



Reading Done Right  
Practical, Effective Support

# **Sounds First**

## **Phonemic Awareness Program**

Grade 2  
Weeks 9–18

## Table of Contents

<b>Lessons</b> .....	1
Week 9 .....	1
Week 10 .....	11
Week 11 .....	23
Week 12 .....	33
Week 13 .....	43
Week 14 .....	54
Week 15 .....	64
Week 16 .....	74
Week 17 .....	89
Week 18 .....	100

## Week 9, Day 1



### Mix it Up!

Skills (not all will necessarily be included every day). All with one-syllable words:

- Delete or substitute the first sound (from a blend).
- Delete the final phoneme (words with or without a final blend).
- Substitute the medial vowel.
- Delete or substitute the second sound in an initial blend.

You will lead students through quick exercises that contain a review of the skills they have been working on.

### 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.”

### Procedure:

Say \_\_\_\_\_. Now say \_\_\_\_\_ but change/without \_\_\_\_\_. (insert prompt) Confirm or correct the response.

Example:	Words and Prompts to Use:										
<p><b>T:</b> Say <i>swing</i>.</p> <p><b>S:</b> swing</p> <p><b>T:</b> Now say <i>swing</i> without /w/.</p> <p><b>S:</b> sing</p> <p><b>T:</b> Yes. <i>Swing</i> without /w/ is <i>sing</i>.</p>	<table><tbody><tr><td><u>screech</u> (without /sc/ = reach)</td><td>him (change /i/ to /a/ = ham)</td></tr><tr><td>cry (change /k/ to /f/ = fry)</td><td>planned (without /d/ = plan)</td></tr><tr><td>cloud (change /l/ to /r/ = crowd)</td><td>scare (change /k/ to /p/ = spare)</td></tr><tr><td>sheep (without /p/ = she)</td><td>skip (without /k/ = sip)</td></tr><tr><td>force (without /s/ = for)</td><td><u>spike</u> (change /ī/ to /ē/ = speak)</td></tr></tbody></table>	<u>screech</u> (without /sc/ = reach)	him (change /i/ to /a/ = ham)	cry (change /k/ to /f/ = fry)	planned (without /d/ = plan)	cloud (change /l/ to /r/ = crowd)	scare (change /k/ to /p/ = spare)	sheep (without /p/ = she)	skip (without /k/ = sip)	force (without /s/ = for)	<u>spike</u> (change /ī/ to /ē/ = speak)
<u>screech</u> (without /sc/ = reach)	him (change /i/ to /a/ = ham)										
cry (change /k/ to /f/ = fry)	planned (without /d/ = plan)										
cloud (change /l/ to /r/ = crowd)	scare (change /k/ to /p/ = spare)										
sheep (without /p/ = she)	skip (without /k/ = sip)										
force (without /s/ = for)	<u>spike</u> (change /ī/ to /ē/ = speak)										





**Manipulating Phonemes:** Change the Final Sound of Words.

Skill: Substitute the final consonant sound in a single syllable word. Ex: *Seed to seat.*

**Important Note:** By the Mastering stage, most students should be substituting the last consonant sound in a word automatically (in less than 2 seconds). The Whip Around assessment should be administered this week. The assessment provides directions for administering it and guidance for how to support students who have not yet mastered this skill.

Example for reference:	Repeat the procedure using these words:
<p>T: <i>robe</i>  S: repeat  T: <i>Now say robe but change /b/ to /d/.</i>  S: rode  T: Yes, <u>rode</u>.</p>	<p>web (change /b/ to /n/ = when)  toad (change /d/ to /n/ = <u>tone</u>)  jet (change /t/ to /m/ = <u>gem</u>)  thin (change /n/ to /k/ = thick)  note (change /t/ to /s/ = nose)  soon (change /n/ to /t/ = <u>suit</u>)  <u>weave</u> (change /v/ to /k/ = week)  <u>mood</u> (change /d/ to /s/ = moose)</p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in ‘fixing up’ the mixed-up words. Encourage them to listen for what the word should be.

T: *I’m giving you the mixed-up words. You figure out what they should be!*

T: *Fun so rast.*

S: Run so fast!

T: *That’s right! Run so fast.*



## Week 9, Day 2



### Mix it Up!

Skills (not all will necessarily be included every day). All with one-syllable words:

- Delete or substitute the first sound (from a blend).
- Delete the final phoneme (words with or without a final blend).
- Substitute the medial vowel.
- Delete or substitute the second sound in an initial blend.

### 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.”

### Procedure:

Say \_\_\_\_\_. Now say \_\_\_\_\_ but change/without \_\_\_\_\_. (insert prompt)

Example:	Words and Prompts to Use:	
<p><b>T:</b> Say <i>swing</i>. <b>S:</b> swing <b>T:</b> Now say <i>swing</i> without /w/. <b>S:</b> sing <b>T:</b> Yes. <i>Swing</i> without /w/ is <i>sing</i>.</p>	<p>black (without /l/ = back) claim (without /l/ = came) <u>slack</u> (without /s/ = <u>lack</u>) grow (without /r/ = go) true (change /t/ to /d/ = drew)</p>	<p>clap (without /l/ = cap) gold (without /d/ = goal) scare (change /k/ to /p/ = spare) <u>graze</u> (without /g/ = raise) try (without /t/ = rye)</p>





**Manipulating Phonemes:** Change the Final Sound of Words.

Skill: Substitute the final consonant sound in a single syllable word. Ex: *Seed to seat.*

Administer Whip Around Assessment this week.

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <i>said</i>  <b>S:</b> repeat  <b>T:</b> <i>Now say said but change /d/ to /t/.</i>  <b>S:</b> set  <b>T:</b> <i>Yes, set.</i></p>	<p>wait (change /t/ to /k/ = wake)  <u>root</u> (change /t/ to /m/ = room)  bat (change /t/ to /k/ = back)  mug (change /g/ to /ch/ = much)  wide (change /d/ to /s/ = <u>wise</u>)  booth (change /th/ to /t/ = boot)  <u>pouch</u> (change /ch/ to /t/ = pout)  mat (change /t/ to /n/ = man)</p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Lite the lollipop.*

**S:** Bite the lollipop!

**T:** *That's right! Bite the lollipop.*



## Week 9, Day 3



### Mix it Up!

Skills (not all will necessarily be included every day). All with one-syllable words:

- Delete or substitute the first sound (from a blend).
- Delete the final phoneme (words with or without a final blend).
- Substitute the medial vowel.
- Delete or substitute the second sound in an initial blend.

### 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.”

### Procedure:

Say \_\_\_\_\_. Now say \_\_\_\_\_ but change/without \_\_\_\_\_. (insert prompt)

Example:	Words and Prompts to Use:	
<p><b>T:</b> Say <i>swing</i>.</p> <p><b>S:</b> swing</p> <p><b>T:</b> Now say <i>swing</i> without /w/.</p> <p><b>S:</b> sing</p> <p><b>T:</b> Yes. <i>Swing</i> without /w/ is <i>sing</i>.</p>	<p>plane (without /n/ = play)</p> <p><u>clash</u> (without /l/ = cash)</p> <p>worse (without /s/ = were)</p> <p><u>trend</u> (without /r/ = <u>tend</u>)</p> <p>line (change /ī/ to /ō/ = lone)</p>	<p>snow (without /n/ = so)</p> <p>cloud (without /k/ = loud)</p> <p>brake (without /r/ = bake)</p> <p>glass (change /g/ to /k/ = class)</p> <p>spoon (without /p/ = soon)</p>





**Manipulating Phonemes:** Change the Final Sound of Words.

Skill: Substitute the final consonant sound in a single syllable word. Ex: *Seed to seat.*

Administer Whip Around Assessment this week.

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <i>weed</i>  <b>S:</b> repeat  <b>T:</b> <i>Now say weed but change /d/ to /k/.</i>  <b>S:</b> week  <b>T:</b> <i>Yes, week.</i></p>	<p>rice (change /s/ to /t/ = right)  <u>lug</u> (change /g/ to /sh/ = <u>lush</u>)  shade (change /d/ to /k/ = shake)  pass (change /s/ to /th/ = path)  phone (change /n/ to /k/ = <u>folk</u>)  woke (change /k/ to /v/ = <u>wove</u>)  rug (change /g/ to /n/ = run)  <u>elf</u> (change /f/ to /s/ = else)</p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in ‘fixing up’ the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I’m giving you the mixed-up words. You figure out what they should be!*

**T:** *Me the san.*

**S:** See the man!

**T:** *That’s right! See the man.*



**Week 9, Day 4**



**Mix it Up!**

Skills (not all will necessarily be included every day). All with one-syllable words:

- Delete or substitute the first sound (from a blend).
- Delete the final phoneme (words with or without a final blend).
- Substitute the medial vowel.
- Delete or substitute the second sound in an initial blend.

**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.”

**Procedure:**

Say \_\_\_\_\_. Now say \_\_\_\_\_ but change/without \_\_\_\_\_. (insert prompt)

Example:	Words and Prompts to Use:	
<p><b>T:</b> Say <i>swing</i>. <b>S:</b> swing <b>T:</b> Now say <i>swing</i> without /w/. <b>S:</b> sing <b>T:</b> Yes. <i>Swing</i> without /w/ is <i>sing</i>.</p>	<p>wait (without /t/ = way) <u>s</u>light (without /l/ = sight) burnt (without /t/ = burn) snail (without /n/ = sail) main (change /ā/ to /ī/ = mine)</p>	<p><u>c</u>ling (without /l/ = king) great (without /r/ = gate) swing (without /s/ = wing) <u>f</u>lair (without /l/ = fair) spy (change /p/ to /k/ = sky)</p>





**Manipulating Phonemes:** Change the Final Sound of Words.

Skill: Substitute the final consonant sound in a single syllable word. Ex: *Seed to seat.*

Administer Whip Around Assessment this week.

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <i>cube</i>  <b>S:</b> repeat  <b>T:</b> <i>Now say cube but change /b/ to /t/.</i>  <b>S:</b> <i>cute</i>  <b>T:</b> <i>Yes, cute.</i></p>	<p>tip (change /p/ to /k/ = <u>tick</u>)  rich (change /ch/ to /m/ = <u>rim</u>)  tan (change /n/ to /ks/ = <u>tax</u>)  <u>pit</u> (change /t/ to /k/ = <u>pick</u>)  wise (change /s/ to /d/ = <u>wide</u>)  roof (change /f/ to /t/ = <u>root</u>)  luck (change /k/ to /g/ = <u>lug</u>)  sell (change /l/ to /d/ = <u>said</u>)</p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in ‘fixing up’ the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I’m giving you the mixed-up words. You figure out what they should be!*

**T:** *Cind a foin.*

**S:** Find a coin!

**T:** *That’s right! Find a coin.*



**Week 9, Day 5**



**Mix it Up!**

Skills (not all will necessarily be included every day). All with one-syllable words:

- Delete or substitute the first sound (from a blend).
- Delete the final phoneme (words with or without a final blend).
- Substitute the medial vowel.
- Delete or substitute the second sound in an initial blend.

**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.”

**Procedure:**

Say \_\_\_\_\_. Now say \_\_\_\_\_ but change/without \_\_\_\_\_. (insert prompt)

Example:	Words and Prompts to Use:	
<p><b>T:</b> Say <i>swing</i>. <b>S:</b> swing <b>T:</b> Now say <i>swing</i> without /w/. <b>S:</b> sing <b>T:</b> Yes. <i>Swing</i> without /w/ is <i>sing</i>.</p>	<p>glass (change /l/ to /r/ = grass) skill (change /k/ to /p/ = spill) slight (change /s/ to /f/ = flight) sleek (without /l/ = seek) drive (without /v/ = dry)</p>	<p>crab (without /r/ = cab) fund (without /d/ = fun) drive (without /r/ = dive) bat (change /a/ to /i/ = bit) sled (without /l/ = said)</p>





**Manipulating Phonemes:** Change the Final Sound of Words.

Skill: Substitute the final consonant sound in a single syllable word. Ex: *Seed to seat.*

Administer Whip Around Assessment this week.

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <u>gnat</u></p> <p><b>S:</b> repeat</p> <p><b>T:</b> Now say <i>gnat</i> but change /t/ to /p/.</p> <p><b>S:</b> nap</p> <p><b>T:</b> Yes, <i>nap</i>.</p>	<p><u>wife</u> (change /f/ to /t/ = white)</p> <p>pack (change /k/ to /th/ = path)</p> <p><u>vibe</u> (change /b/ to /n/ = <u>vine</u>)</p> <p>lid (change /d/ to /t/ = lit)</p> <p>pick (change /k/ to /ch/ = <u>pitch</u>)</p> <p>mouth (change /th/ to /s/ = mouse)</p> <p><u>sake</u> (change /k/ to /m/ = same)</p> <p><u>mill</u> (change /l/ to /s/ = miss)</p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in ‘fixing up’ the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I’m giving you the mixed-up words. You figure out what they should be!*

**T:** *Dreat the bum.*

**S:** Beat the drum!

**T:** *That’s right! Beat the drum.*



## Week 10, Day 1



### **Oral Chaining:** Change one little thing!

Skills (various):

- Segment, isolate, delete, substitute, and blend individual sounds or sound units (e.g. onset, rime) in words.

Most students are familiar with the Chaining practice where they read a word in print, then change one letter at a time to make new words (ex: at → ate → late → gate → game). This activity applies the concept to the spoken word. Students are prompted to change one individual sound or a unit of sound (e.g. an oral blend, a rime, a suffix) to make a new spoken word. The process moves quickly. Once students get good at this they can even take ownership of the process and create the prompts themselves.

**Directions:** Tell students what a difference one little change can make. Explain that they will be changing one little thing in a word to make a new word. Then they'll change one little thing in that word to make a new word and so on... They should close their eyes so that they can listen carefully.

1. Say the first word and tell students to whisper it or say it in their heads.
2. Prompt for the change. Remember to say just the phonemes to change; don't give away the new word!
3. Prompt for the next change.
4. Continue until all words have been spoken.
5. When you're finished, you can reflect on how you started with one word and after lots of little changes, ended with a completely different word!

**Chain to use (feel free to add your own prompts):**

oat (add /g/) → goat (change /g/ to /f/) → float (change /ō/ to /ē/) → fleet (without /l/) → feet (change /ē/ to /ī/) → fight (change /t/ to /n/) → fine (change /f/ to /sp/) → spine (change /n/ to /k/) → spike (change /ī/ to /ō/) → spoke (without /s/) → poke (change /ō/ to /ī/) → pike (change /p/ to /b/) → bike (change /ī/ to /ā/) → bake (change /b/ to /k/) → cake (change /k/ to /t/) → Kate (change /ā/ to /ī/) → kite (change /ite/ to /ind/) → kind (change /k/ to /f/) → find

**Reflect:** *We started with oat, kept making one little change, and ended with find!*



**E**

**Manipulating Phonemes:** Change the Final Sound of Words with Blends.

Skill: Substitute an ending consonant sound from a blend. Ex: *arm to ark*.

In order to do this, students must be able to hear the rime of each word, isolate the ending phoneme (sound), and replace it with another phoneme (sound) to make a new word. Remember that substituting ending sounds is a difficult task for students, so it is important to emphasize the ending sound of the word. As with other weeks, model the task for students within the Experiencing and Knowing stages to support independence within the Mastering stage.

**Verbal Emphasis:** Emphasize the ending sound. It is important for students to recognize the difference between two words by comparing the ending sound.

**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. Prompt students to “make a change” by cutting off the ending sound and adding another sound to the end.
5. Tell the students to repeat step 4, with motions.
6. Together, with students, repeat the new word while making curve motion.

(Remember: we are working with sounds, not spelling patterns.)

<p><b>Practice and model this with the students to become comfortable with the procedure:</b></p>	<p><b>Repeat the procedure using these sentences:</b></p>
<p><b>T:</b> <i>The sun made it <b>warm</b> outside.</i>  <b>S:</b> repeat  <b>T:</b> <i><b>Warm</b> is the word on the curve (while moving hand out</i></p>	<p><i>Put the toys <b>in</b> the box (change /n/ to /if = if).</i>  <i>Can you repeat that <b>word</b>? (change /d/ to /k/ = work)</i></p>

from mouth in a curve).

**T:** Change /m/ to /n/ to make a new word. /Worn/ is the new word on the curve (while moving hand out from mouth to in a curve).

**S:** repeat (with hand motions)

**T&S:** Warm (make a curve) changed to worn (make a curve) because we changed the end.

There is a large **arch** in the center of the city (change /ch/ to /k/ = ark).

Susan has a bug bite on her **arm** (change /m/ to /t/ = art).



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** I'm giving you the mixed-up words. You figure out what they should be!

**T:** Hide a rorse.

**S:** Ride a horse!

**T:** That's right! Ride a horse.





**Oral Chaining:** Change one little thing!

Skills (various):

- Segment, isolate, delete, substitute, and blend individual sounds or sound units (e.g. onset, rime) in words.

Most students are familiar with the Chaining practice where they read a word in print, then change one letter at a time to make new words (ex: at → ate → late → gate → game). This activity applies the concept to the spoken word. Students are prompted to change one individual sound or a unit of sound (e.g. an oral blend, a rime, a suffix) to make a new spoken word. The process moves quickly. Once students get good at this they can even take ownership of the process and create the prompts themselves.

**Directions:** Remind students what a difference one little change can make. Explain that they will be changing one little thing in a word to make a new word. Then they'll change one little thing in that word to make a new word and so on... They should close their eyes so that they can listen carefully.

1. Say the first word and tell students to whisper it or say it in their heads.
2. Prompt for the change. Remember to say just the phonemes to change; don't give away the new word!
3. Prompt for the next change.
4. Continue until all words have been spoken.
5. When you're finished, you can reflect on how you started with one word and after lots of little changes, ended with a completely different word!

**Chain to use (feel free to add your own prompts):**

paste (change /aste/ to /ost/) → post (change /p/ to /m/) → most (change /ost/ to /ight/) → might (change /m/ to /fl/) → flight (without /l/) → fight (change /f/ to /r/) → right (add /b/ to beginning) → bright (change /ight/ to /oke/) → broke (change /ō/ to /ā/) → brake (change /k/ to /n/) → brain (without /b/) → rain (add /t/ to beginning of rain) → train (change /ain/ to /eat/) → treat (without /tr/) → eat (add /ing/ to the end of eat) → eating (add /m/ to beginning of eating) → meeting (without /ing/) → meet (change /ē/ to /ī/) → might

**Reflect:** *We started with paste, kept making one little change, and ended with might!*



**Manipulating Phonemes:** Change the Final Sound of Words with Blends.

Skill: Substitute an ending consonant sound from a blend. Ex: *Arm to ark*.

In order to do this, students must be able to hear the rime of each word and isolate the ending phoneme (sound) and replace it with another phoneme (sound) to make a new word. Remember that substituting ending sounds is a difficult task for students, so it is important to emphasize the ending sound of the word.

(Remember: we are working with sounds, not spelling patterns.)

<b>Do this one first:</b>	<b>Repeat the procedure using these sentences:</b>
<p><b>T:</b> <i>The story had an <b>elf</b> character in the book.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i><b>Elf</b> is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /f/ to /m/ to make a new word. /elm/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T&amp;S:</b> <i>Elf (make a curve) changed to elm (make a curve) because we changed the end.</i></p>	<p><i>He had to <b>stand</b> up to get in line (change /d/ to /s/ = <u>stance</u>).</i></p> <p><i>Olive had to <b>spend</b> money to enter the amusement park (change /d/ to /t/ = spent).</i></p> <p><i>She is in great <b>health</b> (change /th/ to /p/ = help).</i></p> <p><i>People speak <b>French</b> in France (change /ch/ to /d/ = friend).</i></p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Flay the piddle.*

**S:** Play the fiddle!

**T:** *That's right! Play the fiddle.*



Week 10, Day 3



**Oral Chaining:** Change one little thing!

Skills (various):

- Segment, isolate, delete, substitute, and blend individual sounds or sound units (e.g. onset, rime) in words.

Remember to say just the phonemes to change; don't give away the new word!

**Chain to use (feel free to add your own prompts):**

flower (change /fl/ to /sh/) → shower (change /sh/ to /t/) → tower (change /t/ to /p/) → power (without /er/) → pow (change /p/ to /n/) → now (change /ow/ to /ō/) → no (add /z/ to the end of no) → nose (change /ō/ to /oi/) → noise (change /n/ to /t/) → toys (change /t/ to /b/) → boys (without /z/) → boy (change /oy/ to /ar/) → bar (add /k/ to the end of bar) → bark (change /b/ to /sp/) → spark (without /s/) → park (add /ing/ to the end of park) → parking (change /ing/ to /s/) → parks (change /s/ to /t/) → parked

**Reflect:** *We started with flower, kept making one little change, and ended with parked!*



**Manipulating Phonemes:** Change the Final Sound of Words with Blends.

Skill: Substitute an ending consonant sound from a blend. Ex: *Arm to ark.*

In order to do this, students must be able to hear the rime of each word, isolate the ending phoneme (sound), and replace it with another phoneme (sound) to make a new word. Remember that substituting ending sounds is a difficult task for students, so it is important to emphasize the ending sound of the word.

(Remember: we are working with sounds, not spelling patterns.)

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> The bird has a <b>perch</b> on the tree. <b>S:</b> repeat <b>T:</b> Perch is the word on the curve (while moving hand out from mouth in a curve). <b>T:</b> Change /ch/ to /s/ to make a new word. /purs/ is the new word on the curve (while moving hand out from mouth to in a curve). <b>S:</b> repeat (with hand motions) <b>T&amp;S:</b> Perch (make a curve) changed to purs (make a curve) because we changed the end.</p>	<p>Greg forgot to <b>send</b> a thank you note after he received a gift (change /d/ to /s/ = sense).  The TV had a long power <b>cord</b> (change /d/ to /s/ = course).  The <b>prince</b> was the main character of the fairy tale (change /s/ to /t/ = print).  Bobby thinks it's <b>hard</b> to wake up when he is tired (change /d/ to /t/ = heart).</p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word. \*In this example, students need to switch the initial blend.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

- T:** I'm giving you the mixed-up words. You figure out what they should be!
- T:** Dray the slagon.
- S:** Slay the dragon!
- T:** That's right! Slay the dragon.





**Oral Chaining:** Change one little thing!

Skills (various):

- Segment, isolate, delete, substitute, and blend individual sounds or sound units (e.g. onset, rime) in words.

Remember to say just the phonemes to change; don't give away the new word!

**Chain to use (feel free to add your own prompts):**

root (change /t/ to /l/) → rule (change /r/ to /t/) → tool (change /t/ to /c/) → cool (change /c/ to st/) → stool (change /ool/ to /op/) → stop (without /s/) → top (change /t/ to /sh/) → shop (change /op/ to /out/) → shout (without /sh/) → out (change /t/ to /r/) → our (add /p/ to the beginning of /our/) → power (without /er/) → pow (change /p/ to /h/) → how (add /s/ to the end of how) → house (change /h/ to /m/) → mouse (change /m/ to /bl/) → blouse (without /b/) → louse (change /s/ to /d/) → loud (add /k/ to the beginning of loud) → cloud

**Reflect:** *We started with root, kept making one little change, and ended with cloud!*



**Manipulating Phonemes:** Change the Final Sound of Words with Blends.

Skill: Substitute an ending consonant sound from a blend. Ex: *Arm to ark.*

In order to do this, students must be able to hear the rime of each word, isolate the ending phoneme (sound), and replace it with another phoneme (sound) to make a new word. Remember that substituting ending sounds is a difficult task for students, so it is important to emphasize the ending sound of the word.

(Remember: we are working with sounds, not spelling patterns.)

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>Stacie lives on <b>Third</b> Avenue.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Third is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /d/ to /st/ to make a new word. /thirst/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T&amp;S:</b> <i>Third (make a curve) changed to thirst (make a curve) because we changed the end.</i></p>	<p><i>The opposite of true is <b>false</b> (change /s/ to /t/ = fault).</i></p> <p><i>Improve your flexibility and <b>bend</b> down and touch your toes (change /d/ to /t/ = bent).</i></p> <p><i>Use a <b>whisk</b> to stir the batter (change /k/ to /p/ = <u>wisp</u>).</i></p> <p><i>The kitten likes to play with <b>yarn</b> (change /n/ to /d/= yard).</i></p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Mun a rile.*

**S:** Run a mile!

**T:** *That's right! Run a mile.*





**Oral Chaining:** Change one little thing!

Skills (various):

- Segment, isolate, delete, substitute, and blend individual sounds or sound units (e.g. onset, rime) in words.

Remember to say just the phonemes to change; don't give away the new word!

**Chain to use (feel free to add your own prompts):**

bed (change /b/ to /h/) → head (change /h/ to /s/) → said (change /e/ to /ī/) → side (change /d/ to /n/) → sign (change /s/ to /l/) → line (change /line/ to /light/) → light (change /ī/ to /ā/) → late (without /t/) → lay (change /l/ to /s/) → say (change /s/ to /d/) → day (add Sun to the beginning) → Sunday (change /s/ to /m/) → Monday (without /mun/) → day (add time to the end of day) → daytime (change time to light) → daylight (without day) → light (change /ite/ to /ate/) → late

**Reflect:** *We started with bed, kept making one little change, and ended with late!*



**Manipulating Phonemes:** Change the Final Sound of Words with Blends.

Skill: Substitute an ending consonant sound from a blend. Ex: *Arm to ark.*

In order to do this, students must be able to hear the rime of each word, isolate the ending phoneme (sound), and replace it with another phoneme (sound) to make a new word. Remember that substituting ending sounds is a difficult task for students, so it is important to emphasize the ending sound of the word.

(Remember: we are working with sounds, not spelling patterns.)

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> The <u>tenant</u> pays <u>rent</u> to live in the apartment.</p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Rent is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /t/ to /ch/ to make a new word. /wrench/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T&amp;S:</b> <i>Rent (make a curve) changed to wrench (make a curve) because we changed the end.</i></p>	<p><i>I carry a four leaf clover as a lucky <b>charm</b> (change /m/ to /t/ = chart).</i></p> <p><i>The student would like to <b>earn</b> a <u>scholarship</u> to college (change /n/ to /th/ = earth).</i></p> <p><i>The dog <b>bark</b> was loud (change /k/ to /j/ = <u>barge</u>).</i></p> <p><i>The student wrote a <b>word</b> on the line (change /d/ to /m/ = worm).</i></p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in ‘fixing up’ the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I’m giving you the mixed-up words. You figure out what they should be!*

**T:** *Bew a chone.*

**S:** Chew a bone!

**T:** *That’s right! Chew a bone.*



Week 11, Day 1



**Oral Chaining:** Change one little thing!

Skills (various):

- Segment, isolate, delete, substitute, and blend individual sounds or sound units (e.g. onset, rime) in words.

Remember to say just the phonemes to change; don't give away the new word!

**Chain to use (feel free to add your own prompts):**

turn (change /ur/ to /or/) → torn (change /t/ to /k/) → corn (change /n/ to /t/) → court (change /k/ to /sh/) → short (without /t/) → shore (change /ō/ to /ā/) → share (without /sh/) → air (add /ch/ to the beginning of air) → chair (change /air/ to /ip/) → chip (change /ip/ to /op/) → chop (change /ch/ to /h/) → hop (change /o/ to /ō/) → hope (change /p/ to /m/) → home (change /h/ to /d/) → dome (change /ō/ to /ī/) → dime (change /d/ to /t/) → time (without /t/) → I'm (add /ch/ to the beginning of I'm) → chime

**Reflect:** *we started with turn, kept making one little change, and ended with chime!*



**Manipulating Phonemes:** Change the Final Sound of Words with Blends.

Skill: Substitute an ending consonant sound from a blend. Ex: *Arm to ark.*

**Begin Gradual Release:** Encourage students to say the new word and tell what has changed. Continue to pronounce each sound clearly and cleanly as you say each word.

**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. Model how to change the ending sounds to make a new word.
5. Students repeat and tell what changed.

(Remember: we are working with sounds, not spelling patterns.)

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> Bread has a lot of <b>starch</b> in it.</p> <p><b>S:</b> repeat</p> <p><b>T:</b> Starch is the word on the curve (while moving hand out from mouth in a curve).</p> <p><b>T:</b> Change /ch/ to /t/ to make a new word. /start/ is the new word on the curve (while moving hand out from mouth to in a curve).</p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T:</b> What changed?</p> <p><b>S:</b> Starch (make a curve) changed to start (make a curve) because we changed the end.</p>	<p>I love to look at <b>art</b> museums (change /t/ to /ch/ = <u>arch</u>).</p> <p>The insect had a <b>hard</b> outside shell (change /d/ to /t/ = heart).</p> <p>Can you <b>lend</b> me your pencil? (change /d/ to /t/ = <u>lent</u>).</p> <p>She had a <b>fierce</b> presence and walked with a lot of confidence (change /s/ to /d/ = feared).</p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in ‘fixing up’ the mixed-up words. Encourage them to listen for what the word should be.

**T:** I’m giving you the mixed-up words. You figure out what they should be!

**T:** Deet the muck.

**S:** Meet the duck!

**T:** That’s right! Meet the duck.



Week 11, Day 2



**Oral Chaining:** Change one little thing!

Skills (various):

- Segment, isolate, delete, substitute, and blend individual sounds or sound units (e.g. onset, rime) in words.

Remember to say just the phonemes to change; don't give away the new word!

**Chain to use (feel free to add your own prompts):**

cave (change /k/ to /g/) → gave (change /ā/ to /i/) → give (change /g/ to /l/ ) → live (change /iv/ to /uv/) → love (add /g/ to the beginning of love) → glove (change /uv/ to /ō/) → glow (change /g/ to /s/) → slow (without /l/) → so (change /s/ to /n/) → no (change /ō/ to /ē/) → knee (add /l/ to the end of knee) → kneel (change /n/ to /f/) → feel (change /f/ to /s/) → seal (change /eal/ to /ale/) → sale (change /s/ to /p/) → pail (without /p/) → ail (add /sn/ to the beginning of /ail/) → snail (change /l/ to /k/) → snake

**Reflect:** *We started with cave, kept making one little change, and ended with snake!*



**Manipulating Phonemes:** Change the Final Sound of Words with Blends.

Skill: Substitute an ending consonant sound from a blend. Ex: *Arm to ark.*

(Remember: we are working with sounds, not spelling patterns.)

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> Do you smell <b><u>musk</u></b> in the air?</p> <p><b>S:</b> repeat</p> <p><b>T:</b> Musk is the word on the curve (while moving hand out from mouth in a curve).</p> <p><b>T:</b> Change /k/ to /t/ to make a new word. /must/ is the new word on the curve (while moving hand out from mouth to in a curve).</p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T:</b> What changed?</p> <p><b>S:</b> Musk (make a curve) changed to must (make a curve) because we changed the end.</p>	<p>Don't <b><u>lurk</u></b> around in the bushes (change /k/ to /n/ = learn).</p> <p>In P.E. class I took my <b><u>pulse</u></b> after running (change /s/ to /p/ = pulp).</p> <p>The table had a <b>sharp</b> corner (change /p/ to /k/ = shark).</p> <p>The surfer likes to <b>surf</b> the waves (change /f/ to /v/ = serve).</p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** I'm giving you the mixed-up words. You figure out what they should be!

**T:** Hear a wat.

**S:** Wear a hat!

**T:** That's right! Wear a hat.





**Oral Chaining:** Change one little thing!

Skills (various):

- Segment, isolate, delete, substitute, and blend individual sounds or sound units (e.g. onset, rime) in words.

Remember to say just the phonemes to change; don't give away the new word!

**Chain to use (feel free to add your own prompts):**

sliver (without /s/) → liver (without /er/) → live (change /l/ to /g/) → give (change /ive/ to /āve/) → gave (change /v/ to /m/) → game (change /m/ to /t/) → gate (change /ate/ to /oat/) → goat (change /g/ to /k/) → coat (change /t/ to /ch/) → coach (change /k/ to /p/) → poach (change /oach/ to /each/) → peach (without /p/) → each (change /ch/ to /t/) → eat (add /m/ to the beginning of eat) → meet (change /m/ to /sh/) → sheet (change /t/ to /p/) → sheep (change /eep/ to /ape/) → shape (change /sh/ to /t/) → tape

**Reflect:** *We started with sliver, kept making one little change, and ended with tape!*



**Manipulating Phonemes:** Change the Final Sound of Words with Blends.

Skill: Substitute an ending consonant sound from a blend. Ex: *Arm to ark.*

(Remember: we are working with sounds, not spelling patterns.)

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> I watched the monster <u>morph</u> into the hero at the end of the movie.</p> <p><b>S:</b> repeat</p> <p><b>T:</b> Morph is the word on the curve (while moving hand out from mouth in a curve).</p> <p><b>T:</b> Change /f/ to /n/ to make a new word. /mourn/ is the new word on the curve (while moving hand out from mouth to in a curve).</p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T:</b> What changed?</p> <p><b>S:</b> Morph (make a curve) changed to mourn (make a curve) because we changed the end.</p>	<p>I <u>tend</u> to get up late on weekends (change /d/ to /th/ = tenth).</p> <p>He is <u>tor</u>n, he can't choose what to do (change /n/ to /ch/ = torch).</p> <p>I <u>urge</u> you to sign up today! (change /j/ to /th/ = earth).</p> <p>Can you <u>sort</u> the clothes into two piles please? (change /t/ to /s/ = source).</p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** I'm giving you the mixed-up words. You figure out what they should be!

**T:** No your bloze.

**S:** Blow your nose!

**T:** That's right! Blow your nose.





**Oral Chaining:** Change one little thing!

Skills (various):

- Segment, isolate, delete, substitute, and blend individual sounds or sound units (e.g. onset, rime) in words.

Remember to say just the phonemes to change; don't give away the new word!

**Chain to use (feel free to add your own prompts):**

furry (change /f/ to /h/) → hurry (without /ē/) → her (add /t/ to the end of her) → hurt (change /h/ to /sh/) → shirt (change /irt/ to /ort/) → short (without /t/) → shore (change /sh/ to /m/) → more (change /m/ to /c/) → core (add /s/ to front of core) → score (change /ore/ to /air/) → scare (change /sk/ to /ch/) → chair (without /ch/) → air (add /p/ to air) → pair (change /air/ to /or/) → poor (change /p/ to /d/) → door (change /d/ to /s/) → sore (add /ē/ to the end of sore) → sorry

**Reflect:** *We started with furry, kept making one little change, and ended with sorry!*



**Manipulating Phonemes:** Change the Final Sound of Words with Blends.

Skill: Substitute an ending consonant sound from a blend. Ex: *Arm to ark.*

(Remember: we are working with sounds, not spelling patterns.)

<b>Do this one first:</b>	<b>Repeat the procedure using these sentences:</b>
<b>T:</b> "It can't be any <u>worse</u> than yesterday," she said. <b>S:</b> repeat	Sam eats <b>lunch</b> at 12:30PM (change /ch/ to /j/ = lunge).

**T:** *Worse is the word on the curve (while moving hand out from mouth in a curve).*  
**T:** *Change /s/ to /th/ to make a new word. /worth/ is the new word on the curve (while moving hand out from mouth to in a curve).*  
**S:** repeat (with hand motions)  
**T:** *What changed?*  
**S:** *Worse (make a curve) changed to worth (make a curve) because we changed the end.*

*Polly likes to sleep on the top **bunk** (change /k/ to /ch/ = bunch).*  
*I have a **hunch** she will win the race (change /ch/ to /t/ = hunt).*  
*The community had a lot of **wealth** (change /th/ to /d/ = weld).*



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Be the soy.*

**S:** See the boy!

**T:** *That's right! See the boy.*





**Oral Chaining:** Change one little thing!

Skills (various):

- Segment, isolate, delete, substitute, and blend individual sounds or sound units (e.g. onset, rime) in words.

Remember to say just the phonemes to change; don't give away the new word!

**Chain to use (feel free to add your own prompts):**

beach (change /b/ to /r/) → reach (change /ch/ to /d/) → read (change /ead/ to /ide/) → ride (change /r/ to /s/) → side (without /d/) → sigh (add /t/ to the end of sigh) → sight (change /s/ to /m/) → might (without /t/) → my (change /ī/ to /ē/) → me (change /m/ to /w/) → we (add /k/ to the end of we) → week (change /w/ to /b/) → beak (change /eak/ to /each/) → beach

**Reflect:** *We started with beach, kept making one little change, and ended back with beach!*



**Manipulating Phonemes:** Change the Final Sound of Words with Blends.

Skill: Substitute an ending consonant sound from a blend. Ex: *Arm to ark.*

(Remember: we are working with sounds, not spelling patterns.)

<b>Do this one first:</b>	<b>Repeat the procedure using these sentences:</b>
<p><b>T:</b> <i>The sun went down at <u>dusk</u>.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Dusk is the word on the curve (while moving hand out from mouth in a curve).</i></p>	<p><i>Don't step on the <b>ant!</b> (change /t/ to /d/ = and).</i></p> <p><i>He wore a <b>trench</b> coat outside in the rain (change /ch/ to /d/ = <u>trend</u>).</i></p>

**T:** Change /k/ to /t/ to make a new word. /dust/ is the new word on the curve (while moving hand out from mouth to in a curve).

**S:** repeat (with hand motions)

**T:** What changed?

**S:** Dusk (make a curve) changed to dust (make a curve) because we changed the end.

The **park** was filled with flowers (change /k/ to /t/ = part).

Don't **burn** yourself on the stove. It's hot! (change /n/ to /d/ = bird).



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** I'm giving you the mixed-up words. You figure out what they should be!

**T:** Pite the bickel.

**S:** Bite the pickel!

**T:** That's right! Bite the pickel.



**Week 12, Day 1**



**Mix it Up!**

Skills (not all will necessarily be included every day). All with one-syllable words:

- Delete or substitute the first sound (from a blend).
- Delete the final phoneme (words with or without a final blend).
- Substitute the medial vowel.
- Delete or substitute the second sound in an initial blend.
- Substitute the final consonant sound.

You will lead students through quick exercises that contain a review of the skills they have been working on.

**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.”

**Procedure:**

Say \_\_\_\_\_. Now say \_\_\_\_\_ but change/without \_\_\_\_\_. (insert prompt) Confirm or correct the response.

Example:	Words and Prompts to Use:	
<p><b>T:</b> Say <i>hope</i>.</p> <p><b>S:</b> hope</p> <p><b>T:</b> Now say <i>hope</i> but change /p/ to /m/.</p> <p><b>S:</b> home</p> <p><b>T:</b> Yes. When you change /p/ to /m/, <i>hope</i> becomes <i>home</i>.</p>	<p>slip (change /l/ to /k/ = skip)</p> <p>had (change /d/ to /z/ = has)</p> <p>cloud (change /l/ to /r/ = crowd)</p> <p>wild (without /l/ = wide)</p> <p>fit (change /t/ to /ks/ = fix)</p>	<p>mine (change /i/ to /ē/ = mean)</p> <p>flow (without /f/ = low)</p> <p>slide (without /d/ = sly)</p> <p>sweep (change /w/ to /l/ = sleep)</p> <p>spoon (change /oo/ to /i/ = spin)</p>





### Manipulating Phonemes: Change the Final Sound of Words with Blends.

Skill: Substitute an ending consonant sound from a blend. Ex: *Arm to ark.*

**Important Note:** By the Mastering stage, most students should be substituting the last consonant sound in a word automatically (in less than 2 seconds). The Whip Around assessment should be administered during this week. The assessment provides directions for administering it and guidance for how to support students who have not yet mastered this skill.

(Remember: we are working with sounds, not spelling patterns.)

Example for reference:	Repeat the procedure using these words:
<p>T: <i>cord</i>  S: repeat  T: <i>Now say cord but change /d/ to /k/.</i>  S: <u>cork</u>  T: <i>Yes, cork.</i></p>	<p>work (change /k/ to /d/ = word)  barn (change /n/ to /j/ = <u>barj</u>)  warm (change /m/ to /f/ = <u>wharf</u>)  punch (change /ch/ to /k/ = <u>punk</u>)  help (change /p/ to /d/ = held)  horse (change /s/ to /n/ = horn)  <u>munch</u> (change /ch/ to /th/ = month)  <u>north</u> (change /t/ to /m/ = <u>norm</u>)</p>



### Alliteration Activity: Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in ‘fixing up’ the mixed-up words. Encourage them to listen for what the word should be.

T: *I’m giving you the mixed-up words. You figure out what they should be!*

T: *Platch me way.*

S: Watch me play!

T: *That’s right! Watch me play.*



**Week 12, Day 2**



**Mix it Up!**

Skills (not all will necessarily be included every day). All with one-syllable words:

- Delete or substitute the first sound (from a blend).
- Delete the final phoneme (words with or without a final blend).
- Substitute the medial vowel.
- Delete or substitute the second sound in an initial blend.
- Substitute the final consonant sound.

**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.”

**Procedure:**

Say \_\_\_\_\_. Now say \_\_\_\_\_ but change/without \_\_\_\_\_. (insert prompt)

Example:	Words and Prompts to Use:	
<p><b>T:</b> Say <i>hope</i>.</p> <p><b>S:</b> hope</p> <p><b>T:</b> Now say <i>hope</i> but change /p/ to /m/.</p> <p><b>S:</b> home</p> <p><b>T:</b> Yes. When you change /p/ to /m/, <i>hope</i> becomes <i>home</i>.</p>	<p>an (change /n/ to /t/ = at)</p> <p>it (change /t/ to /f/ = if)</p> <p>dish (change /sh/ to /d/ = did)</p> <p>dried (change 1st /d/ to /t/ = tried)</p> <p>has (change /z/ to /d/ = had)</p>	<p>mild (without /d/ = mile)</p> <p>fix (change /ks/ to /t/ = fit)</p> <p>moth (change /aw/ to /a/ = math)</p> <p>sub (change /b/ to /n/ = sun)</p> <p>spoon (change /oo/ to /i/ = spin)</p>



# M

## Manipulating Phonemes: Change the Final Sound of Words with Blends.

Skill: Substitute an ending consonant sound from a blend. Ex: *Arm to ark*.

Administer Whip Around Assessment this week.

(Remember: we are working with sounds, not spelling patterns.)

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <i>bird</i> <b>S:</b> repeat <b>T:</b> <i>Now say bird but change /d/ to /th/.</i> <b>S:</b> birth <b>T:</b> <i>Yes, birth.</i></p>	<p>worth (change /th/ to /m/ = worm) <u>ch</u>urn (change /n/ to /p/ = chirp) stand (change /d/ to /s/ = <u>stance</u>) built (change /t/ to /d/ = build) held (change /d/ to /p/ = help) dart (change /t/ to /k/ = dark) <u>per</u>k (change /k/ to /ch/ = perch) nurse (change /s/ to /v/ = <u>nerve</u>)</p>



### Alliteration Activity: Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Snait, I'm weezing.*

**S:** *Wait, I'm sneezing!*

**T:** *That's right! Wait, I'm sneezing.*



**Week 12, Day 3**



**Mix it Up!**

Skills (not all will necessarily be included every day). All with one-syllable words:

- Delete or substitute the first sound (from a blend).
- Delete the final phoneme (words with or without a final blend).
- Substitute the medial vowel.
- Delete or substitute the second sound in an initial blend.
- Substitute the final consonant sound.

**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.”

**Procedure:**

Say \_\_\_\_\_. Now say \_\_\_\_\_ but change/without \_\_\_\_\_. (insert prompt)

Example:	Words and Prompts to Use	
<p><b>T:</b> Say <i>hope</i>.  <b>S:</b> hope  <b>T:</b> Now say <i>hope</i> but change /p/ to /m/.  <b>S:</b> home  <b>T:</b> Yes. When you change /p/ to /m/, <i>hope</i> becomes <i>home</i>.</p>	<p>am (change /m/ to /n/ = an)                      out (change /t/ to /ch/ = ouch)                      snoop (without /n/ = soup)                      net (change /t/ to /k/ = neck)                      spare (change /p/ to /t/ = stare)</p>	<p>map (change /p/ to /n/ = man)                      sad (change /d/ to /t/ = sat)                      cloud (change /k/ to /p/ = <u>plowed</u>)                      hat (change /t/ to /d/ = had)                      yelp (without /p/ = yell)</p>



# M

## Manipulating Phonemes: Change the Final Sound of Words with Blends.

Skill: Substitute an ending consonant sound from a blend. Ex: *Arm to ark.*

Administer Whip Around Assessment this week.

(Remember: we are working with sounds, not spelling patterns.)

Example for reference:	Repeat the procedure using these words:
<p>T: <i>form</i> S: repeat T: <i>Now say form but change /m/ to /th/.</i> S: fourth T: <i>Yes, fourth.</i></p>	<p>land (change /d/ to /s/ = <u>lance</u>) pinch (change /ch/ to /d/ = pinned) storm (change /m/ to /k/ = stork) carve (change /v/ to /d/ = card) <u>plunge</u> (change /j/ to /k/ = <u>plunk</u>) <u>ford</u> (change /d/ to /k/ = fork) print (change /t/ to /s/ = prince) <u>mince</u> (change /s/ to /t/ = mint)</p>



### Alliteration Activity: Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

T: *I'm giving you the mixed-up words. You figure out what they should be!*

T: *Felp, I'm halling.*

S: *Help, I'm falling!*

T: *That's right! Help, I'm falling.*



**Week 12, Day 4**



**Mix it Up!**

Skills (not all will necessarily be included every day). All with one-syllable words:

- Delete or substitute the first sound (from a blend).
- Delete the final phoneme (words with or without a final blend).
- Substitute the medial vowel.
- Delete or substitute the second sound in an initial blend.
- Substitute the final consonant sound.

**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.”

**Procedure:**

Say \_\_\_\_\_. Now say \_\_\_\_\_ but change/without \_\_\_\_\_. (insert prompt)

Example:	Words and Prompts to Use:	
<p><b>T:</b> Say <i>hope</i>.</p> <p><b>S:</b> hope</p> <p><b>T:</b> Now say <i>hope</i> but change /p/ to /m/.</p> <p><b>S:</b> home</p> <p><b>T:</b> Yes. When you change /p/ to /m/, <i>hope</i> becomes <i>home</i>.</p>	<p>ban (change /n/ to /k/ = back)</p> <p>late (change /t/ to /k/ = lake)</p> <p>lip (change /i/ to /a/ = lap)</p> <p>mood (change /d/ to /n/ = moon)</p> <p>spy (without /p/ = <u>si</u>gh)</p>	<p>mouth (change /th/ to /s/ = mouse)</p> <p>swing (change /w/ to /t/ = sting)</p> <p>slide (without /d/ = sly)</p> <p>hub (change /b/ to /t/ = hut)</p> <p>sip (change /p/ to /t/ = sit)</p>



# M

## Manipulating Phonemes: Change the Final Sound of Words with Blends.

Skill: Substitute an ending consonant sound from a blend. Ex: *Arm to ark.*

Administer Whip Around Assessment this week.

(Remember: we are working with sounds, not spelling patterns.)

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <u>wisk</u> <b>S:</b> repeat <b>T:</b> Now say <i>wisk</i> but change /k/ to /p/. <b>S:</b> <u>wisp</u> <b>T:</b> Yes, <i>wisp</i>.</p>	<p>charge (change /j/ to /t/ = chart) grand (change /d/ to /t/ = grant) <u>mend</u> (change /d/ to /t/ = meant) <u>forge</u> (change /j/ to /s/ = force) dart (change /t/ to /k/ = dark) <u>churn</u> (change /n/ to /ch/ = church) must (change /t/ to /k/ = <u>musk</u>) <u>sparse</u> (change /s/ to /k/ = spark)</p>



### Alliteration Activity: Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Satch the snound.*

**S:** *Snatch the sound!*

**T:** *That's right! Snatch the sound.*



**Week 12, Day 5**



**Mix it Up!**

Skills (not all will necessarily be included every day). All with one-syllable words:

- Delete or substitute the first sound (from a blend).
- Delete the final phoneme (words with or without a final blend).
- Substitute the medial vowel.
- Delete or substitute the second sound in an initial blend.
- Substitute the final consonant sound.

**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.”

**Procedure:**

Say \_\_\_\_\_. Now say \_\_\_\_\_ but change/without \_\_\_\_\_. (insert prompt)

Example:	Words and Prompts to Use:	
<p><b>T:</b> Say <i>hope</i>.</p> <p><b>S:</b> hope</p> <p><b>T:</b> Now say <i>hope</i> but change /p/ to /m/.</p> <p><b>S:</b> home</p> <p><b>T:</b> Yes. When you change /p/ to /m/, <i>hope</i> becomes <i>home</i>.</p>	<p>yes (change /s/ to /t/ = yet)</p> <p>slam (change /s/ to /k/ = clam)</p> <p>teeth (change /th/ to /ch/ = teach)</p> <p>seek (change /k/ to /t/ = seat)</p> <p>sun (change /n/ to /ch/ = such)</p>	<p>with (change /th/ to /sh/ = wish)</p> <p>beg (change /e/ to /i/ = big)</p> <p>slide (without /d/ = sly)</p> <p>bat (change /t/ to /k/ = back)</p> <p>note (change /t/ to /z/ = nose)</p>



# M

## Manipulating Phonemes: Change the Final Sound of Words with Blends.

Skill: Substitute an ending consonant sound from a blend. Ex: *Arm to ark*.

Administer Whip Around Assessment this week.

(Remember: we are working with sounds, not spelling patterns.)

Example for reference:	Repeat the procedure using these words:
<p>T: <u>tinge</u> S: repeat T: Now say <i>tinge</i> but change /j/ to /t/. S: <u>tint</u> T: Yes, <i>tint</i>.</p>	<p>cold (change /d/ to /t/ = <u>colt</u>) word (change /d/ to /st/ = <u>worst</u>) wrist (change /t/ to /k/ = <u>risk</u>) force (change /s/ to /t/ = <u>fort</u>) squirt (change /t/ to /m/ = <u>squirm</u>) corn (change /n/ to /s/ = <u>course</u>) <u>carve</u> (change /v/ to /d/ = <u>card</u>) bench (change /ch/ to /t/ = <u>bent</u>)</p>



### Alliteration Activity: Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

T: *I'm giving you the mixed-up words. You figure out what they should be!*

T: *Vay the pliolin.*

S: *Play the violin!*

T: *That's right! Play the violin.*



## Week 13, Day 1



### **Oral Chaining:** Change one little thing!

Skills (various):

- Segment, isolate, delete, substitute, and blend individual sounds or sound units (e.g. onset, rime) in words.

Most students are familiar with the Chaining practice where they read a word in print, then change one letter at a time to make new words (ex: at → ate → late → gate → game). This activity applies the concept to the spoken word. Students are prompted to change one individual sound or a unit of sound (e.g. an oral blend, a rime, a suffix) to make a new spoken word. The process moves quickly. Once students get good at this they can even take ownership of the process and create the prompts themselves.

**Directions:** Tell students what a difference one little change can make. Explain that they will be changing one little thing in a word to make a new word. Then they'll change one little thing in that word to make a new word and so on... They should **close their eyes so that they can listen carefully.**

1. Say the first word and tell students to whisper it or say it in their heads.
2. Prompt for the change. Remember to say just the phonemes to change; don't give away the new word!
3. Prompt for the next change.
4. Continue until all words have been spoken.
5. When you're finished, you can reflect on how you started with one word and after lots of little changes, ended with a completely different word!

**Chain to use (feel free to add your own prompts):**

sport (without /p/) → sort (change /s/ to /sh/) → short (without /t/) → shore (change /sh/ to /k/) → core (add /n/ to the end of core) → corn (add /er/ to the end of corn) → corner (change /er/ to /ē/) → corny (without /ē/) → corn (change /k/ to /b/) → born (change orn to arn) → barn (add yard to the end of barn) → barnyard (change barn to back) → backyard (without back) → yard (change /y/ to /g/) → guard (change /ard/ to /ord/) → gourd (change /g/ to /sw/) → sword (without /d/) → sore (change /s/ to /p/) → pour (add /t/ to the end of pour) → port (add /s/ to the beginning of port) → sport!

**Reflect:** *We started with sport, kept making one little change, and got all the way back to sport!*



## E

### **Manipulating Phonemes:** Delete the First Sound of the Ending Blend.

**Skill:** Delete the first sound in an ending blend from a one-syllable word. This requires splitting an ending blend.

**Ex:** Desk to deck.

In order to do this, students must be able to isolate the ending blend and delete the first part of the blend to make a new word. Common ending blends are: *sk, nk, nd, lt, ld, nt, st*. Help students understand they will have to pay close attention to the blended sound at the end and remove the first sound in the blend but keep the second (final) sound to make a new word. As with other weeks, model the task for students within the Experiencing and Knowing stages to support independence within the Mastery stage.

**Verbal Emphasis:** Say the word up to the vowel sound. Pause briefly. Then emphasize the ending blend. It is important for students to be able to isolate the ending blend in order to manipulate it. **Ex:** *Roa (pause) st*.

**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 cleanly and clearly while making a curve motion with your hand out and forward from your mouth. Explain that this “is the word on the curve.”
4. Prompt students to listen closely to the ending blend and model cutting off the first sound of the ending blend to make a new word.
5. Tell the students to repeat step 4, with motions.
6. Together, with students, repeat the new word while making curve motion.

(Remember: we are focusing on the ending blend. Pause and verbally emphasize the ending blend).

<p><b>Practice and model this with the students to become comfortable with the procedure:</b></p>	<p><b>Repeat the procedure using these sentences:</b></p>
<p><b>T:</b> <i>Veronica cooked a <b>roast</b> for Sunday dinner.</i>  <b>S:</b> repeat  <b>T:</b> <i><b>Roast</b> is the word on the curve (while moving hand out from mouth in a curve).</i>  <b>T:</b> <i>Delete the /s/ from /roast/ to make a new word. /wrote/ is the new word on the curve (while moving hand out from mouth in a curve).</i>  <b>S:</b> repeat (with hand motions)  <b>T&amp;S:</b> <i>Roast (make a curve) changed to wrote (make a curve) because we deleted a sound from the end.</i></p>	<p><i>The child ran <b>wild</b> up the street (without // = wide).</i>  <i>Turn on the <b>lamp</b> to get more light (without /m/ = lap).</i>  <i>Find my name on the <b>list</b> (without /s/ = <u>lit</u>).</i>  <i>The cushion <b>sank</b> down when they sat down (without /n/ = sack).</i></p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Tay plennis, anyone?*

**S:** *Play tennis, anyone?!*

**T:** *That's right! Play tennis, anyone?*





**Oral Chaining:** Change one little thing!

Skills (various):

- Segment, isolate, delete, substitute, and blend individual sounds or sound units (e.g. onset, rime) in words.

**Directions:** Remind students what a difference one little change can make. Explain that they will be changing one little thing in a word to make a new word. Then they'll change one little thing in that word to make a new word and so on... They should close their eyes so that they can listen carefully.

1. Say the first word and tell students to whisper it or say it in their heads.
2. Prompt for the change. Remember to say just the phonemes to change; don't give away the new word!
3. Prompt for the next change.
4. Continue until all words have been spoken.
5. When you're finished, you can reflect on how you started with one word and after lots of little changes, ended with a completely different word!

**Chain to use (feel free to add your own prompts):**

say (change /s/ to /d/) → day (change /ay/ to /or/) → door (change /d/ to /fl/) → floor (without /l/) → four (change /f/ to /r/) → roar (change /oar/ to /oad/) → road (change /r/ to /t/) → toad (change /ō/ to /ī/) → tied (without /d/) → tie (change /t/ to /b/) → by (change /ī/ to /ē/) → be (add /n/ to the end of be) → bean (change /b/ to /m/) → mean (change /ē/ to /ā/) → main (change /m/ to /g/) → gain (change /g/ to /ch/) → chain (add /j/ to the end of chain) → change

**Reflect:** *We started with stay, kept making one little change, and ended with change!*



**Manipulating Phonemes:** Delete the First Sound of the Ending Blend.

Skill: Delete the first sound in an ending blend from a one-syllable word. This requires splitting an ending blend.

Ex: Desk to deck.

In order to do this, students must be able to isolate the ending blend and delete the first part of the blend to make a new word. Common ending blends are: *sk, nk, nd, lt, ld, nt, st*. Help students understand they will have to pay close attention to the blended sound at the end and remove the first sound in the blend but keep the second (final) sound to make a new word. It is important to pronounce the words cleanly and clearly so students can hear each sound.

(Remember: we are focusing on the ending blend. Pause and verbally emphasize the ending blend).

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> Olive had to <b>act</b> like a cat in the play. <b>S:</b> repeat <b>T:</b> <b>Act</b> is the word on the curve (while moving hand out from mouth in a curve). <b>T:</b> Delete the /k/ from /act/ to make a new word. /at/ is the new word on the curve (while moving hand out from mouth to in a curve). <b>S:</b> repeat (with hand motions) <b>T&amp;S:</b> Act (make a curve) changed to at (make a curve) because we deleted a sound from the end.</p>	<p>I'm hungry! He said. Don't <b>skimp</b> on the food (without /m/ = skip).  <b>Most</b> of the summer we played outside (without /s/ = <u>moat</u>).  Her parents <b>lift</b> her into her seat (without /f/ = lit).  He went shopping at a <b>bulk</b> grocery store (without /l/ = buck).</p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** I'm giving you the mixed-up words. You figure out what they should be!

**T:** Roccer socks!

**S:** Soccer rocks!

**T:** That's right! Soccer rocks!





**Oral Chaining:** Change one little thing!

Skills (various):

- Segment, isolate, delete, substitute, and blend individual sounds or sound units (e.g. onset, rime) in words.

Remember to say just the phonemes to change; don't give away the new word!

**Chain to use (feel free to add your own prompts):**

jumbo (change /jum/ to /gum/) → gumbo (without /bo/) → gum (change /um/ to /ate/) → gate (change /g/ to /l/) → late (add /p/ to late) → plate (change /t/ to /n/) → plane (change /ā/ to /a/) → plan (without /l/) → pan (add /z/ to pan) → pans (change /p/ to /h/) → hands (without /z/) → hand (change /and/ to /ope/) → hope (change /p/ to /m/) → home (change /h/ to /k/) → comb

**Reflect:** *We started with jumbo, kept making one little change, and ended with comb!*



**Manipulating Phonemes:** Delete the First Sound of the Ending Blend.

Skill: Delete the first sound in an ending blend from a one-syllable word. This requires splitting an ending blend.

Ex: Desk to deck.

In order to do this, students must be able to isolate the ending blend and delete the first part of the blend to make a new word. Common ending blends are: *sk, nk, nd, lt, ld, nt, st*. Help students understand they will have to pay close attention to the blended sound at the end and remove the first sound in the blend but keep the second (final) sound to make a new word. It is important to pronounce the words cleanly and clearly so students can hear each sound.

(Remember: we are focusing on the ending blend. Pause and verbally emphasize the ending blend).

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>There were many <b>bold</b> words in the book.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i><b>Bold</b> is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Delete the /l/ from /bold/ to make a new word. /bowed/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T&amp;S:</b> <i><b>Bold</b> (make a curve) changed to bowed (make a curve) because we deleted a sound from the end.</i></p>	<p><i>I love to go to summer <b>camp!</b> (without /m/ = cap)</i></p> <p><i>The man walked with a <b>limp</b> (without /m/ = lip).</i></p> <p><i>There were many frogs that lived in the <u>swamp</u> (without /m/ = <u>swap</u>).</i></p> <p><i>If you leave your bike outside, it might rust (without /s/ = <u>rut</u>).</i></p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in ‘fixing up’ the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I’m giving you the mixed-up words. You figure out what they should be!*

**T:** *Dump joubledutch.*

**S:** *Jump doubledutch!*

**T:** *That’s right! Jump doubledutch!*





**Oral Chaining:** Change one little thing!

Skills (various):

- Segment, isolate, delete, substitute, and blend individual sounds or sound units (e.g. onset, rime) in words.

Remember to say just the phonemes to change; don't give away the new word!

**Chain to use (feel free to add your own prompts):**

fortune (without /chun/) → for (change /or/ to /ar/) → far (change /ar to /air/) → fair (change /f/ to /ch/) → chair (change /air/ to /ain/) → chain (add /ing/ to the end of chain) → chaining (change /ch/ to /r/) → raining (change /n/ to /k/) → raking (change /r/ to /t/) → taking (without /ing/) → take (change /t/ to /m/) → make (change /k/ to /d/) → made (change /ade/ to /ine/) → mine (change /m/ to /sh/) → shine (change /ine/ to /out/) → shout (add /ing/ to the end of shout) → shouting (change /sh/ to /p/) → pouting (without /p/) → outing (without /ing/) → out (change /t/ to /ch/) → ouch

**Reflect:** *We started with fortune, kept making one little change, and ended with ouch!*



**Manipulating Phonemes:** Delete the First Sound of the Ending Blend.

Skill: Delete the first sound in an ending blend from a one-syllable word. This requires splitting an ending blend.

Ex: Desk to deck.

In order to do this, students must be able to isolate the ending blend and delete the first part of the blend to make a new word. Common ending blends are: *sk, nk, nd, lt, ld, nt, st*. Help students understand they will have to pay close attention to the blended sound at the end and remove the first sound in the blend but keep the second (final) sound to make a new word. It is important to pronounce the words cleanly and clearly so students can hear each sound.

(Remember: we are focusing on the ending blend. Pause and verbally emphasize the ending blend).

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>The baker uses a <b>whisk</b> to stir the liquid on the stove</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i><b>Whisk</b> is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Delete the /s/ from /whisk/ to make a new word. /wick/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T&amp;S:</b> <i>Whisk (make a curve) changed to wick (make a curve) because we deleted a sound from the end.</i></p>	<p>Close the <b>clasp</b> on your pants (without /s/ = clap).</p> <p>He <b>held</b> his head up high (without /l/ = head).</p> <p>It was Sarah's turn <b>next</b> (without /ks/ = net).</p> <p>Try to get everything into the <b>trunk</b> (without /n/ = truck).</p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *I flove lowers.*

**S:** *I love flowers!*

**T:** *That's right! I love flowers!*





**Oral Chaining:** Change one little thing!

Skills (various):

- Segment, isolate, delete, substitute, and blend individual sounds or sound units (e.g. onset, rime) in words.

Remember to say just the phonemes to change; don't give away the new word!

**Chain to use (feel free to add your own prompts):**

slip (without /l/) → sip (change /i/ to /a/) → sap (add /ē/ to the end of sap) → sappy (change /s/ to /h/) → happy (change /a/ to /o/) → hoppy (change /ē/ to /ing/) → hopping (change /h/ to /sh/) → shopping (change /sh/ to /ch/) → chopping (change /ing/ to /t/) → chopped (change /o/ to /a/) → chapped (without /t/) → chap (change /ap/ to /ip/) → chip (change /ch/ to /l/) → lip (add /s/ to the beginning) → slip

**Reflect:** *We started with slip, kept making one little change, and came back to slip!*



**Manipulating Phonemes:** Delete the First Sound of the Ending Blend.

Skill: Delete the first sound in an ending blend from a one-syllable word. This requires splitting an ending blend.

Ex: Desk to deck.

In order to do this, students must be able to isolate the ending blend and delete the first part of the blend to make a new word. Common ending blends are: *sk, nk, nd, lt, ld, nt, st*. Help students understand they will have to pay close attention to the blended sound at the end and remove the first sound in the blend but keep the second (final) sound to make a new word. It is important to pronounce the words cleanly and clearly so students can hear each sound.

(Remember: we are focusing on the ending blend. Pause and verbally emphasize the ending blend).

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> My grandmother made me a <b>quilt</b>. <b>S:</b> repeat <b>T:</b> <i>Quilt is the word on the curve (while moving hand out from mouth in a curve).</i> <b>T:</b> <i>Delete the /l/ from /quilt/ to make a new word. /quit/ is the new word on the curve (while moving hand out from mouth to in a curve).</i> <b>S:</b> repeat (with hand motions) <b>T&amp;S:</b> <i>Quilt (make a curve) changed to quit (make a curve) because we deleted a sound from the end.</i></p>	<p><i>Squeeze your hand tight to make a <b>fit</b> (without /s/ = fit).</i>  <i>The bird slept in its <b>nest</b> in the tree (without /s/ = net).</i>  <i>The construction worker liked to <b>build</b> houses (without /l/ = <u>bid</u>).</i>  <i>She was above him in <b>rank</b> (without /k/ = ran).</i></p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Wut the shindow.*

**S:** Shut the window!

**T:** *That's right! Shut the window!*



Week 14, Day 1



**Oral Chaining:** Change one little thing!

Skills (various):

- Segment, isolate, delete, substitute, and blend individual sounds or sound units (e.g. onset, rime) in words.

Remember to say just the phonemes to change; don't give away the new word!

**Chain to use (feel free to add your own prompts):**

napkin (without kin) → nap (change /n/ to /k/) → cap (change /a/ to /u/) → cup (change /p/ to /b/) → cub (change /ub/ to /ube/) → cube (without /b/) → cue (change /k/ to /y/) → you (add /z/ to the end of you) → use (add /n/ to the beginning of use) → news (change /z/ to /t/) → newt (change /n/ to /b/) → boot (change /b/ to /s/) → suit (without /t/) → Sue

**Reflect:** *We started with napkin, kept making one little change, and ended with Sue!*



**Manipulating Phonemes:** Delete the First Sound of the Ending Blend.

Skill: Delete the first sound in an ending blend from a one-syllable word. This requires splitting an ending blend.

Ex: Desk to deck.

**Note:** In the Knowing Stage, students gradually gain more independence by answering “What changed?” when deleting the first sound of the ending blend of a word.

**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.” It is important to pronounce cleanly and clearly so students can hear each sound.
4. Prompt students to listen closely to the ending blend and model cutting off the first sound of the ending blend to make a new word.
  5. Students repeat and say what changed.

(Remember: we are focusing on the ending blend. Pause and verbally emphasize the ending blend.)

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> Many drivers <b>honk</b> their horns to get someone's attention.</p> <p><b>S:</b> repeat</p> <p><b>T:</b> Honk is the word on the curve (while moving hand out from mouth in a curve).</p> <p><b>T:</b> Delete the /n/ from /honk/ to make a new word. /hawk/ is the new word on the curve (while moving hand out from mouth to in a curve).</p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T:</b> What changed?</p> <p><b>S:</b> Honk (make a curve) changed to hawk (make a curve) because deleted a sound from the end.</p>	<p>He cooked <b>flank</b> steak for dinner (without /n/ = <u>flack</u>).</p> <p>I <b>think</b> they will come to the party (without /n/ = thick).</p> <p>It was not his <b>fault</b> the water spilled on the ground (without /f/ = <u>fought</u>).</p> <p>Julia <b>just</b> made the most delicious brownies (without /s/ = <u>jut</u>).</p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in ‘fixing up’ the mixed-up words. Encourage them to listen for what the word should be.

**T:** I'm giving you the mixed-up words. You figure out what they should be!

**T:** Mello Hary.

**S:** Hello Mary!

**T:** That's right! Hello Mary.





**Oral Chaining:** Change one little thing!

Skills (various):

- Segment, isolate, delete, substitute, and blend individual sounds or sound units (e.g. onset, rime) in words.

Remember to say just the phonemes to change; don't give away the new word!

**Chain to use (feel free to add your own prompts):**

jump (change /j/ to /gr/) → grump (change /ump/ to /and/) → grand (change /d/ to /t/) → grant (without /g/) → rant (without /r/) → ant (add /p/ to the beginning of ant) → pant (change /ant/ to /ole/) → pole (change /ole/ to /ail/) → pail (change /p/ to /t/) → tail (change // to /m/) → tame (change /t/ to /s/) → same (change /m/ to /f/) → safe (change /f/ to /v/) → save (adding /ing/ to save) → saving (without /v/) → saying

**Reflect:** *We started with jump, kept making one little change, and ended with saying!*



**Manipulating Phonemes:** Delete the First Sound of the Ending Blend.

Skill: Delete the first sound in an ending blend from a one-syllable word. This requires splitting an ending blend.

Ex: Desk to deck.

(Remember: we are focusing on the ending blend. Pause and verbally emphasize the ending blend.)

<b>Do this one first:</b>	<b>Repeat the procedure using these sentences:</b>
<b>T:</b> <i>He didn't stay awake <b>past</b> 9PM.</i> <b>S:</b> repeat	<i>The magician used a <b>wand</b> for his tricks (without /n/ = <u>wad</u>).</i>

**T:** Past is the word on the curve (while moving hand out from mouth in a curve).  
**T:** Delete the /s/ from /past/ to make a new word. /pat/ is the new word on the curve (while moving hand out from mouth to in a curve).  
**S:** repeat (with hand motions)  
**T:** What changed?  
**S:** Past (make a curve) changed to pat (make a curve) because we deleted a sound from the end.

The **chimp** lived in the Zoo (without /m/ = chip).  
I love to eat **toast** in the morning (without /s/ = tote).  
She gave a **gasp** of amazement (without /s/ = gap).



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** I'm giving you the mixed-up words. You figure out what they should be!

**T:** Pind a feach.

**S:** Find a peach!

**T:** That's right! Find a peach.





**Oral Chaining:** Change one little thing!

Skills (various):

- Segment, isolate, delete, substitute, and blend individual sounds or sound units (e.g. onset, rime) in words.

Remember to say just the phonemes to change; don't give away the new word!

**Chain to use (feel free to add your own prompts):**

hello (change /h/ to /y/) → yellow (without /ow/) → yell (change /y/ to /s/) → sell (change /s/ to /sh/) → shell (add /f/ to the end of shell) → shelf (change /elf/ to /ark) → shark (change /sh/ to /p/) → park (change /ark/ to /ork/) → pork (change /k/ to /ch/) → porch (change /p/ to /t/) → torch (without /ch/) → tore (without /t/) → or

**Reflect:** *We started with hello, kept making one little change, and ended with or!*



**Manipulating Phonemes:** Delete the First Sound of the Ending Blend.

Skill: Delete the first sound in an ending blend from a one-syllable word. This requires splitting an ending blend.

Ex: Desk to deck.

(Remember: we are focusing on the ending blend. Pause and verbally emphasize the ending blend.)

<b>Do this one first:</b>	<b>Repeat the procedure using these sentences:</b>
<p><b>T:</b> <i>The crowd began to <b>chant</b> his name.</i>  <b>S:</b> repeat  <b>T:</b> <i>Chant is the word on the curve (while moving hand out</i></p>	<p><i>Tom was the <b>champ!</b> Short for champion. (without /m/ = <u>chap</u>).</i>  <i>Eat a <b>mint</b> when you want to freshen your breath (without /n/ =</i></p>

from mouth in a curve).

**T:** Delete /n/ to /chant/ to make a new word. /chat/ is the new word on the curve (while moving hand out from mouth to in a curve).

**S:** repeat (with hand motions)

**T:** What changed?

**S:** Chant (make a curve) changed to chat (make a curve) because we deleted a sound from the end.

mitt).

It is **cold** outside when it snows (without /l/ = cod).

The flowers **wilt** in the rain (without /l/ = wit).



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** I'm giving you the mixed-up words. You figure out what they should be!

**T:** Pake a bie.

**S:** Bake a pie!

**T:** That's right! Bake a pie.





**Oral Chaining:** Change one little thing!

Skills (various):

- Segment, isolate, delete, substitute, and blend individual sounds or sound units (e.g. onset, rime) in words.

Remember to say just the phonemes to change; don't give away the new word!

**Chain to use (feel free to add your own prompts):**

sang (change /ang/ to /ung/) → sung (change /s/ to /h/) → hung (add /gree/ to the end of hung) → hungry (change /hung/ to /ang/) → angry (without /gree/) → ang (add /f/) → fang (change /ang/ to /it/) → fit (change /f/ to /k/) → kit (add /chen/ to the end of kit) → kitchen

**Reflect:** *We started with sang, kept making one little change, and ended with kitchen!*



**Manipulating Phonemes:** Delete the First Sound of the Ending Blend.

Skill: Delete the first sound in an ending blend from a one-syllable word. This requires splitting an ending blend.

Ex: Desk to deck.

(Remember: we are focusing on the ending blend. Pause and verbally emphasize the ending blend.)

<b>Do this one first:</b>	<b>Repeat the procedure using these sentences:</b>
<p><b>T:</b> <i>They <b>hunt</b> with a bow and arrow.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Hunt is the word on the curve (while moving hand out</i></p>	<p><i>They told me to go <b>west</b> to find what I was looking for (without /s/ = wet).</i></p>

from mouth in a curve).

**T:** Delete /n/ from /hunt/ to make a new word. /hut/ is the new word on the curve (while moving hand out from mouth to in a curve).

**S:** repeat (with hand motions)

**T:** What changed?

**S:** Hunt (make a curve) changed to hut (make a curve) because we deleted a sound from the end.

The scarf was made of **silk** and very soft (without /l/ = sick).

The young man got a **bolt** of energy (without /l/ = boat).

Jean lived on the **east** side of town (without /s/ = eat).



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** I'm giving you the mixed-up words. You figure out what they should be!

**T:** Bake a shody.

**S:** Shake a body!

**T:** That's right! Shake a body.





**Oral Chaining:** Change one little thing!

Skills (various):

- Segment, isolate, delete, substitute, and blend individual sounds or sound units (e.g. onset, rime) in words.

Remember to say just the phonemes to change; don't give away the new word!

**Chain to use (feel free to add your own prompts):**

start (change /t/ to /ch/) → starch (without /st/) → arch (change /ch/ to /m/) → arm (add /h/ to the beginning of arm) → harm (change /m/ to /t/) → heart (change /h/ to /d/) → dart (change /t/ to /k/) → dark (add /er/ to the end of dark) → darker (change /d/ to /m/) → marker

**Reflect:** *We started with start, kept making one little change, and ended up with marker!*



**Manipulating Phonemes:** Delete the First Sound of the Ending Blend.

Skill: Delete the first sound in an ending blend from a one-syllable word. This requires splitting an ending blend.

Ex: Desk to deck.

(Remember: we are focusing on the ending blend. Pause and verbally emphasize the ending blend.)

<b>Do this one first:</b>	<b>Repeat the procedure using these sentences:</b>
<p><b>T:</b> <i>We live in a very big <b>world</b>.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>World is the word on the curve (while moving hand out</i></p>	<p><i>We ate a <b>feast</b> of food to celebrate last night (without /s/ = feet).</i></p>

from mouth in a curve).

**T:** Delete /l/ from /world/ to make a new word. /word/ is the new word on the curve (while moving hand out from mouth to in a curve).

**S:** repeat (with hand motions)

**T:** What changed?

**S:** World (make a curve) changed to word (make a curve) because we deleted a sound from the end.

Chris and Lauren played tuba in the marching **band** (without /n/ = bad).

Can you **lend** me your costume for the party? (without /n/ = led).

I learned to **chunk** sounds together to read (without /n/ = chuck).



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** I'm giving you the mixed-up words. You figure out what they should be!

**T:** Mance to the dusic.

**S:** Dance to the music!

**T:** That's right! Dance to the music.



**Week 15, Day 1**



**Mix it Up!**

Skills (not all will necessarily be included every day). All with one-syllable words:

- Delete the final phoneme in a word with or without a final blend.
- Substitute the medial vowel.
- Delete or substitute the second sound in an initial blend.
- Substitute the final consonant sound.

You will lead students through quick exercises that contain a review of the skills they have been working on.

**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.”

**Procedure:**

Say \_\_\_\_\_. Now say \_\_\_\_\_ but change/without \_\_\_\_\_. (insert prompt) Confirm or correct the response.

Example:	Words and Prompts to Use	
<p><b>T:</b> Say <i>art</i>.</p> <p><b>S:</b> art</p> <p><b>T:</b> Now say <i>art</i> but change /t/ to /ch/.</p> <p><b>S:</b> arch</p> <p><b>T:</b> Yes. When you change /t/ to /ch/, <i>art</i> becomes <i>arch</i>.</p>	<p>work (without /k/ = were)</p> <p>sort (change /t/ to /d/ = sword)</p> <p><u>moat</u> (change /ō/ to /ē/ = meet)</p> <p><u>colt</u> (change /t/ to /d/ = cold)</p> <p>slope (without /l/ = soap)</p>	<p>want (change /t/ to /d/ = wand)</p> <p>brush (change /r/ to /l/ = blush)</p> <p>send (change /d/ to /t/ = sent)</p> <p>that (change /t/ to /n/ = than)</p> <p>crime (without /m/ = cry)</p>



# M

## Manipulating Phonemes: Delete the First Sound of the Final Blend.

Skill: Delete the second from the last sound of a word, or the first sound in the final blend. Ex: *Coast to coat*.

**Important Note:** The Whip Around assessment should be administered during this week. The assessment provides directions for administering it and guidance for how to support students who have not yet mastered this skill.

(Remember: we are focusing on the ending blend. Pause and verbally emphasize the ending blend.)

Example for reference:	Repeat the procedure using these words:
T: <i>hand</i> S: repeat T: <i>Now say hand without /n/.</i> S: had T: <i>Yes, had.</i>	silk (without /l/ = sick) ant (without /n/ = at) dunk (without /ng/ = duck) old (without /l/ = owed) clink (without /ng/ = click) vent (without /n/ = vet) mend (without /n/ = med) fringe (without /n/ = fridge)



### Alliteration Activity: Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

T: *I'm giving you the mixed-up words. You figure out what they should be!*

T: *Vake mine manilla.*

S: *Make mine vanilla!*

T: *That's right! Make mine vanilla.*



**Week 15, Day 2**



**Mix it Up!**

Skills (not all will necessarily be included every day). All with one-syllable words:

- Delete the final phoneme in a word with or without a final blend.
- Substitute the medial vowel.
- Delete or substitute the second sound in an initial blend.
- Substitute the final consonant sound.

**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.”

**Procedure:**

Say \_\_\_\_\_. Now say \_\_\_\_\_ but change/without \_\_\_\_\_. (insert prompt)

Example:	Words and Prompts to Use	
<p><b>T:</b> Say <i>art</i>.  <b>S:</b> art  <b>T:</b> Now say <i>art</i> but change /t/ to /ch/.  <b>S:</b> arch  <b>T:</b> Yes. When you change /t/ to /ch/, <i>art</i> becomes <i>arch</i>.</p>	<p><u>rove</u> (change /v/ to /d/ = road)                      drive (without /r/ = dive)  <u>film</u> (change /m/ to /d/ = filled)                      hard (change /d/ to /t/ = heart)                      word (change /d/ to /k/ = work)</p>	<p>health (change /th/ to /d/ = held)                      sort (change /t/ to /s/ = <u>source</u>)                      mop (change /o/ to /a/ = map)                      than (change /n/ to /t/ = that)                      slope (without /l/ = soap)</p>



# M

## Manipulating Phonemes: Delete the First Sound of the Final Blend.

Skill: Delete the second from the last sound of a word, or the first sound in the final blend. Ex: *Coast to coat*.

Administer Whip Around assessment this week.

(Remember: we are focusing on the ending blend. Pause and verbally emphasize the ending blend.)

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <i>fact</i> <b>S:</b> repeat <b>T:</b> <i>Now say fact without /k/.</i> <b>S:</b> fat <b>T:</b> <i>Yes, fat.</i></p>	<p><u>m</u>old (without /l/ = mowed) bolt (without /l/ = boat) <u>g</u>ust (without /s/) = gut cast (without /s/ = cat) <u>b</u>unk (without /ng/ = buck) <u>f</u>end (without /n/ = fed) pond (without /n/) = pod belt (without /l/ = bet)</p>



### Alliteration Activity: Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Bow the thrall.*

**S:** Throw the ball!

**T:** *That's right! Throw the ball.*



**Week 15, Day 3**



**Mix it Up!**

Skills (not all will necessarily be included every day). All with one-syllable words:

- Delete the final phoneme in a word with or without a final blend.
- Substitute the medial vowel.
- Delete or substitute the second sound in an initial blend.
- Substitute the final consonant sound.

**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.”

**Procedure:**

Say \_\_\_\_\_. Now say \_\_\_\_\_ but change/without \_\_\_\_\_. (insert prompt)

Example:	Words and Prompts to Use	
<p><b>T:</b> Say <i>art</i>.</p> <p><b>S:</b> art</p> <p><b>T:</b> Now say <i>art</i> but change /t/ to /ch/.</p> <p><b>S:</b> arch</p> <p><b>T:</b> Yes. When you change /t/ to /ch/, <i>art</i> becomes <i>arch</i>.</p>	<p>court (change /t/ to /d/ = cord)</p> <p>bend (change /d/ to /t/ = bent)</p> <p>wand (change /d/ to /t/ = want)</p> <p>brush (change /r/ to /l/ = blush)</p> <p><u>lend</u> (change /d/ to /t/ = lent)</p>	<p>want (change /t/ to /d/ = wand)</p> <p><u>crush</u> (change /u/ to /a/ = crash)</p> <p>send (change /d/ to /t/ = sent)</p> <p>that (change /t/ to /n/ = than)</p> <p>work (change /k/ to /s/ = worse)</p>



# M

## Manipulating Phonemes: Delete the First Sound of the Final Blend.

Skill: Delete the second from the last sound of a word, or the first sound in the final blend. Ex: *Coast to coat*.

Administer Whip Around assessment this week.

(Remember: we are focusing on the ending blend. Pause and verbally emphasize the ending blend.)

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <i>spend</i> <b>S:</b> repeat <b>T:</b> <i>Now say spend without /n/.</i> <b>S:</b> <i>sped</i> <b>T:</b> <i>Yes, sped.</i></p>	<p>must (without /s/ = mutt) mask (without /s/ = mac) shield (without /l/ = she'd) sink (without /ng/ = sick) <u>sh</u>ank (without /n/ = shack) <u>ra</u>nt (without /n/ = rat) sent (without /n/) = set ghost (without /s/ = goat)</p>



### Alliteration Activity: Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Dats for winner?*

**S:** *What's for dinner!?*

**T:** *That's right! What's for dinner?*



**Week 15, Day 4**



**Mix it Up!**

Skills (not all will necessarily be included every day). All with one-syllable words:

- Delete the final phoneme in a word with or without a final blend.
- Substitute the medial vowel.
- Delete or substitute the second sound in an initial blend.
- Substitute the final consonant sound.

**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.”

**Procedure:**

Say \_\_\_\_\_. Now say \_\_\_\_\_ but change/without \_\_\_\_\_. (insert prompt)

Example:	Words and Prompts to Use	
<p><b>T:</b> Say <i>art</i>.</p> <p><b>S:</b> art</p> <p><b>T:</b> Now say <i>art</i> but change /t/ to /ch/.</p> <p><b>S:</b> arch</p> <p><b>T:</b> Yes. When you change /t/ to /ch/, <i>art</i> becomes <i>arch</i>.</p>	<p>board (change /d/ to /n/ = born)</p> <p>arm (change /m/ to /ch/ = arch)</p> <p><u>fort</u> (change /t/ to /s/ = force)</p> <p>shave (change /v/ to /d/ = shade)</p> <p>horse (change /s/ to /n/ = horn)</p>	<p>blown (without /l/ = bone)</p> <p><u>dent</u> (change /t/ to /s/ = <u>dense</u>)</p> <p>swung (change /w/ to /t/ = stung)</p> <p>tenth (change /th/ to /t/ = tent)</p> <p>charm (change /m/ to /t/ = chart)</p>



# M

## Manipulating Phonemes: Delete the First Sound of the Final Blend.

Skill: Delete the second from the last sound of a word, or the first sound in the final blend. Ex: *Coast to coat*.

Administer Whip Around assessment this week.

(Remember: we are focusing on the ending blend. Pause and verbally emphasize the ending blend. Ex: *roa (pause) st*)

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <i>land</i> <b>S:</b> repeat <b>T:</b> <i>Now say land without /n/.</i> <b>S:</b> lad <b>T:</b> <i>Yes, lad.</i></p>	<p>best (without /s/ = bet) melt (without /l/ = met) mint (without /n/) = mit think (without /ng/ = thick) honk (without /ng/ = hawk) hunt (without /n/ = hut) yelp (without /l/) = yep pump (without /m/ = pup)</p>



### Alliteration Activity: Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Pink drickles.*

**S:** Drink pickles!

**T:** *That's right! Drink pickles.*



**Week 15, Day 5**



**Mix it Up!**

Skills (not all will necessarily be included every day). All with one-syllable words:

- Delete the final phoneme in a word with or without a final blend.
- Substitute the medial vowel.
- Delete or substitute the second sound in an initial blend.
- Substitute the final consonant sound.

**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.”

**Procedure:**

Say \_\_\_\_\_. Now say \_\_\_\_\_ but change/without \_\_\_\_\_. (insert prompt)

Example:	Words and Prompts to Use:	
<p><b>T:</b> Say <i>art</i>.</p> <p><b>S:</b> art</p> <p><b>T:</b> Now say <i>art</i> but change /t/ to /ch/.</p> <p><b>S:</b> arch</p> <p><b>T:</b> Yes. When you change /t/ to /ch/, <i>art</i> becomes <i>arch</i>.</p>	<p>chart (change /t/ to /m/ = charm)</p> <p>quack (change /a/ to /i/ = quick)</p> <p>same (change /m/ to /v/ = save)</p> <p><u>card</u> (change /d/ to /t/ = cart)</p> <p>court (change /t/ to /s/ = course)</p>	<p>sword (change /d/ to /s/ = source)</p> <p>porch (without /ch/ = poor)</p> <p>spite (without /p/ = sight)</p> <p>jab (change /a/ to /o/ = job)</p> <p>barn (change /n/ to /j/ = <u>barge</u>)</p>



# M

## Manipulating Phonemes: Delete the First Sound of the Final Blend.

Skill: Delete the second from the last sound of a word, or the first sound in the final blend. Ex: *Coast to coat*.

Administer Whip Around assessment this week.

(Remember: we are focusing on the ending blend. Pause and verbally emphasize the ending blend.)

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <i>built</i> <b>S:</b> repeat <b>T:</b> <i>Now say built without //.</i> <b>S:</b> bit <b>T:</b> <i>Yes, bit.</i></p>	<p>chimp (without /m/ = chip) plunk (without /ng/ = <u>pluck</u>) stomp (without /m/) = stop) chant (without /n/ = chat) risk (without /s/ = Rick) cold (without // = code) salt (without //) = <u>sought</u> tank (without /ng/ = tack)</p>



### Alliteration Activity: Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Gootball fame.*

**S:** Football game

**T:** *That's right! Football game.*





**Word Analysis:** Sound Scientists.

Skills (various):

- Segment, isolate, count, delete, substitute and blend syllables and phonemes.

**Directions:** Tell students they are going to be “Sound Scientists.” They will “examine” words carefully with their **ears** and will answer questions about those words. They should close their eyes.

1. Say the sentence and word and have students “say” the word in their heads.
2. Ask questions. Responses requiring a number are shown on fingers, others can be shared aloud.
3. Repeat the sentence and word and ask students what the word means.

Sentences and Words to Use	Questions to Ask (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
<p><i>My book isn't where it usually is, so I will have to <b>search</b> for it.</i> <b>search</b></p>	<p>How many syllables are in the word <b>search</b>?                      How many sounds are in the word <b>search</b>? What are they?                      What is the third sound in the word?                      Change /ch/ to /f/. What new word do you get?                      Listen to the sentence again.                      What does <b>search</b> mean?                      Extension: Say the sentence again, replacing <b>search</b> with <b>surf</b>!</p>	<p>1                      3, /s/ /er/ /ch/                      /ch/  <u>surf</u>                      look for</p>
<p><i>It's <b>impossible</b> for a frog to drive a bus.</i> <b>impossible</b></p>	<p>How many syllables are in the word <b>impossible</b>? What are they?                      What vowel sound do you hear in the first syllable? 2nd?                      What is the third sound in the second syllable?                      What word do you get if you take the first syllable off?                      Listen to the sentence again, but instead of <b>impossible</b>, I'll say <b>possible</b>.                      How does that change what the sentence means? What is the difference between <b>impossible</b> and <b>possible</b>?                      What does /im/ do to the word <b>possible</b>?</p>	<p>4, /im/ /poss/ /i/ /ble/                      /i/, /o/                      /s/                      possible                      can't happen vs. can happen  <b>not possible</b></p>



**E**

**Manipulating Phonemes:** Substitute the First Sound of the Final Blend.

Skill: Substitute the first sound in an ending blend from a one-syllable word. This requires splitting an ending blend.

Ex: Lift to list.

In order to do this, students must be able to delete and replace the first part of the final blend to make a new word. Common ending blends are: *sk, nk, nd, lt, ld, nt, st*. Help students understand that they are essentially changing the ending blend by swapping out one sound for another sound. As with other weeks, model the task for students within the Experiencing and Knowing stages to support independence within the Mastery stage.

**Verbal Emphasis:** Emphasize the ending blend. It is important for students to be able to isolate the ending blend in order to change it.

**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.” Say the word clearly and cleanly so students can hear each sound.
4. Model for students how to change the ending by changing the first sound of the ending blend.
5. Tell the students to repeat step 4, with motions.
6. Together, with students, repeat the new word while making curve motion.

(Remember: we are focusing on the ending blend. Verbally emphasize the ending blend.)

<p><b>Practice and model this with the students to become comfortable with the procedure:</b></p>	<p><b>Repeat the procedure using these sentences:</b></p>
<p><b>T:</b> Add some <b>salt</b> to the fries.  <b>S:</b> repeat  <b>T:</b> Salt is the word on the curve (while moving hand out from</p>	<p>The <b>mink</b> jumped high (change /n/ to /l/ = milk).  I think back to the <b>past</b> a lot (change /s/ to /n/ = pant).</p>

mouth in a curve).

**T:** Change /l/ to /f/ to make a new word. /Soft/ is the new word on the curve (while moving hand out from mouth to in a curve).

**S:** repeat (with hand motions)

**T&S:** Salt (make a curve) changed to soft (make a curve) because we changed a sound.

*I **dunk** my head in the swimming pool to get wet (change /n/ to /s/ = dusk).*

*I like to **rest** before I play (change /s/ to /n/ = rent).*



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Jawberry Struice.*

**S:** Strawberry Juice!

**T:** *That's right! Strawberry Juice.*





**Word Analysis:** Sound Scientists.

Skills (various):

- Segment, isolate, count, delete, substitute and blend syllables and phonemes.

**Directions:** Remind students that they are “Sound Scientists” and that they will “examine” words carefully with their **ears** and will answer questions about those words. They should close their eyes.

1. Say the sentence and word and have students “say” the word in their heads.
2. Ask questions. Responses requiring a number are shown on fingers, others can be shared aloud.
3. Repeat the sentence and word and **ask students what the word means.**

<b>Sentences and Words to Use</b>	<b>Questions to Ask</b> (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	<b>Answers</b>
<p><i>My house is a <b>historic</b> building. It's been around for two hundred years!</i> <b>historic</b></p>	<p>How many syllables are in the word <b>historic</b>? What are they? What is the vowel sound in the first syllable? 2nd? 3rd? Say historic but replace /ic/ with /ē/. What word do you get?</p> <p>Let's listen to the sentence again. What does <b>historic</b> mean? How can the word <b>history</b> help us understand the word <b>historic</b>? How does the information in the sentence help us understand what the word <b>historic</b> means?</p>	<p>3, /his/ /tor/ /ic/ /i/, /ō/ or /or/, /i/ History</p> <p>Discussion: History is about the past, if building has been around for 200 years, it is very old...</p>
<p><i>I saw a <b>grasshopper</b> in my garden this morning.</i> <b>grasshopper</b></p>	<p>How many syllables are in the word <b>grasshopper</b>? What are they? What is <b>grasshopper</b> without <b>grass</b>? Without <b>hopper</b>?</p> <p>What is a <b>grasshopper</b>? How do <b>grass</b> and <b>hopper</b> help us understand what a <b>grasshopper</b> is?</p> <p>What word do you get if you replace <b>hopper</b> with <b>land</b>? What must a <b>grassland</b> be?</p>	<p>3, /grass/ /hopp/ /er/ hopper, grass</p> <p>an insect that hops and lives in the grass</p> <p>grassland a place where there is lots of grass</p>



**Manipulating Phonemes:** Substitute the First Sound of the Final Blend.

Skill: Substitute the first sound in an ending blend from a one-syllable word. This requires splitting an ending blend.

Ex: Lift to list.

In order to do this, students must be able to delete and replace the first part of the blend to make a new word. Common ending blends are: *sk, nk, nd, lt, ld, nt, st*. Help students understand that they are essentially changing the ending blend by swapping out one sound for another sound. As with other weeks, model the task for students within the Experiencing and Knowing stages to support independence within the Mastery stage.

(Remember: we are focusing on the ending blend. Verbally emphasize the ending blend.)

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>We saw baby birds in the <b>nest</b>.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Nest is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /s/ to /ks/ to make a new word. /Next/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T&amp;S:</b> <i>Nest (make a curve) changed to next (make a curve) because we changed a sound.</i></p>	<p><i>We bought blue <b>paint</b> for the house (change /n/ to /s/ = paste).</i></p> <p><i>My mom <b>lost</b> her keys (change /s/ to /f/ = loft).</i></p> <p><i>Don't step on that <b>ant</b> hill (change /n/ to /k/ = act).</i></p> <p><i>The daredevil did a scary <b>stunt</b> (change /n/ to /f/ = stuffed).</i></p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Did you hear the roor-bell ding? .*

**S:** Did you hear the door-bell ring?

**T:** *That's right! Did you hear the door-bell ring?*





**Word Analysis:** Sound Scientists.

Skills (various):

- Segment, isolate, count, delete, substitute and blend syllables and phonemes.

**Directions:** Remind students that they are “Sound Scientists” and that they will “examine” words carefully with their **ears** and will answer questions about those words. They should close their eyes.

1. Say the sentence and word and have students “say” the word in their heads.
2. Ask questions. Responses requiring a number are shown on fingers, others can be shared aloud.
3. Repeat the sentence and word and ask students what the word means.

<b>Sentences and Words to Use</b>	<b>Questions to Ask</b> (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	<b>Answers</b>
<p><i>The fastest <b>hawk</b> in the world can fly 240 miles an hour.</i> <b>hawk</b></p>	<p>How many syllables are in the word <b>hawk</b>?                      How many sounds are in the word? What are they?                      What is the vowel sound in the word <b>hawk</b>?                      Let’s listen to the sentence again. What is a <b>hawk</b>?                      How does the information in the sentence help us understand what a hawk is?                      Give some words that rhyme with <b>hawk</b>.</p>	<p>1                      3, /h/ /aw/ /k/                      /aw/                      a bird                      says it flies                        Various: talk, chalk...</p>
<p><i>When I grow up I want to <b>invent</b> a machine that will turn peas into ice cream!</i> <b>invent</b></p>	<p>How many syllables are in the word <b>invent</b>? What are they?                      What vowel sound do you hear in the first syllable? 2nd?                      How many sounds are there in the last syllable? What are they?                      What is the last sound in the first syllable?                        Say <b>invent</b>. What word do you get if you add /ing/ to the end of <b>invent</b>?                      Say <b>invent</b>. What word do you get if you add /tion/ to the end of the word?                      Let’s listen to the sentence again. What does it mean to <b>invent</b> something?</p>	<p>2, /in/ /vent/                      /i/, /e/                      4, /v/ /e/ /n/ /t/                      /n/ (do not accept /in/!)</p> <p>inventing                      invention                        make/create a new thing</p>



# E

## Manipulating Phonemes: Substitute the First Sound of the Final Blend.

Skill: Substitute the first sound in an ending blend from a one-syllable word. This requires splitting an ending blend.

Ex: Lift to list.

In order to do this, students must be able to delete and replace the first part of the blend to make a new word. Common ending blends are: *sk, nk, nd, lt, ld, nt, st*. Help students understand that they are essentially changing the ending blend by swapping out one sound for another sound. As with other weeks, model the task for students within the Experiencing and Knowing stages to support independence within the Mastery stage.

(Remember: we are focusing on the ending blend. Verbally emphasize the ending blend.)

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>I <b>bent</b> down to pick up the pencil I dropped.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Bent is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /n/ to /s/ to make a new word. /Best/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T&amp;S:</b> <i>Bent (make a curve) changed to best (make a curve) because we changed a sound.</i></p>	<p><i>There are so many dirty dishes in the <b>sink</b> (change /n/ to /l/ = silk).</i></p> <p><i>I checked the grocery <b>list</b> to see what we need (change /s/ to /f/ = lift).</i></p> <p><i>Please don't <b>spend</b> your money all in one place (change /n/ to /l/ = spelled).</i></p> <p><i>I got 100% on the spelling <b>test</b> (change /s/ to /n/ = tent).</i></p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

*T: I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Bam's so sig!*

**S:** Sam's so big!

**T:** *That's right! Sam's so big!*





**Word Analysis:** Sound Scientists.

Skills (various):

- Segment, isolate, count, delete, substitute and blend syllables and phonemes.

**Directions:** Remind students that they are “Sound Scientists” and that they will “examine” words carefully with their **ears** and will answer questions about those words. They should close their eyes.

1. Say the sentence and word and have students “say” the word in their heads.
2. Ask questions. Responses requiring a number are shown on fingers, others can be shared aloud.
3. Repeat the sentence and word and ask students what the word means.

<b>Sentences and Words to Use</b>	<b>Questions to Ask</b> (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	<b>Answers</b>
<p><i>Every Saturday morning I watch my favorite <b>cartoon</b> on TV.</i> <b>cartoon</b></p>	<p>How many syllables are in the word <b>cartoon</b>? What are they?                      What is the vowel sound in the first syllable? The second?                      How many sounds are in the second syllable? What are they?                      Say <b>cartoon</b>. What nonsense word do you get if you replace /t/ with /m/?                      Say <b>cartoon</b> again. What nonsense word do you get if you replace /k/ with /st/?</p>	<p>2, /car/ /toon/                      /ar/, /oo/                      3, /t/ /oo/ /n/                      carmoon                       startoon</p>
<p><i>My baby brother is always laughing. My mom says he is a <b>jolly</b> baby!</i> <b>jolly</b></p>	<p>How many syllables are in the word jolly? What are they?                      What is the vowel sound in the first syllable? The second?                       Say <b>jolly</b>. What word do you get if you change /o/ to /e/?</p>	<p>2, /joll/ /ly/ or /jo/ /lly/                      /o/, /ē/                       jelly</p>



# E

## Manipulating Phonemes: Substitute the First Sound of the Final Blend.

Skill: Substitute the first sound in an ending blend from a one-syllable word. This requires splitting an ending blend.

Ex: Lift to list.

In order to do this, students must be able to delete and replace the first part of the blend to make a new word. Common ending blends are: *sk, nk, nd, lt, ld, nt, st*. Help students understand that they are essentially changing the ending blend by swapping out one sound for another sound. As with other weeks, model the task for students within the Experiencing and Knowing stages to support independence within the Mastery stage.

(Remember: we are focusing on the ending blend. Verbally emphasize the ending blend.)

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>I accidentally <b>burnt</b> the toast.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Burnt is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /n/ to /s/ to make a new word. /Burst/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T&amp;S:</b> <i>Burnt (make a curve) changed to burst (make a curve) because we changed a sound.</i></p>	<p><i>We noticed a little bit of <b>rust</b> on the car (change /s/ to /f/ = <u>roughed</u>).</i></p> <p><i>Someday, I hope I can <b>dunk</b> a basketball (change /n/ to /s/ = dusk).</i></p> <p><i>I learned a new <b>fact</b> about elephants today (change /k/ to /s/ = fast).</i></p> <p><i>I am <b>left</b>-handed (change /f/ to /p/ = leapt).</i></p>



### Alliteration Activity: Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Wisten fell.*

**S:** Listen well!

**T:** *That's right! Listen well.*





**Word Analysis:** Sound Scientists.

Skills (various):

- Segment, isolate, count, delete, substitute and blend syllables and phonemes.

**Directions:** Remind students that they are “Sound Scientists” and that they will “examine” words carefully with their **ears** and will answer questions about those words. They should close their eyes.

1. Say the sentence and word and have students “say” the word in their heads.
2. Ask questions. Responses requiring a number are shown on fingers, others can be shared aloud.
3. Repeat the sentence and word and ask students what the word means.

<b>Sentences and Words to Use</b>	<b>Questions to Ask</b> (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	<b>Answers</b>
<p><i>She is a good <b>magician</b>.</i> <i>She can make a penny disappear!</i> <b>magician</b></p>	<p>How many syllables are in the word <b>magician</b>? What are they? What is the vowel sound in the first syllable? 2nd? 3rd?</p> <p>Listen to the sentence again. What is a <b>magician</b>? How can the word <b>music</b> help us understand the word <b>musician</b>? What information in the sentence could help us understand what a magician is?</p>	<p>3, /ma/ /gi/ /cian/ /u/, /i/, /i/ or /u/</p> <p>A magician is someone who does magic.</p> <p>make something disappear</p>
<p><i>My big sister is the <b>most</b> messy person I know.</i> <b>most</b></p>	<p>How many syllables are in the word <b>most</b>? What is the vowel sound in the word <b>most</b>? What word do you get if you replace /m/ with /t/? With /r/? /p/? Say most. Now add /ly/ to the end of the most.</p> <p>Listen to this sentence: <i>It is <b>mostly</b> sunny outside.</i> What does <b>mostly</b> mean?</p> <p>How would the meaning of the sentence change if we said it was <b>completely</b> sunny?</p>	<p>1 /ō/ toast, roast, post mostly</p> <p>almost totally or almost completely (but not quite) all sunny</p>



# E

## Manipulating Phonemes: Substitute the First Sound of the Final Blend.

Skill: Substitute the first sound in an ending blend from a one-syllable word. This requires splitting an ending blend.

Ex: Lift to list.

In order to do this, students must be able to delete and replace the first part of the blend to make a new word. Common ending blends are: *sk, nk, nd, lt, ld, nt, st*. Help students understand that they are essentially changing the ending blend by swapping out one sound for another sound. As with other weeks, model the task for students within the Experiencing and Knowing stages to support independence within the Mastery stage.

(Remember: we are focusing on the ending blend. Verbally emphasize the ending blend.)

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>I wore my <b>old</b> shoes to play in the mud.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Old is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /l/ to /n/ to make a new word. /Owned/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T&amp;S:</b> <i>Old (make a curve) changed to owned (make a curve) because we changed a sound.</i></p>	<p><i>I watched her <b>cast</b> the fishing line into the water (change /s/ to /n/ = can't).</i></p> <p><i>The boat had a safety <b>raft</b> (change /f/ to /n/ = <u>rant</u>).</i></p> <p><i>Malaika is going to <b>faint</b> from excitement (change /n/ to /k/ = faked).</i></p> <p><i>The day went by so <b>fast</b> (change /s/ to /ks/ = faxed).</i></p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Grees are treen.*

**S:** *Trees are green!*

**T:** *That's right! Trees are green.*





**Word Analysis:** Sound Scientists.

Skills (various):

- Segment, isolate, count, delete, substitute and blend syllables and phonemes.

**Directions:** Tell students they are going to be “Sound Scientists.” They will “examine” words carefully with their **ears** and will answer questions about those words. They should close their eyes.

1. Say the sentence and word and have students “say” the word in their heads.
2. Ask questions. Responses requiring a number are shown on fingers, others can be shared aloud.
3. Repeat the sentence and word and ask students what the word means.

Sentences and Words to Use	Questions to Ask (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
<p><i>Are you ok? I saw you <b>tumble</b> down the stairs!</i> <b>tumble</b></p>	<p>How many syllables are in the word <b>tumble</b>? What are they? What is the vowel sound in the first syllable? What word do you get if you change /t/ to /r/? To /f/?</p> <p>Listen to the sentence again. What must the word <b>tumble</b> mean? What information in the sentence could help us know that?</p>	<p>2, /tum/ /ble/ /u/ <u>rumble</u>, <u>fumble</u></p> <p>a kind of fall, wondered if the person was okay</p>
<p><i>I got up early this morning. Now I’m feeling <b>sleepy</b>.</i> <b>sleepy</b></p>	<p>How many syllables are in the word <b>sleepy</b>? What are they? What vowel sound do you hear in the first syllable? 2nd? Say <b>sleepy</b> without the second syllable.</p> <p>Listen to the sentence again. What does <b>sleepy</b> mean?</p>	<p>2, /slee/ /py/ or /sleep/ /y/ /ē/, /ē/ sleep</p> <p>tired</p>





**Manipulating Phonemes:** Substitute the First Sound of the Final Blend.

Skill: Substitute the first sound in an ending blend from a one-syllable word. This requires splitting an ending blend.

Ex: Lift to list.

**Note:** In the Knowledge stage, students are asked to isolate the sound that will be substituted. Model how to split the blend for students to support their independence.

**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. Prompt students to listen closely to the ending blend and model substituting a different sound to the beginning of the final blend (ex: bent to best).
5. Students repeat and say what changed.

(Remember: we are focusing on the ending blend. Verbally emphasize the ending blend.)

<b>Do this one first:</b>	<b>Repeat the procedure using these sentences:</b>
<p><b>T:</b> <i>I hurt my <b>wrist</b> when I fell.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Wrist is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /s/ to /p/ to make a new word. /Ripped/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T:</b> <i>What changed?</i></p> <p><b>S:</b> Wrist (make a curve) changed to ripped (make a curve) because we changed a sound.</p>	<p><i>I like the <b>mint</b>-flavored candy (change /n/ to /f/ = <u>miffed</u>).</i></p> <p><i>We removed the <b>husk</b> from the corn (change /s/ to /ng/ = hunk).</i></p> <p><i>That alarm is the <b>worst</b> sound (change /s/ to /k/ = worked)!</i></p> <p><i>I need a <b>belt</b> for my baggy pants. (change /l/ to /n/ = bent).</i></p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Nunch the crumbs.*

**S:** *Crunch the numbers!*

**T:** *That's right! Crunch the numbers.*





**Word Analysis:** Sound Scientists.

Skills (various):

- Segment, isolate, count, delete, substitute and blend syllables and phonemes.

**Directions:** Remind students that they are “Sound Scientists” and that they will “examine” words carefully with their **ears** and will answer questions about those words. They should close their eyes.

1. Say the sentence and word and have students “say” the word in their heads.
2. Ask questions. Responses requiring a number are shown on fingers, others can be shared aloud.
3. Repeat the sentence and word and ask students what the word means.

Sentences and Words to Use	Questions to Ask (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
<p><i>My brother doesn't <b>complain</b> when my mom tells him to do his homework.</i> <b>complain</b></p>	<p>How many syllables are in the word <b>complain</b>? What are they? What is the vowel sound in the first syllable? 2nd? Say <b>complain</b>. What word do you get if you replace /com/ with /ex/?</p>	<p>2, /com/ /plain/ /u/, /ā/ explain</p>
<p><i>I can run <b>faster</b> than my brother.</i> <b>faster</b></p>	<p>How many syllables are in the word <b>faster</b>? What are they? Say <b>faster</b> without /er/. What word do you have if you change /er/ in <b>faster</b> to /est/?</p>	<p>2, /fas/ /ter/ or /fast/ /er/ fast fastest</p>



**Manipulating Phonemes:** Substitute the First Sound of the Final Blend.

Skill: Substitute the first sound in an ending blend from a one-syllable word. This requires splitting an ending blend.

Ex: Lift to list.

(Remember: we are focusing on the ending blend. Verbally emphasize the ending blend.)

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>I saw rain clouds, so I <b>told</b> her to bring an umbrella.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Told is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /l/ to /n/ to make a new word. /Toned/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T:</b> <i>What changed?</i></p> <p><b>S:</b> <i>Told (make a curve) changed to toned (make a curve) because we changed a sound.</i></p>	<p><i>That is the <b>best</b> pizza I've ever had (change /s/ to /n/ = bent)!</i></p> <p><i>I like to dunk my cookie in <b>milk</b> (change /l/ to /n/ = <u>mink</u>).</i></p> <p><i>Did you pack the <b>tent</b> for the camping trip (change /n/ to /s/ = test)?</i></p> <p><i>I couldn't believe how <b>fast</b> that car could go (change /s/ to /k/ = fact).</i></p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Bock the roat.*

**S:** *Rock the boat!*

**T:** *That's right! Rock the boat.*





**Word Analysis:** Sound Scientists.

Skills (various):

- Segment, isolate, count, delete, substitute and blend syllables and phonemes.

**Directions:** Remind students that they are “Sound Scientists” and that they will “examine” words carefully with their **ears** and will answer questions about those words. They should close their eyes.

1. Say the sentence and word and have students “say” the word in their heads.
2. Ask questions. Responses requiring a number are shown on fingers, others can be shared aloud.
3. Repeat the sentence and word and ask students what the word means.

Sentences and Words to Use	Questions to Ask (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
<p><i>The clouds are dark. I think we are going to have a <b>stormy</b> day.</i> <b>stormy</b></p>	<p>How many syllables are in the word <b>stormy</b>? What are they? What vowel sound do you hear in the first syllable? 2nd? What is the last sound in the first syllable? Say <b>stormy</b> without /m/. What word do you get?</p>	<p>2, /stor/ /my/ or /storm/ /y/ /ō/ or /or/, /ē/ /m/ story</p>
<p><i>A <b>spider</b> made a big web in the tree outside my window.</i> <b>spider</b></p>	<p>How many syllables are in the word <b>spider</b>? What are they? What vowel sound do you hear in the first syllable? 2nd? What word do you get if you take off the second syllable <b>spider</b>?</p>	<p>2, /spi/ /der/ /ī/, /er/ spy</p>
<p><i>A spider made a big web in the tree outside my <b>window</b>.</i> <b>window</b></p>	<p>How many syllables are in the word <b>window</b>? What are they? What vowel sound do you hear in the first syllable? 2nd? Say <b>window</b> without /win/. Say <b>window</b> without /dow/. Say <b>window</b>. Now say <b>window</b> without /d/.</p>	<p>2, /win/ /dow/ /i/, /ō/ /dow/ /win/ <u>winnow</u></p>





**Manipulating Phonemes:** Substitute the First Sound of the Final Blend.

Skill: Substitute the first sound in an ending blend from a one-syllable word. This requires splitting an ending blend.

Ex: Lift to list.

(Remember: we are focusing on the ending blend. Verbally emphasize the ending blend.)

<b>Do this one first:</b>	<b>Repeat the procedure using these sentences:</b>
<p><b>T:</b> <i>I saw some deer in the <b>field</b>.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Field is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /f/ to /n/ to make a new word. /Fiend/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T:</b> <i>What changed?</i></p> <p><b>S:</b> Field (make a curve) changed to fiend (make a curve) because we changed a sound.</p>	<p><i>Take a <b>left</b> at the light and then a right (change /f/ to /n/ = <u>lent</u>).</i></p> <p><i>We skated at the ice <b>rink</b> (change /n/ to /s/ = <u>risk</u>).</i></p> <p><i>She studied all night for the big <b>test</b> (change /s/ to /n/ = tent)?</i></p> <p><i>May I have just a <b>taste</b> of the ice cream (change /s/ to /n/ = <u>taint</u>)?</i></p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Jing the swump rope.*

**S:** Swing the jump rope!

**T:** *That's right! Swing the jump rope.*





**Word Analysis:** Sound Scientists.

Skills (various):

- Segment, isolate, count, delete, substitute and blend syllables and phonemes.

**Directions:** Remind students that they are “Sound Scientists” and that they will “examine” words carefully with their **ears** and will answer questions about those words. They should close their eyes.

1. Say the sentence and word and have students “say” the word in their heads.
2. Ask questions. Responses requiring a number are shown on fingers, others can be shared aloud.
3. Repeat the sentence and word and ask students what the word means.

Sentences and Words to Use	Questions to Ask (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
<p><i>Last week the lights went out so we had to use a <b>candle</b> to light the room.</i> <b>candle</b></p>	<p>How many syllables are in the word <b>candle</b>? What are they? What is the vowel sound in the first syllable? Say <b>candle</b>, but change /k/ to /h/. Say <b>candle</b>, but replace the second syllable with /dy/. What word do you get?</p> <p>Let’s listen to the sentence again, but this time we’ll replace <b>candle</b> with <b>candy</b>.</p>	<p>2, /can/ /dle/ /a/ handle candy</p> <p>giggles</p>
<p><i>I love to sing and dance for my mom and dad. They say I am a good <b>performer</b>.</i></p>	<p>How many syllables are in the word <b>performer</b>? What are they? What word do you get when you take off the last syllable? Listen to the sentence again. What does <b>performer</b> mean?</p> <p>Say <b>performer</b> but change /er/ to /ance/. What word do you get?</p>	<p>3, /per/ /for/ /mer/</p> <p><u>perform</u> someone who performs for (entertains) others performance</p>



# K

## Manipulating Phonemes: Substitute the First Sound of the Final Blend.

Skill: Substitute the first sound in an ending blend from a one-syllable word. This requires splitting an ending blend.

Ex: Lift to list.

(Remember: we are focusing on the ending blend. Verbally emphasize the ending blend.)

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>The stuff in the attic was covered in <b>dust</b>.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Dust is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /s/ to /k/ to make a new word. /Duct/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T:</b> <i>What changed?</i></p> <p><b>S:</b> <i>Dust (make a curve) changed to duct (make a curve) because we changed a sound.</i></p>	<p><i>My backpack is <b>stuffed</b> with books (change /f/ to /n/ = stunt)! *Note the /ed/ ending makes a /t/ sound in stuffed.</i></p> <p><i>We are <b>next</b> in line (change /ks/ to /s/ = nest).</i></p> <p><i>My dog needs a <b>rest</b> after running around so much (change /s/ to /n/ = rent)?</i></p> <p><i>I like to <b>coast</b> down the hill on my bike (change /s/ to /p/ = <u>coped</u>).</i></p>



### Alliteration Activity: Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** Fun raster!

**S:** Run faster!

**T:** *That's right! Run faster!*





**Word Analysis:** Sound Scientists.

Skills (various):

- Segment, isolate, count, delete, substitute and blend syllables and phonemes.

**Directions:** Remind students that they are “Sound Scientists” and that they will “examine” words carefully with their **ears** and will answer questions about those words. They should close their eyes.

1. Say the sentence and word and have students “say” the word in their heads.
2. Ask questions. Responses requiring a number are shown on fingers, others can be shared aloud.
3. Repeat the sentence and word and ask students what the word means.

Sentences and Words to Use	Questions to Ask (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
<p><i>My sister was <b>frightened</b> during the thunderstorm last night.</i> <b>frightened</b></p>	<p>How many syllables are in the word <b>frightened</b>? What are they?</p> <p>What is the vowel sound in the first syllable?</p> <p>Say <b>frightened</b> without /d/.</p> <p>Say <b>frighten</b> without /en/.</p>	<p>2, /fright/ /ened/ or /frigh/ /tened/</p> <p>/ɪ/ frighten fright</p>
<p><i>My sister was frightened during the <b>thunderstorm</b> last night.</i> <b>thunderstorm</b></p>	<p>What two words do you hear in the compound word <b>thunderstorm</b>? Say <b>thunder</b> without /th/. What word do you get? Say <b>storm</b> without /m/. What word do you get?</p> <p>What is a <b>thunderstorm</b>? How do the words <b>thunder</b> and <b>storm</b> help us understand what it is?</p> <p>Say <b>thunderstorm</b>. What do you get if you replace <b>thunder</b> with <b>rain</b>? With <b>wind</b>?</p>	<p>thunder and storm</p> <p>under store</p> <p>A storm where you have thunder.</p> <p>rainstorm, windstorm</p>



# K

## Manipulating Phonemes: Substitute the First Sound in the Final Blend.

Skill: Substitute the first sound in an ending blend from a one-syllable word. This requires splitting an ending blend.

Ex: Lift to list.

(Remember: we are focusing on the ending blend. Verbally emphasize the ending blend.)

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>The kitten's fur was so <b>soft</b>.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Soft is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /f/ to /l/ to make a new word. /Salt/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T:</b> What changed?</p> <p><b>S:</b> Soft (make a curve) changed to salt (make a curve) because we changed a sound.</p>	<p><i>She <b>sipped</b> her hot tea (change /p/ to /f/ = <u>sift</u>).</i></p> <p><i>I <b>went</b> home at 8:00 (change /n/ to /s/ = west).</i></p> <p><i>The rock <b>sunk</b> quickly to the bottom of the pond (change /n/ to /l/ = <u>sulk</u>)?</i></p> <p><i>My little brother likes to <b>act</b> like a dog (change /k/ to /p/ = <u>apt</u>).</i></p>



### Alliteration Activity: Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Dow Slown.*

**S:** Slow down!

**T:** *That's right! Slow down.*



**Week 18, Day 1**



**Mix it Up!**

Skills (all with one-syllable words):

- Substitute the medial vowel.
- Delete or substitute the second sound in an initial blend.
- Substitute the final consonant sound.
- Delete or substitute the second from last sound in a final blend.

You will lead students through quick exercises that contain a review of the skills they have been working on.

**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.”

**Procedure:**

Say \_\_\_\_\_. Now say \_\_\_\_\_ but change/without \_\_\_\_\_. (insert prompt) Confirm or correct the response.

Example:	Words and Prompts to Use	
<p><b>T:</b> Say <i>art</i>.  <b>S:</b> art  <b>T:</b> Now say <i>art</i> but change /t/ to /ch/.  <b>S:</b> arch  <b>T:</b> Yes. When you change /t/ to /ch/, <i>art</i> becomes <i>arch</i>.</p>	<p>greet (change /ē/ to /ā/ = great)                      past (without /s/ = pat)                      steam (without /t/ = seem)                      feast (without /s/ = feet)                      swim (change /w/ to /l/ = <u>slim</u>)</p>	<p>sand (without /n/ = sad)                      cube (change /b/ to /t/ = cute)                      belt (without /l/ = bet)                      test (change /s/ to /n/ = tent)                      stone (change /ō/ to /ā/ = stain)</p>



# M

## Manipulating Phonemes: Substitute the First Sound of the Final Blend.

Skill: Substitute the first sound in an ending blend from a one-syllable word. Ex: Paint to paste.

**Important Note:** The Whip Around assessment should be administered during this week. The assessment provides directions for administering it and guidance for how to support students who have not yet mastered this skill.

(Remember: we are focusing on the ending blend. Verbally emphasize the ending blend.)

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <i>fast</i> <b>S:</b> repeat <b>T:</b> <i>Now say fast but change /s/ to /k/.</i> <b>S:</b> fact <b>T:</b> <i>Yes, fact.</i></p>	<p>last (change /s/ to /f/ = laughed) tent (change /n/ to /ks/ = text) act (change /k/ to /n/ = ant) <u>clasp</u> (change /s/ to /m/ = <u>clamp</u>) <u>meld</u> (change /l/ to /n/ = <u>mend</u>) grant (change /n/ to /f/ = <u>graft</u>) <u>mast</u> (change /s/ to /p/ = mapped) hulk (change /l/ to /s/ = <u>husk</u>)</p>



**Alliteration Activity:** Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *See the goats.*

**S:** See the goats!

**T:** *That's right! See the goats.*



Week 18, Day 2



**Mix it Up!**

Skills (all with one-syllable words):

- Substitute the medial vowel.
- Delete or substitute the second sound in an initial blend.
- Substitute the final consonant sound.
- Delete or substitute the second from last sound in a final blend.

**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.”

**Procedure:**

Say \_\_\_\_\_. Now say \_\_\_\_\_ but change/without \_\_\_\_\_. (insert prompt)

Example:	Words and Prompts to Use	
<p><b>T:</b> Say <i>art</i>. <b>S:</b> art <b>T:</b> Now say <i>art</i> but change /t/ to /ch/. <b>S:</b> arch <b>T:</b> Yes. When you change /t/ to /ch/, <i>art</i> becomes <i>arch</i>.</p>	<p>bunk (change /ng/ to /l/ = <u>bulk</u>) mist (change /s/ to /n/ = <u>mint</u>) booth (change /th/ to /t/ = <u>boot</u>) <u>tusk</u> (without /s/ = <u>tuck</u>) list (change /s/ to /n/ = <u>lint</u>)</p>	<p>sky (change /k/ to /p/ = <u>spy</u>) melt (change /l/ to /n/ = <u>meant</u>) fox (change /o/ to /i/ = <u>fix</u>) send (change /d/ to /s/ = <u>sense</u>) <u>skimp</u> (without /m/ = <u>skip</u>)</p>



# M

## Manipulating Phonemes: Substitute the First Sound of the Final Blend.

Skill: Substitute the first sound in an ending blend from a one-syllable word. Ex: Paint to paste.

Administer Whip Around assessment this week.

(Remember: we are focusing on the ending blend. Verbally emphasize the ending blend.)

Example for reference:	Repeat the procedure using these words:
<p>T: <u>wimp</u> S: repeat T: Now say wimp but change /m/ to /s/. S: <u>wisp</u> T: Yes, wisp.</p>	<p>ramp (change /m/ to /s/ = <u>rasp</u>) mild (change /l/ to /n/ = mind) mold (change /l/ to /n/ = moaned) <u>pulp</u> (change /l/ to /m/ = pump) <u>drift</u> (change /f/ to /p/ = dripped) <u>loft</u> (change /f/ to /s/ = lost) <u>crest</u> (change /s/ to /p/ = <u>crept</u>) hulk (change /l/ to /ng/ = <u>hunk</u>)</p>



### Alliteration Activity: Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

T: I'm giving you the mixed-up words. You figure out what they should be!

T: Ffell the smowers.

S: Smell the flowers!

T: That's right! Smell the flowers.



Week 18, Day 3



**Mix it Up!**

Skills (all with one-syllable words):

- Substitute the medial vowel.
- Delete or substitute the second sound in an initial blend.
- Substitute the final consonant sound.
- Delete or substitute the second from last sound in a final blend.

**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.”

**Procedure:**

Say \_\_\_\_\_. Now say \_\_\_\_\_ but change/without \_\_\_\_\_. (insert prompt)

Example:	Words and Prompts to Use	
<p><b>T:</b> Say <i>art</i>. <b>S:</b> art <b>T:</b> Now say <i>art</i> but change /t/ to /ch/. <b>S:</b> arch <b>T:</b> Yes. When you change /t/ to /ch/, <i>art</i> becomes <i>arch</i>.</p>	<p><u>mi</u>nk (change /n/ to /l/ = milk) cruise (change /r/ to /l/ = clues) <u>whi</u>sk (without /s/ = wick) beg (change /e/ to /u/ = bug) <u>cri</u>mp (change /m/ to /s/ = crisp)</p>	<p>hunt (without /n/ = hut) wide (change /d/ to /z/ = wise) vent (change /n/ to /s/ = vest) force (change /s/ to /k/ = fork) test (change /s/ to /ks/ = text)</p>



# M

## Manipulating Phonemes: Substitute the First Sound of the Final Blend.

Skill: Substitute the first sound in an ending blend from a one-syllable word. Ex: Paint to paste.

Administer Whip Around assessment this week.

(Remember: we are focusing on the ending blend. Verbally emphasize the ending blend.)

Example for reference:	Repeat the procedure using these words:
<p>T: <i>wink</i> S: repeat T: <i>Now say wink but change /ng/ to /s/.</i> S: <i>whisk</i> T: <i>Yes, whisk.</i></p>	<p>crisp (change /s/ to /m/ = <u>crimp</u>) runt (change /n/ to /s/ = <u>rust</u>) willed (change /l/ to /n/ = <u>wind</u>) <u>lisp</u> (change /s/ to /m/ = <u>limp</u>) <u>vent</u> (change /n/ to /s/ = <u>vest</u>) roast (change /s/ to /p/ = <u>roped</u>) <u>mist</u> (change /s/ to /ks/ = <u>mixed</u>) clamp (change /m/ to /s/ = <u>clasp</u>)</p>



### Alliteration Activity: Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

T: *I'm giving you the mixed-up words. You figure out what they should be!*

T: *Cile at the smamera!*

S: *Smile at the camera!*

T: *That's right! Smile at the camera!*



**Week 18, Day 4**



**Mix it Up!**

Skills (all with one-syllable words):

- Substitute the medial vowel.
- Delete or substitute the second sound in an initial blend.
- Substitute the final consonant sound.
- Delete or substitute the second from last sound in a final blend.

**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.”

**Procedure:**

Say \_\_\_\_\_. Now say \_\_\_\_\_ but change/without \_\_\_\_\_. (insert prompt)

Example:	Words and Prompts to Use	
<p><b>T:</b> Say <i>art</i>.</p> <p><b>S:</b> art</p> <p><b>T:</b> Now say <i>art</i> but change /t/ to /ch/.</p> <p><b>S:</b> arch</p> <p><b>T:</b> Yes. When you change /t/ to /ch/, <i>art</i> becomes <i>arch</i>.</p>	<p><u>rasp</u> (change /s/ to /m/ = ramp)</p> <p><u>muffed</u> (change /f/ to /s/ = must)</p> <p>mast (change /s/ to /p/ = mapped)</p> <p>land (without /n/ = <u>lad</u>)</p> <p>paint (change /n/ to /s/ = paste)</p>	<p>yard (change /d/ to /n/ = yarn)</p> <p>snack (change /n/ to /l/ = <u>slack</u>)</p> <p>roam (change /m/ to /b/ = robe)</p> <p>lift (change /f/ to /n/ = <u>lint</u>)</p> <p><u>brisk</u> (change /s/ to /ng/ = <u>brink</u>)</p>



# M

## Manipulating Phonemes: Substitute the First Sound of the Final Blend.

Skill: Substitute the first sound in an ending blend from a one-syllable word. Ex: Paint to paste.

Administer Whip Around assessment this week.

(Remember: we are focusing on the ending blend. Verbally emphasize the ending blend.)

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <i>mint</i> <b>S:</b> repeat <b>T:</b> <i>Now say mint but change /n/ to /ks/.</i> <b>S:</b> mixed <b>T:</b> <i>Yes, mixed.</i></p>	<p>craft (change /f/ to /k/ = cracked) <u>f</u>aint (change /n/ to /s/ = faced) colt (change /l/ to /p/ = coped) <u>g</u>rasp (change /s/ to /m/ = Gramp) <u>d</u>ealt (change /l/ to /n/ = dent) joint (change /n/ to /s/ = <u>j</u>oist) <u>f</u>ield (change /n/ to /l/ = field) <u>s</u>ilt (change /l/ to /f/ = <u>s</u>ift)</p>



### Alliteration Activity: Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *I love belly jeans!*

**S:** *I love jelly beans!*

**T:** *That's right! I love jelly beans too.*



**Week 18, Day 5**



**Mix it Up!**

Skills (all with one-syllable words):

- Substitute the medial vowel.
- Delete or substitute the second sound in an initial blend.
- Substitute the final consonant sound.
- Delete or substitute the second from last sound in a final blend.

**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.”

**Procedure:**

Say \_\_\_\_\_. Now say \_\_\_\_\_ but change/without \_\_\_\_\_. (insert prompt)

Example:	Words and Prompts to Use	
<p><b>T:</b> Say <i>art</i>. <b>S:</b> art <b>T:</b> Now say <i>art</i> but change /t/ to /ch/. <b>S:</b> arch <b>T:</b> Yes. When you change /t/ to /ch/, <i>art</i> becomes <i>arch</i>.</p>	<p>fact (change /k/ to /s/ = fast) lift (change /f/ to /s/ = list) flesh (change /l/ to /r/ = fresh) world (without /l/ = word) shave (change /v/ to /d/ = shade)</p>	<p>went (change /n/ to /s/ = west) tent (change /n/ to /s/ = test) source (change /s/ to /t/ = sort) dusk (change /s/ to /ng/ = dunk) bent (change /n/ to /s/ = best)</p>



# M

## Manipulating Phonemes: Substitute the First Sound of the Final Blend.

Skill: Substitute the first sound in an ending blend from a one-syllable word. Ex: Paint to paste.

Administer Whip Around assessment this week.

(Remember: we are focusing on the ending blend. Verbally emphasize the ending blend.)

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <i>wild</i> <b>S:</b> repeat <b>T:</b> <i>Now say wild but change /l/ to /n/.</i> <b>S:</b> wind <b>T:</b> <i>Yes, wind.</i></p>	<p><u>rant</u> (change /n/ to /k/ = <u>racked</u>) guilt (change /l/ to /f/ = gift) punt (change /n/ to /f/ = puffed) knelt (change /l/ to /ks/ = <u>next</u>) <u>cast</u> (change /s/ to /p/ = capped) husk (change /s/ to /l/ = hulk) <u>musk</u> (change /s/ to /ng/ = <u>monk</u>) <u>tilt</u> (change /l/ to /n/ = <u>tint</u>)</p>



### Alliteration Activity: Spoonerisms.

Skill: Notice the error in speech and switch the phonemes (or blends) to make a correct word.

**Directions:** Complete the following to support students in 'fixing up' the mixed-up words. Encourage them to listen for what the word should be.

**T:** *I'm giving you the mixed-up words. You figure out what they should be!*

**T:** *Jerrific tob!*

**S:** Terrific job!

**T:** *That's right! Terrific job!*

