<p>Onset</p>	<p>The first part of each word. For example, /b/ is the onset of /bat/.</p>
<p>Phoneme</p>	<p>Smallest unit of sound.</p>
<p>Phonemic Awareness</p>	<p>Ability to identify and manipulate individual sounds in spoken words.</p>
<p>Rime</p>	<p>The rest of the word, after the onset. It is usually made up of the vowels and final consonants.</p>

	For example, /at/ is the rime of /bat/.
	Segmenting Syllables. Place palms upwards to separate syllables in a two- syllable word. Place hand upwards, say <i>hand</i> (first syllable), place second hand upwards, say <i>stand</i> (second syllable), <i>handstand</i> .
	Snatch the Sound. An action or motion completed with your hand in isolation or after the word curve. In pre-K, use this motion to show they snatch or isolate the initial and final sound of a word. In First Grade, students revisit this idea. Only this time, they use this motion to snatch the final sound of a word to symbolize deleting it (taking it away).
Syllable	Single, unbroken sound consisting of one vowel sound and consonants. For example, nap is a one-syllable word, it has one vowel sound. Whereas nap/kin is a two-syllable word, it has two vowel sounds.
	Yes (American Sign Language, ASL). Students answer yes to questions during a lesson. Make a fist with your hand and move it up and down like you are nodding your head yes, but with your fist. This action is used in pre-K lessons.
Whip Around Assessment	Quick assessment of a single skill, done during the Mastering weeks, in groups of 5, and intended to assess mastery of that skill in just a few minutes. *Optional in pre-K since mastering of phonemic awareness is not expected so early.

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Lessons

Week 1, Day 1



Rhyme Activity: Popcorn Rhyme!

Skill: Rhyme Production.

Directions: This is an introduction to the First Grade lessons. It begins with a review of rhyming words in an activity called “Popcorn Rhyme.” You will lead students through quick exercises that contain a review of the rhyming skills they worked on in Kindergarten. Tell students to imagine what it is like to cook popcorn. Just like popcorn kernels popping, they will be invited to say all the rhyming words they can think of as they pop into their heads.

1. Tell students that the word you say will be the kernels heating up.
2. Say the word and mime throwing it into a pan (or putting it into the microwave).
3. Invite students to “turn up the heat.” Once you determine that the heat is “high enough” invite students to start “popping” (i.e. sharing words that rhyme with the first word). You determine how this “popping” will proceed for your class. For example:
 - Students might pop the words out as they think of them.
 - You might ask for volunteers or randomly call on students.
4. Repeat the process with as many of the words as you choose.

Note: Model and practice this activity as needed. Nonsense words are acceptable. It’s the rhyming pattern that matters!

Words to use: fall, nap, tin, pit, long, won, den, bed, sud, bus



Manipulating Phonemes: Cut Off a Sound to Make a New Word

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

In order to do this, students must be able to split the two phonemes in the onset. They must isolate the first one, delete it, and

then blend the remaining phoneme with the rime to pronounce the new word. What makes this particularly challenging is that when words are spoken, the sounds that make them up come out fluidly. In other words, we don't really "feel" the seams between the sounds. Try it. Pronounce the word "slip." While you can feel your mouth change position from one sound to the next, it is so quick, it almost feels imperceptible. Slow the process down. Can you feel how with each sound, there is a physical change happening?

Important Note: Lessons in the Experiencing stage support students to feel the seams between the two sounds in the onset. As they move up the spoken "word on the curve," each of the two sounds is isolated with physical cues. This curve and the physical cues will be familiar to students who have used this curriculum in PreK and Kindergarten. This is similar to the Cut off the Sound activity in Kindergarten. The difference between this and the Kindergarten skill is that now the onset contains two sounds rather than one.

Directions: Tell students to imagine a word coming out of their mouth in a curve. Their job will be to take off one of the sounds they hear to make a new word.

1. Say the sentence with rhythm and expression.
2. Tell the students to repeat.
3. Say the targeted word while making a curve motion with your hand out and forward from your mouth. Explain that this "is the word on the curve."
4. Place your fist under your chin. Then pronounce the first sound of the onset while pulling down. Move your fist up the curve and pronounce the next sound. Doing this "shows" the position of, and isolates, each sound.
5. Move your hand to the top of the curve and in one fluid motion, pronounce the rime as you move your hand over and down. Doing this shows the position of the rime.
6. Tell the students to repeat these steps (4 and 5).
7. Place your fist back under your chin, make the first sound, and prompt students to cut it off. Tell students to watch you. Then tell them to do it with you.
8. Isolate the first sound (fist under chin), and mime cutting it off (with a snipping motion to the side). Continue back up the curve, isolating and pronouncing the second sound and saying the rime while making the curve motion with your hand.

Do this one first. Practice it a few times with the students:	Repeat with the following sentences:
<p>T: <i>Be careful! Try not to slip on the ice!</i></p> <p>S: repeat</p> <p>T: <i>Slip is the word on the curve (while moving hand out from mouth in a curve).</i></p>	<p><i>My dog wants to come to school with me.</i></p> <p><i>I think it's time to clean up your room.</i></p>

Let's break it down!

T: /s/ (pull fist down under chin) /l/ (move fist up to just under the peak of the curve) ...*ip* (while moving hand forward over the curve in one fluid motion)

S: repeat

Let's cut off a sound!

T: *Slip.* (pause) *But cut off the /s/.* (snipping motion by mouth)

T: /s/ (snipping motion) /l/ (fist just under the peak of the curve) ...*ip* (curve motion) *lip*

Do it with me!

T and **S:** repeat

*I'm feeling tired. I want to **sleep.***

*I'm so **glad** you're here today!*



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Teddy Ready traveled all over town.



Week 1, Day 2



Rhyme Activity: Popcorn Rhyme!

Skill: Rhyme Production.

Directions: Remind students of the popcorn game.

1. Tell students that the word you say will be the kernels heating up.
2. Invite students to “turn up the heat.” Once you determine that the heat is “high enough” invite students to start “popping” (i.e. sharing words that rhyme with the first word).
3. Repeat the process with as many of the words as you choose.

Note: Model and practice this activity as needed. Nonsense words are acceptable.

Words to use: beach, team, play, made, coat, box, ride, pill, rude, luck



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Important Note: Lessons in the Experiencing stage support students to feel the seams between the two sounds in the onset. Each of the sounds is isolated with physical cues. In the first week, students practice and become familiar with isolating these sounds and getting used to the idea of “cutting” one off. In the second week, they will silence that first sound (effectively deleting it) and blend the remaining sound with the rime, to say the new word.

Do this one first:	Repeat with the following sentences:
T: <i>I have to brush my teeth.</i> S: repeat	<i>I don't know what time it is. My clock is broken.</i>

T: *Brush* is the word on the curve (while moving hand out from mouth in a curve).

Let's break it down!

T: /b/ (pull fist down under chin) /r/ (move fist up to just under the peak of the curve) ...ush (while moving hand forward over the curve in one fluid motion)

S: repeat

Let's cut off a sound!

T: *Brush*. But cut off the /b/. (snipping motion by mouth)

T: /b/ (snipping motion) /r/ (fist just under the peak of the curve) ...ush (curve motion) *rush*

Do it with me!

T and **S:** repeat

*It looks like it's going to be a **great** day.*

*Take this broom and **sweep** up your room.*
(You can use this sentence again, focusing on the word **broom**.)

*My friend Fred has a **twin** brother.*
(You can use this sentence again, focusing on the word Fred.)



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Teddy Ready traveled all over town. **Taking turns talking like a clown.**



Week 1, Day 3



Rhyme Activity: Popcorn Rhyme!

Skill: Rhyme Production.

Directions: Remind students of the popcorn game.

1. Tell students that the word you say will be the kernels heating up.
2. Invite students to “turn up the heat.” Once you determine that the heat is “high enough” invite students to start “popping” (i.e. sharing words that rhyme with the first word).
3. Repeat the process with as many of the words as you choose.

Note: model and practice this activity as needed. Nonsense words are acceptable.

Words to use: bear, peek, run, bug, store, done, tire, wig, shake, cash



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Important Note: Lessons in the Experiencing stage support students to feel the seams between the two sounds in the onset. Each of the sounds is isolated with physical cues. In the first week, students practice and become familiar with isolating these sounds and getting used to the idea of “cutting” one off. In the second week, they will silence that first sound (effectively deleting it) and blend the remaining sound with the rime, to say the new word.

Do this one first:	Repeat with the following sentences:
T: <i>I planted a seed and I hope it will grow!</i> S: repeat T: <i>Grow is the word on the curve (while moving hand out from mouth in a</i>	<i>I always clap at the end of a good show.</i> <i>Did you see that bird glide down from the</i>

curve).

Let's break it down!

T: /g/ (pull fist down under chin) /r/ (move fist up to just under the peak of the curve) ...ow (while moving hand forward over the curve in one fluid motion)

S: repeat

Let's cut off a sound!

T: Grow. But cut off the /g/. (snipping motion by mouth)

T: /g/ (snipping motion) /r/ (fist just under the peak of the curve) ...ow (curve motion) row

Do it with me!

T and **S:** repeat

roof?

A little **snail** lives in the dirt under my stairs.

My baby brother loves to **play** in the snow.
(Use this sentence again, focusing on the word **snow**.)



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Teddy Ready traveled all over town. Taking turns talking like a clown. **It was a treat to see his teeth when he grinned so wide.**



Week 1, Day 4



Rhyme Activity: Popcorn Rhyme!

Skill: Rhyme Production.

Directions: Remind students of the popcorn game.

1. Tell students that the word you say will be the kernels heating up.
2. Invite students to “turn up the heat.” Once you determine that the heat is “high enough” invite students to start “popping” (i.e. sharing words that rhyme with the first word).
3. Repeat the process with as many of the words as you choose.

Note: Model and practice this activity as needed. Nonsense words are acceptable.

Words to use: face, sat, nice, flight, dog, not, hut, loop, wet, pen



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Do this one first:	Repeat with the following sentences:
<p>T: <i>The bunny is munching on a blade of grass.</i></p> <p>S: repeat</p> <p>T: <i>Blade is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p>Let's break it down!</p>	<p><i>My big sister is going to give a speech in her class today.</i></p> <p><i>Uh, oh! I think I have to sneeze!</i></p> <p><i>Yikes! I didn't hear you coming. You gave me a</i></p>

T: /b/ (pull fist down under chin) /l/ (move fist up to just under the peak of the curve) ...ade (while moving hand forward over the curve in one fluid motion)

S: repeat

Let's cut off a sound!

T: *Blade. But cut off the /b/.* (snipping motion by mouth)

T: /b/ (snipping motion) /l/ (fist just under the peak of the curve) ...ade (curve motion) *laid*

Do it with me!

T and **S:** repeat

fright!

*A big **plane** landed at the airport.*



Alliteration: Silly Story.

Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Teddy Ready traveled all over town. Taking turns talking like a clown. It was a treat to see his teeth when he grinned so wide. **His tremendous talent took him from town to town, troubling nobody around.**



Week 1, Day 5



Rhyme Activity: Popcorn Rhyme!

Skill: Rhyme Production.

Directions: Remind students of the popcorn game.

1. Tell students that the word you say will be the kernels heating up.
2. Invite students to “turn up the heat.” Once you determine that the heat is “high enough” invite students to start “popping” (i.e. sharing words that rhyme with the first word).
3. Repeat the process with as many of the words as you choose.

Note: Model and practice this activity as needed. Nonsense words are acceptable.

Words to use: pie, tin, road, rose, get, seat, sad, car, tub, gum



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Do this one first:	Repeat with the following sentences:
<p>T: Look at all the food on my plate! S: repeat T: Plate is the word on the curve (while moving hand out from mouth in a curve). Let's break it down!</p>	<p>My mom says I have a beautiful smile. After lunch we'll throw out our garbage. I love to eat fried dough.</p>

T: /p/ (pull fist down under chin) // (move fist up to just under the peak of the curve) ...ate (while moving hand forward over the curve in one fluid motion)

S: repeat

Let's cut off a sound!

T: *Plate. But cut off the /p/.* (snipping motion by mouth)

T: /p/ (snipping motion) // (fist just under the peak of the curve) ...ate (curve motion) *late*

Do it with me!

T and **S:** repeat

"I don't know," he said, with a shrug.



Alliteration: Silly Story.

Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Teddy Ready traveled all over town. Taking turns talking like a clown. It was a treat to see his teeth when he grinned so wide. His tremendous talent took him from town to town, troubling nobody around. **Train tracks filled with tourists to see Teddy when he is in town.**



Week 2, Day 1



Onset Rime: Mix it Up!

Skills: Delete a single consonant (ex: fall to all) or rime unit (ending) from a one-syllable word (ex: fall to /f/).

This is a week of Mix it Up! activities. You will continue to lead students through quick exercises that contain a review of the skills they worked on in Kindergarten. Mix it Up! activities are important for several reasons. They allow for more exposure for children who may not have cemented their mastery yet and keep children on their toes who have. Everybody should practice skills they've mastered to keep their skills sharp. You can make your own Mix it Up! activities when you're out and about with your students too. You don't have to wait for these weeks to roll around! Anytime is good once students have a range of skills mastered.

Directions:

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: "Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me."
3. Say a single-syllable word. Tell students to repeat.
4. Tell students to delete the first sound (onset) or the ending sound (rime unit) and say what remains aloud.

Do this one first:	Repeat the procedure using these words:
T: <i>has</i> S: repeat T: <i>Say has but don't say /h/.</i> S: as	<ol style="list-style-type: none">1. <i>That.</i> Say <i>that</i> but don't say /th/. (/at/)2. <i>Mile.</i> Say <i>mile</i> but don't say -ile. (/m/)3. <u><i>Yam</i></u> Say <i>yam</i> but don't say /y/. (/am/)4. <i>Ran.</i> Say <i>ran</i> but don't say /an/. (/r/)5. <i>Light.</i> Say <i>light</i> but don't say -ight. (/l/)6. <i>Bake.</i> Say <i>bake</i> but don't say /b/. (-ake)7. <u><i>Clam</i></u> Say <i>clam</i> but don't say /cl/. (/am/)8. <i>Shout.</i> Say <i>shout</i> but don't say /sh/. (-out)9. <i>Meal.</i> Say <i>meal</i> but don't say -eal. (/m/)



E

Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Important Note: The first week in the Experiencing stage had students practicing and becoming familiar with isolating the two phonemes in the onset sounds and getting used to the idea of “cutting” one off. In this second week of the Experiencing stage, students now silence that first sound (effectively deleting it) and blend the remaining sound with the rime to say the new word.

Do this one first:	Repeat with the following sentences:
<p>T: <i>I love the smell of fresh bread!</i> S: repeat T: <i>Bread is the word on the curve</i> (while moving hand out from mouth in a curve).</p> <p>Let's cut off a sound! T: <i>Bread. But don't say /b/.</i> (finger at lips)</p> <p>Watch me! T: (finger to lips) /r/ (fist just under the peak of the curve) ...ed (curve motion)</p> <p>Do it with me! T and S: repeat</p> <p>T: <i>What's the new word?</i> S: red</p>	<p><i>My sister plays the flute in a band.</i></p> <p><i>My dog isn't fast. He likes to be slow.</i></p> <p><i>Last week I scraped my knee. Now I have a scab.</i></p> <p><i>I got a new bike. I hope I don't crash!</i></p> <p><i>I like to watch the water go down the drain.</i></p>



Alliteration: Silly Story.

Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Jimmy Jammy drank juicy juice.



Week 2, Day 2



Onset Rime: Mix it Up!

Skill: Delete a single consonant (ex: fall to all) or rime unit (ending) from a one-syllable word (ex: fall to /f/).

Directions:

1. Invite students to mime cradling a bowl with one hand and “mixing up” the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: “Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me.”
3. Say a single-syllable word. Tell students to repeat.
4. Tell students to delete the first sound (onset) or the ending sound (rime unit) and say what remains aloud.

Do this one first:	Repeat the procedure using these words:
<p>T: <i>fuss</i> S: repeat T: Say <i>fuss</i> but don't say /f/. S: <i>uss</i></p>	<ol style="list-style-type: none"> 1. <i>Base.</i> Say <i>base</i> but don't say /b/. (-ace) 2. <i>Sit.</i> Say <i>sit</i> but don't say /it/. (/s/) 3. <u><i>Shore.</i></u> Say <i>shore</i> but don't say /sh/. (/or/) 4. <i>Cheese.</i> Say <i>cheese</i> but don't say /ch/. (-eese) 5. <u><i>Zone.</i></u> Say <i>zone</i> but don't say -own. (/z/) 6. <u><i>Vase.</i></u> Say <i>vase</i> but don't say -ase. (/v/) 7. <i>Roar.</i> Say <i>roar</i> but don't say -oar. (/r/) 8. <i>Hose.</i> Say <i>hose</i> but don't say /h/. (-oze) 9. <i>Clap.</i> Say <i>clap</i> but don't say /ap/. (/cl/)



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Important Note: The first week in the Experiencing stage had students practicing and becoming familiar with isolating the two phonemes in the onset sounds and getting used to the idea of “cutting” one off. In this second week of the Experiencing stage, students now silence that first sound (effectively deleting it) and blend the remaining sound with the rime to say the new word.

Do this one first:	Repeat with the following sentences:
<p>T: <i>I hold my pencil with a strong grip!</i> S: repeat T: Grip is the word on the curve (while moving hand out from mouth in a curve).</p> <p>Let's cut off a sound! T: <i>Grip. But don't say /g/. (finger at lips)</i></p> <p>Watch me! T: (finger to lips) /r/ (fist just under the peak of the curve) ...<i>ip</i> (curve motion)</p> <p>Do it with me! T and S: repeat</p> <p>What's the new word? S: rip</p>	<p><i>When the rabbit saw the cat, he hopped and fled.</i></p> <p><i>One time I watched a movie with a great big troll.</i></p> <p><i>My little brother likes it when I push him on the swing.</i></p> <p><i>Last winter I slid down the hill with my sister.</i></p> <p><i>Please place your book on the shelf over there.</i></p>



Alliteration: Silly Story.

Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story

will be read aloud.

2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story Jimmy Jammy drank juicy juice. **Juice spilled on his jammies.**



Week 2, Day 3



Onset Rime: Mix it Up!

Skill: Delete a single consonant (ex: fall to all) or rime unit (ending) from a one-syllable word (ex: fall to /f/).

Directions:

1. Invite students to mime cradling a bowl with one hand and “mixing up” the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: “Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me.”
3. Say a single-syllable word. Tell students to repeat.
4. Tell students to delete the first sound (onset) or the ending sound (rime unit) and say what remains aloud.

Do this one first:	Repeat the procedure using these words:
<p>T: bar S: repeat T: Say bar without /b/. S: ar</p>	<ol style="list-style-type: none"> 1. <i>Mad.</i> Say mad but don't say /m/. (/ad/) 2. <i>Cone.</i> Say cone but don't say /k/. (-own) 3. <i>Miss.</i> Say miss but don't say -is. (/m/) 4. <u>Zink.</u> Say zink but don't say -ink. (/z/) 5. <u>Lame</u> Say lame but don't say -aim. (/l/) 6. <u>Core.</u> Say core but don't say /k/. (/or/) 7. <i>Rake.</i> Say rake but don't say /r/. (-ake) 8. <i>Bat.</i> Say bat but don't say /b/. (/at/) 9. <i>Four.</i> Say four but don't say /or/. (/f/)



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Begin a gradual new release: starting today, students take on more independence. They silence the first sound, and segment the onset from the rime on their own after your prompt. (See **Try it!**, below.) Prior to today, they did this step with you. Then, they tell you the new word.

Do this one first:	Repeat with the following sentences:
<p>T: Remember to bring your book bag to school!</p> <p>S: repeat</p> <p>T: Bring is the word on the curve (while moving hand out from mouth in a curve).</p> <p>Let's cut off a sound!</p> <p>T: Bring. But don't say /b/. (finger at lips)</p> <p>Try it!</p> <p>S: (finger to lips) /r/ (fist just under the peak of the curve) ...ing (curve motion)</p> <p>What's the new word?</p> <p>S: ring</p>	<p>Be careful not to slam the door when you leave.</p> <p>Swish! The cat just knocked over the cup with her tail.</p> <p>Is that a food stain on my sleeve?</p> <p>Someday I want to take a ride on a train.</p> <p>I hope my new shirt doesn't shrink in the wash.</p>
<p>If students still need more scaffolding, instead of "Try it!" say "Do it with me!"</p>	



Alliteration: Silly Story.

Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.

3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Jimmy Jammy drank juicy juice. Juice spilled on his jammies. **He jet, jumped, and jammed to jiggle it out.**



Week 2, Day 4



Onset Rime: Mix it Up!

Skill: Delete a single consonant (ex: fall to all) or rime unit (ending) from a one-syllable word (ex: fall to /f/).

Directions:

1. Invite students to mime cradling a bowl with one hand and “mixing up” the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: “Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me.”
3. Say a single-syllable word. Tell students to repeat.
4. Tell students to delete the first sound (onset) or the ending sound (rime unit) and say what remains aloud.

Do this one first:	Repeat the procedure using these words:
<p>T: <i>loan</i> S: repeat T: Say <i>loan</i> but don't say <i>-oan</i>. S: /l/</p>	<ol style="list-style-type: none"> 1. <i>Mask.</i> Say <i>mask</i> but don't say <i>-ask</i>. (/m/) 2. <i>Coat.</i> Say <i>coat</i> but don't say /k/. (-oat) 3. <i>Race.</i> Say <i>race</i> but don't say /r/. (-ace) 4. <i>Shade.</i> Say <i>shade</i> but don't say /sh/. (-aid) 5. <u><i>Fuel.</i></u> Say <i>fuel</i> but don't say <i>-uel</i>. (/f/) 6. <u><i>Shame.</i></u> Say <i>shame</i> but don't say /sh/. (-aim) 7. <i>Nap.</i> Say <i>nap</i> but don't say <i>-ap</i>. (/n/) 8. <i>Jam.</i> Say <i>jam</i> but don't say /j/. (-am) 9. <i>Race.</i> Say <i>race</i> but don't say /r/. (-ace)



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Do this one first:	Repeat with the following sentences:
<p>T: <i>I was feeling thirsty, so I drank some juice!</i></p> <p>S: repeat</p> <p>T: <i>Drank is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p>Let's cut off a sound!</p> <p>T: <i>Drank. But don't say /d/. (finger at lips)</i></p> <p>Try it!</p> <p>S: (finger to lips) /r/ (fist just under the peak of the curve) ...ank (curve motion)</p> <p>What's the new word?</p> <p>S: <u>rank</u></p>	<p><i>That cloud up in the sky looks like a horse.</i></p> <p><i>My flashlight gives off a really bright glow. (Use this sentence again and focus on the word bright.)</i></p> <p><i>I had french fries with my dinner last night.</i></p> <p><i>That little kitten has a really sharp claw.</i></p> <p><i>Yesterday I had an apple for my snack.</i></p>
<p>If students still need more scaffolding, instead of "Try it!" say "Do it with me!"</p>	



Alliteration: Silly Story.

Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Jimmy Jammy drank juicy juice. Juice spilled on his jammies. He jet, jumped, and jammed to jiggle it out. **His face spread with joy when June told a joke.**



Week 2, Day 5



Onset Rime: Mix it Up!

Skill: Delete a single consonant (ex: fall to all) or rime unit (ending) from a one-syllable word (ex: fall to /f/).

Directions:

1. Invite students to mime cradling a bowl with one hand and “mixing up” the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: “Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me.”
3. Say a single-syllable word. Tell students to repeat.
4. Tell students to delete the first sound (onset) or the ending sound (rime unit) and say what remains aloud.

Do this one first:	Repeat the procedure using these words:
<p>T: <i>thin</i> S: repeat T: Say <i>thin</i> but don't say <i>-in</i>. S: /th/</p>	<ol style="list-style-type: none"> 1. <i>Near.</i> Say <i>near</i> but don't say <i>-ear</i>. (/n/) 2. <i>Chill.</i> Say <i>chill</i> but don't say /ch/. (-ill) 3. <i>Fizz.</i> Say <i>fizz</i> but don't say /f/. (/iz/) 4. <i>Tall.</i> Say <i>tall</i> but don't say <i>-all</i>. (/t/) 5. <i>Teach.</i> Say <i>teach</i> but don't say /t/. (-each) 6. <i>Shake.</i> Say <i>shake</i> but don't say /sh/. (-ache) 7. <i>Sat.</i> Say <i>sat</i> but don't say /at/. (/s/) 8. <i>Live.</i> Say <i>live</i> but don't say /iv/. (/l/) 9. <i>Pink.</i> Say <i>pink</i> but don't say <i>-ink</i>. (/p/)



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Do this one first:	Repeat with the following sentences:
<p>T: <i>Yesterday I saw a crow up in a tree.</i></p> <p>S: repeat</p> <p>T: <i>Crow is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p>Let's cut off a sound!</p> <p>T: <i>Crow. But don't say /k/. (finger at lips)</i></p> <p>Try it!</p> <p>S: (finger to lips) /r/ (fist just under the peak of the curve) ...ow (curve motion)</p> <p>What's the new word?</p> <p>S: row</p>	<p><i>Someday I want to fly in a plane.</i> (Use this sentence again and focus on the word plane.)</p> <p><i>When I was a baby I liked to smash my peas.</i></p> <p><i>My mother says I snore at night.</i></p> <p><i>The cake is good but it's a little too sweet.</i></p>
<p>If students still need more scaffolding, instead of "Try it!" say "Do it with me!"</p>	



Alliteration: Silly Story.

Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Jimmy Jammy drank juicy juice. Juice spilled on his jammies. He jet, jumped, and jammed to jiggle it out. His face spread with joy when June told a Joke. **The joke made Jimmy jiggle, jump, and jam.**



Week 3, Day 1



Onset Rime: Mix It Up!

Skill: Substitute a single phoneme onset from one-syllable word (ex: fall to mall) or substitute a rime unit from a one-syllable word (ex: fall to far).

Directions:

1. Invite students to mime cradling a bowl with one hand and “mixing up” the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: “Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me.”

Do this one first:	Repeat the procedure using these words:
<p>T: ball S: repeat T: Now say ball but change /all/ to /ox/. S: box</p>	<ol style="list-style-type: none"> 1. Say <i>his</i>. Now say <i>his</i> but change /iz/ to /ad/. (<i>had</i>). 2. Say <i>mail</i>. Now say <i>mail</i> but change /m/ to /t/. (<i>tale</i>). 3. Say <i>sob</i>. Now say <i>sob</i> but change /s/ to /r/. (<i>rob</i>). 4. Say <i>red</i>. Now say <i>red</i> but change /ed/ to /ip/. (<i>rip</i>). 5. Say <i>fan</i>. Now say <i>fan</i> but change /an/ to /or/. (<i>for</i>). 6. Say <u><i>tick</i></u>. Now say <i>tick</i> but change /ik/ to /ab/. (<i>tab</i>). 7. Say <u><i>rough</i></u>. Now say <i>rough</i> but change /uf/ to /at/. (<i>rat</i>). 8. Say <i>light</i>. Now say <i>light</i> but change /l/ to /m/. (<i>might</i>). 9. Say <i>saw</i>. Now say <i>saw</i> but change /s/ to /l/. (<i>law</i>).



Manipulating Syllables: Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two-syllable word. Ex: *Winter* to *winner* (students remove the /t/ sound at the beginning of the second syllable /ter/).

As we note in the introduction, problems with multisyllabic words are a major factor in poor word recognition. This activity directly addresses this.

Important Note: It is expected that students will find this skill difficult at first *even though it was introduced briefly at the end of kindergarten*. It is challenging! They have to segment the syllables, focus on the second syllable, isolate the onset in that second syllable, delete it and then blend the remaining phonemes to form the resulting word. Four separate manipulations! The repetition in the program however will support most students in being able to do this. Again, this skill was introduced towards the end of Kindergarten, but Mastery was not expected. The activities and words lists here are essentially the same as those used in Kindergarten, but that is fine. Students will still have to exercise the skill and will not remember the exact words from months earlier. Students will be assessed in this skill now in First Grade at the end of three weeks.

Directions: Tell students they are going to be doing some magic. They will be taking out one sound in the middle of a long word to make a new word (Note to the teacher: remember - the spelling isn't what matters! It's the sound of the new word they've made that you want students to focus on).

1. Say the sentence and the targeted word. Tell students to repeat.
2. Pronounce each syllable in the word, placing one hand, palm up, for each. If you are facing the students, you will need to do this with your right hand first, then the left hand, as they will be mirroring you. It's important that they see the sequence of syllables from their left to right.
3. Pull the palm representing the second syllable toward you while telling students to take off the targeted sound.
4. Tell students to repeat these steps (2 & 3). This helps them to "see," "feel" AND hear that the deletion is taking place at the beginning of the second syllable.
5. Say the first syllable again (showing it on a palm) and the second new syllable (showing it on the other palm). Be sure to pronounce the new syllable with a little more emphasis. Blend them together by crossing the hands over your stomach and saying the new word.
6. Tell students to repeat.

Do this one first. Practice and model with the students:	Repeat the procedure using these sentences:
<p>T: <i>It looks like winter! winter</i> S: repeat</p>	<p><i>I'm a very good driver.</i> (take off the /v/ = dryer)</p>
<p>T: /win/ (one palm up) /ter/ (second palm up) (pull the palm "holding" /ter/ towards you while saying...) <i>cut off</i></p>	<p><i>I will be planting some flowers in my garden.</i> (take of the /t/ = planning)</p>

<p><i>the /t/</i> S: repeat</p> <p>T: /win/ (palm up), /er/ (palm up), (cross hands in front over stomach) /winner/ S: repeat</p>	<p><i>Did you eat a donut? You have powder on your face!</i> (take off the /d/ = power)</p> <p><i>When we went to the zoo, we saw a really big tiger.</i> (take off the /g/ = tire)</p>
<p>To further scaffold this for students, between the second and third steps in the example above, you can have students say the new syllable. Ex: "Now /ter/ is /er/." <u>Then</u> you can have them blend the two syllables together to say the new word. Many students may need this at first.</p>	



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Important Note: Lessons in the Experiencing stage scaffolded students towards eventual deletion of the first phoneme in an onset blend by isolating and removing it through actions (the cutting motion at the front of the mouth, signaling the location of the targeted sound) and eventually by silence (deletion). As students enter the Knowing stage, they should be comfortable deleting the onset, but may not be doing it automatically yet.

There are two weeks in the Knowing stage for this skill to provide students with repeated practice with the goal of automaticity. Review the meanings of any underlined words at the end of the activity as needed.

Be aware: Some blends that start with /s/ alter the second sound. That is why you will see alternative correct responses. Remember, these are spoken words, so we are focusing on sounds, not spelling patterns.

Do this one first:	Repeat the procedure with these words:
T: <i>spill</i>	snip (without /s/ = nip), clap (without /k/ = lap)

<p>S: repeat</p> <p>T: <i>Now say spill without /s/. (put your finger to your lips to show silence)</i></p> <p>S: pill (“bill” is also acceptable)</p> <p>T: <i>Yes, spill without /s/ is pill (or bill).</i></p>	<p>swim (without /s/ = <u>whim</u>), flock (without /f/ = lock) play (without /p/ = lay), small (without /s/ = <u>mall</u>) sled (without /s/ = led), slug (without /s/ = <u>lug</u>)</p>
<p>Use the scaffolds as needed: snipping motion or silent signal at lips for first sound, fist just under peak of curve for second sound, curve motion for the rime and then blending the remaining onset and rime to say the new word.</p>	



Alliteration: Silly Story.

Support students’ ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you’d like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Ricky Rick racked up some rocky risks.



Week 3, Day 2



Onset Rime: Mix It Up!

Skill: Substitute a single phoneme onset from one syllable word (ex: fall to mall) or substitute a rime unit from a one syllable word (ex: fall to far).

Directions:

1. Invite students to mime cradling a bowl with one hand and “mixing up” the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: “Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me.”

Do this first:	Repeat the procedure using these words:
<p>T: wedge S: repeat T: Now say wedge but change /w/ to /h/ S: hedge</p>	<ol style="list-style-type: none"> 1. <u>Kneel.</u> Now say kneel but change /n/ to /w/. (wheel) 2. <u>South.</u> Now say south but change /s/ to /m/. (mouth) 3. <u>Fell.</u> Now say fell but change /f/ to /w/. (well) 4. <u>Dig.</u> Now say dig but change /d/ to /w/. (wig) 5. <u>Call.</u> Now change /k/ to /t/. (tall) 6. <u>Yam.</u> Now change /y/ to /j/. (jam) 7. <u>Cane.</u> Now change /k/ to /r/. (rain) 8. <u>Read.</u> Now change /r/ to /b/. (bead) 9. <u>Said.</u> Now change /s/ to /h/. (head)



Manipulating Syllables: Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two syllable word. Ex: *Winter* to *winner* (students remove the /t/ sound at the beginning of the second syllable /ter/).

Important Note: In Kindergarten, students worked with deleting a single phoneme onset (ex: *fall* to *al*). During the first few weeks of First Grade, they reviewed that skill in the Mix it Up activity. Here they are applying that skill to two-syllable words.

Directions: See the left hand column in the table below for the procedure.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>It looks a little stormy outside. stormy</i> S: repeat</p> <p>T: /stor/ (one palm up) /mee/ (second palm up) (pull the palm “holding” /mee/ towards you while saying...) <i>cut off the /m/</i> S: repeat</p> <p>T: /stor/ (palm up), /ee/ (palm up), (cross hands in front over stomach) /story/ S: repeat</p>	<p><i>I hope we can go shopping later.</i> (cut off the /t/ = layer)</p> <p><i>A baby plant is called a seedling.</i> (cut off the /d/ = seeling)</p> <p><i>Put the ice cream in the freezer.</i> (cut off the /z/ = <u>freer</u>)</p> <p><i>It was raining outside and now I’m soaking wet.</i> (cut off the /k/ = sewing)</p>
<p>To further scaffold this for students, between the second and third steps in the example in the left hand column above you can have students say the new syllable. Ex: “Now /mee/ is /ee/.” <u>Then</u> you can have them blend the two syllables together to say the new word. Many students may need this at first.</p>	



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Be aware: Some blends that start with /s/ alter the second sound. That is why you will see alternative correct responses. Remember, these are spoken words, so we are focusing on sounds, not spelling patterns.

Example for reference:	Repeat the procedure with these words:
<p>T: <i>spill</i></p> <p>S: repeat</p> <p>T: <i>Now say spill without /s/. (put your finger to your lips to show silence)</i></p> <p>S: pill (“bill” is also acceptable)</p> <p>T: <i>Yes, spill without /s/ is pill. (or bill)</i></p>	<p>try (without /t/ = <u>rye</u>), snap (without /s/ = nap)</p> <p>trip (without /t/ = rip), dream (without /d/ = <u>ream</u>)</p> <p><u>french</u> (without /f/ = <u>wrench</u>), clock (without /k/ = lock)</p> <p><u>stock</u> (without /s/ = tock or dock), gray (without /g/ = ray)</p>
<p>Use the scaffolds as needed: snipping motion or silent signal at lips for first sound, fist just under peak of curve for second sound, curve motion for the rime and then blending the remaining onset and rime to say the new word. The goal is to provide repeated practice over time towards automaticity. This skill will be assessed during the Mastering stage.</p>	



Alliteration: Silly Story.

Support students’ ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud and repeated by the students, sentence by sentence.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you’d like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Ricky Rick racked up some rocky risks. **He traveled roads riding rails, roaming round and round.**



Week 3, Day 3



Onset Rime: Mix It Up!

Skill: Substitute a single phoneme onset from one-syllable word (ex: fall to mall) or substitute a rime unit from a one-syllable word (ex: fall to far).

Directions:

1. Invite students to mime cradling a bowl with one hand and “mixing up” the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: “Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me.”

Do this first:	Repeat the procedure using these words:
<p>T: <i>would</i> S: repeat T: Now say <i>would</i> but change /w/ to /k/. S: <i>could</i></p> <p>T: <i>white</i> S: repeat T: Now say <i>white</i> but change /ite/ to /en/. S: <i>when</i></p>	<ol style="list-style-type: none"> 1. Say <i>beep</i>. Now change /b/ to /w/. (<i>weep</i>) 2. Say <i>mile</i>. Now change /m/ to /t/. (<i>tile</i>) 3. Say <i>wink</i>. Now change /w/ to /p/. (<i>pink</i>) 4. Say <i>pout</i>. Now change /p/ to /sh/. (<i>shout</i>) 5. Say <i>well</i>. Now say <i>well</i> but change /ell/ to /un/. (<i>won</i>). 6. Say <i>peg</i>. Now say <i>peg</i> but change /eg/ to /ick/. (<i>pick</i>). 7. Say <i>miss</i>. Now say <i>miss</i> but change /is/ to /ud/. (<i>mud</i>). 8. Say <i>lamb</i>. Now say <i>lamb</i> but change /am/ to /aust/. (<i>lost</i>).



Manipulating Syllables: Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two syllable word. Ex: *Winter* to *winner* (students remove the /t/ sound at the

beginning of the second syllable /ter/).

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>Grab your coat, it's freezing outside! freezing</i> S: repeat</p> <p>T: /free/ (one palm up) /zing/ (second palm up) (pull the palm "holding" /zing/ towards you while saying...) <i>cut off the /z/</i> S: repeat</p> <p>T: /free/ (palm up), /ing/ (palm up), (cross hands in front over stomach) /freeing/ S: repeat</p>	<p><i>My sister got a giant sized balloon for her birthday.</i> (cut off the /z/ = <u>sighed</u>)</p> <p><i>I was groaning this morning because I didn't want to get out of bed.</i> (cut off the /n/ = growing)</p> <p><i>The dentist said I have a new molar growing in.</i> (cut off the /l/ = mower)</p> <p><i>That refrigerator has an ice maker.</i> (cut off the /k/ = <u>mayor</u>)</p>
<p>To further scaffold this for students, between the second and third steps in the example in the left hand column above you can have students say the new syllable. Ex: "Now /zing/ is /ing/." <u>Then</u> you can have them blend the two syllables together to say the new word. Many students may need this at first.</p>	



Manipulating Phonemes: Cut Off a Sound to Make a New Word

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Be aware: some blends that start with /s/ alter the second sound. That is why you may see alternative correct responses. Remember, these are spoken words, so we are focusing on sounds, not spelling patterns.

Example for reference:	Repeat with these words:
<p>T: <i>spill</i> S: repeat</p> <p>T: <i>Now say spill without /s/. (put your finger to you lips to show silence)</i> S: pill (“bill” is also acceptable) T: <i>Yes, spill without /s/ is pill. (or bill)</i></p>	<p><u>brunt</u> (without /b/ = runt), stone (without /s/ = tone or doan) <u>prod</u> (without /p/ = rod), flight (without /f/ = light) stay (without /s/ = tay or day), clip (without /k/ = lip) score (without /s/ = core or <u>gore</u>), steam (without /s/ = team)</p>
<p>Use the scaffolds as needed: snipping motion or silent signal at lips for first sound, fist just under peak of curve for second sound, curve motion for the rime and then blending the remaining onset and rime to say the new word. The goal is to provide repeated practice over time towards automaticity. This skill will be assessed during the Mastering stage.</p>	



Alliteration: Silly Story.

Support students’ ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud and repeated by the students, sentence by sentence.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you’d like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Ricky Rick racked up some rocky risks. He traveled roads riding rails, roaming round and round. **He raced to the ranch to get out of the rain.**



Week 3, Day 4



Onset Rime: Mix It Up!

Skill: Substitute a single phoneme onset from one-syllable word (ex: fall to mall) or substitute a rime unit from a one-syllable word (ex: fall to far).

Directions:

1. Invite students to mime cradling a bowl with one hand and “mixing up” the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: “Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me.”

Do this one first:	Repeat the procedure using these words:
<p>T: Say <i>mat</i>. S: repeat T: Now say <i>mat</i> but change /at/ to /ix/. S: mix</p> <p>T: <i>rung</i> S: repeat T: Now say <i>rung</i> but change /r/ to /t/. S: tongue</p>	<p>1. Say <i>rub</i>. Now say <i>rub</i> but change /ub/ to /un/. (<i>run</i>). 2. Say <i>knock</i>. Now say <i>knock</i> but change /ock/ to /et/. (<i>net</i>). 3. Say <i>won</i>. Now say <i>won</i> but change /on/ to /ig/. (<i>wig</i>). 4. Say <i>let</i>. Now say <i>let</i> but change /et/ to /am/. (<i>lamb</i>). 5. Say <i>lawn</i>. Now change /l/ to /d/. (<u><i>dawn</i></u>). 6. Say <i>wait</i>. Now change /w/ to /d/. (<i>date</i>). 7. Say <i>door</i>. Now change /d/ to /sh/. (<u><i>shore</i></u>). 8. Say <i>piece</i>. Now change /p/ to /g/. (<i>geese</i>).</p>



Manipulating Syllables: Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two syllable word. Ex: *Winter* to *winner* (students remove the /t/ sound at the

beginning of the second syllable /ter/).

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>The rabbit is beating the turtle in the race. beating</i></p> <p>S: repeat</p> <p>T: /bea/ (one palm up) /ting/ (second palm up) (pull the palm “holding” /ting/ towards you while saying...) <i>cut off the /t/</i></p> <p>S: repeat</p> <p>T: /be/ (palm up), /ing/ (palm up), (cross hands in front over stomach) /being/</p> <p>S: repeat</p>	<p><i>That fish is a real fighter. It’s trying to get away.</i> (cut off the /t/ = fire)</p> <p><i>My big sister wants to learn how to roller skate.</i> (cut off the /l/ = <u>rower</u>)</p> <p><i>My neighbor put new siding on her house.</i> (cut off the /d/ = <u>sighing</u>)</p> <p><i>We saw a baby monkey at the zoo.</i> (cut off the /k/ = money)</p>
<p>To further scaffold this for students, between the second and third steps in the example in the left hand column above you can have students say the new syllable. Ex: “Now /ting/ is /ing/.” <u>Then</u> you can have them blend the two syllables together to say the new word. Many students may need this at first.</p>	



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Be aware: some blends that start with /s/ alter the second sound. That is why you will see alternative correct responses. Remember, these are spoken words, so we are focusing on sounds, not spelling patterns.

Do this one first:	Repeat with these words:
<p>T: <i>spill</i></p>	<p>grow (without /g/ = row), <u>scuff</u> (without /s/ = cuff or guff)</p>

S: repeat

T: *Now say spill without /s/. (put your finger to you lips to show silence)*

S: pill (“bill” is also acceptable)

T: *Yes, spill without /s/ is pill. (or bill)*

slide (without /s/ = lied), plump (without /p/ = lump)
grave (without g= rave), prod (without /p/ = rod)
snore (without /s/ = nor), small (without /s/ = mall)

Use the scaffolds as needed: snipping motion or silent signal at lips for first sound, fist just under peak of curve for second sound, curve motion for the rime and then blending the remaining onset and rime to say the new word. The goal is to provide repeated practice over time towards automaticity. This skill will be assessed during the Mastering stage.



Alliteration: Silly Story.

Support students’ ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud and repeated by the students, sentence by sentence.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you’d like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Ricky Rick racked up some rocky risks. He traveled roads riding rails, roaming round and round. He raced to the ranch to get out of the rain. **Really ready to relax, he turned on the radio, and sat back.**



Week 3, Day 5



Onset Rime: Mix It Up!

Skill: Substitute a single phoneme onset from one-syllable word (ex: fall to mall) or substitute a rime unit from a one-syllable word (ex: fall to far).

Directions:

1. Invite students to mime cradling a bowl with one hand and “mixing up” the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: “Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me.”

Do this one first:	Repeat the procedure using these words:	
<p>T: Say <i>guess</i>. S: repeat T: Now say <i>guess</i> but change /<i>ess</i>/ to /<i>ift</i>/. S: gift</p> <p>T: <i>mall</i> S: repeat T: Now say <i>mall</i> but change /<i>m</i>/ to /<i>b</i>/. S: ball</p>	<ol style="list-style-type: none"> 1. Say <i>top</i>. 2. Say <i>soup</i>. 3. Say <i>pat</i>. 4. Say <i>jeep</i> 5. Say <i>web</i>. 6. Say <i>lake</i> 7. Say <i>sun</i>. 8. Say <i>knife</i>. 	<p>Now say <i>top</i> but change /<i>op</i>/ to /<i>al</i>/ (<i>tall</i>).</p> <p>Now change /<i>s</i>/ to /<i>l</i>/ (<i>loop</i>).</p> <p>Now say <i>pat</i> but change /<i>at</i>/ to /<i>an</i>/ (<i>pan</i>).</p> <p>Now change /<i>j</i>/ to /<i>k</i>/ (<i>keep</i>).</p> <p>Now say <i>web</i> but change /<i>eb</i>/ to /<i>al</i>/ (<i>wall</i>).</p> <p>Now change /<i>l</i>/ to /<i>m</i>/ (<i>make</i>).</p> <p>Now say <i>sun</i> but change /<i>un</i>/ to /<i>ed</i>/ (<i>said</i>).</p> <p>Now change /<i>n</i>/ to /<i>l</i>/ (<i>life</i>).</p>



Manipulating Syllables: Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two syllable word. Ex: *Winter* to *winner* (students remove the /*t*/ sound at the beginning of the second syllable /*ter*/).

Directions: See the left hand column in the table below for the procedure.

Do this one first:	Repeat the procedure using these sentences:
<p>T: I love building things with blocks! <i>building</i> S: repeat</p>	<p>The little kitten is roaming around, looking for some food. (cut off the /m/ = rowing)</p>
<p>T: /buil/ (one palm up) /ding/ (second palm up) (pull the palm “holding” /ding/ towards you while saying...) <i>cut off the /d/</i> S: repeat</p>	<p>The little puppy is lost. He is seeking someone. (cut off the /k/ = seeing)</p>
<p>T: /bill/ (palm up), /ing/ (palm up), (cross hands in front over stomach) /billing/ S: repeat</p>	<p>It’s a beautiful day. The sun is beaming down on us. (cut off the /m/ = being)</p> <p>My mother is a hiker. She loves to hike in the woods. (cut off the /k/ = <u>hire</u>)</p>
<p>To further scaffold this for students, between the second and third steps in the example in the left hand column above you can have students say the new syllable. Ex: “Now /ding/ is /ing/.” <u>Then</u> you can have them blend the two syllables together to say the new word. Many students may need this at first.</p>	



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Be aware: some blends that start with /s/ alter the second sound. That is why you may see alternative correct responses. Remember, these are spoken words, so we are focusing on sounds, not spelling patterns.

Do this one first:	Repeat with these words:
<p>T: <i>spill</i> S: repeat</p> <p>T: <i>Now say spill without /s/. (put your finger to you lips to show silence)</i> S: pill (“bill” is also acceptable) T: <i>Yes, spill without /s/ is pill. (or bill)</i></p>	<p>claws (without /k/ = laws), flyer (without /f/ = liar) brunt (without /b/ = runt), stop (without /s/ = top or dop) <u>sh</u>rub (without /sh/ = rub), <u>fr</u>ail (without /f/ = rail) flake (without /f/ = lake), smile (without /s/ = mile)</p>
<p>Use the scaffolds as needed: snipping motion or silent signal at lips for first sound, fist just under peak of curve for second sound, curve motion for the rime and then blending the remaining onset and rime to say the new word. The goal is to provide repeated practice over time towards automaticity. This skill will be assessed during the Mastering stage.</p>	



Alliteration: Silly Story.

Support students’ ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud and repeated by the students, sentence by sentence.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you’d like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Ricky Rick racked up some rocky risks. He traveled roads riding rails, roaming round and round. He raced to the ranch to get out of the rain. Really ready to relax, he turned on the radio, and sat back. **Ricky Rick no longer took risky risks.**



Week 4, Day 1



Onset-Rime: Mix It Up!

Skills: Review the following:

- Delete a single phoneme (ex: fall to all) onset, or the rime unit (ex: fall to /f/) from a one-syllable word.
- Substitute a single phoneme onset (e: fall to mall) or rime unit (ex: fall to far) in a one-syllable word.

Directions:

1. Invite students to mime cradling a bowl with one hand and “mixing up” the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: “Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me.”

Do this first:	Repeat the procedure using these words:
<p>T: <i>sill</i> S: repeat T: <i>Now say sill but don't say /ill/.</i> S: /s/</p> <p>T: <i>fuss</i> S: repeat T: <i>Now say fuss but change /uss/ to /it/.</i> S: fit</p>	<ol style="list-style-type: none"> 1. <i>Rose.</i> <i>Now say rose but don't say -ose. (/r/)</i> 2. <i>Real.</i> <i>Now say real but don't say /r/. (-eel)</i> 3. <i>Fill.</i> <i>Now say fill but don't say /f/. (-ill)</i> 4. <i>Dig.</i> <i>Now say dig but change /d/ to /p/. (pig).</i> 5. <i>News.</i> <i>Now say news but don't say -ews. (/n/)</i> 6. <i>Like.</i> <i>Now say like but don't say -ike. (/l/)</i> 7. <i>Sat.</i> <i>Now say sat but change /at/ to /ip/. (sip)</i> 8. <i>Bunch.</i> <i>Now say bunch but change /b/ to /h/. (hunch)</i>



Manipulating Syllables: Cut off a Sound in a Two Syllable Word.

Skill: Delete the onset in the second syllable of a two-syllable word. Ex: *Winter* to *winner* (students remove the /t/ sound at the beginning of the second syllable /ter/).

Important Note: The words are no longer embedded in sentences and students provide the new word independently. This is meant to provide repeated practice towards the goal of automaticity.

Directions: See the left hand column in the table below for the procedure.

Do this one first. Practice as needed:	Repeat the procedure using these words:
<p>T: <i>Waking</i> is the word. S: repeat</p> <p>T: /wa/ (one palm up) /king/ (second palm up) <i>cut off the /k/</i> <i>Now what's the new word?</i></p> <p>S: /weigh/ /ing/, weighing!</p>	<p><i>gracing</i> (cut off the /s/ = graying) <i>trooper</i> (cut off the /p/ = truer) <i>staging</i> (cut off the /j/ = staying) <i>soaker</i> (cut off the /k/ = <u>sower</u>)</p>
<p>Use the scaffolding from the Experiencing stage as needed.</p>	



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Be aware: some blends that start with /s/ alter the second sound. That is why you may see alternative correct responses. Remember, these are spoken words, so we are focusing on sounds, not spelling patterns.

Do this one first:	Repeat with these words:
<p>T: <i>spill</i> S: repeat</p>	<p>glad (without /g/ = <u>lad</u>), snow (without /s/ = no) glow (without /g/ = low), pride (without /p/ = ride)</p>

T: Now say *spill* without /s/. (put your finger to your lips to show silence)

S: pill (“bill” is also acceptable)

T: Yes, *spill* without /s/ is *pill*. (or bill)

spare (without /s/ = pair or bear), climb (without /c/ = lime)
skate (without /s/ = gate or kate), brake (without /b/ = rake)

Use the scaffolds as needed: snipping motion or silent signal at lips for first sound, fist just under peak of curve for second sound, curve motion for the rime and then blending the remaining onset and rime to say the new word.



Alliteration: Silly Stories.

Support students’ ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you’d like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Marly Mar made a magnificent star.



Week 4, Day 2



Onset-Rime: Mix It Up!

Skills: Review the following:

- Delete a single phoneme (ex: fall to all) onset, or the rime unit (ex: fall to /f/) from a one-syllable word.
- Substitute a single phoneme onset (e: fall to mall) or rime unit (ex: fall to far) in a one-syllable word.

Directions:

1. Invite students to mime cradling a bowl with one hand and “mixing up” the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: “Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me.”

Do this first:	Repeat the procedure using these words:
<p>T: <i>fall</i> S: repeat T: <i>Say fall but don't say /all/.</i> S: /f/</p> <p>T: <i>dip</i> S: repeat T: <i>Now say dip but change /d/ to /s/.</i> S: sip</p>	<p>1. <u>Mill</u>. <i>Say mill but don't say -ill. (/m/)</i> 2. <u>Sail</u>. <i>Say sail but don't say /s/. (-ail)</i> 3. <u>Sat</u>. <i>Say sat but don't say /s/. (/at/)</i> 4. <u>Sat</u>. <i>Now say sat but change /s/ to /b/. (bat)</i> 5. <u>Lift</u>. <i>Now say lift but change -ift to /ow/. (low)</i> 6. <u>Car</u>. <i>Say car but don't say /k/. (-are)</i> 7. <u>Got</u>. <i>Now say got but change /g/ to /h/. (hot)</i> 8. <u>Ledge</u>. <i>Now say ledge but don't say -edge. (/l/)</i></p>



Manipulating Syllables: Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two-syllable word. Ex: *Winter* to *winner* (students remove the /t/ sound at the beginning of the second syllable /ter/).

Do this one first:	Repeat the procedure using these words:
<p>T: <i>Roping</i> is the word. S: repeat</p> <p>T: /ro/ (one palm up) /ping/ (second palm up) <i>cut off the /p/</i> <i>Now what's the new word?</i></p> <p>S: /row/ /ing/, rowing!</p>	<p><i>piercing</i> (cut off the /s/ = <u>peering</u>)</p> <p><i>moping</i> (cut off the /p = mowing)</p> <p><i>grading</i> (cut off the /d/ = graying)</p> <p><i>noting</i> (cut off the /t/ = knowing)</p>
Use the scaffolding from the Experiencing stage as needed.	



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Be aware: some blends that start with /s/ alter the second sound. That is why you may see alternative correct responses. Remember, these are spoken words, so we are focusing on sounds, not spelling patterns.

Do this one first:	Repeat with these words:
<p>T: <i>spill</i> S: repeat</p> <p>T: <i>Now say spill without /s/.</i> (put your finger to you lips to show silence) S: pill (“bill” is also acceptable) T: <i>Yes, spill without /s/ is pill.</i> (or bill)</p>	<p>bright (without /b/ = right), sleep (without /s/ = leap) slam (without /s/ = lamb), snap (without /n/ = nap) score (without /s/ = core or <u>gore</u>) <u>spark</u> (without /s/ = park or bark) twin (without /t/ = win), swing (without /s/ = wing)</p>
Use the scaffolds as needed: snipping motion or silent signal at lips for first sound, fist just under peak of curve for second sound, curve motion for the rime and then blending the remaining onset and rime to say the new word.	



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Marly Mar made a magnificent star. **Making moves, he got mentioned more and more.**



Week 4, Day 3



Onset-Rime: Mix It Up!

Skills: Review the following:

- Delete a single phoneme (ex: fall to all) onset, or the rime unit (ex: fall to /f/) from a one-syllable word.
- Substitute a single phoneme onset (e: fall to mall) or rime unit (ex: fall to far) in a one-syllable word.

Directions:

1. Invite students to mime cradling a bowl with one hand and “mixing up” the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: “Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me.”

Do this first:	Repeat the procedure using these words:
<p>T: <i>paid</i> S: repeat T: Say <i>paid</i> but don't say <i>-aid</i>. S: /p/</p> <p>T: <i>lean</i> S: repeat T: Say <i>lean</i> but don't say <i>-ean</i>. S: /l/</p>	<p>1. <i>Will.</i> Say <i>will</i> but don't say /w/. (-ill) 2. <i>Feet.</i> Say <i>feet</i> but don't say -eet. (/f/) 3. <i>Got.</i> Now say <i>got</i> but change /g/ to /h/. (hot) 4. <i>Wax.</i> Say <i>wax</i> but don't say /w/. (/ax/) 5. <i>Cage.</i> Say <i>cage</i> but don't say /k/. (-age) 6. <i>Ride.</i> Now say <i>ride</i> but change -ide to /ow/. (row) 7. <u><i>Boil</i></u> Say <i>boil</i> but don't say /b/. (-oil) 8. <i>Fill.</i> Say <i>fill</i> but don't say -ill. (/f/)</p>



Manipulating Syllables: Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two-syllable word. Ex: *Winter* to *winner* (students remove the /t/ sound at the beginning of the second syllable /ter/).

Do this one first:	Repeat the procedure using these words:
<p>T: <i>Needing</i> is the word. S: repeat</p> <p>T: /nee/ (one palm up) /ding/ (second palm up) <i>cut off the /d/</i> <i>Now what's the new word?</i></p> <p>S: /knee/ /ing/, <u>kneeing!</u></p>	<p><u>paving</u> (cut off the /v/ = paying) wormy (cut off the /m/ = worry) <u>motor</u> (cut off the /t/ = mower) saving (cut off the /v/ = saying)</p>
<p>Use the scaffolding from the Experiencing stage as needed.</p>	



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Be aware: some blends that start with /s/ alter the second sound. That is why you may see alternative correct responses. Remember, these are spoken words, so we are focusing on sounds, not spelling patterns.

Do this one first:	Repeat with these words:
<p>T: <i>spill</i> S: repeat</p> <p>T: <i>Now say spill without /s/.</i> (put your finger to you lips to show silence) S: pill (“bill” is also acceptable) T: <i>Yes, spill without /s/ is pill.</i> (or bill)</p>	<p>bread (without /b/ = red), plane (without /p/ = lane) <u>span</u> (without /s/ = pan or ban), score (without /s/ = core) glad (without /g/ = lad), spoke (without /s/ = <u>poke</u> or boke) broom (without /b/ = room), slap (without /s/ = lap)</p>
<p>Use the scaffolds as needed: snipping motion or silent signal at lips for first sound, fist just under peak of curve for second sound, curve motion for the rime and then blending the remaining onset and rime to say the new word.</p>	



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Marly Mar made a magnificent star. Making moves, he got mentioned more and more. **Many people came to meet and greet him from miles around.**



Week 4, Day 4



Onset-Rime: Mix It Up!

Skill: Review the following:

- Delete a single phoneme (ex: fall to all) onset, or the rime unit (ex: fall to /f/) from a one-syllable word.
- Substitute a single phoneme onset (e: fall to mall) or rime unit (ex: fall to far) in a one-syllable word.

Directions:

1. Invite students to mime cradling a bowl with one hand and “mixing up” the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: “Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me.”

Do this first:	Repeat the procedure using these words:
<p>T: nice S: repeat T: Say nice but don't say /ice/. S: /n/</p>	<p>1. <i>Wait.</i> Say wait but don't say /w/. (-ate) 2. <i>Red.</i> Now say red but change /ed/ to /ap/. (rap) 3. <i>Bone.</i> Now say bone but change /b/ to /t/. (tone) 4. <i>Your.</i> Say your but don't say /y/. (/or/)</p>
<p>T: nice S: repeat T: Now say nice but change /ice/ to /ot/. S: not</p>	<p>5. <i>Hunt.</i> Now say hunt but change /h/ to /p/. (pant) 6. <i>Punt.</i> Now say punt but change -unt to -ant. (pant) 7. <i>Fit.</i> Say fit but don't say /it/. (/f/) 8. <i>Last.</i> Say last but don't say -ast. (/l/)</p>



Manipulating Syllables: Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two-syllable word. Ex: *Winter* to *winner* (students remove the /t/ sound at the beginning of the second syllable /ter/).

Do this one first:	Repeat the procedure using these words:
<p>T: <u>Pacing</u> is the word S: repeat</p> <p>T: /pa/ (one palm up) /cing/ (second palm up) <i>cut off the /s/</i> <i>Now what's the new word?</i></p> <p>S: /pay/ /ing/, paying!</p>	<p><u>bumper</u> (cut off the /p/ = <u>bummer</u>)</p> <p><u>straining</u> (cut off the /n/ - <u>straying</u>)</p> <p><u>blooper</u> (cut off the /p/ - bluer)</p> <p><u>roping</u> (cut off the /p/ = rowing)</p>
<p>Use the scaffolding from the Experiencing stage as needed.</p>	



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Be aware: some blends that start with /s/ alter the second sound. That is why you may see alternative correct responses. Remember, these are spoken words, so we are focusing on sounds, not spelling patterns.

Do this one first:	Repeat with these words:
<p>T: <i>spill</i> S: repeat</p> <p>T: <i>Now say spill without /s/. (put your finger to you lips to show silence)</i> S: pill (“bill” is also acceptable) T: <i>Yes, spill without /s/ is pill. (or bill)</i></p>	<p>speech (without /s/ = peach), slow (without /s/ = low) <u>s</u>pare (without /s/ = pear or bear) steam (without /s/ = team or deem) tweak (without /t/ = weak), fright (without /f/ = right) glad (without /g/ = lad), crash (without /k/ = rash)</p>
<p>Use the scaffolds as needed: snipping motion at chin for first sound, fist just under peak of curve for second sound, curve motion for the rime and then blending the remaining onset and rime to say the new word.</p>	



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Marly Mar made a magnificent star. Making moves, he got mentioned more and more. Many people came to meet and greet him from miles around. **His magical movies made many memories.**



Week 4, Day 5



Onset-Rime: Mix It Up!

Skill: Review the following:

- Delete a single phoneme (ex: fall to all) onset, or the rime unit (ex: fall to /f/) from a one-syllable word.
- Substitute a single phoneme onset (e: fall to mall) or rime unit (ex: fall to far) in a one-syllable word.

Directions:

1. Invite students to mime cradling a bowl with one hand and “mixing up” the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: “Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me.”

Do this one first:	Repeat the procedure using these words:
<p>T: seat S: repeat T: Say seat but don't say /eat/. S: /s/</p> <p>T: chase S: repeat T: Say chase but don't say /ch/. S: ace</p>	<ol style="list-style-type: none"> 1. <u>Pouch</u>. Say pouch but don't say /p/. (-ouch) 2. <u>Quill</u>. Say quill but don't say /qu/. (-ill) 3. <u>Thaw</u>. Say thaw but don't say /aw/. (/th/) 4. <u>Saw</u>. Now say saw but change /s/ to /p/. (paw) 5. <u>Zoo</u>. Now say zoo but change /z/ to /b/. (boo) 6. <u>Wood</u>. Now say wood but change /w/ to /g/. (good) 7. <u>Rock</u>. Now say rock but change -ock to /ag/. (rag) 8. <u>Tap</u>. Now say tap but change /ap/ to -uck. (tuck)



Manipulating Syllables: Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two-syllable word. Ex: *Winter* to *winner* (students remove the /t/ sound at the beginning of the second syllable /ter/).

Do this one first:	Repeat the procedure using these words:
<p>T: <i>Filter</i> is the word. S: repeat</p> <p>T: /fil/ (one palm up) /ter/ (second palm up) <i>cut off the /t/</i> <i>Now what's the new word?</i></p> <p>S: /fill/ /er/, filler!</p>	<p><u>tiling</u> (cut off the /l/ = tying) <u>stooping</u> (cut off the /p/ = <u>stewing</u>) <i>keeping</i> (cut off the /p/ = keying) <u>praising</u> (cut off the /s/ = praying)</p>
<p>Use the scaffolding from the Experiencing stage as needed.</p>	



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Be aware: some blends that start with /s/ alter the second sound. That is why you may see alternative correct responses. Remember, these are spoken words, so we are focusing on sounds, not spelling patterns.

Do this one first:	Repeat with these words:
<p>T: <i>spill</i> S: repeat</p> <p>T: <i>Now say spill without /s/. (put your finger to you lips to show silence)</i> S: pill (“bill” is also acceptable) T: <i>Yes, spill without /s/ is pill. (or bill)</i></p>	<p><u>slack</u> (without /s/ = lack), brush (without /b/ = rush) <u>skid</u> (without /s/ = kid or gid), slam (without /s/ = lamb) clean (without /k/ = lean), scab (without /s/ = cab or gab) <u>stack</u> (without /s/ = tack) spend (without /s/ = penned or bend)</p>
<p>Use the scaffolds as needed: snipping motion at chin for first sound, fist just under peak of curve for second sound, curve motion for the rime and then blending the remaining onset and rime to say the new word.</p>	



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Marly Mar made a magnificent star. Making moves, he got mentioned more and more. Many people came to meet and greet him from miles around. His magical movies made many memories. **Memorable Marly Mar will always be a movie star.**



Week 5, Day 1



Playing with Words: Word Parts ID.

Skill: Identify the following things:

- the number of phonemes (sounds) in a word (lump - /l/ - /ŭ/ - /m/ - /p/ - 4 phonemes), counting with fingers on your hand.
- initial and final sound of a word (shout - /sh/ and /t/), using the curve and snatching motion of your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of phonemes (sounds), and the initial and final phonemes of each word.

1. Say “Let’s listen closely to each word to see what we can find. Use the curve and speak it out to identify in time.” Invite students to repeat.
2. Say word aloud and have students repeat after you.
3. Identify the following things in this order: (1): the initial sound, (2): final sound, (3): number of phonemes.

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: say the first sound. T: these (curve), /th/ (close fist) S: repeat T: say the last sound. T: these (curve), /z/ (close fist) S: repeat T: count the sounds in the word. T: these, /th/ - /ē/ - /z/ (hold up 3 fingers), these S: repeat</p>	<ol style="list-style-type: none"> 1. shack (/sh/ - /ă/ - /k/) (3 phonemes) 2. dish (/d/ - /ī/ - /sh/) (3 phonemes) 3. chop (/ch/ - /ɔ̃/ - /p/) (3 phonemes) 4. catch (/k/ - /ă/ - /ch/) (3 phonemes)





Manipulating Syllables: Cut off a Sound in a Two Syllable Word.

Skill: Delete the onset in the second syllable of a two-syllable word. Ex: *Winter* to *winner* (students remove the /t/ sound at the beginning of the second syllable /ter/).

Important Note: By the Mastering stage, most students should be able to successfully delete the onset in the second syllable of a two-syllable word. A short Whip Around assessment is provided to determine this as well as whether or not they can do it automatically. It should be administered to students towards the end of the week during a time that is convenient to pull them.

Do this one first:	Repeat the procedure using these words:
<p>T: Say <i>roping</i>.</p> <p>S: repeat</p> <p>T: Now say <i>roping</i>, without /p/.</p> <p>S: rowing</p>	<p><i>fielder</i> (without /d/ = feeler)</p> <p><i>shelving</i> (without /v/ = shelling)</p> <p><i>loaner</i> (without /n/ = lower)</p> <p><i>fleeting</i> (without /t/ = fleeing)</p>
Use the scaffolding from the Experiencing stage as needed.	



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Important Note: By the Mastering stage, most students should be deleting the first phoneme from a blend in a one-syllable word automatically (in less than 2 seconds). The Whip Around assessment for this skill should be administered to students throughout the week during a time that is convenient to pull them.

Example for reference:	Repeat the procedure using these words:
<p>T: <i>spill</i></p> <p>S: repeat</p> <p>T: <i>Now say spill without /s/. (put your finger to you lips to show silence)</i></p> <p>S: pill (“bill” is also acceptable)</p> <p>T: <i>Yes, spill without /s/ is pill. (or bill)</i></p>	<p>swim (without /s/ = whim)</p> <p>school (without /s/ = cool, “gool” is also acceptable)</p> <p>spark (without /s/ = park or bark)</p> <p>spies (without /s/ = pies or buys)</p> <p><u>plug</u> (without /p/ = lug)</p> <p>cry (without /k/ = <u>rye</u>)</p> <p>block (without /b/ = lock)</p> <p>scamp (without /s/ = camp or gamp)</p>



Alliteration: Silly Stories.

Support students’ ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you’d like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: **Sammy suddenly spoke to Sarah when he saw her sipping on a slushy.**



Week 5, Day 2



Playing with Words: Word Parts ID.

Skill: Identify the following things:

- the number of phonemes (sounds) in a word (lump - /l/ - /ŭ/- /m/ - /p/ - 4 phonemes), counting with fingers on your hand.
- initial and final sound of a word (shout - /sh/ and /t/), using the curve and snatching motion of your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of phonemes (sounds), and the initial and final phonemes of each word.

1. Say “Let’s listen closely to each word to see what we can find. Use the curve and speak it out to identify in time.” Invite students to repeat phrases with you.
2. Say word aloud and have students repeat after you.
3. Identify the following things in this order: (1): the initial sound, (2): final sound, (3): number of phonemes.

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: say the first sound T: <i>chime</i> (curve), /ch/ (close fist) S: repeat T: say the last sound T: <i>chime</i> (curve), /m/ (close fist) S: repeat T: count the sounds in the word. T: <i>chime</i>, /ch/ - /ī/ - /m/ (hold up three fingers), <i>chime</i> S: repeat</p>	<ol style="list-style-type: none"> 1. <i>thud</i> (/th/ - /ŭ// - /d/) (3 phonemes) 2. <i>ship</i> (/sh/ - /ī/ - /p/) (3 phonemes) 3. <i>thumb</i> (/th/ - /ŭ/ - /m/) (3 phonemes) 4. <i>shape</i> (/sh/ - /ă/ - /p/) (3 phonemes)





Manipulating Syllables: Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two-syllable word. Ex: *Winter* to *winner* (students remove the /t/ sound at the beginning of the second syllable /ter/).

Important Note: Remember to administer the short Whip Around assessment for this skill during this week.

Example of procedure (for reference):	Repeat the procedure using these words:
<p>T: Say <i>roping</i>. S: repeat T: Now say <i>roping</i>, without /p/. S: rowing</p>	<p><i>seating</i> (without /t/ = seeing) <i>maker</i> (without /k/ = mayor) <u>planter</u> (without /t/ = planner) <i>spraining</i> (without /n/ = spraying) <i>later</i> (without /t/ = layer)</p>
<p>Use the scaffolding from the Experiencing stage as needed.</p>	



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Important Note: Remember to administer the short Whip Around assessment for this skill during this week.

Example for reference:	Repeat the procedure using these words:
<p>T: <i>spill</i> S: repeat</p>	<p>scare (without /s/ = care) <u>swish</u> (without /s/ = wish) smash (without /s/ = mash)</p>

<p>T: Now say <i>spill</i> without /s/. (put your finger to your lips to show silence)</p> <p>S: pill (“bill” is also acceptable)</p> <p>T: Yes, <i>spill</i> without /s/ is <i>pill</i>. (or bill)</p>	<p>snail (without /s/ = nail)</p> <p>grave (without /g/ = rave)</p> <p>clump (without /k/ = lump)</p> <p>flap (without /f/ = lap)</p> <p>drink (without /d/ = rink)</p> <p>cramp (without /k/ = ramp)</p>
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Alliteration: Silly Stories.

Support students’ ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action. Say the repeated initial sounds rhythmically (as many times as you’d like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Sammy suddenly spoke to Sarah when he saw her sipping on a slushy. **She sipped and slurped the slushy until it was gone.**



Week 5, Day 3



Playing with Words: Word Parts ID.

Skill: Identify the following things:

- the number of phonemes (sounds) in a word (lump - /l/ - /ŭ/ - /m/ - /p/ - 4 phonemes), counting with fingers on your hand.
- initial and final sound of a word (shout - /sh/ and /t/), using the curve and snatching motion of your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of phonemes (sounds), and the initial and final phonemes of each word.

1. Say “Let’s listen closely to each word to see what we can find. Use the curve and speak it out to identify in time.” Invite students to repeat phrases with you.
2. Say word aloud and have students repeat after you.
3. Identify the following things in this order: (1): the initial sound, (2): final sound, (3): number of phonemes.

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: say the first sound T: kid (curve), /k/ (close fist) S: repeat T: say the last sound T: kid (curve), /d/ (close fist) S: repeat T: count the number of sounds in the word T: kid, /k/ - /ī/ - /d/ (hold up three fingers), kid S: repeat</p>	<ol style="list-style-type: none"> 1. map (/m/ - /ă/ - /p/) (3 phonemes) 2. fun (/f/ - /ŭ/ - /n/) (3 phonemes) 3. pen (/p/ - /ě/ - /n/) (3 phonemes) 4. dot (/d/ - /ŏ/ - /t/) (3 phonemes)



M

Manipulating Syllables: Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second-syllable of a two syllable word. Ex: *Winter* to *winner* (students remove the /t/ sound at the beginning of the second syllable /ter/).

Important Note: Remember to administer the short Whip Around assessment for this skill during this week.

Example of procedure (for reference):	Repeat the procedure using these words:
<p>T: Say <i>roping</i>. S: repeat T: Now say <i>roping</i>, without /p/. S: rowing</p>	<p><i>beaming</i> (without /m/ = being) <i>laser</i> (without /s/ = layer) <i>silence</i> (without /l/ = science) <i>loafer</i> (without /f/ = lower) <i>toning</i> (without /n/ = towing)</p>
<p>Use the scaffolding from the Experiencing stage as needed.</p>	



M

Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Important Note: Be sure to administer the Whip Around assessment during this week.

Example for reference:	Repeat the procedure using these words:
<p>T: <i>spill</i> S: repeat</p>	<p>flash (without /f/ = lash) grown (without /g/ = <u>roan</u>) slow (without /s/ = low)</p>

<p>T: Now say <i>spill</i> without /s/. (put your finger to your lips to show silence)</p> <p>S: pill (“bill” is also acceptable)</p> <p>T: Yes, <i>spill</i> without /s/ is <i>pill</i>. (or bill)</p>	<p><u>proof</u> (without /p/ = roof)</p> <p>speak (without /s/ = peak or beak)</p> <p>snack (without /s/ = <u>knack</u>)</p> <p>skip (without /s/ = kip or gip),</p> <p><u>slink</u> (without /s/ = link)</p>
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Alliteration: Silly Stories.

Support students’ ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you’d like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Sammy suddenly spoke to Sarah when he saw her sipping on a slushy. She sipped and slurped the slushy until it was gone. **Sammy made slurping and sipping sounds and made Sarah smile.**



Week 5, Day 4



Playing with Words: Word Parts ID.

Skill: Identify the following things:

- the number of phonemes (sounds) in a word (lump - /l/ - /ŭ/- /m/ - /p/ - 4 phonemes), counting with fingers on your hand.
- initial and final sound of a word (shout - /sh/ and /t/), using the curve and snatching motion of your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of phonemes (sounds), and the initial and final phonemes of each word.

1. Say “Let’s listen closely at each word to see what we can find. Use the curve and speak it out to identify in time.” Invite students to repeat phrases with you.
2. Say word aloud and have students repeat after you.
3. Identify the following things in this order: (1): the initial sound, (2): final sound, (3): number of phonemes.

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: say the first sound T: mask (curve), /m/ (close fist) S: repeat T: say the last sound T: mask (curve), /k/ (close fist) S: repeat T: count the number of sounds in the word T: mask, /m/ - /ă/ - /s/ - /k/ (hold up four fingers), mask S: repeat</p>	<ol style="list-style-type: none"> 1. fist (/f/ - /ī/ - /s/ - /t/) (4 phonemes) 2. left (/l/ - /ĕ/ - /f/ - /t/) (4 phonemes) 3. <u>hush</u> (/h/ - /ŭ/ - /sh/) (3 phonemes) 4. <u>crop</u> (/k/ - /r/ - /ŏ/ - /p/) (4 phonemes)



M

Manipulating Syllables: Cut off a Sound in a Two Syllable Word.

Skill: Delete the onset in the second syllable of a two-syllable word. Ex: *Winter* to *winner* (students remove the /t/ sound at the beginning of the second syllable /ter/).

Important Note: Remember to administer the short Whip Around assessment for this skill during this week.

Example of procedure (for reference):	Repeat the procedure using these words:
<p>T: Say <i>roping</i>. S: repeat T: Now say <i>roping</i>, without /p/. S: rowing</p>	<p><i>noting</i> (without /t/ = knowing) <i>soaping</i> (without /p/ = sewing) <i>needing</i> (without /d/ = kneeling) <i>tender</i> (without /d/ = tenor) <i>paving</i> (without /v/ = paying)</p>
<p>Use the scaffolding from the Experiencing stage as needed.</p>	



M

Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Important Note: Be sure to administer the Whip Around assessment during this week.

Example for reference:	Repeat the procedure using these words:
<p>T: <i>spill</i> S: repeat</p>	<p><i>blues</i> (without /b/ = lose) <i>stake</i> (without /s/ = take or dake) <i>cloud</i> (without /k/ = loud)</p>

<p>T: Now say <i>spill</i> without /s/. (put your finger to you lips to show silence)</p> <p>S: pill (“bill” is also acceptable)</p> <p>T: Yes, <i>spill</i> without /s/ is <i>pill</i>. (or bill)</p>	<p>spend (without /s/ = panned or bend)</p> <p>fly (without /f/ = lie)</p> <p>glow (without /g/ = low)</p> <p>sneeze (without /s/ = knees)</p> <p>great (without /g/ = rate)</p>
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Alliteration: Silly Stories.

Support students’ ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you’d like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Sammy suddenly spoke to Sarah when he saw her sipping on a slushy. She sipped and slurped the slushy until it was gone. Sammy made slurping and sipping sounds and made Sarah smile. **Smiling from ear to ear, Sarah and Sammy skipped to the store.**



Week 5, Day 5



Playing with Words: Word Parts ID.

Skill: Identify the following things:

- the number of phonemes (sounds) in a word (lump - /l/ - /ŭ/- /m/ - /p/ - 4 phonemes), counting with fingers on your hand.
- initial and final sound of a word (shout - /sh/ and /t/), using the curve and snatching motion of your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of phonemes (sounds), and the initial and final phonemes of each word.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and speak it out to identify in time.” Invite students to repeat phrases with you.
2. Say word aloud and have students repeat after you.
3. Identify the following things in this order: (1): the initial sound, (2): final sound, (3): number of phonemes.

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: say the first sound T: jump (curve), /j/ (close fist) S: repeat T: say the last sound T: jump (curve), /p/ (close fist) S: repeat T: count the number of sounds in the word T: jump, /j/ - /ŭ/ - /m/ - /p/ (hold up four fingers), jump S: repeat</p>	<ol style="list-style-type: none"> 1. fist (/f/ - /ī/ - /s/ - /t/) (4 phonemes) 2. <u>park</u> (/l/ - /ă/ - /r/ - /k/) (4 phonemes) 3. held (/h/ - /ě/ - /l/ - /d/) (4 phonemes) 4. <u>loft</u> (/l/ - /ö/ - /f/ - /t/) (4 phonemes)





Manipulating Syllables: Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two-syllable word. Ex: *Winter* to *winner* (students remove the /t/ sound at the beginning of the second syllable /ter/).

Important Note: Remember to administer the short Whip Around assessment for this skill during this week.

Example of procedure (for reference):	Repeat the procedure using these words:
<p>T: Say <i>roping</i>. S: repeat T: Now say <i>roping</i>, without /p/. S: rowing</p>	<p><i>bumper</i> (without /p/ = bumper) <i>settler</i> (without /l/ = setter) <i>motor</i> (without /t/ = mower) <i>laker</i> (without /k/ = layer) <i>starling</i> (without /l/ = starring)</p>
<p>Use the scaffolding from the Experiencing stage as needed.</p>	



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip*.

Important Note: Be sure to administer the Whip Around assessment during this week.

Example for reference:	Repeat the procedure using these words:
<p>T: <i>spill</i> S: repeat</p>	<p>drawer (without /d/ = roar) fled (without /f/ = led) shrug (without /sh/ = rug)</p>

T: Now say *spill* without /s/. (put your finger to you lips to show silence)

S: pill (“bill” is also acceptable)

T: Yes, *spill* without /s/ is *pill*. (or bill)

snip (without /s/ = nip)

crime (without /k/ = rhyme)

throw (without /th/ = row)

trim (without /t/ = rim)

fruit (without /f/ = root)



Alliteration: Silly Stories.

Support students’ ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you’d like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Sammy suddenly spoke to Sarah when he saw her sipping on a slushy. She sipped and slurped the slushy until it was gone. Sammy made slurping and sipping sounds and made Sarah smile. Smiling from ear to ear, Sarah and Sammy skipped to the store. **The store had more slushies for them to slurp and sip together.**



Week 6, Day 1



Playing with Words: Word Parts ID.

Skill: Identify the following things:

- the number of phonemes (sounds) in a word (lump - /l/ - /ŭ/ - /m/ - /p/ - 4 phonemes), counting with fingers on your hand.
- initial and final sound of a word (shout - /sh/ and /t/), using the curve and snatching motion of your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of phonemes (sounds), and the initial and final phonemes of each word.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and speak it out to identify in time.” Invite students to repeat phrases with you.
2. Say word aloud and have students repeat after you.
3. Identify the following things in this order: (1): the initial sound, (2): final sound, (3): number of phonemes.

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: say the first sound T: chair (curve), /ch/ (close fist) S: repeat T: say the last sound T: chair (curve), /r/ (close fist) S: repeat T: count the sounds T: chair, /ch/ - /ā/ - /r/ (hold up three fingers), chair S: repeat</p>	<ol style="list-style-type: none"> 1. price (/p/ - /r/ - /ī/ - /s/) (4 phonemes) 2. lake (/l/ - /ā/ - /k/) (3 phonemes) 3. meet (/m/ - /ē/ - /t/) (3 phonemes) 4. boat (/b/ - /ō/ - /t/) (3 phonemes)



E

Manipulating Syllables: Change a Sound in a Two Syllable Word

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting* to *meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Important Note: This skill requires students to apply the skill of phoneme substitution that they worked on in Kindergarten (and reviewed in Mix it Up activities here in First grade) to two-syllable words. As with the previous skill (deleting), this skill was introduced towards the end of Kindergarten, but Mastery was not expected. The activities and words lists here are again essentially the same as those used in Kindergarten, but that is fine. Students will still have to exercise the skill and will not remember the exact words from months earlier. Students will be assessed in this skill now in First Grade at the end of three weeks.

Directions: Remind students that they have been working on taking out a sound in the middle of a long word to “magically” make a new word. Explain that now they will be CHANGING one sound in the middle of a long word to make a new word.

1. Say the sentence and the targeted word. Tell students to repeat.
2. Pronounce each syllable in the word, placing one hand, palm up, for each. If you are facing the students, you will need to do this with your right hand first, then the left hand as they will be mirroring you. It’s important that they see the sequence of syllables from their left to right.
3. Pull the palm representing the second syllable toward you. Use the other hand to show a “switching” motion (like turning a switch) on the side of that hand. This provides a visual showing that you are switching the first sound in the second syllable. Tell the students the sound change they should make.
4. Tell students to repeat these steps (2 & 3). This helps them to “see,” “feel” AND hear that the substitution is taking place at the beginning of the second syllable.
5. Say the first syllable again (showing it on a palm) and the second new syllable (showing it on the other palm). Be sure to pronounce the new syllable with a little more emphasis. Blend them together by crossing the hands over your stomach and saying the new word.
6. Tell students to repeat.

Reminder: The spelling isn’t what matters! It’s the sound of the new word they’ve made that you want students to focus on.

Do this one first. Practice and model with the students:	Repeat the procedure using these sentences:
<p>T: /mee/ meeting new friends! <i>meeting</i> S: repeat</p> <p>T: /mee/ (one palm up) /ting/ (second palm up) ("switch" motion alongside of second palm) <i>change /t/ to /n/</i> S: repeat</p> <p>T: /mee/ (palm up), /ning/ (palm up), (cross hands in front over stomach) <i>/meaning/</i> S: repeat</p>	<p><i>The boat is floating on the river.</i> (change /v/ to /ch/ = richer)</p> <p><i>That dress is stunning!</i> (change /n/ to /f/ = stuffing)</p> <p><i>She is plucking dog hair off her sweater.</i> (change /k/ to /m/ = plumbing)</p> <p><i>I want to visit the ocean and play on the beach.</i> (change /sh/ to /p/ = open)</p>
<p>To further scaffold this for students, between the second and third steps above, you can have students say the new syllable. Ex: "Now /ting/ is /ning/." <u>Then</u> you can have them blend the two syllables together to say the new word.</p>	



E

Manipulating Phonemes: Change a Sound to Make a New Word.

Skill: Substitute the first sound in a one-syllable word (onsets with blends). Ex: *Slip to flip.*

Important Note: Lessons in the Experiencing stage scaffold towards the goal of automaticity. The familiar fist motion under the chin is used to show the position of the first sound, followed by movement up and out to identify the second. The familiar extension of the hand away from the mouth in a curving motion while pronouncing the rime is used to “show” and feel it’s place in the word. This is very similar to the Change a Sound activity in Kindergarten. The difference between this and the Kindergarten skill is that now the onset contains two sounds rather than one.

Verbal Emphasis: We do not want to tell students where the targeted sound to be manipulated is located in the word. It is important for them to figure it out. To support this, continuant sounds (e.g. /m/, /r/, /s/, and /l/) will be stretched and stop sounds (e.g. /t/, /p/, /h/, and /j/) will be repeated.

Directions: Tell students to imagine a word coming out of their mouth. Their job will be to *change* one of the sounds they hear to make a new word.

1. Say the sentence with rhythm and expression and tell the students to repeat.
2. Say the targeted word while making the familiar curve with your hand out and forward from your mouth. Explain that this “is the word on the curve.”
3. Prompt students to “Break it down”:
 - Place your fist under your chin. Then pronounce the first sound while pulling down with your fist. This “shows” and isolates the sound of the onset.
 - Move your fist up to where it is just under the peak of the curve and pronounce the second sound. Then move your hand forward over the curve as you say the remainder of the word (the rime).
4. Prompt the students to “Make a change”:
 - Say the word and pause. Place your fist back under your chin, gently shake it while stretching (if a continuant) or repeating (if a stop), the first sound. Prompt the students to change the sound.
5. Tell students to do it with you: pull fist down under chin and make the new sound, move fist up on the curve, and make the second sound. Extend your arm forward in a curve while saying the rime.
6. Say the new word with the students.
7. As an extension, you can have students use the new word in a sentence.

In the table below, the column to the left shows the entire procedure. That procedure is repeated with the sentences in the column to the right.

Practice and model this with the students to become comfortable with the procedure:	Repeat the procedure using these sentences:
<p>T: <i>Be careful! Try not to slip on the ice!</i></p> <p>T: <i>Slip is the word on the curve.</i> (while moving hand out from mouth in a curve)</p> <p>S: repeat</p> <p>T: <i>Let’s break it down!</i></p> <p>T: <i>/s/ (pull fist down under chin) /l/ (move fist up to just under the peak of the curve) ...ip (while moving hand forward over the curve in one fluid motion)</i></p> <p>S: repeat</p> <p>T: <i>Let’s make a change!</i></p>	<p>Please read my favorite book to me! (change /p/ /p/ /p/ to /f/ /f/ /f/ = fleas)</p> <p><i>My sister and I will grow up tall!</i> (change /g/ /g/ /g/ to /k/ /k/ /k/ = crow)</p> <p><i>After dinner, let’s take our sled up to the big hill.</i> (change /s/ /s/ /s/ to /f/ /f/ /f/ = fled)</p> <p><i>My friend had to stop when I yelled freeze!</i> (change /f/ /f/ /f/ to /b/ /b/ /b/ = breeze)</p>

T: *Slip.* (pause) *Change /s/ /s/ /s/* (stretch the sound, while gently shaking fist under chin) *to /f/ /f/ /f/* (while gently shaking fist under chin).

T: *Do it with me!*

T & S: */f/* (pull fist down under chin) *//* (fist moves up) */ip/* (make the curve)

T and S: *Flip is the new word on the curve!*



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told bit by bit. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Henry heard horrible horns and honks.



Week 6, Day 2



Playing with Words: Word Parts ID.

Skill: Identify the following things:

- the number of phonemes (sounds) in a word (lump - /l/ - /ŭ/ - /m/ - /p/ - 4 phonemes), counting with fingers on your hand.
- initial and final sound of a word (shout - /sh/ and /t/), using the curve and snatching motion of your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of phonemes (sounds), and the initial and final phonemes of each word.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and speak it out to identify in time.” Invite students to repeat phrases with you.
2. Say word aloud and have students repeat after you.
3. Identify the following things in this order: (1): the initial sound, (2): final sound, (3): number of phonemes.

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: say the first sound T: <u>pump</u> (curve), /p/ (close fist) S: repeat T: say the last sound T: pump (curve), /p/ (close fist) S: repeat T: count the sounds T: pump, /p/ - /ŭ/ - /m/ - /p/ (hold up four fingers), pump S: repeat</p>	<ol style="list-style-type: none"> 1. chin (/ch/ - /ī/ - /n/) (3 phonemes) 2. hand (/h/ - /ă/ - /n/ - /d/) (4 phonemes) 3. bunk (/b/ - /ŭ/ - /n/ - /k/) (4 phonemes) 4. send (/s/ - /ĕ/ - /n/ - /d/) (4 phonemes)



E

Manipulating Syllables: Change a Sound in a Two Syllable Word

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting* to *meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>My friend is coming over to play today!</i> <i>coming</i> S: repeat</p> <p>T: /cu/ (one palm up) /ming/ (second palm up) (“switch” motion alongside of second palm) <i>change /m/ to /t/</i> S: repeat</p> <p>T: /cu/ (palm up), /tting/ (palm up), (cross hands in front over stomach) <i>cutting/</i> S: repeat</p>	<p><i>That little bird is making a clicking noise.</i> (change /k/ to /p/ = clipping)</p> <p><i>My mom is making cookies.</i> (change /k/ to /l/ = mailing)</p> <p><i>I’m thirsty. I need a drink of water.</i> (change /t/ to /sh/ = washer)</p> <p><i>Is that a raisin in my cereal?</i> (change /z/ to /v/ = <u>raven</u>)</p>
<p>To further scaffold this for students, between the second and third steps in the example above you can have students say the new syllable. Ex: “Now /ming/ is /ting/.” <u>Then</u> you can have them blend the two syllables together to say the new word.</p>	



E

Manipulating Phonemes: Change a Sound to Make a New Word.

Skill: Substitute the first sound in a one-syllable word (onsets with blends). Ex: *Slip* to *flip*.

Remember, to support isolating the sound to be manipulated, stop sounds are repeated and continuants are stretched.

Do this one first. Practice and model with the students.	Repeat the procedure using these sentences:
<p>T: <i>I shut the door with a big, loud slam!</i></p>	<p><i>The story in the book is true.</i></p>

<p>T: <i>Slam</i> is the word on the curve. (curve motion) S: repeat</p> <p>T: <i>Let's break it down!</i> T: /s/ (pull fist down under chin) // (move fist up to just under the peak of the curve) ...am (curve motion) S: repeat</p> <p>T: <i>Let's make a change!</i> T: <i>Slam.</i> (pause) Change /s/ /s/ /s/ (stretch the sound, while gently shaking fist under chin) to /k/ /k/ /k/ (while gently shaking fist under chin).</p> <p>T: <i>Do it with me!</i> T & S: /k/ (pull fist down under chin) // (fist moves up) /am/ (make the curve)</p> <p>T and S: <i>Clam is the new word on the curve!</i></p>	<p>(change /t/ /t/ /t/ to /g/ /g/ /g/ = grew)</p> <p><i>I will brush my little sister's hair.</i> (change /b/ /b/ /b/ to /k/ /k/ /k/ = crush)</p> <p><i>I put some milk in that tall glass.</i> (change /g/ /g/ /g/ to /k/ /k/ /k/ = class)</p> <p><i>Can I have that donut with the sugar glaze on it?</i> (change /g/ /g/ /g/ to /b/ /b/ /b/ = blaze)</p>
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Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told bit by bit. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Henry heard horrible horns and honks. **He hopped up in a hurry to see what happened.**



Week 6, Day 3



Playing with Words: Word Parts ID.

Skill: Identify the following things:

- the number of phonemes (sounds) in a word (lump - /l/ - /ŭ/ - /m/ - /p/ - 4 phonemes), counting with fingers on your hand.
- initial and final sound of a word (shout - /sh/ and /t/), using the curve and snatching motion of your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of phonemes (sounds), and the initial and final phonemes of each word.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and speak it out to identify in time.” Invite students to repeat phrases with you.
2. Say word aloud and have students repeat after you.
3. Identify the following things in this order: (1): the initial sound, (2): final sound, (3): number of phonemes.

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: say the first sound T: grape (curve), /g/ (close fist) S: repeat T: say the last sound T: grape (curve), /p/ (close fist) S: repeat T: count the sounds T: grape, /g/ - /r/ - /ā/ - /p/ (hold up four fingers), grape S: repeat</p>	<ol style="list-style-type: none"> 1. plum (/p/ - /l/ - /ŭ/ - /m/) (4 phonemes) 2. pear (/p/ - /ē/ - /r/) (3 phonemes) 3. peach (/p/ - /ē/ - /ch/) (3 phonemes) 4. beet (/b/ - /ē/ - /t/) (3 phonemes)



E

Manipulating Syllables: Change a Sound in a Two Syllable Word

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting* to *meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>The dog is pulling on her leash. pulling</i></p> <p>S: repeat</p> <p>T: /pu/ (one palm up) /ling/ (second palm up) ("switch" motion alongside of second palm) <i>change // to /sh/</i></p> <p>S: repeat</p> <p>T: /pu/ (palm up), /shing/ (palm up), (cross hands in front over stomach) /pushing/</p> <p>S: repeat</p>	<p><i>What is that noise coming out of the speaker?</i> (change /k/ to /d/ = speeder)</p> <p><i>We saw a tiger at the zoo.</i> (change /g/ to /m/ = timer)</p> <p><i>My sister is seven years old.</i> (change /v/ to /sh/ = <u>session</u>)</p> <p><i>Sometimes my mom lets me drink soda.</i> (change /d/ to /f/ = <u>sofa</u>)</p>

To further scaffold this for students, between the second and third steps in the example above you can have students say the new syllable. Ex: "Now /ling/ is /shing/." Then you can have them blend the two syllables together to say the new word.



E

Manipulating Phonemes: Change a Sound to Make a New Word.

Skill: Substitute the first sound in a one-syllable word (onsets with blends). Ex: *Slip* to *flip*.

Remember, to support isolating the sound to be manipulated, stop sounds are repeated and continuants are stretched.

Do this one first. Practice and model with the students:	Repeat the procedure using these sentences:
<p>T: <i>Look at how high an eagle can fly!</i></p> <p>T: <i>Fly is the word on the curve.</i> (curve motion)</p>	<p><i>What's the matter? You look a little glum.</i> (change /g/ /g/ /g/ to /p/ /p/ /p/ = plum)</p>

S: repeat

T: Let's break it down!

T: /f/ (pull fist down under chin) // (move fist up to just under the peak of the curve) .../f/ (while moving hand forward over the curve in one fluid motion)

S: repeat

T: Let's make a change!

T: Fly. (pause) Change /f/ /f/ /f/ (shake fist under chin) to /s/ /s/ /s/ (stretch sound, shake fist under chin).

T: Do it with me!

T & S: /s/ (pull fist down under chin) // (fist moves up) /f/ (make the curve)

T and S: Sly is the new word on the curve!

*I wonder if we'll take a **trip** this year?*
(change /t/ /t/ /t/ to /g/ /g/ /g/ = grip)

*My **brain** is working hard today!*
(change /b/ /b/ /b/ to /g/ /g/ /g/ = grain)

*My mom will **shred** the cheese to put in the macaroni.*
(change /sh/ /sh/ /sh/ to /b/ /b/ /b/= bread)



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told bit by bit. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Henry heard horrible horns and honks. He hopped up in a hurry to see what happened. **Henry hurried out the house towards the huge crowd.**



Week 6, Day 4



Playing with Words: Word Parts ID.

Skill: Identify the following things:

- the number of phonemes (sounds) in a word (lump - /l/ - /ŭ/ - /m/ - /p/ - 4 phonemes), counting with fingers on your hand.
- initial and final sound of a word (shout - /sh/ and /t/), using the curve and snatching motion of your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of phonemes (sounds), and the initial and final phonemes of each word.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and speak it out to identify in time.” and invite students to repeat phrases with you.
2. Say word aloud and have students repeat after you.
3. Identify the following things in this order: (1): the initial sound, (2): final sound, (3): number of phonemes.

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: say the first sound T: see (curve), /s/ (close fist) S: repeat T: say the last sound T: see (curve), /ē/(close fist) S: repeat T: count the sounds T: see, /s/ - /ē/ (hold up two fingers), see S: repeat</p>	<ol style="list-style-type: none"> 1. hear (/h/ - /ē/ - /r/) (3 phonemes) 2. touch (/t/ - /ŭ/ - /ch/) (3 phonemes) 3. taste (/t/ - /ā/ - /s/ - /t/) (4 phonemes) 4. smell (/s/ - /m/ - /ě/ - /l/) (4 phonemes)



E

Manipulating Syllables: Change a Sound in a Two Syllable Word.

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting* to *meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>This book I'm reading is really great!</i> reading</p> <p>S: repeat</p> <p>T: /rea/ (one palm up) /ding/ (second palm up) ("switch" motion alongside of second palm) <i>change /d/ to /ch/</i></p> <p>S: repeat</p> <p>T: /rea/ (palm up), /ching/ (palm up), (cross hands in front over stomach) <i>/reaching/</i></p> <p>S: repeat</p>	<p><i>It's cold in here! Did you see me shiver?</i> (change /v/ to /m/ = <u>shimmer</u>)</p> <p><i>I used a ruler to measure the table.</i> (change /l/ to /m/ = rumor)</p> <p><i>My mom and I will go running this afternoon.</i> (change /n/ to /sh/ = rushing)</p> <p><i>I love mixing up the cookie dough!</i> (change /ks/ to /s/ = missing)</p>
<p>To further scaffold this for students, between the second and third steps in the example above you can have students say the new syllable. Ex: "Now /ding/ is /ching/." <u>Then</u> you can have them blend the two syllables together to say the new word.</p>	



E

Manipulating Phonemes: Change a Sound to Make a New Word.

Skill: Substitute the first sound in a one-syllable word (onsets with blends). Ex: *Slip* to *flip*.

Do this one first:	Use that procedure with the following:
<p>T: <i>My mother's favorite color is blue!</i></p> <p>T: <i>Blue is the word on the curve.</i> (curve motion)</p> <p>S: repeat</p>	<p><i>I wonder what is in that crate?</i> (change /k/ /k/ /k/ to /g/ /g/ /g/ = great)</p>

T: Let's break it down!

T: /b/ (pull fist down under chin) // (move fist up to just under the peak of the curve) ...ue (while moving hand forward over the curve in one fluid motion)

S: repeat

T: Let's make a change!

T: Blue. (pause) Change /b/ /b/ /b/ (shaking fist under chin) to /f/ /f/ /f/ (shaking fist under chin).

T: Do it with me!

T & S: /f/ (pull fist down under chin) // (fist moves up) /ew/ (make the curve)

T and S: *Flew is the new word on the curve!*

*I bumped my knee and now I have a **bruise**.*

(change /b/ /b/ /b/ to /k/ /k/ /k/ = cruise)

*It's time to take out the **trash**!*

(change /t/ /t/ /t/ to /k/ /k/ /k/ = crash)

*There is a beautiful **plant** growing in my garden.*

(change /p/ /p/ /p/ to /s/ /s/ /s/ = slant)



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the course of the week.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Henry heard horrible horns and honks. He hopped up in a hurry to see what happened. Henry hurried out the house towards the huge crowd. **There were hippos huddled, hungry for honey.**



Week 6, Day 5



Playing with Words: Word Parts ID.

Skill: Identify the following things:

- the number of phonemes (sounds) in a word (lump - /l/ - /ŭ/ - /m/ - /p/ - 4 phonemes), counting with fingers on your hand.
- initial and final sound of a word (shout - /sh/ and /t/), using the curve and snatching motion of your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of phonemes (sounds), and the initial and final phonemes of each word.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and speak it out to identify in time.” Invite students to repeat phrases with you.
2. Say word aloud and have students repeat after you.
3. Identify the following things in this order: (1): the initial sound, (2): final sound, (3): number of phonemes.

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: say the first sound T: <i>shin</i> (curve), /sh/ (close fist) S: repeat T: say the last sound T: <i>shin</i> (curve), /n/ (close fist) S: repeat T: count the sounds T: <i>shin</i>, /sh/ - /ī/ - /n/ (hold up three fingers), <i>shin</i> S: repeat</p>	<ol style="list-style-type: none"> 1. <i>knee</i> (/n/ - /ē/) (2 phonemes) 2. <i>arm</i> (/ă/ - /r/ - /m/) (3 phonemes) 3. <i>leg</i> (/l/ - /ě/ - /g/) (3 phonemes) 4. <i>nose</i> (/n/ - /ō/ - /s/) (3 phonemes)



E

Manipulating Syllables: Change a Sound in a Two Syllable Word.

Skill: substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting* to *meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>The rabbit is beating the fox in the race! beating</i></p> <p>S: repeat</p> <p>T: /bea/ (one palm up) /ting/ (second palm up) ("switch" motion alongside of second palm) <i>change /t/ to /m/</i></p> <p>S: repeat</p> <p>T: /bea/ (palm up), /ming/ (palm up), (cross hands in front over stomach) <i>/beaming/</i></p> <p>S: repeat</p>	<p><i>The sun is out. Now I am warming up.</i> (change /m/ to /p/ = <u>warping</u>)</p> <p><i>That teacher loves to read books.</i> (change /ch/ to /z/ = <u>teaser</u>)</p> <p><i>I think my sister is tricking me!</i> (change /k/ to /p/ = tripping)</p> <p><i>My little brother likes walking in the park.</i> (change /k/ to /sh/ = washing)</p>
<p>To further scaffold this for students, between the second and third steps in the example above you can have students say the new syllable. Ex: "Now /ting/ is /ming/." <u>Then</u> you can have them blend the two syllables together to say the new word.</p>	



E

Manipulating Phonemes: Change a Sound to Make a New Word.

Skill: Substitute the first sound in a one-syllable word (onsets with blends). Ex: *Slip* to *flip*.

Do this one first:	Use that procedure with the following:
<p>T: <i>A squirrel can climb high up in a tree!</i></p> <p>T: <i>Tree is the word on the curve.</i> (curve motion)</p> <p>S: repeat</p>	<p><i>My brother likes to play his drum.</i></p> <p>(change /d/ /d/ /d/ to /k/ /k/ /k/ = crumb)</p>

T: Let's break it down!

T: /t/ (pull fist down under chin) /r/ (move fist up to just under the peak of the curve) ...ee (while moving hand forward over the curve in one fluid motion)

S: repeat

T: Let's make a change!

T: Tree. (pause) Change /t/ /t/ /t/ (shaking fist under chin) to /f/ /f/ /f/ (gently shaking fist under chin).

T: Do it with me!

T & S: /f/ (pull fist down under chin) /r/ (fist moves up) /ee/ (make the curve)

T and S: Free is the new word on the curve!

*I see a puffy **cloud** in the sky.*

(change /k/ /k/ /k/ to /p/ /p/ /p/ = plowed)

*I wonder when the flowers will **bloom**.*

(change /b/ /b/ /b/ to /g/ /g/ /g/ = gloom)

*Yesterday I saw a **train** carrying cars.*

(change /t/ /t/ /t/ to /b/ /b/ /b/ = brain)



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the course of the week.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Henry heard horrible horns and honks. He hopped up in a hurry to see what happened. Henry hurried out the house towards the huge crowd. There were hippos huddled, hungry for honey. **Henry handed heaping handfuls of honey to the hungry hippos.**



Week 7, Day 1



Playing with Words: Word Parts ID.

Skill: Identify the following things:

- the number of phonemes (sounds) in a word (lump - /l/ - /ŭ/ - /m/ - /p/ - 4 phonemes), counting with fingers on your hand.
- initial and final sound of a word (shout - /sh/ and /t/), using the curve and snatching motion of your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of phonemes (sounds), and the initial and final phonemes of each word.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and speak it out to identify in time.” Invite students to repeat phrases with you.
2. Say word aloud and have students repeat after you.
3. Identify the following things in this order: (1): the initial sound, (2): final sound, (3): number of phonemes.

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: say the first sound T: <u>brain</u> (curve), /b/ (close fist) S: repeat T: say the last sound T: brain (curve), /n/ (close fist) S: repeat T: count the sounds T: brain, /b/ - /r/ - /ā/ - /n/ (hold up four fingers), brain S: repeat</p>	<ol style="list-style-type: none"> 1. flute (/f/ - /l/ - /oo/ - /t/) (4 phonemes) 2. gross (/g/ - /r/ - /ō/ - /s/) (4 phonemes) 3. green (/g/ - /r/ - /ē/ - /n/) (4 phonemes) 4. fly (/f/ - /l/ - /ī/) (3 phonemes)



K

Manipulating Syllables: Change a Sound in a Two Syllable Word

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting* to *meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Important Note: There is one week of lessons in the Knowing stage for this skill. The words are no longer embedded in sentences and students provide the new word independently. This is meant to provide repeated practice towards the goal of automaticity.

Do this one first. Practice as needed:	Repeat the procedure using these words:
<p>T: <i>Waking</i> is the word.</p> <p>S: repeat</p> <p>T: /wa/ (one palm up) /king/ (second palm up) <i>change /k/ to /t/</i> Now what's the new word?</p> <p>S: /wai/ /ting/, waiting!</p>	<p><i>clothing</i> (change /th/ to /k/ = <u>cloaking</u>)</p> <p><i>robber</i> (change /b/ to /k/ = rocker)</p> <p><i>owner</i> (change /n/ to /v/ = over)</p> <p><u><i>shocking</i></u> (change /k/ to /p/ = shopping)</p>
<p>Use the scaffolding from the Experiencing stage as needed.</p>	



E

Manipulating Phonemes: Change a Sound to Make a New Word.

Skill: Substitute the first sound in a one-syllable word (onsets with blends). Ex: *Slip* to *flip*.

Begin Gradual Release: Today you prompt the students to ***Break it down!*** with you, and change the sound on their own. (see below ***Go ahead, show me how!***)

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>I love to eat fried rice!</i></p> <p>T: <i>Fried is the word on the curve. (curve motion)</i></p> <p>S: repeat</p> <p>T: Let's break it down!</p> <p>T and S: /f/ (pull fist down under chin) /r/ (move fist up to just under the peak of the curve) ...<i>ied</i> (over curve in one fluid motion)</p> <p>T: Let's make a change!</p> <p>T: <i>Fried.</i> (pause) <i>Change</i> /f/ /f/ /f/ (shaking fist under chin) to /k/ /k/ /k/ (while gently shaking fist under chin).</p> <p>T: Go ahead, show me how!</p> <p>S: /k/ (pull fist down under chin) /r/ (fist moves up) /<i>ied</i>/ (make the curve)</p> <p>T: Now what's the new word on the curve?</p> <p>S: Cried is the new word on the curve!</p>	<p><i>My little sister grew two inches over the summer.</i> (change /g/ /g/ /g/ to /th/ /th/ /th/ = <u>threw</u>)</p> <p><i>My hair dried quickly in the sun.</i> (change /d/ /d/ /d/ to /f/ /f/ /f/ = <u>fried</u>)</p> <p><i>Yesterday we drove to the store to get some eggs.</i> (change /d/ /d/ /d/ to /g/ /g/ /g/ = <u>grove</u>)</p> <p><i>My backpack is black with red stripes.</i> (change /b/ /b/ /b/ to /s/ /s/ /s/ = <u>slack</u>)</p>



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

Directions:

1. Tell students to listen to the story that will be told bit by bit over the course of the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

Extension

Option: Build the alliterative story on chart paper during the week and post it.

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Carla likes crazy comfortable cars.



Week 7, Day 2



Playing with Words: Word Parts ID.

Skill: Identify the following things:

- the number of phonemes (sounds) in a word (lump - /l/ - /ŭ/- /m/ - /p/ - 4 phonemes), counting with fingers on your hand.
- initial and final sound of a word (shout - /sh/ and /t/), using the curve and snatching motion of your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of phonemes (sounds), and the initial and final phonemes of each word.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and speak it out to identify in time.” Invite students to repeat phrases with you.
2. Say word aloud and have students repeat after you.
3. Identify the following things in this order: (1): the initial sound, (2): final sound, (3): number of phonemes.

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: say the first sound T: snow (curve), /s/ (close fist) S: repeat T: say the last sound T: snow (curve), /ō/ (close fist) S: repeat T: count the sounds T: snow, /s/ - /n/ - /ō/ (hold up three fingers), snow S: repeat</p>	<ol style="list-style-type: none"> 1. <u>steep</u> (/s/ - /t/ - /ē/ - /p/) (4 phonemes) 2. <u>stay</u> (/s/ - /t/ - /ā/) (3 phonemes) 3. <u>true</u> (/t/ - /r/ - /oo/) (3 phonemes) 4. <u>dive</u> (/d/ - /ī/ - /v/) (3 phonemes)



K

Manipulating Syllables: Change a Sound in a Two Syllable Word

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting* to *meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Do this one first:	Repeat the procedure using these words:
<p>T: <i>Bunny</i> is the word. S: repeat</p> <p>T: /bu/ (one palm up) /nny/ (second palm up) change /n/ to /z/ <i>Now what's the new word?</i></p> <p>S: /bu/ /zzy/, buzzy!</p>	<p><i>wedding</i> (change /d/ to /b/ = <u>webbing</u>) <i>litter</i> (change /t/ to /v/ = <u>liver</u>) <i>rubbing</i> (change /b/ to /n/ = running) <i>waiter</i> (change /t/ to /v/ = waver)</p>
<p>Use the scaffolding from the Experiencing stage as needed.</p>	



E

Manipulating Phonemes: Change a Sound to Make a New Word.

Skill: Substitute the first sound in a one-syllable word (onsets with blends). Ex: *Slip* to *flip*.

Continue Gradual Release: You continue to prompt the students to change the sound on their own.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>My clock is telling me it's time for bed!</i> T: <i>Clock is the word on the curve.</i> (curve motion) S: repeat</p> <p>T: <i>Let's break it down!</i></p>	<p><i>The flame in the campfire is bright orange and red!</i> (change /f/ /f/ /f/ to /b/ /b/ /b/ = blame)</p> <p><i>The farmer will have a good wheat crop this year.</i></p>

<p>T and S: /k/ (pull fist down under chin) // (move fist up to just under the peak of the curve) ...ock (over curve in one fluid motion)</p> <p>T: Let's make a change!</p> <p>T: Clock. (pause) Change /k/ /k/ /k/ (shaking fist under chin) to /b/ /b/ /b/ (shaking fist under chin).</p> <p>T: Go ahead, show me how!</p> <p>S: /b/ (pull fist down under chin) // (fist moves up) /ock/ (make the curve)</p> <p>T: Now what's the new word on the curve?</p> <p>S: Block is the new word on the curve!</p>	<p>(change /k/ /k/ /k/ to /d/ /d/ /d/ = drop)</p> <p>Turn off the light. It feels too bright. (change /b/ /b/ /b/ to /f/ /f/ /f/ = fright)</p> <p>The horses like to graze in the field. (change /g/ /g/ /g/ to /p/ /p/ /p/ = praise)</p>
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Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

Extension

Option: Build the alliterative story on chart paper during the week and post it.

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Carla likes crazy comfortable cars. **Today she celebrates in her catchy, cool convertible.**



Week 7, Day 3



Playing with Words: Word Parts ID.

Skill: Identify the following things:

- the number of phonemes (sounds) in a word (lump - /l/ - /ŭ/- /m/ - /p/ - 4 phonemes), counting with fingers on your hand.
- initial and final sound of a word (shout - /sh/ and /t/), using the curve and snatching motion of your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of phonemes (sounds), and the initial and final phonemes of each word.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and speak it out to identify in time.” Invite students to repeat phrases with you.
2. Say word aloud and have students repeat after you.
3. Identify the following things in this order: (1): the initial sound, (2): final sound, (3): number of phonemes.

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: say the first sound T: <u>blaze</u> (curve), /b/ (close fist) S: repeat T: say the last sound T: blaze (curve), /z/ (close fist) S: repeat T: count the sounds T: blaze, /b/ - /l/ - /ā/ - /z/ (hold up four fingers), blaze S: repeat</p>	<ol style="list-style-type: none"> 1. <u>sweet</u> (/s/ - /w/ - /ē/ - /t/) (4 phonemes) 2. <u>soap</u> (/s/ - /ō/ - /p/) (3 phonemes) 3. <u>suit</u> (/s/ - /oo/ - /t/) (3 phonemes) 4. <u>tie</u> (/t/ - /ī/) (2 phonemes)



K

Manipulating Syllables: Change a Sound in a Two Syllable Word

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting* to *meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Do this one first:	Repeat the procedure using these words:
<p>T: <i>Owner</i> is the word. S: repeat</p> <p>T: /ow/ (one palm up) /ner/ (second palm up) <i>change /n/ to /v/</i> <i>Now what's the new word?</i></p> <p>S: /o/ /ver/, over!</p>	<p><i>upper</i> (change /p/ to /sh/ = <u>usher</u>) <i>wishing</i> (change /sh/ to /n/ = winning) <i>supper</i> (change /p/ to /m/ = summer) <i>stocking</i> (change /k/ to /p/ = stopping)</p>
<p>Use the scaffolding from the Experiencing stage as needed.</p>	



E

Manipulating Phonemes: Change a Sound to Make a New Word.

Skill: Substitute the first sound in a one-syllable word (onsets with blends). Ex: *Slip* to *flip*.

Continue Gradual Release: You continue to prompt the students to change the sound on their own. As students are ready, change **Let's break it down!** to **Break it down!** where they segment the sounds independently.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>I don't know the answer. Can you give me a clue?</i> T: Clue is the word on the curve. (curve motion) S: repeat</p>	<p><i>The queen has a golden crown!</i> (change /k/ /k/ /k/ to /f/ /f/ /f/ = frown)</p>

T: Let's break it down! Or Break it down!

T and S: /k/ (pull fist down under chin) /l/ (move fist up to just under the peak of the curve) ...ue (while moving hand forward over the curve in one fluid motion)

T: Let's make a change!

T: Clue. (pause) Change /k/ /k/ /k/ (shaking fist under chin) to /g/ /g/ /g/ (shaking fist under chin).

T: Go ahead, show me how!

S: /g/ (pull fist down under chin) /l/ (fist moves up) /ue/ hand extends over the curve (make the curve)

T: Now what's the new word on the curve?

S: Glue is the new word on the curve!

"That was a really **great** movie!" said Mom.

(change /g/ /g/ /g/ to /t/ /t/ /t/ = trait)

My mom will **braid** my sister's hair!

(change /b/ /b/ /b/ to /g/ /g/ /g/ = grade)

My cousins' **flight** got canceled so they won't be coming to visit.

(change /f/ /f/ /f/ to /b/ /b/ /b/ = blight)



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

Extension

Option: Build the alliterative story on chart paper during the week and post it.

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Carla likes crazy comfortable cars. Today she celebrates in her catchy, cool convertible. **Her favorite cake for celebration is carrot.**



Week 7, Day 4



Playing with Words: Word Parts ID.

Skill: Identify the following things:

- the number of phonemes (sounds) in a word (lump - /l/ - /ŭ/- /m/ - /p/ - 4 phonemes), counting with fingers on your hand.
- initial and final sound of a word (shout - /sh/ and /t/), using the curve and snatching motion of your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of phonemes (sounds), and the initial and final phonemes of each word.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and speak it out to identify in time.” Invite students to repeat phrases with you.
2. Say word aloud and have students repeat after you.
3. Identify the following things in this order: (1): the initial sound, (2): final sound, (3): number of phonemes.

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: say the first sound T: <i>plate</i> (curve), /p/ (close fist) S: repeat T: say the last sound T: <i>plate</i> (curve), /t/ (close fist) S: repeat T: count the sounds T: <i>plate</i>, /p/ - /l/ - /ā/ - /t/ (hold up four fingers), <i>plate</i> S: repeat</p>	<ol style="list-style-type: none"> 1. <i>feet</i> (/f/ - /ē/ - /t/) (3 phonemes) 2. <u>slope</u> (/s/ - /l/ - /ō/ - /p/) (4 phonemes) 3. <i>blue</i> (/b/ - /l/ - /oo/) (3 phonemes) 4. <i>kite</i> (/k/ - /ī/ - /t/) (3 phonemes)



K

Manipulating Syllables: Change a Sound in a Two Syllable Word

Skill: Substitute the onset in the second syllable of a two syllable word. Ex: *Meeting* to *meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Do this one first:	Repeat the procedure using these words:
<p>T: <i>Fishing</i> is the word. S: repeat</p> <p>T: /fi/ (one palm up) /shing/ (second palm up) change /sh/ to /t/ Now what's the new word?</p> <p>S: /fi/ /ting/, fitting!</p>	<p><i>rubbing</i> (change /b/ to /sh/ = rushing) <i>differ</i> (change /f/ to /m/ = dimmer) <i>nothing</i> (change /th/ to /m/ = <u>numbing</u>) <i>coating</i> (change /t/ to /m/ = combing)</p>
<p>Use the scaffolding from the Experiencing stage as needed.</p>	



E

Manipulating Phonemes: Change a Sound to Make a New Word.

Skill: Substitute the first sound in a one-syllable word (onsets with blends). Ex: *Slip* to *flip*.

Continue Gradual Release: You continue to prompt the students to change the sound on their own. As students are ready, change **Let's break it down!** to **Break it down!** where they segment the sounds independently.

Do this one first:	Repeat the procedure using these sentences:
<p>T: We need to freeze the ice cream. T: Freeze is the word on the curve. (curve motion) S: repeat</p> <p>T: Let's break it down! Or Break it down!</p>	<p><i>The little girl drew a picture for her teacher!</i> (change /d/ /d/ /d/ to /g/ /g/ /g/ = grew)</p> <p><i>I felt a nice breeze coming through the window.</i> (change /b/ /b/ /b/ to /f/ /f/ /f/ = freeze)</p>

T and **S**: /f/ (pull fist down under chin) /r/ (move fist up to just under the peak of the curve) ...eeze (curve in one fluid motion)

T: Let's make a change!

T: Freeze. (pause) Change /f/ /f/ /f/ (shaking fist under chin) to /b/ /b/ /b/ (shaking fist under chin).

T: Go ahead, show me how!

S: /b/ (pull fist down under chin) /r/ (fist moves up) /eeze/ (make the curve)

T: Now what's the new word on the curve?

S: Breeze is the new word on the curve!

*My sister always **tries** her best.*
(change /t/ /t/ /t/ to /f/ /f/ /f/ = fries)

*I just have to **brag**. My brother is a really good dancer!*
(change /b/ /b/ /b/ to /d/ /d/ /d/ = drag)



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

Extension

Option: Build the alliterative story on chart paper during the week and post it.

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Carla likes crazy comfortable cars. Today she celebrates in her catchy, cool convertible. Her favorite cake for celebration is carrot. **At her party, she has cupcakes, cookies, and candy.**



Week 7, Day 5



Playing with Words: Word Parts ID.

Skill: Identify the following things:

- the number of phonemes (sounds) in a word (lump - /l/ - /ŭ/ - /m/ - /p/ - 4 phonemes), counting with fingers on your hand.
- initial and final sound of a word (shout - /sh/ and /t/), using the curve and snatching motion of your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of phonemes (sounds), and the initial and final phonemes of each word.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and speak it out to identify in time.” Invite students to repeat phrases with you.
2. Say word aloud and have students repeat after you.
3. Identify the following things in this order: (1): the initial sound, (2): final sound, (3): number of phonemes.

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: say the first sound T: rain (curve), /r/ (close fist) S: repeat T: say the last sound T: rain (curve), /n/ (close fist) S: repeat T: count the sounds T: rain, /r/ - /ā/ - /n/ (hold up three fingers), rain S: repeat</p>	<ol style="list-style-type: none">1. breeze (/b/ - /r/ - /ē/ - /z/) (4 phonemes)2. deep (/d/ - /ē/ - /p/) (3 phonemes)3. grown (/g/ - /r/ - /ō/ - /n/) (4 phonemes)4. snake (/s/ - /n/ - /ā/ - /k/) (4 phonemes)



K

Manipulating Syllables: Change a Sound in a Two Syllable Word

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting* to *meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Do this one first:	Repeat the procedure using these words:
<p>T: <i>Quicker</i> is the word.</p> <p>S: repeat</p> <p>T: /qui/ (one palm up) /cker/ (second palm up) change /k/ to /t/ Now what's the new word?</p> <p>S: /qui/ /ter/, quitter!</p>	<p><i>slipper</i> (change /p/ to /th/ = <u>slither</u>)</p> <p><i>shopper</i> (change /p/ to /k/ = <u>shocker</u>)</p> <p><i>cutting</i> (change /t/ to /m/ = <u>coming</u>)</p> <p><i>glitter</i> (change /t/ to /m/ = <u>glimmer</u>)</p>
<p>Use the scaffolding from the Experiencing stage as needed.</p>	



E

Manipulating Phonemes: Change a Sound to Make a New Word.

Skill: Substitute the first sound in a one-syllable word (onsets with blends). Ex: *Slip* to *flip*.

Continue Gradual Release: You continue to prompt the students to change the sound on their own. As students are ready, change **Let's break it down!** to **Break it down!** where they are segmenting the sounds independently.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>We always try to do our best!</i></p> <p>T: Try is the word on the curve. (curve motion)</p> <p>S: repeat</p> <p>T: Let's break it down! Or Break it down!</p>	<p><i>My sister can float on her back in the pool!</i> (change /f/ /f/ /f/ to /g/ /g/ /g/ = <u>gloat</u>)</p> <p><i>Be careful not to drop the dishes!</i></p>

<p>T and S: /t/ (pull fist down under chin) /r/ (move fist up to just under the peak of the curve) .../i/ (over the curve in one fluid motion)</p> <p>T: Let's make a change! T: Try. (pause) Change /t/ /t/ /t/ (shaking fist under chin) to /k/ /k/ /k/ (while gently shaking fist under chin).</p> <p>T: Go ahead, show me how! S: /k/ (pull fist down under chin) /r/ (fist moves up) /i/ (make the curve)</p> <p>T: Now what's the new word on the curve? S: Cry is the new word on the curve!</p>	<p>(change /d/ /d/ /d/ to /k/ /k/ /k/ = crop)</p> <p><i>When the rabbit saw me, he was scared and wanted to flee!</i> (change /f/ /f/ /f/ to /g/ /g/ /g/ = glee)</p> <p><i>I don't want to rush. I'd rather go slow.</i> (change /s/ /s/ /s/ to /g/ /g/ /g/ = glow)</p>
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Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

Extension

Option: Build the alliterative story on chart paper during the week and post it.

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Carla likes crazy comfortable cars. Today she celebrates in her catchy, cool convertible. Her favorite cake for celebration is carrot. At her party, she has cupcakes, cookies, and candy. **Carol and Cathy came in cars to eat carrot cake and throw confetti.**



Week 8, Day 1



Playing with Words: Word Parts ID.

Skill: Identify the number of syllables (ba/by) (2), and phonemes (sounds) in a two-syllable word (baby - /b/ - /ā/ - /b/ - /ē/) (4 phonemes), counting with fingers on your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of syllables, and phonemes (sounds) of each word. Each word is either a one or two-syllable word. Explain to students that each syllable has a vowel sound. They should clap each time they hear a vowel sound to help them count the number of syllables.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and clap it out each time.”
Invite students to repeat phrases with you.
2. Say each word, and invite students to repeat after you.
3. Identify the following things in this order: (1): the number of syllables, (3): number of sounds (phonemes).

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: <i>cupcake (double curve), cup (clap) cake (clap)</i></p> <p>S: repeat</p> <p>T: <i>How many syllables did we count?</i></p> <p>S: 2</p> <p>T: <i>cupcake, /k/ - /ŭ/ - /p/ - /k/ - /ā/ - /k/</i></p> <p>S: repeat</p> <p>T: <i>How many sounds did we say?</i></p> <p>S&T: 6</p>	<p>(All 2-syllable words)</p> <ol style="list-style-type: none"> 1. <i>daytime (/d/ - /ā/ - /t/ - /ī/ - /m/) 5 sounds</i> 2. <i>sunset (/s/ - /ŭ/ - /n - /s/ - /ě/ - /t/) 6 sounds</i> 3. <i>softball (/s/ - /ŏ/ - /f/ - /t/ - /b/ - /ă/ - /l/) 7 sounds</i> 4. <i>skyline (/s/ - /k/ - /ī/ - /l/ - /ī/ - /n/) 6 sounds</i>



M

Manipulating Syllables: Change a Sound in a Two-Syllable Word.

Skill: substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting* to *meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Important Note: By the Mastering stage, most students should be able to successfully substitute the onset in the second syllable of a two-syllable word. A short Whip Around assessment is provided to determine this as well as whether or not they can do it automatically. It should be administered to students throughout the week during a time that is convenient to pull them.

Do this one first:	Repeat the procedure using these words:
<p>T: Say <i>dinner</i>. S: repeat T: Now say <i>dinner</i>, but change /n/ to /p/. S: dipper</p>	<p><i>fixing</i> (change /ks/ to /t/ = fitting) <i>biter</i> (change /t/ to /k/ = biker) <i>reaching</i> (change /ch/ to /d/ = reading) <u>scatter</u> (change /t/ to /n/ = <u>scanner</u>) <i>patient</i> (change /sh/ to /m/ = <u>payment</u>)</p>



K

Manipulating Phonemes: Change a Sound to Make a New Word.

Skill: Substitute the first sound in a one-syllable word (onsets with blends). Ex: *Slip* to *flip*.

Important Note: Lessons in the Experiencing stage scaffolded students towards eventual phoneme substitution by isolating and changing the targeted sound through actions (fist under chin), and oral emphasis of the sound to be changed (stretching or repeating).

As students enter the Knowing stage, they should be comfortable with substituting the targeted sound but may not be doing it automatically yet. There is one week of lessons in the Knowing stage for this skill. This week is designed to provide repeated practice aimed at developing automaticity with initial phoneme substitution (splitting an initial blend).

Note, that lessons for this skill no longer have the words embedded in sentences. The lessons are meant to be quick drills to practice deletion with the goal of automaticity. Review the meanings of unfamiliar words at the end of the drill.

Directions: Tell students that you'll be practicing so that they become automatic at being able to change a sound to make a new word.

1. Recite the prompt rhythmically.
2. Tell students to repeat.
3. Prompt for the substitution.
4. Students say the new word.

Do this one first. Practice with students as needed until they become familiar with the procedure:	Repeat the procedure using these words:
<p>T: Say <i>grill</i>.</p> <p>S: grill</p> <p>T: Change /g/ /g/ /g/ (shaking fist under chin) to /d/ /d/ /d/ (shaking fist under chin) to make a new word.</p> <p>T: Now what's the new word on the curve?</p> <p>S: Drill is the new word on the curve!</p>	<p>bread (change /b/ to /th/ = thread)</p> <p><u>brook</u> (change /b/ to /k/ = <u>crook</u>)</p> <p>crumb (change /k/ to /d/ = drum)</p> <p>freed (change /f/ to /k/ = <u>creed</u>)</p> <p>slam (change /s/ to /k/ = clam)</p> <p><u>plank</u> (change /p/ to /k/ = clank)</p> <p>glue (change /g/ to /f/ = flew)</p> <p><u>brief</u> (change /b/ to /g/ = <u>grief</u>)</p> <p>grade (change /g/ to /b/ = braid)</p>
<p>Use the scaffolds from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity. This skill will be assessed during the Mastering week.</p>	



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

Extension: Build the alliterative story on chart paper during the week and post it. Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Dizzy Dave dunked doughnuts.



Week 8, Day 2



Playing with Words: Word Parts ID.

Skill: Identify the number of syllables (ba/by) (2), and phonemes (sounds) in a two-syllable word (baby - /b/ - /ā/ - /b/ - /ē/) (4 phonemes), counting with fingers on your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of syllables, and phonemes (sounds) of each word. Each word is either a one or two-syllable word. Explain to students that each syllable has a vowel sound. They should clap each time they hear a vowel sound to help them count the number of syllables.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and clap it out each time.”
Invite students to repeat phrases with you.
2. Say each word, and invite students to repeat after you.
3. Identify the following things in this order: (1): the number of syllables, (3): number of sounds (phonemes).

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: <i>baby (double curve), ba (clap) by (clap)</i> S: repeat T: <i>How many syllables did we count?</i> S: 2 T: <i>baby, /b/ - /ā/ - /b/ - /ē/</i> S: repeat T: <i>How many sounds did we say?</i> S&T: 4</p>	<p>(All 2-syllable words)</p> <ol style="list-style-type: none"> 1. <i>seashell (/s/ - /ē/ - /sh/ - /ě/ - /l/) 5 sounds</i> 2. <i>cattfish (/k/ - /ă/ - /t/ - /f/ - /ī/ - /sh/) 6 sounds</i> 3. <i>tiptoe (/t/ - /ī/ - /p/ - /t/ - /ō/) 5 sounds</i> 4. <i>begin (/b/ - /ē/ - /g/ - /ī/ - /n/) 5 sounds</i>



M

Manipulating Syllables: Change a Sound in a Two-Syllable Word.

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting* to *meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Important Note: Be sure to administer the Whip Around assessment for this skill sometime during this week.

Example of Procedure (for reference):	Repeat the procedure using these words:
<p>T: Say <i>dinner</i>. S: repeat T: Now say <i>dinner</i>, but change /n/ to /p/. S: dipper</p>	<p><i>runner</i> (change /n/ to /b/ = rubber) <i>quicker</i> (change /k/ to /v/ = <u>quiver</u>) <i>shimmer</i> (change /m/ to /v/ = shiver) <i>hugger</i> (change /g/ to /m/ = hummer) <i>letter</i> (change /t/ to /v/ = <u>lever</u>)</p>



K

Manipulating Phonemes: Change a Sound to Make a New Word.

Skill: Substitute the first sound in a one-syllable word (onsets with blends). Ex: *Slip* to *flip*.

Do this one first:	Repeat the procedure using these words:
<p>T: Say <i>grab</i>. S: grab</p> <p>T: Change /g/ /g/ /g/ (shaking fist under chin) to /k/ /k/ /k/ (shaking fist under chin) to make a new word.</p> <p>T: Now what's the new word on the curve?</p> <p>S: Crab is the new word on the curve</p>	<p>fry (change /f/ to /d/ = dry) gray (change /g/ to /t/ = tray) throw (change /th/ to /g/ = grow) <u>brand</u> (change /b/ to /g/ = <u>grand</u>) glue (change /g/ to /k/ = clue) fly (change /f/ to /s/ = <u>sly</u>) slows (change /s/ to /k/ = close) tree (change /t/ to /f/ = free) thread (change /th/ to /b/ = bread)</p>

Use the scaffolds as needed. As the lessons continue, students should need them only very rarely. Again, the goal is to provide repeated practice towards automaticity. This skill will be assessed during the Mastering stage.



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

Extension: Build the alliterative story on chart paper during the week and post it. Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Dizzy Dave dunked doughnuts. **Doing a dozen twists and turns, he dipped and flipped until he dented his doughnut.**



Week 8, Day 3



Playing with Words: Word Parts ID.

Skill: Identify the number of syllables (ba/by) (2), and phonemes (sounds) in a two-syllable word (baby - /b/ - /ā/ - /b/ - /ē/) (4 phonemes), counting with fingers on your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of syllables, and phonemes (sounds) of each word. Each word is either a one or two-syllable word. Explain to students that each syllable has a vowel sound. They should clap each time they hear a vowel sound to help them count the number of syllables.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and clap it out each time.”
Invite students to repeat phrases with you.
2. Say each word, and invite students to repeat after you.
3. Identify the following things in this order: (1): the number of syllables, (3): number of sounds (phonemes).

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: <i>nasty (double curve), nas (clap) ty (clap)</i> S: repeat T: <i>How many syllables did we count?</i> S: 2 T: <i>nasty, /n/ - /ā/ - /s/ - /t/ - /ē/</i> S: repeat T: <i>How many sounds did we say?</i> S&T: 5</p>	<p>(All 2-syllable words)</p> <ol style="list-style-type: none"> 1. <i>menu (/m/ - /ě/ - /n/ - /ū/) 4 sounds</i> 2. <i>pencil (/p/ - /ě/ - /n/ - /s/ - /ī/ - /l/) 6 sounds</i> 3. <i>gumdrop (/g/ - /ū/ - /m/ - /d/ - /r/ - /ō/ - /p/) 7 sounds</i> 4. <i>inside (/ī/ - /n/ - /s/ - /ī/ - /d/) 5 sounds</i>



M

Manipulating Syllables: Change a Sound in a Two-Syllable Word.

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting* to *meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Important Note: Be sure to administer the Whip Around assessment for this skill sometime during this week.

Example of Procedure (for reference):	Repeat the procedure using these words:
<p>T: Say <i>dinner</i>. S: repeat T: Now say <i>dinner</i>, but change /n/ to /p/. S: dipper</p>	<p><i>rushing</i> (change /sh/ to /n/ = running) <i>carving</i> (change /v/ to /d/ = <u>carding</u>) <i>sender</i> (change /d/ to /t/ = center) <i>missing</i> (change /s/ to /ks/ = mixing) <i>slipper</i> (change /p/ to /m/ = slimmer)</p>



K

Manipulating Phonemes: Change a Sound to Make a New Word.

Skill: Substitute the first sound in a one-syllable word (onsets with blends). Ex: *Slip* to *flip*.

Do this one first.	Repeat the procedure using these words:
<p>T: Say <i>brand</i>. S: brand</p> <p>T: Change /b/ /b/ /b/ (shaking fist under chin) to /g/ /g/ /g/ (shaking fist under chin) to make a new word. T: Now what's the new word on the curve?</p> <p>S: Grand is the new word on the curve!</p>	<p>please (change /p/ to /f/ = <u>fleas</u>) play (change /p/ to /k/ = clay) broom (change /b/ to /g/ = <u>groom</u>) drip (change /d/ to /g/ = grip) fright (change /f/ to /b/ = bright) slip (change /s/ to /b/ = <u>blip</u>) trick (change /t/ to /b/ = brick) prize (change /p/ to /d/ = dries) <u>slop</u> (change /s/ to /f/ = flop)</p>

Use the scaffolds as needed to support students. As the lessons continue, students should need them only very rarely. Again, the goal is to provide repeated practice towards automaticity. This skill will be assessed during the Mastering stage.



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

Extension: Build the alliterative story on chart paper during the week and post it. Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Dizzy Dave dunked doughnuts. Doing a dozen twists and turns, he dipped and flipped until he dented his doughnut.
“Don’t dent the doughnut,” said Daisy.



Week 8, Day 4



Playing with Words: Word Parts ID.

Skill: Identify the number of syllables (ba/by) (2), and phonemes (sounds) in a two-syllable word (baby - /b/ - /ā/ - /b/ - /ē/) (4 phonemes), counting with fingers on your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of syllables, and phonemes (sounds) of each word. Each word is either a one or two-syllable word. Explain to students that each syllable has a vowel sound. They should clap each time they hear a vowel sound to help them count the number of syllables.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and clap it out each time.”
Invite students to repeat phrases with you.
2. Say each word, and invite students to repeat after you.
3. Identify the following things in this order: (1): the number of syllables, (3): number of sounds (phonemes).

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: <i>weekday (double curve), week (clap) day (clap)</i> S: repeat T: <i>How many syllables did we count?</i> S: 2 T: <i>weekday, /w/ - /ē/ - /k/ - /d/ - /ā/</i> S: repeat T: <i>How many sounds did we say?</i> S&T: 5</p>	<p>(All 2-syllable words)</p> <ol style="list-style-type: none"> 1. <i>zigzag (/z/ - /ī/ - /g/ - /z/ - /ă/ - /g/)</i> 6 sounds 2. <i>cattfish (/k/ - /ă/ - /t - /f/ - /ī/ - /sh/)</i> 6 sounds 3. <i>zebra (/z/ - /ē/ - /b/ - /r/ - /ū/)</i> 5 sounds 4. <i>sunny (/s/ - /ŭ/ - /n/ - /ē/)</i> 4 sounds



M

Manipulating Syllables: Change a Sound in a Two-Syllable Word.

Skill: Substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting* to *meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Important Note: Be sure to administer the Whip Around assessment for this skill sometime during this week.

Example of Procedure (for reference):	Repeat the procedure using these words:
<p>T: Say <i>dinner</i>.</p> <p>S: repeat</p> <p>T: Now say <i>dinner</i>, but change /n/ to /p/.</p> <p>S: dipper</p>	<p><i>tripping</i> (change /t/ to /m/ = <u>trimming</u>)</p> <p><i>cover</i> (change /v/ to /l/ = color)</p> <p><i>lighter</i> (change /t/ to /n/ = liner)</p> <p><i>grating</i> (change /t/ to /z/ = <u>grazing</u>)</p> <p><i>cider</i> (change /d/ to /b/ = <u>cyber</u>)</p>



K

Manipulating Phonemes: Change a Sound to Make a New Word.

Skill: Substitute the first sound in a one-syllable word (onsets with blends). Ex: *Slip* to *flip*.

Do this one first:	Repeat the procedure using these words:
<p>T: Say <i>thread</i>.</p> <p>S: thread</p> <p>T: Change /th/ /th/ /th/ (stretch the sound, while gently shaking fist under chin) to /b/ /b/ /b/ (gently shaking fist under chin) to make a new word.</p> <p>T: Now what's the new word on the curve?</p> <p>S: Bread is the new word on the curve!</p>	<p><u>flow</u> (change /f/ to /g/ = glow)</p> <p>glass (change /g/ to /k/ = class)</p> <p><u>claim</u> (change /k/ to /f/ = flame)</p> <p><u>drill</u> (change /d/ to /g/ = grill)</p> <p>cried (change /k/ to /f/ = fried)</p> <p>block (change /b/ to /k/ = clock)</p> <p>drank (change /d/ to /k/ = <u>crank</u>)</p> <p>click (change /k/ to /f/ = <u>flick</u>)</p> <p>crow (change /k/ to /g/ = grow)</p>

Use the scaffolds as needed to support students. As the lessons continue, students should need them only very rarely. Again, the goal is to provide repeated practice towards automaticity. This skill will be assessed during the Mastering stage.



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

Extension: Build the alliterative story on chart paper during the week and post it. Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Dizzy Dave dunked doughnuts. Doing a dozen twists and turns, he dipped and flipped until he dented his doughnut. "Don't dent the doughnut," said Daisy. **Dave was dazed but not fazed, he ate the doughnut and drove away.**



Week 8, Day 5



Playing with Words: Word Parts ID.

Skill: Identify the number of syllables (ba/by) (2), and phonemes (sounds) in a two-syllable word (baby - /b/ - /ā/ - /b/ - /ē/) (4 phonemes), counting with fingers on your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of syllables, and phonemes (sounds) of each word. Each word is either a one or two-syllable word. Explain to students that each syllable has a vowel sound. They should clap each time they hear a vowel sound to help them count the number of syllables.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and clap it out each time.”
Invite students to repeat phrases with you.
2. Say each word, and invite students to repeat after you.
3. Identify the following things in this order: (1): the number of syllables, (3): number of sounds (phonemes).

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: <i>today (double curve), to (clap) day (clap)</i></p> <p>S: repeat</p> <p>T: <i>How many syllables did we count?</i></p> <p>S: 2</p> <p>T: <i>today, /t/ - /oo/ - /d/ - /ā/</i></p> <p>S: repeat</p> <p>T: <i>How many sounds did we say?</i></p> <p>S&T: 4</p>	<p>(All 2-syllable words)</p> <ol style="list-style-type: none"> 1. <i>happy (/h/ - /ă/ - /p/ - /ē/) 4 sounds</i> 2. <i>ego (/ē/ - /g/ - /ō/) 3 sounds</i> 3. <i>hotdog (/h/ - /ŏ/ - /t/ - /d/ - /ŏ/ - /g/) 6 sounds</i> 4. <i>sloppy (/s/ - /l/ - /ŏ/ - /p/ - /ē/) 5 sounds</i>



M

Manipulating Syllables: Change a Sound in a Two-Syllable Word.

Skill: substitute the onset in the second syllable of a two-syllable word. Ex: *Meeting* to *meaning* (students change /t/ to /n/ at the beginning of the second syllable /ting/).

Important Note: Be sure to administer the Whip Around assessment for this skill sometime during this week.

Example of Procedure (for reference):	Repeat the procedure using these words:
<p>T: Say <i>dinner</i>. S: repeat T: Now say <i>dinner</i>, but change /n/ to /p/. S: dipper</p>	<p><i>rider</i> (change /d/ to /m/ = rhymer) <i>training</i> (change /n/ to /d/ = trading) <i>coloring</i> (change /l/ to /v/ = covering) <i>summer</i> (change /m/ to /p/ = supper) <i>closer</i> (change /s/ to /v/ = <u>clover</u>)</p>



K

Manipulating Phonemes: Change a Sound to Make a New Word.

Skill: Substitute the first sound in a one-syllable word (onsets with blends). Ex: *Slip* to *flip*.

Do this one first:	Repeat the procedure using these words:
<p>T: Say <i>slide</i>. S: slide</p> <p>T: Change /s/ /s/ /s/ (stretch the sound, while shaking fist under chin) to /g/ /g/ /g/ (shaking fist under chin) to make a new word. T: Now what's the new word on the curve?</p> <p>S: Glide is the new word on the curve!</p>	<p>try (change /t/ to /f/ = fry) train (change /t/ to /k/ = <u>crane</u>) flat (change /f/ to /s/ = <u>slat</u>) claw (change /k/ to /f/ = <u>flaw</u>) <u>flock</u> (change /f/ to /b/ = block) brain (change /b/ to /t/ = train) blue (change /b/ to /g/ = glue) <u>flap</u> (change /f/ to /k/ = clap) prize (change /p/ to /d/ = dries)</p>

Use the scaffolds as needed to support students. As the lessons continue, students should need them only very rarely. Again, the goal is to provide repeated practice towards automaticity. This skill will be assessed during the Mastering stage.



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

Extension: Build the alliterative story on chart paper during the week and post it. Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Dizzy Dave dunked doughnuts. Doing a dozen twists and turns, he dipped and flipped until he dented his doughnut. "Don't dent the doughnut," said Daisy. Dave was dazed but not fazed, he ate the doughnut and drove away. **Daisy found a dirty dime so she could dunk her own doughnut.**



Week 9, Day 1



Playing with Words: Word Parts ID.

Skill: Identify the number of syllables (ba/by) (2), and phonemes (sounds) in a two-syllable word (baby - /b/ - /ā/ - /b/ - /ē/) (4 phonemes), counting with fingers on your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of syllables, and phonemes (sounds) of each word. Each word is either a one or two-syllable word. Explain to students that each syllable has a vowel sound. They should clap each time they hear a vowel sound to help them count the number of syllables.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and clap it out each time.”
Invite students to repeat phrases with you.
2. Say each word, and invite students to repeat after you.
3. Identify the following things in this order: (1): the number of syllables, (3): number of sounds (phonemes).

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: sixty (double curve), six (clap) ty (clap) S: repeat T: How many syllables did we count? S: 2 T: sixty, /s/ - /ī/ - /x/ - /t/ - /ē/ S: repeat T: How many sounds did we say? S&T: 5</p>	<p>(All 2-syllable words)</p> <ol style="list-style-type: none"> 1. <u>dreamy</u> (/d/ - /r/ - /ē/ - /m/ - /ē/) 5 sounds 2. <u>sister</u> (/s/ - /ī/ - /s/ - /t/ - /er/) 5 sounds 3. <u>messy</u> (/m/ - /ē/ - /s/ - /ē/) 4 sounds 4. <u>cozy</u> (/k/ - /ō/ - /z/ - /ē/) 4 sounds



E

Manipulating Syllables Activity: Clap Away the Beat.

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable). Ex: *Barbecue* to *becue*.

Important Note: In Kindergarten, students worked to master syllable deletion in two- and three- syllable compound and non compound words. Kindergarten ended with deleting the first syllable in three-syllable non compound words where the accent was on the second syllable. Say the word “remember.” Do you hear how the syllable “mem” is accented or stressed in comparison to the other two syllables? Removing the first syllable from words like this is easier as the result begins with the accented syllable: member.

In First Grade, we continue with three-syllable words on a more advanced level owing to the location of the accented (or stressed) syllable. The particular manipulation you’ll be working with over the next three weeks involves deleting the first (accented) syllable in a three-syllable word. Say the word “barbecue.” Do you hear how the syllable “bar” is accented or stressed in comparison to the other two syllables? Remove that syllable. Say “becue.” The fact that it is the stressed syllable that is removed, leaving the unstressed syllables behind, is what makes this much more challenging for students than what they have done previously (as with “remember”).

To support this manipulation, you will have students feel and hear the stressed and unstressed syllables through actions; clap on the accented syllable, a gentle thigh slap for each unaccented syllable.

As in every lesson, we have underlined words many students are not likely to know that can be explained fairly easily and quickly. However, there are a number of words that cannot be explained so easily or quickly and consequently, these are not underlined. Further explanation is optional.

Directions: Tell students that they will be playing a new game with words. They will need to stand for this activity.

1. Say the sentence rhythmically. As you reach the targeted word, clap when saying the first (accented) syllable, then gently slap each thigh in turn while saying the other two (unaccented) syllables. It’s important that you retain and carefully model the pronunciation from the targeted word as you say the syllables. This word should be spoken at almost normal speed (just slightly stretching the syllables to support students in hearing each).
2. Invite students to repeat the sentence with you, making the movements when speaking the targeted word. You may need to slow it down when students do it with you the first few times until they get used to it.
3. Tell students to watch (**My turn!**) as you prompt for the deletion. Ex: *What’s barbecue without bar?* Immediately “show” the result with the clap (no spoken syllable this time) and the quick thigh slaps in succession while speaking the

remaining two syllables.

4. Invite students to do this too. (**Your turn!**)

In the table below, the column to the left shows the process described above. The syllable to be deleted is **bolded**.

Do this one first. Practice with students:	Repeat the procedure using these sentences:
<p>T: <i>My uncle wants to bar (clap) be (thigh slap) cue (thigh slap) some chicken this weekend.</i></p> <p>S: repeat</p> <p>T: My turn!</p> <p>T: <i>What's barbecue without bar?</i></p> <p>T: (clap) <i>becue</i> (two successive thigh slaps)</p> <p>T: Your turn!</p> <p>T: <i>What's barbecue without bar?</i></p> <p>S: (clap) <i>becue</i> (thigh slaps)</p>	<p><i>My cousin lives in Germany.</i></p> <p><i>We'll see a movie on Saturday.</i></p> <p><i>My sister rides her tricycle all day long.</i></p> <p><i>We're having company over this weekend.</i></p> <p><i>The carpenter is coming to fix our porch.</i></p> <p><i>Yesterday I played with my cousin.</i></p> <p><i>The umpire said it was a hit!</i></p> <p><i>My sister knows the alphabet.</i></p> <p><i>Bears hibernate in the winter.</i></p>



Manipulating Phonemes: Change a Sound to Make a New Word.

Skill: Substitute the first sound in a one-syllable word (onsets with blends). Ex: *Slip to flip*.

Important Note: By the Mastering stage, most students should be substituting the first phoneme in in a one-syllable word with an initial blend automatically (in less than 2 seconds). A short Whip Around assessment is provided to determine this. Be sure to administer it to students throughout the week during a time that is convenient to pull them.

Do this one first:	Repeat the procedure using these words:
<p>T: <i>cream</i></p>	<p>breeze (change /b/ to /f/ = freeze)</p>

<p>S: repeat</p> <p>T: <i>Now say cream but change /k/ to /d/.</i></p> <p>S: dream</p>	<p>grows (change /g/ to /f/ = froze)</p> <p>free (change /f/ to /t/ = trees)</p> <p>true (change /t/ to /g/ = grew)</p> <p>grain (change /g/ to /t/ = train)</p> <p>flat (change /f/ to /s/ = <u>slat</u>)</p> <p>cry (change /k/ to /d/ = dry)</p> <p>broom (change /b/ to /g/ = groom)</p> <p><u>fled</u> (change /f/ to /s/ = sled)</p>
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Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

Extension: Build the alliterative story on chart paper during the week and post it. Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Victor was victorious when choosing a vacation.



Week 9, Day 2



Playing with Words: Word Parts ID.

Skill: Identify the number of syllables (ba/by) (2), and phonemes (sounds) in a two-syllable word (baby - /b/ - /ā/ - /b/ - /ē/) (4 phonemes), counting with fingers on your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of syllables, and phonemes (sounds) of each word. Each word is either a one or two-syllable word. Explain to students that each syllable has a vowel sound. They should clap each time they hear a vowel sound to help them count the number of syllables.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and clap it out each time.”
Invite students to repeat phrases with you.
2. Say each word, and invite students to repeat after you.
3. Identify the following things in this order: (1): the number of syllables, (3): number of sounds (phonemes).

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: <i>pancake (double curve), pan (clap) cake(clap)</i> S: repeat T: <i>How many syllables did we count?</i> S: 2 T: <i>pancake, /p/ - /ă/ - /n/ - /k/ - /ā/ - /k/</i> S: repeat T: <i>How many sounds did we say?</i> S&T: 6</p>	<p>(All 2-syllable words)</p> <ol style="list-style-type: none"> 1. <i>sweeten (/s/ - /w/ - /ē/ - /t/ - /ī/ - /n/) 6 sounds</i> 2. <i>stretchy (/s/ - /t/ - /r/ - /ě/ - /t/ - /ch/ - /ē/) 7 sounds</i> 3. <i>mitten (/m/ - /ī/ - /t/ - /ī/ - /n/) 5 sounds</i> 4. <i>magnet (/m/ - /ă/ - /g/ - /n/ - /ē/ - /t/) 6 sounds</i>



E

Manipulating Syllables Activity: Clap Away the Beat.

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable). Ex: *Barbecue* to *becue*.

In the table below, the column to the left shows the process described above. The syllable to be deleted is **bolded**.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>My cousin wants to be a sci (clap) <i>en</i> (thigh slap) <i>tist</i> (thigh slap) when she grows up.</i></p> <p>S: repeat</p> <p>T: My turn!</p> <p>T: <i>What's scientist without sci?</i></p> <p>T: (clap) <i>entist</i> (two successive thigh slaps)</p> <p>T: Your turn!</p> <p>T: <i>What's scientist without sci?</i></p> <p>S: (clap) <i>entist</i> (thigh slaps)</p>	<p><i>The toy is the shape of a triangle.</i></p> <p><i>We have an old photograph of my grandmother as a baby.</i></p> <p><i>I helped my dad move the furniture.</i></p> <p><i>I wrote the address on the envelope.</i></p> <p><i>George Washington was the first president of the United States.</i></p> <p><i>We went to a festival this weekend.</i></p> <p><i>The singer held the microphone next to her mouth.</i></p> <p><i>He had to do an interview before he got the job.</i></p> <p><i>I saw a red cardinal on the tree branch.</i></p> <p><i>The slippery rocks were dangerous.</i></p>



M

Manipulating Phonemes: Change a Sound to Make a New Word.

Skill: Substitute the first sound in a one-syllable word (onsets with blends). Ex: *Slip* to *flip*.

Important Note: By the Mastering stage, most students should be substituting the first phoneme in in a one-syllable word with an initial blend automatically (in less than 2 seconds). A short Whip Around assessment is provided to determine this. Be sure to administer it to students throughout the week during a time that is convenient to pull them.

Do this one first:	Repeat the procedure using these words:
<p>T: <i>crash</i> S: repeat</p> <p>T: <i>Now say crash but change /k/ to /t/.</i> S: trash</p>	<p>clue (change /k/ to /b/ = blue) friend (change /f/ to /t/ = <u>trend</u>) trip (change /t/ to /d/ = drip) grass (change /g/ to /b/ = <u>brass</u>) <u>crane</u> (change /k/ to /g/ = grain) <u>blank</u> (change /b/ to /f/ = <u>flank</u>) <u>sly</u> (change /s/ to /f/ = fly) <u>sleek</u> (change /s/ to /b/ = <u>bleak</u>) brand (change /b/ to /g/ = grand)</p>



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

Extension: Build the alliterative story on chart paper during the week and post it. Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Victor was victorious when choosing a vacation. **He drove his vintage van, vibing with his vest on.**



Week 9, Day 3



Playing with Words: Word Parts ID.

Skill: Identify the number of syllables (ba/by) (2), and phonemes (sounds) in a two-syllable word (baby - /b/ - /ā/ - /b/ - /ē/) (4 phonemes), counting with fingers on your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of syllables, and phonemes (sounds) of each word. Each word is either a one or two-syllable word. Explain to students that each syllable has a vowel sound. They should clap each time they hear a vowel sound to help them count the number of syllables.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and clap it out each time.”
Invite students to repeat phrases with you.
2. Say each word, and invite students to repeat after you.
3. Identify the following things in this order: (1): the number of syllables, (3): number of sounds (phonemes).

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: <i>today (double curve), to (clap) day (clap)</i></p> <p>S: repeat</p> <p>T: <i>How many syllables did we count?</i></p> <p>S: 2</p> <p>T: <i>today, /t/ - /oo/ - /d/ - /ā/</i></p> <p>S: repeat</p> <p>T: <i>How many sounds did we say?</i></p> <p>S&T: 4</p>	<p>(All 2-syllable words)</p> <ol style="list-style-type: none"> 1. <i>kitten (/k/ - /ī/ - /t/ - /ī/ - /n/) 5 sounds</i> 2. <i>clover (/k/ - /l/ - /ō/ - /v/ - /er/) 5 sounds</i> 3. <i>donut (/d/ - /ō/ - /n/ - /ŭ/ - /t/) 5 sounds</i> 4. <i>pumpkin (/p/ - /ŭ/ - /m/ - /p/ - /k/ - /ī/ - /n/) 7 sounds</i>



Manipulating Syllables Activity: Clap Away the Beat.

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable). Ex: *Barbecue* to *becue*.

Do this one first. Practice with students.	Repeat the procedure using these sentences:
<p>T: <i>We drove to Ar (clap) <i>kan</i> (thigh slap) <i>sas</i> (thigh slap) over spring break to see our cousins.</i></p> <p>S: repeat</p> <p>T: My turn!</p> <p>T: <i>What's Arkansas without Ar?</i></p> <p>T: (clap) <i>kansas</i> (two successive thigh slaps)</p> <p>T: Your turn!</p> <p>T: <i>What's Arkansas without Ar?</i></p> <p>S: (clap) <i>kansas</i> (thigh slaps)</p>	<p><i>I rode a fun ride at the carnival.</i></p> <p><u>Africa</u> is a continent.</p> <p><i>The choir sang in perfect harmony.</i></p> <p><i>I put orange marmalade on my toast.</i></p> <p><i>We could not find the lost teddy bear. It was a mystery!</i></p> <p><i>Austin is the capital city of Texas.</i></p> <p><i>I will multiply to get the answer to the math problem.</i></p> <p><i>It was so tiny we had to use a microscope to see it.</i></p> <p><i>If I could play any instrument, it would be a guitar.</i></p>



Manipulating Phonemes: Change a Sound to Make a New Word.

Skill: Substitute the first sound in a one-syllable word (onsets with blends). Ex: *Slip* to *flip*.

Important Note: Remember to administer the Whip Around assessment for this skill during this week.

Do this one first:	Repeat the procedure using these words:
<p>T: <i>praise</i></p> <p>S: repeat</p> <p>T: <i>Now say praise but change /p/ to /t/.</i></p> <p>S: trays</p>	<p><u>pry</u> (change /p/ to /c/ = cry)</p> <p>breeze (change /b/ to /f/ = freeze)</p> <p>crash (change /k/ to /t/ = trash)</p> <p><u>slay</u> (change /s/ to /p/ = play)</p> <p>broke (change /b/ to /k/ = croak)</p>

	blade (change /b/ to /g/ = <u>glade</u>) plant (change /p/ to /s/ = slant) <u>glide</u> (change /g/ to /s/ = slide) <u>bland</u> (change /b/ to /p/ = planned)
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Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

Extension: Build the alliterative story on chart paper during the week and post it. Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Victor was victorious when choosing a vacation. He drove his vintage van, vibing with his vest on. **He stopped to vacuum his van and saw a vulture.**



Week 9, Day 4



Playing with Words: Word Parts ID.

Skill: Identify the number of syllables (ba/by) (2), and phonemes (sounds) in a two-syllable word (baby - /b/ - /ā/ - /b/ - /ē/) (4 phonemes), counting with fingers on your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of syllables, and phonemes (sounds) of each word. Each word is either a one or two-syllable word. Explain to students that each syllable has a vowel sound. They should clap each time they hear a vowel sound to help them count the number of syllables.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and clap it out each time.”
Invite students to repeat phrases with you.
2. Say each word, and invite students to repeat after you.
3. Identify the following things in this order: (1): the number of syllables, (3): number of sounds (phonemes).

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: <i>skinny</i> (double curve), <i>skinn</i> (clap) <i>y</i> (clap) S: repeat T: <i>How many syllables did we count?</i> S: 2 T: <i>skinny</i>, /s/ - /k/ - /ī/ - /n/ - /ē/ S: repeat T: <i>How many sounds did we say?</i> S&T: 5</p>	<p>(All 2-syllable words)</p> <ol style="list-style-type: none"> 1. <i>puppet</i> (/p/ - /ŭ/ - /p/ - /ĕ/ - /t/) 5 sounds 2. <i>valley</i> (/v/ - /ă/ - /l/ - /ē/) 4 sounds 3. <i>mistake</i> (/m/ - /ī/ - /s/ - /t/ - /ā/ - /k/) 6 sounds 4. <i>copy</i> (/k/ - /ŏ/ - /p/ - /ē/) 4 sounds



E

Manipulating Syllables Activity: Clap Away the Beat.

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable). Ex: *Barbecue* to *becue*.

Do this one first. Practice with students:	Repeat the procedure using these sentences:
<p>T: <i>I marked my cal (clap) en (thigh slap) dar (thigh slap) to remember my friend's birthday.</i></p> <p>S: repeat</p> <p>T: My turn!</p> <p>T: <i>What's calendar without cal?</i></p> <p>T: (clap) <i>lendar</i> (two successive thigh slaps)</p> <p>T: Your turn!</p> <p>T: <i>What's calendar without cal?</i></p> <p>S: (clap) <i>lendar</i> (thigh slaps)</p>	<p><i>My uncle went to the hospital to have surgery on his leg. It is my grandma's ninetieth birthday!</i></p> <p><i>We won the basketball tournament!</i></p> <p><i>I have always wanted to visit India.</i></p> <p><i>I have a large collection of stuffed animals.</i></p> <p><i>The principal made an announcement to the school.</i></p> <p><i>South America is a continent under North America.</i></p> <p><i>A century lasts for one hundred years.</i></p> <p><i>We saw the flashing lights of the ambulance.</i></p>



M

Manipulating Phonemes: Change a Sound to Make a New Word.

Skill: Substitute the first sound in a one-syllable word (onsets with blends). Ex: *Slip* to *flip*.

Important Note: Remember to administer the Whip Around assessment for this skill during this week.

Do this one first:	Repeat the procedure using these words:
<p>T: <i>brush</i></p> <p>S: repeat</p>	<p><i>drill</i> (change /d/ to /g/ = grill)</p> <p><i>grows</i> (change /g/ to /f/ = froze)</p>

T: Now say brush but change /b/ to /k/.
S: crush

thread (change /th/ to /d/ = dread)
grade (change /g/ to /t/ = trade)
crime (change /k/ to /p/ = prime)
flash (change /f/ to /k/ = clash)
cream (change /k/ to /d/ = dream)
brash (change /b/ to /t/ = trash)
slide (change /s/ to /g/ = glide)



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

Extension: Build the alliterative story on chart paper during the week and post it. Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Victor was victorious when choosing a vacation. He drove his vintage van, vibing with his vest on. He stopped to vacuum his van and saw a vulture. **Are vultures vicious? He thought.**



Week 9, Day 5



Playing with Words: Word Parts ID.

Skill: Identify the number of syllables (ba/by) (2), and phonemes (sounds) in a two-syllable word (baby - /b/ - /ā/ - /b/ - /ē/) (4 phonemes), counting with fingers on your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of syllables, and phonemes (sounds) of each word. Each word is either a one or two-syllable word. Explain to students that each syllable has a vowel sound. They should clap each time they hear a vowel sound to help them count the number of syllables.

1. Say “Let’s listen closely to each word and see what we can find. Use the curve and clap it out each time.”
Invite students to repeat phrases with you.
2. Say each word, and invite students to repeat after you.
3. Identify the following things in this order: (1): the number of syllables, (3): number of sounds (phonemes).

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: dizzy (double curve), dizz (clap) y (clap) S: repeat T: How many syllables did we count? S: 2 T: dizzy, /d/ - /ī/ - /z/ - /ē/ S: repeat T: How many sounds did we say? S&T: 4</p>	<p>(All 2-syllable words)</p> <ol style="list-style-type: none"> 1. <u>ear</u>drum (/ē/ - /r/ - /d/ - /r/ - /ŭ/ - /m/) 6 sounds 2. <u>pin</u>wheel (/p/ - /i/ - /n/ - /wh/ - /ē/ - /l/) 6 sounds 3. <u>stap</u>ler (/s/ - /t/ - /ā/ - /p/ - /l/ - /er/) 6 sounds 4. <u>crust</u>y (/k/ - /r/ - /ŭ/ - /s/ - /t/ - /ē/) 6 sounds



E

Manipulating Syllables Activity: Clap Away the Beat.

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable). Ex: *Barbecue* to *becue*.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>We went to the store to get paper towels, but they were to</i> (clap) <i>tal</i> (thigh slap) <i>ly</i> (thigh slap) <i>out!</i></p> <p>S: repeat</p> <p>T: My turn!</p> <p>T: <i>What's totally without to?</i></p> <p>T: (clap) <i>tally</i> (two successive thigh slaps)</p> <p>T: Your turn!</p> <p>T: <i>What's totally without to?</i></p> <p>S: (clap) <i>tally</i> (thigh slaps)</p>	<p><i>She is my favorite character in the story.</i></p> <p><i>I sliced a cucumber for the salad.</i></p> <p><i>My dad put an apricot in my lunch today.</i></p> <p><i>There is a fence around the whole property.</i></p> <p><i>I took time to organize my room this weekend.</i></p> <p><i>He threw the boomerang and it came right back to him!</i></p> <p><i>I could see many stars in the dark indigo sky.</i></p> <p><i>I tried to memorize the words to the song.</i></p> <p><i>The stadium was full of cheering people.</i></p>



M

Manipulating Phonemes: Change a Sound to Make a New Word.

Skill: Substitute the first sound in a one-syllable word (onsets with blends). Ex: *Slip* to *flip*.

Important Note: Remember to administer the Whip Around assessment for this skill during this week.

Do this one first:	Repeat the procedure using these words:
<p>T: <i>slick</i></p> <p>S: repeat</p>	<p><u>trace</u> (change /t/ to /g/ = <u>grace</u>)</p> <p><u>great</u> (change /g/ to /f/ = <u>freight</u>)</p> <p><u>brawl</u> (change /b/ to /k/ = <u>crawl</u>)</p>

T: Now say *slick* but change /s/ to /k/.

S: click

club (change /k/ to /f/ = flub)

craze (change /k/ to /f/ = phrase)

grew (change /g/ to /k/ = crew)

clap (change /k/ to /s/ = slap)

gritty (change /g/ to /p/ = pretty)

flown (change /f/ to /b/ = blown)



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

Extension: Build the alliterative story on chart paper during the week and post it. Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Victor was victorious when choosing a vacation. He drove his vintage van, vibing with his vest on. He stopped to vacuum his van and saw a vulture. Are vultures vicious? He thought. **Victor's van went vroom, vroom as he headed towards Vermont.**





Phoneme Identification: Locate the Sound.

Skill: Listen to a word and identify the location of a specific phoneme (sound).

Directions: Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: <i>Where do you hear /ch/ in chip?</i> S: chip, beginning T: <i>Yes, /ch/ is at the beginning of chip.</i></p>	<ol style="list-style-type: none">1. reaching (/ch/ in the middle)2. match (/ch/ at the end)3. chimney (/ch/ at the beginning)4. inch (/ch/ at the end)5. touchdown (/ch/ in the middle)



Manipulating Syllables Activity: Clap Away the Beat.

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable). Ex: *Barbecue* to *becue*.

Important Note: There is one week of lessons in the Knowing stage for this skill. The words are no longer embedded in sentences and students provide the response independently. This is meant to provide repeated practice towards the goal of automaticity.

Directions: See the left hand column in the table below for the procedure.

Example of procedure (for reference):	Repeat the procedure using these words:										
<p>T: Say <i>barbecue</i>.</p> <p>S: repeat</p> <p>T: Say <i>barbecue without bar</i>.</p> <p>S: becue</p>	<table border="0"> <tr> <td>dangerous</td> <td><u>confidence</u></td> </tr> <tr> <td><u>entertain</u></td> <td>scientist</td> </tr> <tr> <td><u>personal</u></td> <td>video</td> </tr> <tr> <td><u>wilderness</u></td> <td>instrument</td> </tr> <tr> <td>tangerine</td> <td>perfectly</td> </tr> </table>	dangerous	<u>confidence</u>	<u>entertain</u>	scientist	<u>personal</u>	video	<u>wilderness</u>	instrument	tangerine	perfectly
dangerous	<u>confidence</u>										
<u>entertain</u>	scientist										
<u>personal</u>	video										
<u>wilderness</u>	instrument										
tangerine	perfectly										
<p>Use the scaffolding actions from the Experiencing stage as needed.</p>											



Manipulating Phonemes: Mix it Up! (Cut Off or Change a Sound to Make a New Word)

Skills:

- Delete the first phoneme from a one-syllable word (words with initial blends). Ex: *Flip* to *lip*.
- Substitute the first phoneme in a one-syllable word (words with initial blends). Ex: *Flip* to *slip*.

Important Note: Students have moved through the Experiencing, Knowing, and Mastering stages for the skills named above. This week is a Mix it Up! Week. Each day, you will lead students through quick exercises that contain a mix of those skills. Sometimes students will be prompted to delete, and sometimes to substitute the initial sounds in one-syllable words with initial blends. This allows for more exposures for children who may not have cemented their mastery yet. It also keeps children on their toes who have. Everybody should practice skills they've mastered to keep their skills sharp!

Directions: Remind students that they have learned to cut off a sound to make a new word. They've also learned to change a sound to make a new word. Explain that they will need to listen carefully because it's time to "Mix it Up!"

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following prompt rhythmically and with expression, while students mime mixing: "*Mix it up, Mix it Up. Listen carefully. Sometimes we'll **cut off** a sound to make a new word! Sometimes we'll **change** a sound to make a new word!*"
3. Invite students to say the prompt with you a few times before you begin.

Say <i>spill</i> .	Now say <i>spill</i> without /s/. (pill)	Say <i>crown</i> .	Now say <i>crown</i> but change /k/ to /b/. (brown)
Say <i>planned</i> .	Now say <i>planned</i> without /p/. (land)	Say <i>brink</i> .	Now say <i>brink</i> but change /b/ to /d/. (drink)
Say <i>swish</i> .	Now say <i>swish</i> without /s/. (wish)	Say <i>crash</i> .	Now say <i>crash</i> without /k/. (rash)
Say <i>grow</i> .	Now say <i>grow</i> without /g/. (row)	Say <i>slap</i> .	Now say <i>slap</i> but change /s/ to /k/. (clap)
Say <i>bread</i> .	Now say <i>bread</i> but change /b/ to /th/. (thread)	Say <i>stack</i> .	Now say <i>stack</i> without /s/. (tack)



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

Extension: Build the alliterative story on chart paper during the week and post it. Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Peter ate peanut butter and jelly practically every practice.





Phoneme Identification: Locate the Sound.

Skill: Listen to a word and identify the location of a specific phoneme (sound).

Directions: Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: <i>Where do you hear /sh/ in shine?</i> S: shine, beginning T: <i>Yes, /sh/ is at the beginning of shine.</i></p>	<ol style="list-style-type: none"> 1. washing (/sh/ in the middle) 2. lash (/sh/ at the end) 3. Shop (/sh/ at the beginning) 4. finish (/sh/ at the end) 5. flashlight (/sh/ in the middle)



Manipulating Syllables Activity: Clap Away the Beat.

Skill: delete the first syllable from a 3-syllable word (accent on the first syllable). Ex: *Barbecue* to *becue*.

Example of procedure (for reference):	Repeat the procedure using these words:	
<p>T: Say <i>barbecue</i>. S: repeat T: Say <i>barbecue</i> without <i>bar</i>. S: becue</p>	<p>spectator compliment company estimate sympathy</p>	<p>harmonize furthermore personal previous tambourine</p>
<p>Use the scaffolding actions from the Experiencing stage as needed.</p>		



Manipulating Phonemes: Mix it Up! (Cut Off or Change a Sound to Make a New Word)

Skills:

- Delete the first phoneme from a one-syllable word (words with initial blends). Ex: *Flip* to *lip*.
- Substitute the first phoneme in a one-syllable word (words with initial blends). Ex: *Flip* to *slip*.

Important Note: Challenge words are included. These are words that contain three sounds in the initial blend. The prompt is to delete one or two sounds. Most students who have mastered deleting the first phoneme in a one-syllable word with two sounds in the initial blend will have no trouble with this. The rest will benefit from hearing them.

*“Mix it up, Mix it Up. Listen carefully. Sometimes we’ll **cut off** a sound to make a new word! Sometimes we’ll **change** a sound to make a new word!”*

Prompts to use:

Say <i>brush</i> . Say <u>flank</u> . Now say <i>brush</i> without /b/. (rush) Now say <i>flank</i> but change the /f/ to /b/. (blank) Now say <i>trail</i> without /t/. (rail)	Say <i>clue</i> . Say <i>plane</i> . Say <i>brand</i> . Say <i>free</i> . Say <u>ski</u> . Now say <i>clue</i> but change /k/ to /g/. (glue) Now say <i>plane</i> without /p/. (lane) Now say <i>brand</i> but change /b/ to /g/. (grand) Now say <i>free</i> but change /f/ to /t/. (tree) Now say <i>ski</i> without /s/. (key or ghee)
Say <u>trail</u> . Say <i>drip</i> . Now say <i>drip</i> but change /d/ to /g/. (grip) Now say <i>climb</i> but without the /k/. (lime)	
Say <i>climb</i> .	
Challenge words: strap (without /s/ = trap or drap), <u>sprain</u> (without /sp/ = rain), split (without /sp/ = lit)	



Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

Extension: Build the alliterative story on chart paper during the week and post it. Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Peter ate peanut butter and jelly practically every practice. **His plan was to patiently practice before the party.**



Week 10, Day 3



Phoneme Identification: Locate the Sound.

Skill: Listen to a word and identify the location of a specific phoneme (sound).

Directions: Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: <i>Where do you hear /th/ in throw?</i> S: throw, beginning T: <i>Yes, /th/ is at the beginning of throw.</i></p>	<ol style="list-style-type: none"> 1. feather (/th/ in the middle) 2. with (/th/ at the end) 3. think (/th/ at the beginning) 4. math (/th/ at the end) 5. birthday (/th/ in the middle)



Manipulating Syllables Activity: Clap Away the Beat.

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable). Ex: *Barbecue* to *becue*.

Example of procedure (for reference):	Repeat the procedure using these words:	
<p>T: Say <i>barbecue</i>. S: repeat T: Say <i>barbecue</i> without <i>bar</i>. S: becue</p>	<p><u>balcony</u> wonderful <u>argument</u> supplement emperor</p>	<p>simplify workmanship <u>carpenter</u> complicate <u>factory</u></p>
<p>Use the scaffolding actions from the Experiencing stage as needed.</p>		



Manipulating Phonemes: Mix it Up! (Cut Off or Change a Sound to Make a New Word)

Skills:

- Delete the first phoneme from a one-syllable word (words with initial blends). Ex: *Flip* to *lip*.
- Substitute the first phoneme in a one-syllable word (words with initial blends). Ex: *Flip* to *slip*.

“Mix it up, Mix it Up. Listen carefully. Sometimes we’ll **cut off** a sound to make a new word! Sometimes we’ll **change** a sound to make a new word!”

Prompts to use:

Say <i>grow</i> . Say <i>dry</i> . Say <i>skate</i> . Say <i>grain</i> . Say <u><i>frail</i></u> .	Now say <i>grow</i> but change the /g/ to /k/. (crow) Now say <i>dry</i> without /d/. (rye) Now say <i>skate</i> without /s/. (Kate or gate) Now say <i>grain</i> but change /g/ to /t/. (train) Now say <i>frail</i> without /f/. (rail)	Say <i>blue</i> . Say <i>please</i> . Say <u><i>shrub</i></u> . Say <u><i>ply</i></u> . Say <i>glide</i> .	Now say <i>blue</i> but change /b/ to /g/. (glue) Now say <i>please</i> but change /p/ to /f/. (fleas) Now say <i>shrub</i> without /sh/. (rub) Now say <i>ply</i> but change the /p/ to /f/. (fly) Now say <i>glide</i> without /g/. (lied)
Challenge words: strong (without /st/ = wrong), <u>splendid</u> (without /sp/ = lended), <u>stray</u> (without /st/ = ray)			



Alliteration: Silly Stories.

Support students’ ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.

3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

Extension: Build the alliterative story on chart paper during the week and post it. Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Peter ate peanut butter and jelly practically every practice. His plan was to patiently practice before the party. **His patience brought perfect peace to practically everything he participated in.**





Phoneme Identification: Locate the Sound.

Skill: Listen to a word and identify the location of a specific phoneme (sound).

Directions: Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: <i>Where do you hear /sp/ in spice?</i> S: spice, beginning T: <i>Yes, /sp/ is at the beginning of spice.</i></p>	<ol style="list-style-type: none"> 1. whisper (/sp/ in the middle) 2. wasp (/sp/ at the end) 3. spot (/sp/ at the beginning) 4. crisp (/sp/ at the end) 5. <u>inspect</u> (/sp/ in the middle)



Manipulating Syllables Activity: Clap Away the Beat.

Skill: delete the first syllable from a 3-syllable word (accent on the first syllable). Ex: *Barbecue* to *becue*.

Example of procedure (for reference):	Repeat the procedure using these words:	
<p>T: Say <i>barbecue.</i> S: repeat T: Say <i>barbecue without bar.</i> S: becue</p>	<p>awfully corduroy muscular dignity sacrifice</p>	<p>absolute mercury supervise vertical temperate</p>
<p>Use the scaffolding actions from the Experiencing stage as needed.</p>		



Manipulating Phonemes: Mix it Up! (Cut Off or Change a Sound to Make a New Word)

Skills:

- Delete the first phoneme from a one-syllable word (words with initial blends). Ex: *Flip* to *lip*.
- Substitute the first phoneme in a one-syllable word (words with initial blends). Ex: *Flip* to *slip*.

“Mix it up, Mix it Up. Listen carefully. Sometimes we’ll **cut off** a sound to make a new word! Sometimes we’ll **change** a sound to make a new word!”

Prompts to use:

Say <i>great</i> .	Now say <i>grade</i> without /g/. (rate)	Say <i>brink</i> .	Now say <i>brink</i> but change /b/ to /d/. (drink)
Say <i>crate</i> .	Now say <i>crate</i> but change /k/ to /f/. (freight)	Say <i>troll</i> .	Now say <i>troll</i> without /t/. (roll)
Say <i>sneeze</i> .	Now say <i>sneeze</i> without /s/. (knees)	Say <i>glad</i> .	Now say <i>glad</i> without /g/. (lad)
Say <i>broom</i> .	Now say <i>broom</i> without /b/. (room)	Say <i>slight</i> .	Now say <i>slight</i> but change /s/ to /f/. (flight)
Say <i>fry</i> .	Now say <i>fry</i> but change /f/ to /t/. (try)	Say <i>cream</i> .	Now say <i>cream</i> but change /k/ to /d/. (dream)

Challenge words: scrub (without /sc/ = rub), spread (without /sp/ = red), stripe (without /st/ = ripe)



Alliteration: Silly Stories.

Support students’ ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you’d like).

Extension: Build the alliterative story on chart paper during the week and post it. Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Peter ate peanut butter and jelly practically every practice. His plan was to patiently practice before the party. His patience brought perfect peace to practically everything he participated in. **He never panicked because he paced himself so well.**





Phoneme Identification: Locate the Sound.

Skill: Listen to a word and identify the location of a specific phoneme (sound).

Directions: Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: <i>Where do you hear /sk/ in skip?</i> S: skip, beginning T: <i>Yes, /sk/ is at the beginning of skip.</i></p>	<ol style="list-style-type: none"> 1. <i>basket (/sk/ in the middle)</i> 2. <i>mask (/sk/ at the end)</i> 3. <i>skate (/sk/ at the beginning)</i> 4. <i>desk (/sk/ at the end)</i> 5. <i>asking (/sk/ in the middle)</i>



Manipulating Syllables Activity: Clap Away the Beat.

Skill: delete the first syllable from a 3-syllable word (accent on the first syllable). Ex: *Barbecue* to *becue*.

Example of procedure (for reference):	Repeat the procedure using these words:	
<p>T: Say <i>barbecue</i>. S: repeat T: Say <i>barbecue</i> without bar. S: <i>becue</i></p>	<p><u>millionaire</u> practical textile terminal admiral</p>	<p>sentimate obstacle <u>thermostat</u> algebra multiple</p>
<p>Use the scaffolding actions from the Experiencing stage as needed.</p>		



Manipulating Phonemes: Mix it Up! (Cut Off or Change a Sound to Make a New Word)

Skills:

- Delete the first phoneme from a one-syllable word (words with initial blends). Ex: *Flip* to *lip*.
- Substitute the first phoneme in a one-syllable word (words with initial blends). Ex: *Flip* to *slip*.

“Mix it up, Mix it Up. Listen carefully. Sometimes we’ll **cut off** a sound to make a new word! Sometimes we’ll **change** a sound to make a new word!”

Prompts to use:

Say <u>sleet</u> . Now say sleet but change /s/ to /f/. (fleet)	Say <u>trim</u> . Now say trim without /t/. (rim)
Say <u>twin</u> . Now say twin without /t/. (win)	Say <u>shrill</u> . Now say shrill but change the /sh/ to /d/. (drill)
Say <u>glaze</u> . Now say glaze but change /g/ to /b/. (blaze)	Say <u>crew</u> . Now say crew but change /k/ to /d/. (drew)
Say <u>bland</u> . Now say bland without /b/. (land)	Say <u>sly</u> . Now say sly without /s/. (lie)
Say <u>pray</u> . Now say pray without /p/. (ray)	Say <u>phrase</u> . Now say phrase but change /f/ to /k/. (craze)

Challenge words: stroll (without /st/ = roll), splash (without /sp/ = lash), sprinkle (without /sp/ = wrinkle)



Alliteration: Silly Stories.

Support students’ ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you’d like).

Extension: Build the alliterative story on chart paper during the week and post it. Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Peter ate peanut butter and jelly practically every practice. His plan was to patiently practice before the party. His patience brought perfect peace to practically everything he participated in. He never panicked because he paced himself so well. **Peter partied with pizza and popcorn after practice.**

