



**Reading Done Right**  
Practical, Effective Support

## **Sounds First**

# **Phonemic Awareness Program**

**Kindergarten  
Weeks 11–24**

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## Week 11, Day 1



**Rhyme Activity:** Which Word Rhymes With \_\_\_\_\_? Listen Well...Can You Tell?

Skill: Rhyme judgement. Listen to determine which word in a pair rhymes with a given word.

**Important Note:** For this second week in the Knowing stage, explain to students that you will say a word. Then you'll say two more words and the students will need to tell which word rhymes with that first word.

Do this one first:	Repeat with the following:
T: Which word Rhymes with <b>float</b> ? Listen Well! Can you tell? T: coat, hat S: coat	mother: brother, sister soap: sore, hope drive: five, draw chip: chalk, whip



**Manipulating Syllables:** Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable non compound word.

Do this one first:	Repeat the procedure with this list of words:
T: Say <u>impact</u> . S: impact T: Now say <i>impact</i> without <i>im</i> . S: pact	<u>fable</u> <u>lather</u> <u>kernel</u> <u>border</u>

	<p><b>person</b>  <u>canyon</u>  <u>nasty</u>  <u>captain</u>  <u>ostrich</u></p>
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### **Manipulating Phonemes:** Change the Sound Part 1.

**Skill:** Substitute a single phoneme onset in a one-syllable word (i.e. onsets with one sound, no blends). Ex: *Mall* to *wall*.

**Begin Gradual Release:** This lesson has you prompting the students to change the sound on their own.\*

<b>Do this one first:</b>	<b>Repeat the procedure using these sentences:</b>
<p><b>T:</b> <i>My silly cat hid behind the tree!</i> <i>hid</i>  <b>S:</b> repeat</p> <p><b>T:</b> /h/ (pull fist down under chin) <i>id</i> (moving hand forward on a curve)  <b>S:</b> repeat</p> <p><b>T:</b> change /h/ /h/ /h/ (while gently shaking fist under chin) <i>to</i>  <i>/k/ /k/ /k/</i> (while gently shaking fist under chin)</p> <p><b>T:</b> <i>Go ahead, show me how!</i>*  <b>S:</b> /k/ (pull fist down under chin) <i>id</i> (make the curve), kid</p>	<p><i>Time to mix up the cookie dough!</i>  (change /m/ to /s/)</p> <p><i>“Moo!” said the cow as he walked to the barn.</i>  (change /k/ /k/ /k/ to /n/)</p> <p><i>That picture looks so real!</i>  (change /r/ to /s/)</p> <p><i>It’s hot outside. Let’s go jump in the pool!</i>  (change /p/ /p/ /p/ to /t/ /t/ /t/)</p>
<p>Note: You can extend the number of items in this activity by using these additional words from the above sentences: time (change /t/ /t/ /t/ to /r/), dough (change /d/ /d/ /d/ to /s/), moo (change /m/ to /b/ /b/ /b/), hot (change /h/ /h/ /h/ to /l/), go (change /g/ /g/ /g/ to /n/).</p>	



**Alliteration:** Silly Sentences.

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

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Llamas lie lazily like little lumps.



## Week 11, Day 2



**Rhyme Activity:** Which Word Rhymes With \_\_\_\_\_? Listen Well...Can You Tell?

Skill: Rhyme judgement. Listen to determine which word in a pair rhymes with a given word.

Do this one first:	Repeat with the following:
<p><b>T:</b> Which word Rhymes with <b>stick</b>? Listen Well! Can you tell?</p> <p><b>T:</b> trick, sent</p> <p><b>S:</b> trick</p>	<p><b>even:</b> Steven, ever</p> <p><b>very:</b> velvet, <b>scary</b></p> <p><b>trust:</b> must, trick</p> <p><b>plant:</b> ant, plate</p>



**Manipulating Syllables:** Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable non compound word.

Do this one first:	Repeat the procedure with this list of words:
<p><b>T:</b> Say <u>invent</u>.</p> <p><b>S:</b> invent</p> <p><b>T:</b> Now say invent without <b>vent</b>.</p> <p><b>S:</b> in</p>	<p><u>nervous</u></p> <p><u>partial</u></p> <p>perfect</p> <p>lady</p> <p>owner</p> <p>handle</p> <p><u>filter</u></p>

	<u>patience</u> <u>formal</u>
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### Manipulating Phonemes: Change the Sound Part 1.

Skill: Substitute a single phoneme onset in a one-syllable word (i.e. onsets with one sound, no blends). Ex: *Mall* to *wall*.

**Continue Gradual Release:** This lesson continues to have you prompt the students to change the sound on their own.\*

Do this one first. Practice and model with the students:	Repeat the procedure using these sentences:
<p><b>T:</b> My baby sister <b>fell</b> when she tried to stand. <i>fell</i>  <b>S:</b> repeat</p> <p><b>T:</b> /f/ (pull fist down under chin) e// (moving hand forward on a curve)  <b>S:</b> repeat</p> <p><b>T:</b> change /f/ /f/ /f/ gently shaking fist under chin) to /s/ (stretch the sound while gently shaking fist under chin)</p> <p><b>T:</b> Go ahead, show me how!*</p> <p><b>S:</b> /s/ (pull fist down under chin) e// (make the curve), sell</p>	<p><b>My baby sister gave me a great big <b>hug!</b></b>          (change /h/ /h/ /h/ to /r/)</p> <p><i>I was feeling hot so I turned on the <b>fan</b>.</i>          (change /f/ /f/ /f/ to /r/)</p> <p><i>Please toss the <b>ball</b> to me.</i>          (change /b/ /b/ /b/ to /f/ /f/ /f/)</p> <p><i>I <b>made</b> a basket on my very first shot!</i>          (change /m/ to /sh/)</p>
<p>Note: You can extend the number of items in this activity by using these additional words from the above sentences: gave (change /g/ /g/ /g/ to /s/), she (change /sh/ to /w/), hot (change /h/ /h/ /h/ to /n/), toss (change /t/ /t/ /t/ to /l/), shot (change /sh/ to /g/ /g/ /g/).</p>	



**Alliteration:** Silly Sentences.

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

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Yikes! Yolanda yelped. Yikes!



## Week 11, Day 3



**Rhyme Activity:** Which Word Rhymes With \_\_\_\_\_? Listen Well...Can You Tell?

Skill: Rhyme judgement. Listen to determine which word in a pair, rhymes with a given word.

Do this one first:	Repeat with the following:
<p><b>T:</b> Which word Rhymes with <b>sport</b>? Listen Well! Can you tell? <b>T:</b> short, corn <b>S:</b> short</p>	<p><b>space:</b> spark, <b>face</b> <b>choose:</b> <b>shoes</b>, room <b>brown:</b> brick, <b>town</b> <b>straight:</b> weight, strong</p>



**Manipulating Syllables:** Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable non compound word.

Do this one first:	Repeat the procedure with this list of words:
<p><b>T:</b> Say <u>merit</u>. <b>S:</b> merit <b>T:</b> Now say merit without <b>mer</b> <b>S:</b> it</p>	<p><u>orchid</u> <u>service</u> <u>master</u> <u>pastel</u> <u>pointer</u> <u>jumble</u> <u>organ</u></p>

	rescue sentence
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### Manipulating Phonemes: Change the Sound Part 1.

Skill: Substitute a single phoneme onset in a one-syllable word (i.e. onsets with one sound, no blends). Ex: *Mall* to *wall*.

**Begin next Gradual Release:** This lesson takes out the scaffold where you are isolating the onset from the rime. After you share the sentence, you go right to prompting for the phoneme substitution.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>Is that your boot laying on the floor?</i> boot  S: repeat</p> <p>T: change /b/ /b/ /b/ (<i>gently shaking fist under chin</i>) to /r/ (<i>stretch the sound while gently shaking fist under chin</i>)  T: <i>Go ahead, show me how!</i></p> <p>S: /r/ (<i>pull fist down under chin</i>) oot (<i>make the curve</i>), root</p>	<p><i>Be careful! The soup is hot.</i>  (change /s/ to /l/)</p> <p><i>I see a red bird in a bush.</i>  (change /b/ /b/ /b/ to /p/ /p/ /p/)</p> <p><i>I ate too much and now I'm full.</i>  (change /m/ to /s/)</p> <p><i>A pine cone just fell from the tree.</i>  (change /k/ /k/ /k/ to /f/ /f/ /f/)</p>

Note: You can extend the number of items in this activity by using these additional words from the above sentences: red (change /r/ to /h/ /h/ /h/), bird (change /b/ /b/ /b/ to /w/), now (change /n/ to /h/ /h/ /h/), full (change /f/ /f/ /f/ to /b/ /b/ /b/), just (change /j/ /j/ /j/ to /m/).



**Alliteration:** Silly Sentences.

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

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Jellied Giants jump at Jimmy's Gym.



Week 11, Day 4



**Rhyme Activity:** Which Word Rhymes With \_\_\_\_\_? Listen Well...Can You Tell?

Skill: Rhyme judgement. Listen to determine which word in a pair rhymes with a given word.

Do this one first:	Repeat with the following:
<p>T: Which word Rhymes with <b>sweater</b>? Listen Well! Can you tell? T: better, winter S: better</p>	<p>plum: drum, plan blind: find, sand camp: come, stamp fist: wrist, fin</p>



**Manipulating Syllables:** Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable non compound word.

Do this one first:	Repeat the procedure with this list of words:
<p>T: Say <u>pilgrim</u>. S: pilgrim T: Now say <i>pilgrim</i> without <b>grim</b> S: pil</p>	<p>fancy <u>parsley</u> <u>perhaps</u> <u>sturdy</u> album popper <u>fortress</u></p>

	<b>poster</b> <b>simply</b>
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### **Manipulating Phonemes:** Change the Sound Part 1.

**Skill:** Substitute a single phoneme onset in a one-syllable word (i.e. onsets with one sound, no blends). Ex: *Mall* to *wall*.

**Continue Gradual Release:** This lesson continues to have you prompt the students for the phoneme substitution right after sharing the sentence.

<b>Do this one first:</b>	<b>Repeat the procedure using these sentences:</b>
<p><b>T:</b> <i>I met a new friend at school today!</i> <i>met</i>  <b>S:</b> repeat</p> <p><b>T:</b> change /m/ (stretch the sound, while gently shaking fist under chin) to /p/ /p/ /p/ (gently shaking fist under chin)</p> <p><b>T:</b> <i>Go ahead, show me how!</i>  <b>S:</b> /p/ (pull fist down under chin) et (make the curve), pet</p>	<p><i>Do you live <b>near</b> or do you live <b>far</b>?</i>          (change /n/ to /y/)</p> <p><i>I think we're <b>lost</b>. Let's find a <b>map</b>.</i>          (change /m/ to /t/ /t/ /t/)</p> <p><i>Swing your foot and <b>kick</b> the ball.</i>          (change /k/ /k/ /k/ to /s/)</p> <p><i>Don't worry, I'll <b>save</b> you!</i>          (change /s/ to /w/)</p>

**Note:** You can extend the number of items in this activity by using these additional words from the above sentences: new (change /n/ to /sh/), live (change /l/ to /g/ /g/ /g/), far (change /f/ to /k/ /k/ /k/), think (change /th/ to /s/), lost (change /l/ to /k/ /k/ /k/), ball (change /b/ /b/ /b/ to /w/).



**Alliteration:** Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.  
Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Romeo raced rapidly to the rodeo.



Week 11, Day 5



**Rhyme Activity:** Which Word Rhymes With \_\_\_\_\_? Listen Well...Can You Tell?

Skill: Rhyme judgement. Listen to determine which word in a pair rhymes with a given word.

Do this one first:	Repeat with the following:
<p>T: Which word Rhymes with <b>blend</b>? Listen Well! Can you tell?</p> <p>T: blue, send</p> <p>S: send</p>	<p>crashing: running, <b>smashing</b></p> <p>growing: <b>showing</b>, grinning</p> <p>thunder: wonder, creature</p> <p>first: fit, thirst</p>



**Manipulating Syllables:** Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable non compound word.

Do this one first:	Repeat the procedure with this list of words:
<p>T: Say <u>Kansas</u>.</p> <p>S: Kansas</p> <p>T: Now say Kansas without Kan</p> <p>S: sas</p>	<p>sponsor</p> <p><u>portrait</u></p> <p>snorkel</p> <p><u>transfer</u></p> <p>fiction</p> <p>jumper</p> <p><u>billion</u></p> <p><u>tonsil</u></p> <p>turnip</p>



## E

### Manipulating Phonemes: Change the Sound Part 1.

Skill: Substitute a single phoneme onset in a one-syllable word (i.e. onsets with one sound, no blends). Ex: *Mall* to *wall*.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> Did he <b>chip</b> his tooth? <i>chip</i> <b>S:</b> repeat</p> <p><b>T:</b> change /ch/ (gently shaking fist under chin) to /r/ (stretch the sound while gently shaking fist under chin)</p> <p><b>T:</b> Go ahead, show me <b>how</b>! <b>S:</b> /r/ (pull fist down under chin) ip (make the curve), rip</p>	<p><i>Let's go fly a kite!</i> (change /k/ /k/ /k/ to /b/ /b/ /b/)</p> <p><i>Move that chair a little closer, please.</i> (change /ch/ to /h/ /h/ /h/)</p> <p><i>It's cold in here, please turn up the heat.</i> (change /h/ /h/ /h/ to /s/)</p> <p><i>The little kid plays in the sand.</i> (change /k/ /k/ /k/ to /l/)</p>

Note: You can extend the number of items in this activity by using these additional words from the above sentences: tooth (change /t/ to /b/), cold (change /k/ to /b/), turn (change /t/ to /b/), sand (change /s/ to /b/)..



### Alliteration: Silly Sentences.

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

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Ollie only operated on octopi.



## Week 12, Day 1



### Rhyme Activity: Listen Well...Can You Tell?

Skill: Rhyme judgement.

**Important Note:** By the Mastering stage, most students should be able to judge which words in a set rhyme with a given word automatically (in less than 2 seconds). A short Whip Around assessment is provided to determine this. Be sure to administer it to students throughout the course of the week.

**Directions:** Tell students that you will be seeing how quickly they can identify which word rhymes with the one you give.

Example:	Repeat the procedure with the following word pairs:
<p><b>T:</b> Which word rhymes with <b>drum</b>? <b>T:</b> <i>thumb, drop</i></p> <p><b>S:</b> thumb</p>	<p><b>start:</b> shark, <b>cart</b> <b>port:</b> corn, <b>short</b> <b>floor:</b> <b>door</b>, fly <b>under:</b> <b>thunder</b>, over <b>love:</b> lake, <b>dove</b> <b>six:</b> fix, sixty <b>shirt:</b> shout, <b>dirt</b> <b>lost:</b> <b>tossed</b>, coast <b>turn:</b> <b>burn</b>, tug <b>marker:</b> banner, <b>barker</b></p>



# M

## Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable non compound word.

**Important Note:** By the Mastering stage, most students should be deleting a syllable from a non compound word automatically (in less than 2 seconds). A short Whip Around assessment is provided to determine this.

Do this one first:	Repeat the procedure with this list of words:
T: Say <u>morse</u> . S: morsel T: Now say morsel without <b>sel</b> . S: mor	<u>pamper</u> <u>lofty</u> <u>sample</u> <u>begun</u> <u>powder</u> <u>instead</u> <u>slumber</u> <u>obtain</u> <u>marvel</u>



# K

## Manipulating Phonemes: Change the Sound Part 1.

Skill: Substitute a single phoneme onset in a one-syllable word (i.e. onsets with one sound, no blends). Ex: *Mall* to *wall*.

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

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

Do this one first:	Repeat the procedure using these words:
<p><b>T:</b> Say fur  <b>S:</b> repeat</p> <p><b>T:</b> Now say fur but change /f/ to /w/.  <b>S:</b> were</p>	<p>gain (change /g/ to /r/)  need (change /n/ to /f/)  gate (change /g/ to /l/)  seal (change /s/ to /w/)  choose (change /ch/ to /sh/)  math (change /m/ to /p/)  note (change /n/ to /b/)  pack (change /p/ to /t/)  <u>dock</u> (change /d/ to /r/)</p>
<p>Use the scaffolds from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity in the skill of single onset phoneme substitution. This skill will be assessed during the Mastering week.</p>	



### Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.  
Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Madeline the Maestra makes mischief.



## Week 12, Day 2



### Rhyme Activity: Listen Well...Can You Tell?

Skill: Rhyme judgement.

**Important Note:** By the Mastering stage, most students should be able to judge which words in a set rhyme with a given word automatically (in less than 2 seconds). A short Whip Around assessment is provided to determine this. Be sure to administer it to students throughout the course of the week.

**Directions:** Tell students that you will be seeing how quickly they can identify which word rhymes with the one you give.

Example:	Repeat the procedure with the following word pairs:
<p><b>T:</b> Which word rhymes with <b>drum</b>? <b>T:</b> thumb, drop  <b>S:</b> thumb</p>	<p><b>fork:</b> first, <b>cork</b> <b>cloud:</b> proud, close <b>see:</b> <b>he</b>, joy <b>feel:</b> <b>seal</b>, foil <b>join:</b> point, <b>coin</b> <b>lobby:</b> <b>hobby</b>, lady <b>shelf:</b> show, <b>elf</b> <b>blue:</b> <b>shoe</b>, black <b>cave:</b> <b>shave</b>, love <b>drip:</b> <b>draft</b>, <b>skip</b></p>



**M****Manipulating Syllables:** Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable non compound word.

**Important Note:** By the Mastering stage, most students should be deleting a syllable from a compound word automatically (in less than 2 seconds). A short Whip Around assessment is provided to determine this.

Do this one first:	Repeat the procedure with this list of words:
T: Say <b>sergeant</b> . <b>S:</b> sergeant T: Now say sergeant without <b>ser</b> <b>S:</b> geant	<b>bumper</b> <b>incline</b> <b>employ</b> <b>orphan</b> <b>comfort</b> <b>hamper</b> <b>splinter</b> <b>pester</b> <b>central</b>

**K****Manipulating Phonemes:** Change the Sound Part 1.

Skill: Substitute a single phoneme onset in a one-syllable word (i.e. onsets with one sound, no blends). Ex: *Mall* to *wall*.

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

Do this one first:	Repeat the procedure using these words:
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<p><b>T:</b> Say took  <b>S:</b> repeat</p> <p><b>T:</b> Now say took but change /t/ to /sh/.  <b>S:</b> shook</p>	<p>cuff (change /k/ to /r/)  night (change /n/ to /w/)  does (change /d/ to /w/)  lit (change /l/ to /b/)  bike (change /b/ to /l/)  <u>guide</u> (change /g/ to /w/)  news (change /n/ to /h/)  <u>nudge</u> (change /n/ to /b/)  <u>chime</u> (change /ch/ to /t/)</p>
<p>Use the scaffolds from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity in the skill of single onset phoneme substitution. This skill will be assessed during the Mastering week.</p>	



### Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.  
Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Carlos came close to climbing El Capitan.





**Rhyme Activity:** Listen Well...Can You Tell

Skill: Rhyme judgement. Remember to administer the Whip Around Assessment for this skill during this week.

**Directions:** Tell students that you will be seeing how quickly they can identify which word rhymes with the one you give.

Example:	Repeat the procedure with the following word pairs:
<p><b>T:</b> Which word rhymes with <b>drum</b>? <b>T:</b> thumb, drop</p> <p><b>S:</b> thumb</p>	<p><b>mouth:</b> south, moon <b>warm:</b> storm, walk <b>picky:</b> party, <b>sticky</b> <b>room:</b> boom, rake <b>king:</b> cake, <b>sing</b> <b>chart:</b> <b>dart</b>, chop <b>loop:</b> soap, <b>soup</b> <b>check:</b> <b>deck</b>, chin <b>spoil:</b> spoon, <b>boil</b> <b>dolly:</b> holly, bunny</p>



**Manipulating Syllables:** Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable non compound word.

**Important Note:** remember to administer the Whip Around assessment during this week.

Do this one first:	Repeat the procedure with this list of words:
<p><b>T:</b> Say <u>mumble</u>.  <b>S:</b> mumble  <b>T:</b> Now say mumble without <b>ble</b>.  <b>S:</b> mum</p>	<p><u>hardly</u>  <u>fender</u>  <u>advice</u>  <u>goblet</u>  <u>lumber</u>  <u>bargain</u>  <u>lantern</u>  <u>nimble</u>  <u>hybrid</u></p>



### Manipulating Phonemes: Change the Sound Part 1.

Skill: Substitute a single phoneme onset in a one-syllable word (i.e. onsets with one sound, no blends). Ex: *Mall* to *wall*.

Do this one first:	Repeat the procedure using these words:
<p><b>T:</b> Say nose  <b>S:</b> repeat   <b>T:</b> Now say nose but change /n/ to /t/.  <b>S:</b> toes</p>	<p>pouch (change /p/ to /k/)  <u>lease</u> (change /l/ to /n/)  choice (change /ch/ to /v/)  loop (change /l/ to /s/)  rich (change /r/ to /w/)  mine (change /m/ to /n/)  noise (change /n/ to /t/)  hide (change /h/ to /r/)  game (change /g/ to /s/)</p>

Use the scaffolds from the Experiencing stage as needed to support students. As the lessons continue, students should need

these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity in the skill of single onset phoneme substitution. This skill will be assessed during the Mastering week.



**Alliteration:** Silly Sentences.

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

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Linda likes lighting little lamps.





**Rhyme Activity:** Listen Well...Can You Tell

Skill: Rhyme judgement. Remember to administer the Whip Around Assessment for this skill during this week.

**Directions:** Tell students that you will be seeing how quickly they can identify which word rhymes with the one you give.

Example:	Repeat the procedure with the following word pairs:
<p><b>T:</b> Which word rhymes with <b>drum</b>? <b>T:</b> thumb, drop</p> <p><b>S:</b> thumb</p>	<p><b>judge:</b> fudge, jam <b>skill:</b> fill, skate <b>vote:</b> rope, <b>coat</b> <b>feather:</b> weather, winter <b>choice:</b> chance, <b>voice</b> <b>drink:</b> pink, tank <b>sunny:</b> silly, <b>money</b> <b>care:</b> bear, cat <b>purse:</b> nurse, park <b>hi:</b> join, <b>by</b></p>



**Manipulating Syllables:** Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable non compound word.

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

Do this one first:	Repeat the procedure with this list of words:
<p><b>T:</b> Say <i>mention</i>.  <b>S:</b> mention  <b>T:</b> Now say <i>mention</i> without <i>men</i>.  <b>S:</b> tion</p>	<p><u>mercy</u>  <u>pardon</u>  <u>elder</u>  <u>random</u>  <u>persuade</u>  <u>plaster</u>  <u>sermon</u>  <u>fraction</u></p>



### Manipulating Phonemes: Change the Sound Part 1.

Skill: Substitute a single phoneme onset in a one-syllable word (i.e. onsets with one sound, no blends). Ex: *Mall* to *wall*.

Do this one first:	Repeat the procedure using these words:
<p><b>T:</b> Say <i>coat</i>  <b>S:</b> repeat    <b>T:</b> Now say <i>coat</i> but change /k/ to /b/.  <b>S:</b> boat</p>	<p>more (change /m/ to /f/)  job (change /j/ to /n/)  dish (change /d/ to /f/)  chew (change /ch/ to /d/)  <u>beam</u> (change /b/ to /t/)  page (change /p/ to /k/)  cheer (change /ch/ to /h/)  bed (change /b/ to /s/)  note (change /n/ to /g/)</p>
Use the scaffolds from the Experiencing stage as needed to support students. As the lessons continue, students should need	

these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity in the skill of single onset phoneme substitution. This skill will be assessed during the Mastering week.



**Alliteration:** Silly Sentences.

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

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Millicent made marmalade from mixed makings.





**Rhyme Activity:** Listen Well...Can You Tell

Skill: Rhyme judgement. Remember to administer the Whip Around Assessment for this skill during this week.

**Directions:** Tells students that you will be seeing how quickly they can identify which word rhymes with the one you give.

Example:	Repeat the procedure with the following word pairs:
<p>T: Which word rhymes with <b>drum</b>? T: thumb, drop</p> <p>S: thumb</p>	<p>couch: pouch, chair fast: far, past grand: stand, grape dragging: driving, <u>sagging</u> hop: stop, sit peach: beach, park <u>drift</u>: dog, <u>swift</u> get: let, sip ice: brick, nice <u>soggy</u>: <u>foggy</u>, silly</p>



**Manipulating Syllables:** Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable non compound word.

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

Do this one first:	Repeat the procedure with this list of words:
<p><b>T:</b> Say <u>mischief</u>.  <b>S:</b> mischief  <b>T:</b> Now say <i>mischief</i> without <b>chief</b>  <b>S:</b> mis</p>	<u>advance</u> <u>charming</u> varnish <u>sardine</u> <u>urban</u> <u>stumble</u> <u>sterling</u> <u>observe</u> <u>instruct</u>



### Manipulating Phonemes: Change the Sound Part 1.

Skill: Substitute a single phoneme onset in a one-syllable word (i.e. onsets with one sound, no blends). Ex: *Mall* to *wall*.

Do this one first:	Repeat the procedure using these words:
<p><b>T:</b> Say <i>pull</i>  <b>S:</b> repeat   <b>T:</b> Now say <i>pull</i> but change /p/ to /w/  <b>S:</b> wool</p>	wing (change /w/ to /r/) bug (change /b/ to /r/) <u>nudge</u> (change /n/ to /b/) moon (change /m/ to /s/) hall (change /h/ to /t/) page (change /p/ to /k/) jeep (change /j/ to /k/) heal (change /h/ to /m/) light (change /l/ to /k/)
Use the scaffolds from the Experiencing stage as needed to support students. As the lessons continue, students should need	

these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity in the skill of single onset phoneme substitution. This skill will be assessed during the Mastering week.



**Alliteration:** Silly Sentences.

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

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Patrice packed pillows for her pets.



## Week 13, Day 1



### Rhyme Activity: Make it Rhyme

Skill: Rhyme completion.

**Note:** There is no Experiencing or Mastering stage for this skill. That is because the nature of the rhyme completion activity itself acts as a bridge between rhyme recognition (the skill students have been working with), and the upcoming skill of rhyme production. The sentences are crafted in such a way that students must provide the missing word, which rhymes with an earlier word in the sentence. The meaning of the sentence supports students to produce the rhyming word. Additional support can be given as needed by providing clues for the words through an action. For example, for “knee” below, you could point to your own knee.

**Directions:** Tell students that they will be playing a rhyming game. Explain that you will say a sentence but a word will be missing. That word is a rhyming word and it is their job to figure it out.

1. Say the sentence rhythmically, gently moving to the beat. Be sure to say the bolded word with emphasis.
2. Invite the students to provide the missing word. You can either have all the students call it out, or you can have individual students respond. If needed, remind them which word in the sentence it should rhyme with.
3. Tell the students to repeat the full sentence with you.
4. Ask: *What are the rhyming words?*

See below for the procedure. You can either have all students call out the missing word, or you can ask individuals.

Do this one first. Model and practice as needed:	Continue the procedure with the following sentences:
<p><b>T:</b> Oh, no! There's a <b>bee!</b> Will he sting me on my _____? <b>S:</b> knee <b>T and S:</b> Oh, no! There's a <b>bee!</b> Will he sting me on my <b>knee</b>? <b>T:</b> What were the rhyming words?</p>	<p>I'm ready to go <b>outside</b>, get on my bike and take a _____. (<b>ride</b>) My mom said to take a <b>shower</b>, but I want to pick this _____. (<b>flower</b>) It's starting to get <b>dark</b>, so we can't go to the _____. (<b>park</b>) I just fell out of <b>bed</b>. I think I bumped my _____. (<b>head</b>)</p>

**S:** bee and knee

*It seems like every **night**, my brother and I have a pillow \_\_\_\_\_.  
(**fight**)*



### **Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.**

Skill: Delete one syllable from a 3-syllable compound word.

To do this proficiently there are many underlying skills. Students must be able to segment the syllables in the word, isolate one of the syllables, delete it, and then say the new word. Lessons in the Experiencing stage scaffold towards this skill with actions. Students play imaginary drums to segment and isolate the beats, and then they delete one of those beats by “pulling it off and putting it in their pocket.”

**Directions:** Tell students to imagine they have a set of drums in front of them. They are going to use one hand to play the beats in a word on the drums. Then their job will be to take one of those beats and put it in their pocket.

1. Say the sentence. Ex: *I really love to play basketball*. Then say the word. Ex: *basketball*
2. Extend one arm. Then say the word while pretending to play each beat (syllable) on an invisible set of drums in front of you. Be sure that to the students, each beat is clearly moving from their left to right. [So, if you are facing them, you will need to “drum” from right to left. They will be mirroring you.] Doing this helps them feel and “see” each syllable separately and in sequence. Ex: *bas-ket-ball*
3. Have students practice this with you until they are comfortable playing each beat separately and in sequence from left to right.
4. Now tell students that you will play the word on the drums again, and this time, you will take one of those beats and put it in your pocket.
5. Model this for them. Ex: *bas-ket-**ball*** (play each beat on the drum, but then pull your hand away at the last beat (**ball**), making it seem as though you are putting that beat in your pocket.)
6. Have students practice this with you several times until they are comfortable doing it.
7. Repeat this process with the remaining words.

In the table below, the column to the left shows the process described above. The syllable (beat) to be deleted will always be bolded. Note that in this first lesson, it is always the last beat that will be deleted.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> I really love to play basketball. basketball</p> <p><b>T:</b> (playing the beats on imaginary drum set) bas - ket - <b>ball</b></p> <p><b>S:</b> repeat</p> <p><b>T:</b> This time I'm going to put <b>ball</b> in my pocket.</p> <p><b>T:</b> (playing the beats on imaginary drums) bas - ket - <b>ball</b> (as you play the targeted beat pull arm back and mime putting it in your pocket)</p> <p><b>T:</b> You do it.</p> <p><b>S:</b> repeat</p>	<p>Last night there was a thunder<b>storm</b>.</p> <p>My uncle is a fisherman.</p> <p>I think I caught a jelly<b>fish</b>.</p> <p>I want to eat this peppermint.</p>



### Manipulating Phonemes: Change the Sound Part 1.

Skill: Substitute a single phoneme onset in a one-syllable word (i.e. onsets with one sound, no blends). Ex: *Mall* to *wall*.

**Important Note:** By the Mastering stage, most students should be substituting a single phoneme onset from a one syllable word automatically (in less than 2 seconds). A short Whip Around assessment is provided to determine this.

Do this one first:	Repeat the procedure using these words:
<p><b>T:</b> name</p> <p><b>S:</b> repeat</p> <p><b>T:</b> Now say name but change /n/ to /g/.</p> <p><b>S:</b> game</p>	<p>bat (change /b/ to /h/)</p> <p><u>code</u> (change /k/ to /t/)</p> <p>rope (change /r/ to /h/)</p> <p>hive (change /h/ to /f/)</p> <p>reach (change /r/ to /t/)</p> <p>hill (change /h/ to /w/)</p>

	knife (change /n/ to /w/) <u>tax</u> (change /t/ to /w/) night (change /n/ to /r/)
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**Alliteration:** Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Baby Bonobos bite baby bananas.



## Week 13, Day 2



### Rhyme Activity: Make it Rhyme

Skill: Rhyme completion.

**Note:** There is no Experiencing or Mastering stage for this skill. That is because the nature of the rhyme completion activity itself acts as a bridge between rhyme recognition (the skill students have been working with), and the upcoming skill of rhyme production. The sentences are crafted in such a way that students must provide the missing word, which rhymes with an earlier word in the sentence. The meaning of the sentence supports students to produce the rhyming word. Additional support can be given as needed by providing clues for the words through an action. For example, for “knee” below, you could point to your own knee.

Refer to this example for the procedure as needed:	Sentences to use:
<p>T: Oh, no! There's a <b>bee</b>! Will he sting me on my _____?</p> <p>S: knee</p> <p>T and S: Oh, no! There's a <b>bee</b>! Will he sting me on my <b>knee</b>?</p> <p>T: What were the rhyming words?</p> <p>S: bee and knee</p>	<p>Oh no! We might lose our <b>kite</b>! I tried to go to the left, but it went to the _____! (<b>right</b>)</p> <p>The furry little <b>mole</b> crawled back into his _____. (<b>hole</b>)</p> <p>The horse is sleepy today. He just wants to <b>stay</b> and <b>lay</b> in the _____. (<b>hay</b>)</p> <p>We are playing a game: we toss the <b>ball</b> and try not to let it _____. (<b>fall</b>)</p> <p>Look over there on that high <b>rock</b>! I think I see a red-tailed ____! (<b>hawk</b>)</p>



# E

## Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

**Directions:** Tell students to imagine they have a set of drums in front of them. They are going to use one hand to play the beats in a word on the drums. Then their job will be to take one of those beats and put it in their pocket.

1. Say the sentence. Ex: *I really love to play basketball*. Then say the word. Ex: *basketball*
2. Extend one arm. Then say the word while pretending to play each beat (syllable) on an invisible set of drums in front of you. Be sure that to the students, each beat is clearly moving from their left to right. [So, if you are facing them, you will need to “drum” from right to left. They will be mirroring you.] Doing this helps them “see” each beat separately and in sequence. Ex: *bas-ket-ball*
3. Have students practice this with you, as needed, until they are comfortable playing each beat separately and in sequence from left to right.
4. Now tell students that you will play the word on the drums again, and this time, you will take one of those beats and put it in your pocket.
5. Model this for them. Ex: *bas-ket-ball* (play each beat on the drum, but then pull your hand away at the last beat (**ball**), making it seem as though you are putting that beat in your pocket.)
6. Have students practice this with you until they are comfortable doing this.
7. Repeat this process with the remaining words.

In the table below, the column to the left shows the process described above. The syllable (beat) to be deleted will always be **bolded**. Note that in this second lesson, sometimes the first beat is deleted, and sometimes it is the last.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>The pineapple was sweet. pineapple</i> T: (playing the beats on imaginary drum set) <b>pine</b> - ap - ple S: repeat</p> <p>T: <i>This time I'm going to put pine in my pocket.</i></p>	<p><i>She had a butterscotch in her pocket.</i> <i>You have such lovely handwriting.</i> <i>The honey<b>bee</b> buzzed around the flower.</i> <i>My neighbor<b>hood</b> has a pool.</i></p>

**T:** (playing the beats on imaginary drums) **pine** - ap - ple (as you play the targeted beat pull arm back and mime putting it in your pocket)

**T:** You do it.

**S:** repeat



### Manipulating Phonemes: Change the Sound Part 1.

Skill: Substitute a single phoneme onset in a one-syllable word (i.e. onsets with one sound, no blends). Ex: *Mall* to *wall*.

**Important Note:** By the Mastering stage, most students should be substituting a single phoneme onset from a one syllable word automatically (in less than 2 seconds). A short Whip Around assessment is provided to determine this.

Do this one first:	Repeat the procedure using these words:
<p><b>T:</b> house <b>S:</b> repeat</p> <p><b>T:</b> Now say <i>house</i> but change /h/ to /m/. <b>S:</b> mouse</p>	<p>base (change /b/ to /f/) net (change /n/ to /s/) guess (change /g/ to /y/) rid (change /r/ to /d/) bought (change /b/ to /k/) cool (change /k/ to /p/) mail (change /m/ to /n/) mood (change /m/ to /f/) dime (change /d/ to /r/)</p>



**Alliteration:** Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow.  
Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Fatima flies flowers to Florida.



## Week 13, Day 3



### Rhyme Activity: Make it Rhyme

Skill: Rhyme completion.

Refer to this example for the procedure as needed.	Sentences to use:
<p>T: Oh, no! There's a <b>bee!</b> Will he sting me on my _____?</p> <p>S: knee</p> <p>T and S: Oh, no! There's a <b>bee!</b> Will he sting me on my <b>knee</b>?</p> <p>T: What were the rhyming words?</p> <p>S: bee and knee</p>	<p>Playing in the baseball game was so much <b>fun</b>. It would have been even better if we had _____. (<b>won</b>)</p> <p>The ice cream cone had a <b>drip</b>. It felt cold on my _____. (<b>lip</b>)</p> <p>I enjoyed the beautiful song of the <b>bird</b>. It was the prettiest song I had ever _____. (<b>heard</b>)</p> <p>The <b>king</b> liked to <b>sing</b>. He had a crown and a gold _____. (<b>ring</b>)</p>



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

**Begin gradual release:** Students play the beats in the word (i.e. segment the syllables) with you.

#### Directions:

1. Say the sentence. Then say the word.
2. Tell the students to say and play the word with you on their drum set. Again, be sure that they are playing each beat separately and in sequence from left to right.
3. Now tell students that you will all play the word on the drums again, but this time you will all put (name the beat) in your pocket.

- Play the word together with students on your imaginary drum sets, putting the (named beat) in a pocket. Model this for them as many times as needed until they're comfortable doing it together.
- Repeat this process with the remaining words.

In the table below, the column to the left shows the process described above. The syllable (beat) to be deleted will always be **bolded**. Sometimes the first beat is deleted, and sometimes it is the last.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>What a lovely summer afternoon.</i> <b>afternoon</b>  T: <i>Play that word with me.</i>  <b>T &amp; S:</b> (playing the beats on imaginary drums) <i>af - ter - noon</i>    T: <i>This time let's put noon in our pockets.</i>  <b>T &amp; S:</b> (playing the beats on imaginary drums) <i>af - ter - noon</i>  (mime putting it in your pocket)</p>	<p><i>Wow! The skyscraper is so tall!</i>  <i>You did an outstanding job on your test.</i>  <i>The butterfly fluttered its wings.</i>  <i>Please underline the word in the sentence.</i></p>



### Manipulating Phonemes: Change the Sound Part 1.

Skill: Substitute a single phoneme onset in a one-syllable word (i.e. onsets with one sound, no blends). Ex: *Mall* to *wall*.

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

Do this one first:	Repeat the procedure using these words:
<p><b>T:</b> wedge  <b>S:</b> repeat    <b>T:</b> Now say wedge but change /w/ to</p>	<p>kneel (change /n/ to /w/)  south (change /s/ to /m/)  fell (change /f/ to /w/)  dig (change /d/ to /w/)</p>

/h/ <b>S:</b> hedge	call (change /k/ to /t/) <u>yam</u> (change /y/ to /j/) <u>cane</u> (change /k/ to /r/) read (change /r/ to /b/) said (change /s/ to /h/)
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**Alliteration:** Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** My uncle is an umpire.



## Week 13, Day 4



### Rhyme Activity: Make it Rhyme

Skill: Rhyme completion.

Refer to this example for the procedure as needed:	Sentences to use:
<p>T: Oh, no! There's a <b>bee</b>! Will he sting me on my _____?</p> <p>S: knee</p> <p>T and S: Oh, no! There's a <b>bee</b>! Will he sting me on my <b>knee</b>?</p> <p>T: What were the rhyming words?</p> <p>S: bee and knee</p>	<p>The bird liked to <b>sing</b> while it flapped its _____. (<b>wing</b>)</p> <p>Is there a picture of the castle in the <b>book</b>? Why don't you open it and take a _____. (<b>look</b>)</p> <p>What do you think should we <b>make</b>? I think that we should <b>bake</b> a _____. (<b>cake</b>)</p> <p>How many sheep are in the <b>pen</b>? There might be nine or there might be _____. (<b>ten</b>)</p> <p>Please pick up the old <b>rag</b> and put it in the _____. (<b>bag</b>)</p>



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

**Directions:** (same as the prior day's lesson)

1. Say the sentence. Then say the word.
2. Tell the students to say and play the word with you on their drum set. Again, be sure that they are playing each beat separately and in sequence from left to right.
3. Now tell students that you will all play the word on the drums again, but this time you will all put (name the beat) in your

pocket.

4. Play the word together with students on your imaginary drum sets, putting the (named beat) in a pocket.
5. Repeat this process with the remaining words.

Remember, sometimes the first beat is deleted and sometimes the last is.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> I need some sunglasses for the beach. sunglasses</p> <p><b>T:</b> Play that word with me.</p> <p><b>T &amp; S:</b> (playing the beats on imaginary drums) <b>sun - glass - es</b></p> <p><b>T:</b> This time let's put <b>sun</b> in our pockets.</p> <p><b>T &amp; S:</b> (playing the beats on imaginary drums) <b>sun - glass - es</b> (mime putting it in your pocket)</p>	<p>I used a <b>wheelbarrow</b> to move the dirt.</p> <p>Please clean the <b>silverware</b> after dinner.</p> <p>I put a candy nose on the <b>gingerbread</b> man.</p> <p>I hit the volleyball over the net.</p>



### Manipulating Phonemes: Change the Sound Part 1.

Skill: Substitute a single phoneme onset in a one-syllable word (i.e. onsets with one sound, no blends). Ex: *Mall* to *wall*.

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

Model of the procedure:	Repeat the procedure using these words:
<p><b>T:</b> wood</p> <p><b>S:</b> repeat</p> <p><b>T:</b> Now say wood but change /w/ to /k/.</p> <p><b>S:</b> could</p>	<p>white (change /w/ to /s/)</p> <p>beep (change /b/ to /w/)</p> <p>mile (change /m/ to /t/)</p> <p>wink (change /w/ to /p/)</p> <p><u>pout</u> (change /p/ to /sh/)</p> <p>wipe (change /w/ to /r/)</p>

	tool (change /t/ to /k/) poor (change /p/ to /m/) so (change /s/ to /g/)
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**Alliteration:** Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow.  
Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Tia teaches Thomas to make tacos.



## Week 13, Day 5



### Rhyme Activity: Make it Rhyme

Skill: Rhyme completion.

Refer to this example for the procedure as needed:	Sentences to use:
<p>T: Oh, no! There's a <b>bee!</b> Will he sting me on my _____?</p> <p>S: knee</p> <p>T and S: Oh, no! There's a <b>bee!</b> Will he sting me on my <b>knee</b>?</p> <p>T: What were the rhyming words?</p> <p>S: bee and knee</p>	<p>I like to <b>jump</b>, but I hit my head and now I have a _____ (lump/bump).</p> <p>We hear the lion <b>roar</b>. He must want to eat some _____. (more)</p> <p>It will be dark <b>soon</b>. I am starting to see some stars and the _____. (moon)</p> <p>It is so fun to skip and <b>hop!</b> Once I start, I don't want to _____. (stop)</p> <p>Yikes! I can't eat cuz I have <b>sand</b> on my ____! (hand)</p>



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

**Directions:** (same as the prior day's lesson)

1. Say the sentence. Then say the word.
2. Tell the student to say and play the word with you on their drum set. Again, be sure that they are playing each beat separately and in sequence from left to right.
3. Now tell students that you will all play the word on the drums again, but this time you will all put (name the beat) in your pocket.
4. Play the word together with students on your imaginary drum sets, putting the (named beat) in a pocket.

5. Repeat this process with the remaining words.

Remember, sometimes the first beat is deleted and sometimes the last is.

Do this one first:	Repeat the procedure using these sentences:
<p>T: I used <b>sandpaper</b> to smooth the wood. <b>sandpaper</b>  T: Play that word with me.  T &amp; S: (playing the beats on imaginary drums) <b>sand</b> - pa - per    T: This time let's put <b>sand</b> in our pockets.  T &amp; S: (playing the beats on imaginary drums) <b>sand</b> - pa - per  (mime putting it in your pocket)</p>	<p><i>Yum! The <b>strawberry</b> is so sweet.</i>  <i>The <b>grasshopper</b> jumped onto the tree.</i>  <i>The fire crackled in the <b>fireplace</b>.</i>  <i>We saw cows in the <b>countryside</b>.</i></p>



### Manipulating Phonemes: Change the Sound Part 1.

Skill: Substitute a single phoneme onset in a one-syllable word (i.e. onsets with one sound, no blends). Ex: *Mall* to *wall*.

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

Model of the procedure:	Repeat the procedure using these words:
<p>T: <i>rung</i>  S: repeat    T: Now say <i>rung</i> but change /r/ to /t/.  S: tongue</p>	<p>lawn (change /l/ to /d/)  wait (change /w/ to /d/)  door (change /d/ to /sh/)  piece (change /p/ to /g/)  was (change /w/ to /d/)  rock (change /r/ to /s/)  won't (change /w/ to /d/)  coat (change /k/ to /v/)  ham (change /h/ to /l/)</p>



**Alliteration:** Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow.  
Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Rob the rooster ran all over.





### Rhyme Activity: Make it Rhyme

Skill: Rhyme completion.

Refer to this example for the procedure as needed:	Sentences to use:
<p>T: Oh, no! There's a <b>bee</b>! Will he sting me on my _____?</p> <p>S: knee</p> <p>T and S: Oh, no! There's a <b>bee</b>! Will he sting me on my <b>knee</b>?</p> <p>T: What were the rhyming words?</p> <p>S: bee and knee</p>	<p>We heard the dog <b>howl</b>, then we heard it _____. (growl)</p> <p><b>Snap</b>, and <b>clap</b>. Then put your hands in your _____. (lap)</p> <p>I think I broke my <b>shoe</b>! Can I fix it with some ____? (glue)</p> <p>The lemonade is delicious! Can you give me another <b>pour</b>? I would love to have some _____. (more)</p> <p>We need to keep the soup <b>hot</b>. Let's warm it up in the _____. (pot)</p>



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

**Important Note:** This lesson releases more of the scaffolds. Students now just mouth (or say it under their breath) the beat to be deleted (i.e. they don't say it aloud). At the end, they play the remaining beats and blend them together.

**Directions:** See the left hand column in the table below.

Do this one first:	Repeat the procedure using these sentences:
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T: Do you understand the question? understand  
T: Now let's play it on our drums.  
T & S: un-der-**stand**

T: Let's play it again and put **stand** in our pockets, but be careful, because this time when we play it, we're not going to say **stand**. We're going to just move our mouths or say it under our breath.

T & S: (playing the beats on imaginary drums) un - der - \_\_\_\_ (pull arms back and mime putting that beat in a pocket)

T: What do we have left?

T & S: (playing the remaining beats on the imaginary drums) un-der! un-der!

The ladybug landed on the leaf.  
The comics section is my favorite part of the newspaper.  
I put nail polish on my fingernail.  
Where did everyone go?



### Manipulating Phonemes: Change the End (Rime).

Skill: Substitute the rime in a one-syllable word. Ex: Sun to sat.

**Important Note:** Lessons in the Experiencing stage support students' ability to substitute the rime. They isolate the onset using the familiar hand motion (pulling fist down under the chin). This is followed by the familiar curve motion outward when speaking the rime. The rime is stretched and spoken with a little more emphasis. This along with the curve motion, lets students know exactly which part of the word they will be manipulating.

**Directions:** Tell students to imagine a word coming out of their mouth. Remind them that over the past several weeks, their job has been to change the *first* sound they hear. Explain that now, their job will be to leave that sound and change the rest of the word- the part that is on the hill or curve.

1. Say the sentence, then say the targeted word. *I love to sit outside in the sun!* (pause) sun
2. Tell students to repeat
3. Place your fist under your chin. Then pronounce the onset while pulling down with your fist. This "shows" the position of the onset. Ex: /s/

4. Move your hand forward in the shape of a curve, stretching and saying the rime louder. Ex: *un*
5. Tell the students to repeat.
6. Segment the onset and rime again (steps 3 and 4), then prompt students to change the rime. Ex: /s/ *un*, *change un* (curve motion) *to at* (curve motion).
7. Tell students to do it with you. Ex: /s/ (pull fist down) *at* (make the curve)
8. Say the new word with the students. Ex: *Sat!*

In the table below, the column to the left shows the entire procedure.

Do this one first. Practice and model with the students:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>I love to sit outside in the sun!</i> (pause) <i>sun</i>  <b>S:</b> repeat</p> <p><b>T:</b> /s/ (pull fist down under chin) <i>un</i> (moving hand forward on a curve, stretching and emphasizing)  <b>S:</b> repeat</p> <p><b>T:</b> /s/ (fist under chin) <i>un</i> (stretched, curve motion)  <i>Change un</i> (curve motion) <i>to at</i> (curve motion).  <b>T:</b> <i>Do it with me!</i></p> <p><b>T &amp; S:</b> /s/ (pull fist down under chin) <i>at</i> (curve motion)  <b>T &amp; S:</b> <i>Sat!</i></p>	<p><i>Let's take a spoon and mix up the cookie dough.</i>          (change /ix/ to /op/)</p> <p><i>I want to go out for a run.</i>          (change /un/ to /ed/)</p> <p><i>I need to get rid of my trash.</i>          (change /id/ to /ug/)</p> <p><i>We can go shopping at the mall.</i>          (change /all/ to /et/)</p>



### Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Karen carries candy to cousins in Kansas.





### Rhyme Activity: Make it Rhyme

Skill: Rhyme completion.

Refer to this example for the procedure as needed:	Sentences to use:
<p>T: Oh, no! There's a <b>bee</b>! Will he sting me on my _____?</p> <p>S: knee</p> <p>T and S: Oh, no! There's a <b>bee</b>! Will he sting me on my <b>knee</b>?</p> <p>T: What were the rhyming words?</p> <p>S: bee and knee</p>	<p>Should we stop to rest and <b>sit</b>? Yes, maybe just for a little _____. (bit)</p> <p>Do you think that we should let him <b>stay</b>? No, I think he should go _____. (away)</p> <p>Do you want to go for a <b>hike</b>? No, I'd rather ride my _____. (bike)</p> <p>I see the stars, they are so <b>bright</b>! It almost feels like day instead of _____. (night)</p> <p>Let's put that dirty dog in the <b>tub</b> and give him a good _____. (scrub/rub)</p>



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

**Directions:** See the left hand column in the table below.

Do this one first:	Repeat the procedure using these sentences:
T: I want to eat <u>every</u> thing I see at the bakery! <u>every</u> thing	He put on an <u>over</u> coat before going outside.

**T:** Now let's play it on our drums.

**T & S:** ev-*ery*-**thing**

**T:** Let's play it again and put **thing** in our pockets, but be careful, because this time when we play it, we're not going to say **thing**. We're going to just move our mouths or say it under our breath.

**T & S:** (playing the beats on imaginary drums) ev - ery - \_\_\_\_\_ (pull arms back and mime putting that beat in a pocket)

**T:** What do we have left?

**T & S:** (playing the remaining beats on the imaginary drums) Ev-  
ery! Every!

I saw a meadowlark in the field.

We looked at the mountains from the overlook.

The detective found a fingerprint as a clue.



### Manipulating Phonemes: Change the End (Rime).

Skill: Substitute the rime in a one-syllable word. Ex: Sun to sat.

**Important Note:** Lessons in the Experiencing stage support students' ability to substitute the rime. They isolate the onset using the familiar hand motion (pulling fist down under the chin). This is followed by the familiar curve motion outward when speaking the rime. The rime is stretched and spoken with a little more emphasis. This along with the curve motion, lets students know exactly which part of the word they will be manipulating.

In the table below, the column to the left shows the entire procedure.

Do this one first. Practice and model with the students:	Repeat the procedure using these sentences:
<p><b>T:</b> My <b>dad</b> is playing with the dog. (pause) dad <b>S:</b> repeat</p>	<p>Mom went to the store to <b>pick</b> up some milk. (change /ick/ to /ad/)</p> <p>I have to get <b>rid</b> of this cold.</p>

**T:** /d/ (pull fist down under chin) **ad** (moving hand forward on a curve, stretching and emphasizing)

**S:** repeat

**T:** /d/ (fist under chin) **ad** (stretched, curve motion)

*Change ad* (curve motion) *to ig* (curve motion).

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

**T & S:** /d/ (*pull fist down under chin*) **ig** (curve motion)

**T & S:** *dig*

(change /id/ to /ug/)

*Can you pour some juice in my **cup**?*

(change /up/ to /ar/)

*Throw the **ball** up in the air.*

(change /all/ to /ox/)



### Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Jerry the joyful jokester does jokes.





### Rhyme Activity: Make it Rhyme

Skill: Rhyme completion.

Refer to this example for the procedure as needed:	Sentences to use:
<p>T: Oh, no! There's a <b>bee!</b> Will he sting me on my _____?</p> <p>S: knee</p> <p>T and S: Oh, no! There's a <b>bee!</b> Will he sting me on my <b>knee</b>?</p> <p>T: What were the rhyming words?</p> <p>S: bee and knee</p>	<p>What is that I see on the <b>log</b>? Is it a toad or is it a _____? (<b>frog</b>)</p> <p>He did a twist and then a <b>flip</b>. If I tried to do that, I'd probably _____! (<b>trip</b>)</p> <p>I really want to get a new <b>pet</b>, but my mom says, no, we can't get one _____. (<b>yet</b>)</p> <p>It wouldn't be much <b>fun</b> to <b>run</b> in the hot _____. (<b>sun</b>)</p> <p>We need to clean up the <b>shop</b>. Please get a bucket and a _____. (<b>mop</b>)</p>



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

**Directions:** See the left hand column in the table below. Remember, sometimes the first beat is deleted and sometimes the last.

Do this one first:	Repeat the procedure using these sentences:
T: I visit my grandmother on the weekends. <b>grandmother</b>	The <b>policeman</b> helped us cross the street.

**T:** Now let's play it on our drums.

**T & S:** **grand**-moth-er

**T:** Let's play it again and put **grand** in our pockets, but this time when we play it, we're not going to say it.

**T & S:** (playing the beats on imaginary drums) \_\_\_\_ (pull arms back and mime putting that beat in a pocket)  
*moth - er*

**T:** What do we have left?

**T & S:** (playing the remaining beats on the imaginary drums)  
*Moth-er! Mother!*

Your painting is a masterpiece!

You can get **whatever** you want!

The recipe called for **buttermilk**.



## E

**Manipulating Phonemes:** Change the End (Rime).

Skill: Substitute the rime in a one-syllable word. Ex: Sun to sat.

Do this one first.	Repeat the procedure using these sentences:
<p><b>T:</b> The <b>cat</b> is playing with a string! (pause) cat <b>S:</b> repeat</p> <p><b>T:</b> /k/ (pull fist down under chin) at (moving hand forward on a curve, stretching and emphasizing) <b>S:</b> repeat</p> <p><b>T:</b> /k/ (fist under chin) at (stretched, curve motion) Change at (curve motion) to ar (curve motion). <b>T:</b> Do it with me!</p>	<p><b>Where</b> is my new shirt? (change /ir/ to /in/)</p> <p><b>The</b> baby wants to <b>lick</b> the ice cream cone. (change /ick/ to /ap/)</p> <p><b>I</b> hope we <b>win</b> the race. (change /in/ to /et/)</p> <p><b>We</b> can <b>shop</b> at the corner store.</p>

<p><b>T &amp; S:</b> /k/ (<i>pull fist down under chin</i>) ar (curve motion)  <b>T &amp; S:</b> Car!</p>	<p>(change /op/ to /ōw/)</p>
<p>Note: You can extend the number of items in this activity by using these additional words from the above sentences: new (change /oo/ to /ot/), cone (change /ōne/ to /id/), race (change /ace/ to /ide/), can (change /an/ to /ub/).</p>	



**Alliteration:** Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Yusef used unique yarn yesterday.





### Rhyme Activity: Make it Rhyme

Skill: Rhyme completion.

Refer to this example for the procedure as needed:	Sentences to use:
<p><b>T:</b> Oh, no! There's a <b>bee!</b> Will he sting me on my _____?</p> <p><b>S:</b> knee</p> <p><b>T and S:</b> Oh, no! There's a <b>bee!</b> Will he sting me on my <b>knee</b>?</p> <p><b>T:</b> What were the rhyming words?</p> <p><b>S:</b> bee and knee</p>	<p><i>My mom likes to go for a <b>jog</b>. Sometimes she will bring our _____.</i> <i>(dog)</i></p> <p><i>Aak! Is that a <b>bug</b> I see on the _____? (rug)</i></p> <p><i>My brother has a little toy <b>boat</b>. He likes to put it in the tub and watch it _____.</i> (float)</p> <p><i>My grandmother has a pet <b>cat</b>. He is not skinny, he is very _____.</i> (fat)</p> <p><i>My right foot doesn't have a <b>shoe</b>! I only have one instead of _____.</i> (two)</p>



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> My cousin cut some <b>firewood</b> for the winter. <b>firewood</b></p> <p><b>T:</b> Now let's play it on our drums.</p>	<p><i>The honey dripped from the <b>honeycomb</b>.</i></p>

<p><b>T &amp; S:</b> fi-re-wood</p> <p><b>T:</b> Let's play it again and put <b>wood</b> in our pockets, but this time when we play it, we're not going to say <b>wood</b>. We're going to just move our mouths or say it under our breath.</p> <p><b>T &amp; S:</b> (playing the beats on imaginary drums) fi - re - _____ (pull arms back and mime putting that beat in a pocket)</p> <p><b>T:</b> What do we have left?</p> <p><b>T &amp; S:</b> (playing the remaining beats on the imaginary drums) Fi-re! Fire!</p>	<p>Please whisper so he does not overhear you.</p> <p>I hope we do not see a rattlesnake on the trail!</p> <p>I spread the blackberry jam on the bread.</p>
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### Manipulating Phonemes: Change the End (Rime).

Skill: Substitute the rime in a one-syllable word. Ex: Sun to sat.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> My silly cat <b>hid</b> behind the tree! (pause) hid</p> <p><b>S:</b> Repeat</p>	<p><b>Did you mix up my socks?</b> (change /ix/ to /ad/)</p>
<p><b>T:</b> /h/ (pull fist down under chin) <b>id</b> (moving hand forward on a curve, stretching and emphasizing)</p> <p><b>S:</b> repeat</p>	<p><b>"Moo!" said the cow as he walked to the barn.</b> (change /ow/ to /up/)</p>
<p><b>T:</b> /h/ (fist under chin) <b>id</b> (stretched, curve motion)</p> <p>Change <b>id</b> (curve motion) to <b>op</b> (curve motion).</p> <p><b>T:</b> Do it with me!</p>	<p><b>That picture looks so real!</b> (change /eal/ to /ain/)</p> <p><b>It's hot outside. Let's go jump in the pool!</b> (change /ool/ to /ark/)</p>

**T & S:** /h/ (*pull fist down under chin*) op (curve motion)  
**T & S:** Hop!

Note: You can extend the number of items in this activity by using these additional words from the above sentences: hid (change /id/ to /at/), did (change /id/ to /ot/), moo (change /oo/ to /ē/), barn (change /arn/ to /ox/), so (change /ō/ to /ē/), hot (change /ot/ to /ow/), jump (change /ump/ to /et/).



**Alliteration:** Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Orangutans opened only orange oreos!





**Rhyme Activity:** Make it Rhyme

Skill: Rhyme completion.

Refer to this example for the procedure as needed:	Sentences to use:
<p>T: Oh, no! There's a <b>bee!</b> Will he sting me on my ____?</p> <p>S: knee</p> <p>T and S: Oh, no! There's a <b>bee!</b> Will he sting me on my <b>knee</b>?</p> <p>T: What were the rhyming words?</p> <p>S: bee and knee</p>	<p>The table is missing a <b>chair</b>. Can you get one from over ____? (there)</p> <p>First, I ate a plain potato <b>chip</b>. Then I had another with some _____. (dip)</p> <p>My bike accident scraped my <b>skin</b>. You can see a scar right here on my _____. (chin)</p> <p>When the baby was born we got a new <b>crib</b>. Now we need to get a high chair and a _____. (bib)</p> <p>We will keep the soup in a <b>pot</b>. That way, it will stay nice and _____. (hot)</p>



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

Do this one first:	Repeat the procedure using these sentences:
<p>T: Is your raincoat waterproof? waterproof</p>	<p>The principal made an announcement over the</p>

**T:** Now let's play it on our drums.

**T & S:** wat-er-proof

**T:** Let's play it again and put **proof** in our pockets, but be careful, because this time when we play it, we're not going to say **proof**. We're going to just move our mouths or say it under our breath.

**T & S:** (playing the beats on imaginary drums) wat - er - \_\_\_\_  
(pull arms back and mime putting that beat in a pocket)

**T:** What do we have left?

**T & S:** (playing the remaining beats on the imaginary drums)  
Wat-er! Water!

**loudspeaker.**

The dragonfly landed on the lilly pad.

The sunflower grew quickly.

The thief snuck away in the secret passageway.



### Manipulating Phonemes: Change the End (Rime).

Skill: Substitute the rime in a one-syllable word. Ex: Sun to sat.

#### Do this one first:

**T:** Playing in the sand is **fun**! (pause) fun

**S:** repeat

**T:** /f/ (fist under chin) **un** (moving hand forward on a curve, stretching and emphasizing)

**S:** repeat

**T:** /f/ (fist under chin) **un** (stretched, curve motion)

Change **un** (curve motion) to **ar** (curve motion).

**T:** Do it with me!

#### Repeat the procedure using these sentences:

I hope I get to **keep** my book.  
(change /eep/ to /it/)

My cousin loves to **meet** new friends.  
(change /eet/ to /op/)

Ouch! I think I **cut** my toe!  
(change /ut/ to /ar/)

My sister likes to **sing** in the **rain**.  
(change /ain/ to /ide/)

**T & S:** /f/ (*pull fist down under chin*) ar (curve motion)  
**T & S:** Far!

Note: You can extend the number of items in this activity by using these additional words from the above sentences: sand (change /and/ to /ap/), hope (change /ope/ to /ide/), get (change /et/ to /ap/), sing (change /ing/ to /at/).



**Alliteration:** Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Loopy Larry loves licking lovely leaves.





**Rhyme Activity:** Make it Rhyme.

Skill: Rhyme completion.

Refer to this example for the procedure as needed:	Sentences to use:
<p>T: Oh, no! There's a <b>bee!</b> Will he sting me on my _____?</p> <p>S: knee</p> <p>T and S: Oh, no! There's a <b>bee!</b> Will he sting me on my <b>knee</b>?</p> <p>T: What were the rhyming words?</p> <p>S: bee and knee</p>	<p>Be sure not to touch the <b>pot</b>. It's boiling and it's very _____! (hot)</p> <p>Can you bring some presents and a <b>balloon</b>? The party will be starting _____. (soon)</p> <p>I think I saw something slithering in the <b>lake</b>. I really hope it wasn't a _____! (snake)</p> <p>What is that strange sound that I <b>hear</b>? I can tell that is not that far, it is getting _____. (near)</p> <p>It's raining so we can't go to the <b>creek</b>. Maybe we can go next _____. (week)</p>



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

**Important Note:** Lessons in the Experiencing stage scaffolded students towards eventual syllable deletion. They segmented the word into syllables by drumming, isolated them by identifying the “beat” to be pulled, and deleted it by placing it in their pocket and eventually not saying it. They then played the remaining beats on their drum and put them together (blending) to say a new word.

As students enter the Knowing stage, they should be comfortable with deleting the targeted syllable in this way, but may not be

doing it automatically yet. There are two weeks of lessons in the Knowing stage for this skill. These weeks are designed to provide repeated practice aimed at developing automaticity with syllable deletion. The physical and verbal scaffolds are used only as needed to support students.

During the Knowing week, this activity will no longer have the words embedded in sentences. This is meant to be a quick drill to practice deletion with the goal of automaticity.

**Directions:** See the box on the left side of the table for the procedure. Explain to students that over the next several days they'll be practicing to see if they can take a beat off a word without using their drums. In this lesson, you prompt students to say the word without the targeted syllable.

Do this one first:	Repeat the procedure using these words:
T: say <b>woodworker</b> <b>S:</b> woodworker T: say <i>it again without wood</i> <b>S:</b> worker	over <u>do</u> <b>submarine</b> <b>saltwater</b> <u>arrowhead</u> <u>expressway</u> <b>under<u>stood</u></b> <b>when<u>ever</u></b> <b>out<u>n</u>umber</b> waterfall
Use the scaffolds (e.g. drumming the beats, putting one in a pocket, blending the remaining beats together) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely.	



### Manipulating Phonemes: Change the End (Rime).

Skill: Substitute the rime in a one-syllable word. Ex: Sun to sat.

**Begin Gradual Release:** This lesson has you prompting the students to change the rime on their own.

Do this one first. Model and practice as needed:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>I love to play in the sand at the <b>beach!</b></i> (pause) each <b>S:</b> repeat</p> <p><b>T:</b> /b/ (pull fist down under chin) each (moving hand forward on a curve, stretching and emphasizing) <b>S:</b> repeat</p> <p><b>T:</b> /b/ (fist under chin) each (stretched, curve motion) <i>Change each</i> (curve motion) <i>to oat</i> (curve motion). <b>T:</b> <i>Go ahead, show me how!</i></p> <p><b>S:</b> /b/ (pull fist down under chin) oat (curve motion) <b>S:</b> boat</p>	<p><i>Sh! Don't make a <b>sound!</b></i> (change /ound/ to /at/)</p> <p><i>Is it cold in here? I feel a <b>chill</b> in the air.</i> (change /ill/ to /op/)</p> <p><i>The five tall <b>men</b> were playing music.</i> (change /en/ to /it/)</p> <p><i>The fluffy little <b>sheep</b> ran up the big hill.</i> (change /eep/ to /ark/)</p>

Note: You can extend the number of items in this activity by using these additional words from the above sentences: sand (change /and/ to /it/), make (change /ake/ to /ug/), cold (change /old/ to /ave/), five (change /ive/ to /ar/), big (change /ig/ to /at/).



### Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Mary met Marvin playing marbles.





**Rhyme Activity:** Make it Rhyme.

Skill: Rhyme completion.

Refer to this example for the procedure as needed:	Sentences to use:
<p>T: Oh, no! There's a <b>bee!</b> Will he sting me on my _____?</p> <p>S: knee</p> <p>T and S: Oh, no! There's a <b>bee!</b> Will he sting me on my <b>knee</b>?</p> <p>T: What were the rhyming words?</p> <p>S: bee and knee</p>	<p>We have a sick <b>pet</b>, so we will take it to the _____. (vet)</p> <p>You can tell that she's my <b>twin</b>. We have the same hair, the same eyes, and the same _____. (chin/grin)</p> <p>We went to see him at the <b>store</b>, but he does not work there any_____. (more)</p> <p>We were so sad when we lost our <b>hound</b>, but we were so happy when he was _____. (found)</p> <p>Simon says touch your <b>nose</b>. Now, Simon says touch your _____. (toes)</p>



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

Do this one first:	Repeat the procedure with this list of words:
T: say <b>grandparent</b>	pocket <b>knife</b>

**S:** grandparent  
**T:** say it again without **grand**  
**S:** parent

candlestick  
overcame  
everywhere  
blueberry  
anything  
fireworks  
leftover  
buttercup

Use the scaffolds (e.g. drumming the beats, putting one in a pocket, blending the remaining beats together) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. The goal is to provide repeated practice towards automaticity.



## (E)

### Manipulating Phonemes: Change the End (Rime).

Skill: Substitute the rime in a one-syllable word. Ex: Sun to sat.

**Continue Gradual Release:** This lesson continues to have you prompt the students to change the sound on their own.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> My baby sister <b>fell</b> when she tried to stand! (pause) <b>fell</b>  <b>S:</b> repeat</p> <p><b>T:</b> /f/ (pull fist down under chin) <b>ell</b> (moving hand forward on a curve, stretching and emphasizing)  <b>S:</b> repeat</p> <p><b>T:</b> /f/ (fist under chin) <b>ell</b> (stretched, curve motion)  <i>Change ell</i> (curve motion) to <b>ix</b> (curve motion)</p>	<p><i>My baby sister gave me a great big <b>hug</b>!</i>  (change /ug/ to /at/)</p> <p><i>I was <b>feeling</b> hot so I turned on the <b>fan</b>.</i>  (change /an/ to /ox/)</p> <p><i>Please toss the <b>ball</b> to me.</i>  (change /all/ to /ig/)</p>

**T:** Go ahead, show me how!

**S:** /f/ (pull fist down under chin) ix (curve motion)

**S:** fix

*I made a basket on my very first shot!*

(change /ade/ to /ill/)

Note: You can extend the number of items in this activity by using these additional words from the above sentences: big (change /ig/ to /ox/), gave (change /ave/ to /ot/), hot (change /ot/ to /im/), toss (change /oss/ to /urn/), shot (change /ot/ to /ip/).



**Alliteration:** Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Zadie zapped Zebras with zucchinis.





**Rhyme Activity:** Make it Rhyme.

Skill: Rhyme completion.

Refer to this example for the procedure as needed:	Sentences to use:
<p>T: Oh, no! There's a <b>bee</b>! Will he sting me on my _____?</p> <p>S: knee</p> <p>T and S: Oh, no! There's a <b>bee</b>! Will he sting me on my <b>knee</b>?</p> <p>T: What were the rhyming words?</p> <p>S: bee and knee</p>	<p>My favorite flower in the garden is a <b>rose</b>. I give it plenty of water to make sure it _____. (<b>grows</b>)</p> <p>I looked in the oven to check on the <b>bun</b>. I could tell it needed more time, it wasn't quite _____. (<b>done</b>)</p> <p>I looked inside the <b>hole</b>. And guess what I saw? A furry little ____! (<b>mole/vole</b>)</p> <p>The cow is very hungry today. All he wants to do is eat the _____. (<b>hay</b>)</p>



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

**Directions:** See the box on the left side of the table for the procedure.

Do this one first:	Repeat the procedure with this list of words
<p><b>T:</b> say <i>flycatcher</i>  <b>S:</b> <i>flycatcher</i>  <b>T:</b> say <i>it again without fly</i>  <b>S:</b> catcher</p>	<p><b>grandfather</b>  <b>firehouse</b>  <b>underground</b>  <u><b>cobblestone</b></u>  <b>skydiving</b>  <b>tattletale</b>  <b>overtime</b>  <b>waterway</b>  <b>bulldozer</b></p>
<p>Use the scaffolds (e.g. drumming the beats, putting one in a pocket, blending the remaining beats together) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity.</p>	



### Manipulating Phonemes: Change the End (Rime).

Skill: Substitute the rime in a one-syllable word. Ex: Sun to sat.

**Begin next Gradual Release:** This lesson takes out one of the scaffolds where you are isolating the onset from the rime. After you share the sentence, you go right to prompt for the rime substitution.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> Did you see the spider make her <b>web?</b> web  <b>S:</b> repeat</p>	<p><b>Do you like my new <b>hat?</b></b>          (change /at/ to /im/)</p>
<p><b>T:</b> /w/ (fist under chin) eb (stretched, curve motion)</p>	<p><b>My mom can <b>run</b> fast.</b></p>

*Change eb (curve motion) to all (curve motion).*

**T:** Go ahead, show me how!

**S:** /w/ (pull fist down under chin) all (curve motion)

**S:** wall

(change /un/ to /ed/)

*Who will **win** the big game tonight?*

(change /in/ to /ax/)

*Ding dong! I hear the bell **ring**!*

(change /ing/ to /est/)

You can extend the number of items in this activity by using these additional words from the above sentences: make (change /ake/ to /ud/), like (change /ike/ to /ip/), fast (change /ast/ to /ine/), game (change /ame/ to /iv/), hear (change /ear/ to /ot/).



**Alliteration:** Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Rapid Ron runs really fast.





**Rhyme Activity:** Make it Rhyme.

Skill: Rhyme completion.

Refer to this example for the procedure as needed:	Sentences to use:
<p><b>T:</b> Oh, no! There's a <b>bee!</b> Will he sting me on my _____?</p> <p><b>S:</b> knee</p> <p><b>T and S:</b> Oh, no! There's a <b>bee!</b> Will he sting me on my <b>knee</b>?</p> <p><b>T:</b> What were the rhyming words?</p> <p><b>S:</b> bee and knee</p>	<p><i>Playing the card game was so much <b>fun</b>. It would have been even better if I had _____! (<b>won</b>)</i></p> <p><i>I feel something sticky on my <b>shoe</b>. I think I stepped in a puddle of _____! (<b>glue</b>)</i></p> <p><i>I counted the pigs in the <b>pen</b>. I thought there were nine, but there were actually _____. (<b>ten</b>)</i></p> <p><i>I think I heard the growl of a <b>bear</b>. Can you hear it coming from over _____? (<b>there</b>)</i></p> <p><i>I thought I heard a wolf <b>howl</b>, but I really just heard a dog _____. (<b>growl</b>)</i></p>



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

Do this one first:	Repeat the procedure with this list of words:
<p><b>T:</b> say <b>anyone</b>  <b>S:</b> anyone  <b>T:</b> say <i>it again without one</i>  <b>S:</b> any</p>	<p><i>undersea</i>  <i>skyrocket</i>  <i>everyday</i>  <u>windowpane</u>  <i>firefly</i>  <i>tablespoon</i>  <i>taxicab</i>  <i>typewriter</i>  <i>steamroller</i></p>
<p>Use the scaffolds (e.g. drumming the beats, putting one in a pocket, blending the remaining beats together) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity.</p>	



## E

**Manipulating Phonemes:** Change the End (Rime).

Skill: Substitute the rime in a one-syllable word. Ex: Sun to sat.

**Continue Gradual Release:** you prompt the students for rime substitution right after sharing the sentence.

Do this one first:	Repeat the procedure using these sentences (prompt is identified in parentheses):
<p><b>T:</b> I <i>met</i> a new friend at school today! (pause) <i>met</i>  <b>S:</b> repeat</p>	<p><i>Do you live near or do you live far?</i>          (change /ear/ to /ot/)</p>
<p><b>T:</b> /m/ (fist under chin) <i>et</i> (stretched, curve motion)</p>	<p><i>I think we're lost. Let's find a map.</i></p>

*Change et (curve motion) to an (curve motion).*

**T:** Go ahead, show me how!

**S:** /m/ (pull fist down under chin) an (curve motion)

**S:** man

(change /ap/ to /ile/)

*Swing your foot and **kick** the ball.*

(change /ick/ to /ite/)

*Don't worry, I'll **save** you!*

(change /ave/ to /it/)

You can extend the number of items in this activity by using these additional words from the above sentences: far (change /ar/ to /un/), find (change /ind/ to /all/), ball (change /all/ to /ig/).



### Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Inky Inga inhaled icky ingredients.





**Rhyme Activity:** Make it Rhyme.

Skill: Rhyme completion.

Refer to this example for the procedure as needed:	Sentences to use:
<p>T: Oh, no! There's a <b>bee!</b> Will he sting me on my ____?</p> <p>S: knee</p> <p>T and S: Oh, no! There's a <b>bee!</b> Will he sting me on my <b>knee</b>?</p> <p>T: What were the rhyming words?</p> <p>S: bee and knee</p>	<p>The words in the song were not very <b>clear</b>. For some reason, I could not really _____. (<b>hear</b>)</p> <p>We loved to cool off from the summer <b>sun</b>. Swimming in the pool was really _____. (<b>fun</b>)</p> <p>In the morning I went for a <b>hike</b>. In the afternoon, I rode my _____. (<b>bike</b>)</p> <p>I blew a big bubble -- it wouldn't <b>stop</b>! But finally it ended with a large _____. (<b>pop</b>)</p> <p>My bedroom has a comfy reading <b>nook</b>. I love to sit there to read my _____. (<b>book</b>)</p>



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

Do this one first:	Repeat the procedure with this list of words:
T: say <i>afterward</i>	bumblebee

**S:** afterward  
**T:** say it again without **ward**  
**S:** after

runaway  
 Thanksgiving  
 lumberjack  
 checkerboard  
 woodcutter  
 anyway  
 piggyback  
 superman



## (E)

### Manipulating Phonemes: Change the End (Rime).

Skill: Substitute the rime in a one-syllable word. Ex: Sun to sat.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> Did he <b>chip</b> his tooth? (pause) chip  <b>S:</b> repeat</p> <p><b>T:</b> /ch/ (fist under chin) ip (stretched, curve motion)  <i>Change ip</i> (curve motion) to at (curve motion).  <b>T:</b> Go ahead, show me how!</p> <p><b>S:</b> /ch/ (pull fist down under chin) at (curve motion)  <b>S:</b> chat</p>	<p><i>Let's go fly a <b>kite</b>!</i>          (change /ite/ to /ape/)</p> <p><i>Move that <b>chair</b> a little closer, please.</i>          (change /air/ to /ick/)</p> <p><i>It's cold in here, please turn up the <b>heat</b>.</i>          (change /eat/ to /op/)</p> <p><i>The little <b>kid</b> plays in the sand.</i>          (change /id/ to /ite/)</p>
<p>You can extend the number of items in this activity by using these additional words from the above sentences: did (change /it/ to /ot/), sand (change /and/ to /it/).</p>	



**Alliteration:** Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow.  
Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Ditty ditty Dingle dreams daily.





**Rhyme Activity:** That's Not Right! It's \_\_\_\_\_, not \_\_\_\_\_!

Skill: Rhyme production.

**Note:** This activity builds from the Rhyme Completion activity students recently worked with and continues to support development of their Rhyme Production skills.

**Directions:** Tell students that they will be playing a new rhyming game. Explain that you will say a sentence but something won't be right. Their job is to figure it out and fix it.

1. Say the sentence rhythmically, gently moving to the beat. Pronounce the bolded (wrong) word with slightly more emphasis.
2. Students respond with "That's not right! It's \_\_\_\_\_, not \_\_\_\_\_!"

See below for the procedure. You can either have all students respond, or you can ask individuals.

<b>Do this one first. Model and practice as needed:</b>	<b>Continue with the following sentences:</b>
<b>T:</b> <i>Oink, oink said the little baby <b>wig</b>.</i> <b>S:</b> That's not right! It's <b>pig</b> , not <b>wig</b> !	<i>I'm feeling kind of tired. I think I'll sit down in this <b>bear</b>. (chair)</i> <i>I love to eat peanut butter and <b>belly</b> sandwiches! (jelly)</i> <i>I need a tissue. My <b>rose</b> is running. (nose)</i> <i>I'm feeling kind of hungry. Is it time for <b>bunch</b>? (lunch)</i>



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

Do this one first:	Repeat the procedure with this list of words:
<p><b>T:</b> say <i>anywhere</i>  <b>S:</b> anywhere  <b>T:</b> say it again without <b>where</b>  <b>S:</b> any</p>	<p>motorboat  brotherhood  <b>whichever</b>  fireproof  bodyguard  anyhow  waterfront  overlap  airliner</p>



### Manipulating Phonemes: Change the End (rime).

Skill: Substitute the rime in a one-syllable word. Ex: sun to Sat.

**Important Note:** Lessons in the Experiencing stage scaffolded students towards eventual rime substitution by isolating the rime with an action (curve motion), and oral emphasis (stretching and pronouncing it with emphasis). As students enter the Knowing stage, they should be comfortable with substituting the rime but they may not be doing it automatically yet. There is one week of lessons in the Knowing stage for this skill. These weeks are designed to provide repeated practice aimed at developing automaticity with rime substitution.

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

**Directions:** See left hand column below.

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

Example:	Repeat the procedure using these words:
<p><b>T:</b> sun is the word on the curve  <b>S:</b> repeat</p> <p><b>T:</b> Change /un/ to /at/ to make a new word.  <i>Now what's the new word on the curve?</i>  <b>S:</b> Sat is the new word on the curve.</p>	cup (change /up/ to /an/) top (change /op/ to /in/) fun (change /un/ to /all/) west (change /est/ to /ink/) zoom (change /oom/ to /ap/) six (change /ix/ to /ad/) red (change /ed/ to /im/) win (change /in/ to /ax/) pop (change /op/ to /en/) nice (change /ice/ to /ap/)
Use the scaffolds from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity in the skill of single onset phoneme substitution. This skill will be assessed during the Mastering week.	



### Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** "Run, run, run" replied the red robots.





**Rhyme Activity:** That's Not Right! It's \_\_\_\_\_, not \_\_\_\_\_!

Skill: Rhyme production.

Refer to this example for the procedure as needed:	Sentences to use:
<p>T: <i>Oink, oink said the little baby <b>wig</b>.</i>  S: That's not right! It's <b>pig</b>, not <b>wig</b>!</p>	<p><i>Get the leash. It's time to take the <b>log</b> for a walk. (<b>dog</b>)</i>  <i>Put the <b>fishes</b> in the sink. (<b>dishes</b>)</i>  <i>Let's sit on the <b>pouch</b> and watch TV. (<b>couch</b>)</i>  <i>My brother likes to play in the sand at the <b>reach</b>. (<b>beach</b>)</i>  <i>I'm sweating. It's <b>got</b> in here! (<b>hot</b>)</i></p>



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

Do this one first:	Repeat the procedure with this list of words:
<p>T: say <u>outspoken</u>  S: <u>outspoken</u>  T: say it again without <b>out</b>  S: spoken</p>	serviceman overhand autograph <b>horsepower</b> <b>topsoil</b> <b>secondhand</b>

	<u>straightforward</u> <u>outgoing</u> <u>everywhere</u>
--	--



### Manipulating Phonemes: Change the End (rime).

Skill: Substitute the rime in a one-syllable word. Ex: Sun to sat.

Example of the procedure (for reference as needed):	Repeat the procedure using these words:
<p><b>T:</b> sun is the word on the curve  <b>S:</b> repeat</p> <p><b>T:</b> Change /un/ to /at/ to make a new word.  <i>Now what's the new word on the curve?</i>  <b>S:</b> Sat is the new word on the curve.</p>	lamb (change /am/ to /et/) hen (change /en/ to /all/) pick (change /ick/ to /ad/) goat (change /oat/ to /iv/) bug (change /ug/ to /et/) nest (change /est/ to /ot/) lap (change /ap/ to /id/) win (change /in/ to /eep/) fill (change /ill/ to /ox/) tall (change /all/ to /op/)
Use the scaffolds from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity in the skill of single onset phoneme substitution. This skill will be assessed during the Mastering week.	



**Alliteration:** Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Vicky the velvety vole visited the volcano.





**Rhyme Activity:** That's Not Right! It's \_\_\_\_\_, not \_\_\_\_\_!

Skill: Rhyme production.

Refer to this example for the procedure as needed:	Sentences to use:
T: <i>Oink, oink said the little baby <b>wig</b>.</i> S: That's not right! It's <b>pig</b> , not <b>wig</b> !	<i>Oh no! Why is that little <b>toy</b> crying? (<b>boy</b>)</i> <i>Slow down! You're walking too <b>fast</b>! (<b>fast</b>)</i> <i>It's snowing outside. Let's build a <b>doughman</b>. (<b>snowman</b>)</i> <i>Stay out of the mud so you don't get <b>dirty</b>! (<b>dirty</b>)</i> <i>Get the toothpaste, it's time to <b>crush</b> your teeth. (<b>brush</b>)</i>



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

Do this one first:	Repeat the procedure with this list of words:
T: say <u>postmaster</u> S: <b>postmaster</b> T: say it again without <b>post</b> S: master	<u>pocketbook</u> <u>waterworks</u> <u>freshwater</u> <u>underwent</u> <u>overboard</u> <u>bumblebee</u> <u>otherwise</u> <u>honeymoon</u> <u>butternut</u>



### Manipulating Phonemes: Change the End (rime).

Skill: Substitute the rime in a one-syllable word. Ex: Sun to sat.

Example (for reference as needed):	Repeat the procedure using these words:
<p><b>T:</b> sun is the word on the curve <b>S:</b> repeat</p> <p><b>T:</b> Change /un/ to /at/ to make a new word. Now what's the new word on the curve? <b>S:</b> Sat is the new word on the curve.</p>	<p>fall (change /all/ to /it/) nine (change /ine/ to /et/) <u>rack</u> (change /ack/ to /ide/) leg (change /eg/ to /ick/) rock (change /ock/ to /ag/) seal (change /eal/ to /it/) net (change /et/ to /ock/) tore (change /ore/ to /op/) neck (change /eck/ to /ob/) tan (change /an/ to /op/)</p>
Use the scaffolds from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity in the skill of single onset phoneme substitution. This skill will be assessed during the Mastering week.	



### Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Gentle Jerry gave Gina giant giraffes.





**Rhyme Activity:** That's Not Right! It's \_\_\_\_\_, not \_\_\_\_\_!

Skill: Rhyme production.

Refer to this example for the procedure as needed:	Sentences to use:
<p><b>T:</b> Oink, oink said the little baby <b>wig</b>.  <b>S:</b> That's not right! It's <b>pig</b>, not <b>wig</b>!</p>	<p>Remember to put on your <b>rocks</b> and shoes. (<b>socks</b>)  Meow! said the mitten. (<b>kitten</b>)  My <b>booth</b> hurts. I have to go to the dentist. (<b>tooth</b>)  I'm tired. It's time to go to <b>said</b>. (<b>bed</b>)  That joke was so <b>bunny</b>! (funny)</p>



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

Do this one first:	Repeat the procedure with this list of words:
<p><b>T:</b> say <u>kettledrum</u>  <b>S:</b> <u>kettledrum</u>  <b>T:</b> say it again without <b>drum</b>  <b>S:</b> kettle</p>	<u>candlestick</u> fireworks sunglasses <u>fiberglass</u> <u>paperback</u> partnership bookkeeper

	<b>sledgehammer</b> <u>Englishman</u> checkerboard
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### Manipulating Phonemes: Change the End (rime).

Skill: Substitute the rime in a one-syllable word. Ex: Sun to sat.

Example (for reference as needed):	Repeat the procedure using these words:
<p><b>T:</b> sun is the word on the curve  <b>S:</b> repeat</p> <p><b>T:</b> Change /un/ to /at/ to make a new word.  <i>Now what's the new word on the curve?</i>  <b>S:</b> Sat is the new word on the curve.</p>	pin (change /in/ to /ole/) make (change /ake/ to /ile/) car (change /ar/ to /up/) ship (change /ip/ to /ore/) bus (change /us/ to /oat/) tough (change /uff/ to /op/) night (change /ight/ to /ail/) sink (change /ink/ to /oar/) miss (change /iss/ to /ax/) pup (change /up/ to /in/)
Use the scaffolds from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity in the skill of single onset phoneme substitution. This skill will be assessed during the Mastering week.	



**Alliteration:** Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** All the aardvarks always ascend Mt. Ascutney.





**Rhyme Activity:** That's Not Right! It's \_\_\_\_\_, not \_\_\_\_\_!

Skill: Rhyme production.

Refer to this example for the procedure as needed:	Sentences to use:
<p><b>T:</b> <i>Oink, oink said the little baby <b>wig</b>.</i> <b>S:</b> That's not right! It's <b>pig</b>, not <b>wig</b>!</p>	<p><i>Ouch! I think I got stung by a <b>tree!</b> (<b>bee</b>)</i> <i>I can't see. Please <b>burn</b> on the light. (<b>turn</b>)</i> <i>Can you read that <b>shook</b> to me? (<b>book</b>)</i> <i>I just saw a furry little <b>house</b> eating some cheese. (<b>mouse</b>)</i> <i>Remember to <b>grow</b> out your garbage. (<b>throw</b>)</i></p>



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

Do this one first:	Repeat the procedure with this list of words:
<p><b>T:</b> say <u>overcast</u> <b>S:</b> <u>overcast</u> <b>T:</b> say it again without <b>cast</b> <b>S:</b> over</p>	<p>strawberry fireplace dragonfly <u>wallpaper</u> <u>turntable</u> volleyball rattlesnake</p>

	<u>undertook</u> wildlife
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**Manipulating Phonemes:** Change the End (rime).

Skill: Substitute the rime in a one-syllable word. Ex: *Sun* to *sat*.

Example (for reference as needed):	Repeat the procedure using these words:
<p><b>T:</b> <i>sun</i> is the word on the curve  <b>S:</b> repeat</p> <p><b>T:</b> Change /un/ to /at/ to make a new word.  <i>Now what's the new word on the curve?</i>  <b>S:</b> <i>Sat</i> is the new word on the curve.</p>	what (change /ut/ to /all/) red (change /ed/ to /ope/) none (change /un/ to /it/) soap (change /oap/ to /it/) wall (change /all/ to /itch/) sell (change /ell/ to /ick/) big (change /ig/ to /ox/) nest (change /est/ to /ot/) let (change /et/ to /iv/) rib (change /ib/ to /ack/)



**Alliteration:** Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Janet juggled giant jittery jackrabbits.





**Rhyme Activity:** That's Not Right! It's \_\_\_\_\_, not \_\_\_\_\_!

Skill: Rhyme production.

Refer to this example for the procedure as needed:	Sentences to use:
T: <i>Oink, oink said the little baby wig.</i> S: That's not right! It's <b>pig</b> , not <b>wig</b> !	<b>Pink</b> your milk! ( <b>drink</b> ) <i>I'm still hungry. Can I have some <b>door</b> food?</i> ( <b>more</b> ) <i>Let's get in the <b>jar</b> and go for a ride!</i> ( <b>car</b> ) <i>My necklace broke. Can you <b>six</b> it for me?</i> ( <b>fix</b> ) <i>Put on your <b>boat</b>. It's cold outside.</i> ( <b>coat</b> )



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

**Important Note:** By the Mastering stage, most students should be deleting a syllable from a three syllable compound word automatically (in less than 2 seconds). A short Whip Around assessment is provided to determine this. Be sure to administer it to students throughout the course of the week.

Do this one first:	Repeat the procedure with this list of words:
T: say <u>pacemaker</u> S: <b>pacemaker</b> T: say it again without <b>pace</b> S: maker	basketball understand everyone fisherman

	<b>thunder<b>storm</b></b> <b>honey<b>bee</b></b> <b>pineapple</b> <u><b>over<b>coat</b></b></u> <u><b>meadow<b>lark</b></b></u>
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### **Manipulating Phonemes:** Change the End (rime).

Skill: Substitute the rime in a one-syllable word. Ex: *Sun* to *sat*.

**Important Note:** By the Mastering stage, most students should be substituting the rime in a one syllable word automatically (in less than 2 seconds). A short Whip Around assessment is provided to determine this. Be sure to administer it to students throughout the course of the week.

Example:	Repeat the procedure using these words:
<b>T:</b> Say <i>sun</i> <b>S:</b> Repeat  <b>T:</b> Now say <i>sun</i> but change <i>un</i> to <i>at</i> . <b>S:</b> <i>sat</i>	<b>life</b> (change /ife/ to /uv/) <b>sip</b> (change /ip/ to /ell/) <b>hat</b> (change /at/ to /op/) <b>guess</b> (change /ess/ to /ot/) <b>mix</b> (change /ix/ to /ug/) <b>sink</b> (change /ink/ to /ale/) <b>lock</b> (change /ock/ to /ine/) <b>beat</b> (change /eat/ to /ox/) <b>web</b> (change /eb/ to /eek/) <b>light</b> (change /ight/ to /ane/)



**Alliteration:** Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow.  
Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Larry the lip lost his last lick.





**Rhyme Activity:** That's Not Right! It's \_\_\_\_\_, not \_\_\_\_\_!

Skill: Rhyme production.

Refer to this example for the procedure as needed:	Sentences to use:
<p><b>T:</b> Oink, oink said the little baby <b>wig</b>.  <b>S:</b> That's not right! It's <b>pig</b>, not <b>wig</b>!</p>	<p>Brrr! It's <b>gold</b> outside. (<b>cold</b>)  Let's go shopping at the grocery <b>floor</b>. (<b>store</b>)  My sister is <b>drive</b> years old! (<b>five</b>)  A baby <b>word</b> is in the nest. (<b>bird</b>)  She runs very fast. I think she'll win the <b>face</b>. (<b>race</b>)</p>



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

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

Do this one first:	Repeat the procedure with this list of words:
<p><b>T:</b> say <u>badminton</u>  <b>S:</b> <u>badminton</u>  <b>T:</b> say it again without <b>bad</b>  <b>S:</b> minton</p>	<p><b>woodworking</b>  <u><b>scholarship</b></u>  <u>afternoon</u>  <u>butterfly</u>  <u>underline</u>  <u>policeman</u>  <u>masterpiece</u></p>

	<b>whatever buttermilk</b>
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### **Manipulating Phonemes:** Change the End (rime).

Skill: Substitute the rime in a one-syllable word. Ex: *Sun* to *sat*.

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

<b>Example:</b>	<b>Repeat the procedure using these words:</b>
<p><b>T:</b> Say <i>sun</i>  <b>S:</b> Repeat</p> <p><b>T:</b> Now say <i>sun</i> but change <i>un</i> to <i>at</i>.  <b>S:</b> <i>sat</i></p>	wing (change /ing/ to /ut/) same (change /ame/ to /ock/) leap (change /eap/ to /et/) hot (change /ot/ to /and/) pup (change /up/ to /in/) rug (change /ug/ to /ack/) rich (change /ich/ to /an/) will (change /ill/ to /ax/) fine (change /ine/ to /or/) mom (change /om/ to /et/)



### **Alliteration:** Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Yowling yellow youngsters played yesterday.





**Rhyme Activity:** That's Not Right! It's \_\_\_\_\_, not \_\_\_\_\_!

Skill: Rhyme production.

Refer to this example for the procedure as needed:	Sentences to use:
<p><b>T:</b> Oink, oink said the little baby <b>wig</b>. <b>S:</b> That's not right! It's <b>pig</b>, not <b>wig</b>!</p>	<p><i>That car just beeped its <b>corn</b> at us! (<b>horn</b>)</i> <i>Shut the <b>plate</b> so the cows don't get out! (<b>gate</b>)</i> <i>What a mess! It's time to <b>green</b> up the room! (<b>clean</b>)</i> <i>The dentist told me to open my <u>south</u>. (<b>mouth</b>)</i> <i>I really love to <b>ring</b> that song! (<b>sing</b>)</i></p>



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

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

Do this one first:	Repeat the procedure with this list of words:
<p><b>T:</b> say <b>afternoon</b> <b>S:</b> <b>afternoon</b> <b>T:</b> say it again without <b>noon</b> <b>S:</b> after</p>	<p>skyscraper outstanding whatever <u>overlook</u> newspaper grasshopper grandmother</p>

	waterfall blueberry
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### Manipulating Phonemes: Change the End (rime).

Skill: Substitute the rime in a one-syllable word. Ex: *Sun* to *sat*.

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

Model of the procedure:	Repeat the procedure using these words:
<p><b>T:</b> Say <i>sun</i> <b>S:</b> Repeat</p> <p><b>T:</b> Now say <i>sun</i> but change <i>un</i> to <i>at</i>. <b>S:</b> <i>sat</i></p>	cat (change /at/ to /up/) far (change /ar/ to /it/) lake (change /ake/ to /ot/) mall (change /all/ to /at/) <u>tub</u> (change /ub/ to /ick/) fed (change /ed/ to /it/) rest (change /est/ to /ide/) fall (change /all/ to /un/) sun (change /un/ to /ed/) mail (change /ail/ to /ix/)



### Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Jasper joked. John jumped. Joanna jammed.





**Rhyme Activity:** That's Not Right! It's \_\_\_\_\_, not \_\_\_\_\_!

Skill: Rhyme production.

Refer to this example for the procedure as needed:	Sentences to use:
<p><b>T:</b> Oink, oink said the little baby <b>wig</b>. <b>S:</b> That's not right! It's <b>pig</b>, not <b>wig</b>!</p>	<p>Get the umbrella. It looks like it's going to <b>brain</b>! (rain) The bus will <b>cake</b> me to school. (take) Shh! I'm trying to go to <b>sheep</b>. (sleep) Ding! Dong! The <b>smell</b> is ringing! (bell) Can we go for a walk in the <b>bark</b>? (park)</p>



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

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

Do this one first:	Repeat the procedure with this list of words:
<p><b>T:</b> say <i>hummingbird</i> <b>S:</b> <i>hummingbird</i> <b>T:</b> say <i>it again without bird</i> <b>S:</b> <i>humming</i></p>	<p><u>underbrush</u> <u>penmanship</u> <u>firewood</u> <u>wheelbarrow</u> <u>honeycomb</u> <u>blackberry</u></p>

	overhear gingerbread sandpaper
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### **Manipulating Phonemes:** Change the End (rime).

Skill: Substitute the rime in a one-syllable word. Ex: *Sun* to *sat*.

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

Example:	Repeat the procedure using these words:
<p><b>T:</b> Say <i>sun</i> <b>S:</b> Repeat</p> <p><b>T:</b> Now say <i>sun</i> but change <i>un</i> to <i>at</i>. <b>S:</b> <i>sat</i></p>	hall (change /all/ to /en/) sad (change /ad/ to /ick/) tape (change /ape/ to /in/) fill (change /ill/ to /ar/) head (change /ed/ to /air/) neck (change /eck/ to /ob/) light (change /ight/ to /oad/) give (change /iv/ to /ot/) kneel (change /eel/ to /ot/) fix (change /ix/ to /all/) had (change /ad/ to /op/)



**Alliteration:** Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow.  
Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Eleven elegant elves ate enchiladas.





**Rhyme Activity:** That's Not Right! It's \_\_\_\_\_, not \_\_\_\_\_!

Skill: Rhyme production.

Refer to this example for the procedure as needed:	Sentences to use:
<p><b>T:</b> Oink, oink said the little baby <b>wig</b>. <b>S:</b> That's not right! It's <b>pig</b>, not <b>wig</b>!</p>	<p>Can I have a piece of bubble <b>thumb</b>? (gum) My dog is all muddy. He needs to take a <b>math</b>. (bath) My sister fell down and <b>jumped</b> her head. (bumped) Can I ride my <b>hike</b>? (bike) Look at the clouds way up in the <b>sly</b>. (sky)</p>



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete one syllable from a 3-syllable compound word.

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

Do this one first:	Repeat the procedure with this list of words:
<p><b>T:</b> say <b>sports</b>manship <b>S:</b> <b>sports</b>manship <b>T:</b> say it again without <b>sports</b> <b>S:</b> manship</p>	<p>basketball jellyfish ladybug silversmith figurehead newspaper everything</p>



**Manipulating Phonemes:** Change the End (rime).

Skill: Substitute the rime in a one-syllable word. Ex: *Sun* to *sat*.

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

Example:	Repeat the procedure using these words:
<p><b>T:</b> Say <i>sun</i> <b>S:</b> Repeat</p> <p><b>T:</b> Now say <i>sun</i> but change <i>un</i> to <i>at</i>. <b>S:</b> <i>sat</i></p>	<p>lid (change /id/ to /eg/) well (change /ell/ to /ut/) pig (change /ig/ to /ot/) house (change /ouse/ to /ome/) miss (change /iss/ to /ud/) bib (change /ib/ to /ox/) nest (change /est/ to /ot/) ring (change /ing/ to /ock/) time (change /ime/ to /ap/) wax (change /ax/ to /in/)</p>



**Alliteration:** Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

**Sentence:** Seven slippery syllables sat silently.





### Rhyme Activity: Popcorn Rhyme!

Skill: Rhyme production.

**Note:** The rhyme production activities in the Knowing stage are meant to provide students with lots of repeated practice and opportunities to produce rhyming words. Students will be assessed on their automaticity with rhyme production during the Mastery stage.

**Directions:** Tell students that they will be playing a new rhyming game called “popcorn rhyme.” Invite them to think about how when popcorn starts to pop, at first they hear some slow pops and then the pops come faster and faster. This activity will be like that. You’ll be saying a word and then students will start “popping” words out that rhyme with that word.

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

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

**Words to use:** hot, sit, mat, win, fall



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

**Important Note:** The activity and process for developing this manipulation is the same as that in the previous Manipulating Syllables Activity, only this time, students will be working with non compound words. This is more challenging because the syllables no longer hold meaning as they did with compound words. The directions are provided below for this first day as a reminder. ALSO NOTE that the words in this activity have their accent on the second syllable which make them easier to manipulate than the three syllable words they will be manipulating in First grade.

**Directions:** Tell students to imagine they have a set of drums in front of them. They are going to use one hand to play the beats in a word on the drums. Then their job will be to take one of those beats and put it in their pocket.

1. Say the sentence rhythmically, swaying/moving to the beat. Ex: *I hope we have pizza for lunch tomorrow.* Then say the word. Ex: *tomorrow*
2. Extend one arm. Then say the word while pretending to play each beat (syllable) on an invisible set of drums in front of you. Be sure that to the students, each beat is clearly moving from their left to right. [So, if you are facing them, you will need to “drum” from right to left. They will be mirroring you.] Doing this helps them feel and “see” each syllable separately and in sequence. Ex: *to-mor-row*
3. Have students practice this with you until they are comfortable playing each beat separately and in sequence from left to right.
4. Now tell students that you will play the word on the drums again. This time you will take one of those beats and put it in your pocket.
5. Model this for them. Ex: **to-mor-row** (play the first beat **to** and pull your hand away, making it seem as though you are putting that beat in your pocket, then continue playing the remaining beats).
6. Have students practice this with you until they are comfortable doing this.
7. Repeat this process with the remaining words.

In the table below, the column to the left shows the process described above.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>I hope we have pizza for lunch tomorrow. tomorrow</i> <b>T:</b> (playing the beats on imaginary drum set) <b>to - mor - row</b> <b>S:</b> repeat</p> <p><b>T:</b> <i>This time I'm going to put to in my pocket.</i></p>	<p><i>I can't wait for our family vacation!</i> <i>Oh no! My computer died.</i> <i>My uncle is a <u>lieutenant</u> in the army.</i> <i>I got a pink <u>carnation</u> for Valentine's Day.</i></p>

**T:** (playing the beats on imaginary drums) **to- mor - row** (as you play the targeted beat pull arm back and mime putting it in your pocket)

**T:** You do it.

**S:** repeat



### Manipulating Phonemes: Mix it Up!

Skills: Deleting and substituting onsets and rimes in one-syllable words.

- Delete a single phoneme onset from a one-syllable word. Ex: Fall to all.
- Substitute a single phoneme onset from a one-syllable word. Ex: Fall to mall.
- Delete a rime unit from a one-syllable word. Ex: Fall to /f/.
- Substitute a rime unit from a one-syllable word. Ex: Fall to far.

**Important Note:** Students have moved through the Experiencing, Knowing, and Mastering stages for the skills named above. This is the Mix it Up! activity. You will lead students through quick exercises that contain a mix of those skills.

**Directions:** Remind students that they have learned how to cut off the *first* sound they hear in a word and they've learned to change that sound. They've also learned how to leave that first sound alone and cut off or change the rest of the word - the part that is on the curve. Explain that they will need to listen carefully because it's time to "Mix it Up!"

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: "Mix it up, Mix it Up. Listen carefully. Mix it up, Mix it Up. Listen carefully."
3. You can rehearse this with the students and invite them to join in. Feel free to make this your own by adding different movements or parts to the chant so that students understand they will be "mixing it up" today.
4. Lead students in the prompts in the table below.

1. Say <i>does</i> .	Now say <i>does</i> but change /d/ to /w/.	6. Say <i>leg</i> .	Now say <i>leg</i> but change /l/ to /b/.
2. Say <i>tall</i> .	Now say <i>tall</i> without /t/.	7. Say <i>sun</i> .	Now say <i>sun</i> but change /un/ to /ed/.
3. Say <i>wake</i> .	Now say <i>wake</i> but change /w/ to /l/.	8. Say <i>chill</i> .	Now say <i>chill</i> without /ch/.
4. Say <i>wink</i> .	Now say <i>wink</i> but don't say /ink/.	9. Say <i>fan</i> .	Now say <i>fan</i> but change /an/ to /or/.
5. Say <i>his</i> .	Now say <i>his</i> without /h/.	10. Say <i>fox</i> .	Now say <i>fox</i> without /f/.



**Alliteration:** Silly Sentences.

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

**Sentence:** Marvelous Marvin married merry Matilda.





### Rhyme Activity: Popcorn Rhyme!

Skill: Rhyme production.

**Directions:** Remind students of their new rhyming game called “popcorn rhyme.” Remind them to think about how when popcorn starts to pop, at first they hear some slow pops and then the pops come faster and faster. You’ll be saying a word and then students will start “popping” words out that rhyme with that word.

1. Say the word and mime throwing it into a pan (or putting it into the microwave).
2. Invite students to “turn up the heat.” Once you determine that the heat is “high enough” invite students to start “popping” (i.e. sharing words that rhyme with the first word). You determine how this “popping” will proceed for your class.
3. Repeat the process with as many of the words as you choose.

**Note:** Nonsense words are acceptable.

**Words to use:** back, chain, hop, more, rug



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

Do this one first:	Repeat the procedure using these sentences:
T: Look at that cake. It's <b>gigantic!</b> gigantic T: (playing the beats on imaginary drum set) <b>gi</b> - gan - tic S: repeat	My birthday is in <b>November</b> . I read a book about the <b>Egyptian</b> pyramids. My aunt lives in <b>Wyoming</b> .

**T:** This time I'm going to put **gi** in my pocket.

**T:** (playing the beats on imaginary drums) **gi- gan - tic** (as you play the targeted beat pull arm back and mime putting it in your pocket)

**T:** You do it.

**S:** repeat

I like to imagine that I can fly.



### Manipulating Phonemes: Mix it Up!

Skills: Deleting and substituting onsets and rimes in one-syllable words.

#### 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, Mix it Up. Listen carefully. Mix it up, Mix it Up. Listen carefully.”

#### Prompts to use:

- |              |  |
|--------------|--|
| 1. Say ball. | Now say ball but change /all/ to /ox/. |
| 2. Say fin.  | Now say fin without /f/.               |
| 3. Say mail. | Now say mail but change /ail/ to /ix/. |
| 4. Say rich. | Now say rich without /ich/.            |
| 5. Say red.  | Now say red but change /ed/ to /ip/.   |

- |                      |  |
|----------------------|--|
| 6. Say fan.          | Now say fan but change /f/ to /r/.     |
| 7. Say <u>mill</u> . | Now say mill but change /ill/ to /at/. |
| 8. Say guess.        | Now say guess but change /g/ to /m/.   |
| 9. Say light.        | Now say light without /l/.             |
| 10. Say saw.         | Now say saw but change /s/ to /l/.     |



### Alliteration: Silly Sentences.

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

**Sentence:** Hidalgo hurls handfuls of hot habaneros.





**Rhyme Activity:** Popcorn Rhyme!

Skill: Rhyme production.

**Directions:**

1. Say the word and mime throwing it into a pan (or putting it into the microwave).
2. Invite students to “turn up the heat.” Once you determine that the heat is “high enough” invite students to start “popping” (i.e. sharing words that rhyme with the first word). You determine how this “popping” will proceed for your class.
3. Repeat the process with as many of the words as you choose.

**Note:** Nonsense words are acceptable.

**Words to use:** take, feet, nest, win, mop



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

**Important Note:** This day starts a gradual release. Students play the beats in the word (i.e. segment the syllables) with you.

**Directions:**

1. Say the sentence rhythmically, swaying/moving to the beat. Then say the word.
2. Tell the students to say and play the word with you on their drum set. Again, be sure that they are playing each beat separately and in sequence from left to right.
3. Now tell students that you will all play the word on the drums again but this time you will all put (name the beat) in your pocket.
4. Play the word together with students on your imaginary drum sets, putting the (named beat) in a pocket. Model this for

- them as needed until they're comfortable doing it together.
- Repeat this process with the remaining words.

Do this one first:	Repeat the procedure using these sentences:
<p>T: I love to eat <b>vanilla</b> frosting. <b>vanilla</b>  T: Play that word with me.  <b>T &amp; S:</b> (playing the beats on imaginary drums) <b>va-nil-la</b></p> <p>T: This time let's put <b>va</b> in our pockets.  <b>T &amp; S:</b> (playing the beats on imaginary drums) <b>va - ni - lla</b> (as you play the first beat pull arm back and mime putting it in your pocket)</p>	<p>My dad signed the <b>permission</b> slip for my field trip.  The clown wore rainbow <b>suspenders</b>.  My mom made a <b>deposit</b> at the bank.  The party will be in <b>September</b>.</p>



### Manipulating Phonemes: Mix it Up!

Skills: Deleting and substituting onsets and rimes in one-syllable words.

#### Directions:

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

#### Prompts to use:

1. Say <i>rid</i> . Now say <i>rid</i> but change /id/ to /at/. 2. Say <i>net</i> . Now say <i>net</i> but change /n/ to /w/. 3. Say <i>vase</i> . Now say <i>vase</i> but change /v/ to /l/.	6. Say <i>mat</i> . Now say <i>mat</i> but change /at/ to /op/. 7. Say <i>she</i> . Now say <i>she</i> without /sh/. 8. Say <u><i>cart</i></u> . Now say <i>cart</i> without /art/.
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4. Say fit. Now say fit without /f/.  
5. Say night. Now say night without /ight/.

9. Say tore. Now say tore without /t/.  
10. Say tacks. Now say tacks but change /acks/ to /uff/.



**Alliteration:** Silly Sentences.

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

**Sentence:** Little lions like lazy lizards.





**Rhyme Activity:** Popcorn Rhyme!

Skill: Rhyme production.

**Directions:**

1. Say the word and mime throwing it into a pan (or putting it into the microwave).
2. Invite students to “turn up the heat.” Once you determine that the heat is “high enough” invite students to start “popping” (i.e. sharing words that rhyme with the first word). You determine how this “popping” will proceed for your class.
3. Repeat the process with as many of the words as you choose.

**Note:** Nonsense words are acceptable.

**Words to use:** bright, man, rock, jump, day



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>My dog keeps barking. I think he wants my attention. attention</i> T: <i>Play that word with me.</i> T &amp; S: (playing the beats on imaginary drums) <b>a - tten - tion</b></p> <p>T: <i>This time let's put a in our pockets.</i></p>	<p>We practiced every day for the <b>performance</b>. I forgot my homework again. I am so <b>forgetful</b>! My cousin has a pet <b>iguana</b>. She is famous because of her <b>invention</b>.</p>

**T & S:** (playing the beats on imaginary drums) **a - tt(en) - tion** (as you play the first beat pull arm back and mime putting it in your pocket)



### Manipulating Phonemes: Mix it Up!

Skills: Deleting and substituting onsets and rimes in one-syllable words.

#### 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, Mix it Up. Listen carefully. Mix it up, Mix it Up. Listen carefully.”

#### Prompts to use:

1. Say shoes.	Now say shoes without /sh/.	6. Say time.	Now say time but change /ime/ to /ake/.
2. Say park.	Now say park without /ark/.	7. Say couch.	Now say couch without /k/.
3. Say feet.	Now say feet but change /f/ to /n/.	8. Say love.	Now say love without /uv/.
4. Say cool.	Now say cool but change /k/ to /p/.	9. Say chin.	Now say chin without /in/.
5. Say shake.	Now say shake without /sh/.	10. Say week.	Now say week but change /w/ to //.



#### Alliteration: Silly Sentences.

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

**Sentence:** Rare rabbits ride real rhinos.





**Rhyme Activity:** Popcorn Rhyme!

Skill: Rhyme production.

**Directions:**

1. Say the word and mime throwing it into a pan (or putting it into the microwave).
2. Invite students to “turn up the heat.” Once you determine that the heat is “high enough” invite students to start “popping” (i.e. sharing words that rhyme with the first word). You determine how this “popping” will proceed for your class.
3. Repeat the process with as many of the words as you choose.

**Note:** Nonsense words are acceptable.

**Words to use:** nice, stick, junk, mail, smell



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

Do this one first:	Repeat the procedure using these sentences:
T: Did you make a <b>decision</b> yet? <i>decision</i> T: Play that word with me. T & S: (playing the beats on imaginary drums) <b>de</b> - <i>ci</i> - <i>sion</i>  T: This time let's put <b>de</b> in our pockets.	What a pretty pink <b>flamingo</b> ! A dog is a wonderful <b>companion</b> . My sister turned <b>eleven</b> years old today. I forgot my <b>umbrella</b> and now I am all wet!

**T & S:** (playing the beats on imaginary drums) **de - ci - sion** (as you play the first beat pull arm back and mime putting it in your pocket)



### Manipulating Phonemes: Mix it Up!

Skills: Deleting and substituting onsets and rimes in one-syllable words.

#### 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, Mix it Up. Listen carefully. Mix it up, Mix it Up. Listen carefully.”

#### Prompts to use:

1. Say mouse.	Now say mouse without /ouse/.	6. Say lit.	Now say lit without /l/.
2. Say far.	Now say far but change /ar/ to /un/.	7. Say mop.	Now say mop but change /m/ to /t/.
3. Say wall.	Now say wall but change /all/ to /et/.	8. Say wish.	Now say wish but change /w/ to /f/.
4. Say ring.	Now say ring without /ing/.	9. Say shout.	Now say shout without /sh/.
5. Say hope.	Now say hope without /ope/.	10. Say near.	Now say near without /ear/.



#### Alliteration: Silly Sentences.

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

**Sentence:** Placid Platypus played percussion with playdoh.





**Rhyme Activity:** Popcorn Rhyme!

Skill: Rhyme production.

**Directions:**

1. Say the word and mime throwing it into a pan (or putting it into the microwave).
2. Invite students to “turn up the heat.” Once you determine that the heat is “high enough” invite students to start “popping” (i.e. sharing words that rhyme with the first word). You determine how this “popping” will proceed for your class.
3. Repeat the process with as many of the words as you choose.

**Note:** Nonsense words are acceptable.

**Words to use:** game, pink, luck, rap, fine



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

**Important Note:** This lesson releases more of the scaffolds. Students now just mouth (or say it under their breath) the beat to be deleted (i.e. they don’t say it aloud). At the end, they play the remaining beats and blend them together.

Do this one first:	Repeat the procedure using these sentences:
T: My little cousin loved the <b>beginning</b> of my story. <i>beginning</i> T: Now let’s play it on our drums T & S: <b>be-gi-nig</b>	I wonder how many spots are on the <u>dalmatian</u> ? Please put some <u>detergent</u> in the washing machine.

**T:** Let's play it again and put **be** in our pockets, but be careful, because this time when we play it, we're not going to say **be**. We're going to just move our mouths or say it under our breath.

**T & S:** (playing the beats on imaginary drums) \_\_\_\_\_ (pull arms back and mime putting that beat in a pocket) - *gi - ning*

**T:** What do we have left?

**T & S:** (playing the remaining beats on the imaginary drums) *gi-ning! ginning!*

*I will boil the noodles for the spaghetti.*

*The magician tricked us with an illusion.*



## (E)

### **Manipulating Phonemes:** Cut Off the Sound Part 2.

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

**Important Note:** Earlier in the curriculum, in Cut off the Sound Part 1, students worked with deleting a single phoneme onset (ex: *fall* to *all*). Here they are doing the same thing, only now they are using 2-syllable words. So, they must be able to segment the syllables first, then isolate and delete the onset in the second syllable.

It is expected that students will find this difficult at first. As noted, they have to segment the syllable, isolate the onset in the second syllable, delete it and then blend the remaining phonemes to form the resulting word. Four separate manipulations. However, the repetition in the program will support most students in being able to do this. Mastery for this manipulation is not assessed until first grade. As we note in the introduction, problems with multisyllabic words is a major factor in poor word recognition. This activity directly addresses this issue.

Students will be working here with two syllable words, some of which will be hard to explain. We have underlined the more concrete words we feel are easy to explain (e.g. "blooper" means a big mistake; "bumper" is something in front of a car to protect the car"...). For others we suggest you tell students it is a real word and they will learn it when they get older.

**Directions:** Tell students they are going to be doing some magic. They will be taking out one sound in the middle of a long word to make a new word.

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

Do this one first. Practice and model with the students:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>It looks like winter!</i> winter <b>S:</b> repeat</p> <p><b>T:</b> /win/ (one palm up) /ter/ (second palm up) (pull the palm "holding" /ter/ towards you while saying...) <i>cut off the /t/</i> <b>S:</b> repeat</p> <p><b>T:</b> /win/ (palm up), /er/ (palm up), (cross hands in front over stomach) /winner/ <b>S:</b> repeat</p>	<p><i>I'm a good driver.</i> (take off the /v/ = dryer)</p> <p><i>He is planting the flowers.</i> (take off the /t/ = planning)</p> <p><i>Did you eat a donut? You have powder on your face!</i> (take off the /d/ = power)</p> <p><i>I saw a tiger at the zoo.</i> (take off the /g/ = tire)</p>
To further scaffold this for students, between the second and third steps in the example above, you can have students say the new syllable: Ex: "Now /ter/ is /er/." <u>Then</u> you can have them blend the two syllables together to say the new word. <b>Many students may need this at first.</b>	



**Alliteration:** Silly Sentences.

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

**Sentence:** Roses are red. Rabbits are real.





**Rhyme Activity:** Popcorn Rhyme!

Skill: Rhyme production.

**Directions:**

1. Say the word and mime throwing it into a pan (or putting it into the microwave).
2. Invite students to “turn up the heat.” Once you determine that the heat is “high enough” invite students to start “popping” (i.e. sharing words that rhyme with the first word). You determine how this “popping” will proceed for your class.
3. Repeat the process with as many of the words as you choose.

**Note:** Nonsense words are acceptable.

**Words to use:** chip, late, will, grow, bug



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: delete the first syllable from a 3-syllable non compound word.

Do this one first:	Repeat the procedure using these sentences:
T: Yum! That soup is <b>delicious!</b> delicious T: Now let's play it on our drums T & S: <b>de-li-cious</b>	The <u>propeller</u> of the helicopter was very loud. We make these cookies every year as a family <u>tradition</u> . The elephant is <b>enormous!</b>

**T:** Let's play it again and put **de** in our pockets, but be careful, because this time when we play it, we're not going to say **de**. We're going to just move our mouths or say it under our breath.

**T & S:** (playing the beats on imaginary drums) \_\_\_\_ (pull arms back and mime putting that beat in a pocket) - *li-cious*

**T:** What do we have left?

**T & S:** (playing the remaining beats on the imaginary drums) *li-cious! licious!*

That TV **commercial** is so funny!



## (E)

### Manipulating Phonemes: Cut Off the Sound Part 2.

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

**Important Note:** Earlier in the curriculum, in Cut off the Sound Part 1, students worked with deleting a single phoneme onset (ex: *fall* to *all*). Here they are doing the same thing, only now they are using 2-syllable words. So, they must be able to segment the syllables first, then isolate and delete the onset in the second syllable.

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

Do this one first:	Repeat the procedure using these sentences:
<b>T:</b> <i>It looks a little stormy outside.</i> <b>stormy</b> <b>S:</b> repeat	<i>I hope we can go shopping later.</i> (take off the /t/ = layer)
<b>T:</b> /stor/ (one palm up) /my/ (second palm up) (pull the palm "holding" /my/ towards you while saying...) <b>cut off</b>	<i>A baby plant is called a seedling.</i> (take off the /d/ = seeing)

<p><b>the /m/</b>  <b>S:</b> repeat</p> <p><b>T:</b> /stor/ (palm up), /y/ (palm up), (cross hands in front over stomach) /story/  <b>S:</b> repeat</p>	<p>Put the ice cream in the <b>freezer</b>.  (take off the /z/ = <u>freer</u>)</p> <p><i>It was raining outside and now I'm <b>soaking</b> wet.</i>  (take off the /k/ = sewing)</p>
<p>To further scaffold this for students, between the second and third steps in the example in the left hand column above you can have students say the new syllable: Ex: "Now /mee/ is /ee/." <u>Then</u> you can have them blend the two syllables together to say the new word.</p>	



**Alliteration:** Silly Sentences.

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

**Sentence:** Vinnie the Velociraptor valued vacations.





**Rhyme Activity:** Popcorn Rhyme!

Skill: Rhyme production.

**Directions:**

1. Say the word and mime throwing it into a pan (or putting it into the microwave).
2. Invite students to “turn up the heat.” Once you determine that the heat is “high enough” invite students to start “popping” (i.e. sharing words that rhyme with the first word). You determine how this “popping” will proceed for your class.
3. Repeat the process with as many of the words as you choose.

**Note:** Nonsense words are acceptable.

**Words to use:** car, mash, need, sound, mop



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

**Directions:** See the left hand column in the table below. The scaffolds are released even more. Students take on more independence.

Do this one first:	Repeat the procedure using these sentences:
T: There's a <b>volcano</b> on the cover of my book. <b>volcano</b> T: Now play it on your drums S: vol-ca-no	I need a <u>utensil</u> to eat my lunch. We watched a <u>recording</u> of the interview.

<p><b>T:</b> Now play it again and put <b>vol</b> in your pockets, but this time when you play it, you're not going to say it.</p> <p><b>S:</b> (playing the beats on imaginary drums) _____ - ca- no</p> <p><b>T:</b> What do we have left?</p> <p><b>T &amp; S:</b> (playing the remaining beats on the imaginary drums) ca-no! cano!</p>	<p>Please add a teaspoon of <u>paprika</u> to the recipe.</p> <p>I bought a <u>container</u> to hold my art supplies.</p>
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## E

### Manipulating Phonemes: Cut Off the Sound Part 2.

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

**Important Note:** Earlier in the curriculum, in Cut off the Sound Part 1, students worked with deleting a single phoneme onset (ex: *fall* to *all*). Here they are doing the same thing, only now they are using 2-syllable words. So, they must be able to segment the syllables first, then isolate and delete the onset in the second syllable.

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

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> Grab your coat, it's <b>freezing</b> outside! freezing</p> <p><b>S:</b> repeat</p>	<p><i>My sister got a giant <b>sized</b> balloon for her birthday.</i> (take off the /z/ = <u>sighed</u>)</p>
<p><b>T:</b> /free/ (one palm up) /zing/ (second palm up) (pull the palm "holding" /zing/ towards you while saying...) cut off</p>	<p><i>I was <b>groaning</b> this morning because I didn't want to get out of bed.</i> (take off the /n/ = growing)</p>

*the /z/*

**S:** repeat

**T:** /free/ (palm up), /ing/ (palm up), (cross hands in front over stomach) /freeing/

**S:** repeat

*The dentist said I have a new molar growing in.*  
(take off the /l/ = mower)

*That refrigerator has an ice maker.*  
(take off the /k/ = mayor)

To further scaffold this for students, between the second and third steps in the example in the left hand column above you can have students say the new syllable: Ex: “Now /zing/ is /ing/.” Then you can have them blend the two syllables together to say the new word.



**Alliteration:** Silly Sentences.

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

**Sentence:** Gray griffins growled at green grannys.





### Rhyme Activity: Popcorn Rhyme!

Skill: Rhyme production.

**Directions:**

1. Say the word and mime throwing it into a pan (or putting it into the microwave).
2. Invite students to “turn up the heat.” Once you determine that the heat is “high enough” invite students to start “popping” (i.e. sharing words that rhyme with the first word). You determine how this “popping” will proceed for your class.
3. Repeat the process with as many of the words as you choose.

**Note:** Nonsense words are acceptable.

**Words to use:** week, rain, ride, not, made



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

Do this one first:	Repeat the procedure using these sentences:
<p>T: When I went to the <b>museum</b>, I saw a lot of paintings. museum T: Now play it on your drums. <b>S:</b> mu-se-um</p> <p>T: Now play it again and put <b>mu</b> in your pockets, but this time when you play it, you're not going to say it.</p>	<p>Wow! You did such a <b>fantastic</b> job in the play! The <u>mechanic</u> said it would take a few days to fix our car. She was sick with <u>pneumonia</u> for many days.</p>

<p><b>S:</b> (playing the beats on imaginary drums) _____ (pull arms back and mime putting that beat in a pocket) -se-um</p> <p><b>T:</b> What do we have left?</p> <p><b>T &amp; S:</b> (playing the remaining beats on the imaginary drums) se-um! seum!</p>	<p>There was a <u>tornado</u> watch in our town last night.</p>
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## (E)

### Manipulating Phonemes: Cut Off the Sound Part 2.

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

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

can have students say the new syllable: Ex: “Now /ting/ is /ing/.” Then you can have them blend the two syllables together to say the new word.



**Alliteration:** Silly Sentences.

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

**Sentence:** Wily Willa went wild; William waited, wilting.





**Rhyme Activity:** Popcorn Rhyme!

Skill: Rhyme production.

**Directions:**

1. Say the word and mime throwing it into a pan (or putting it into the microwave).
2. Invite students to “turn up the heat.” Once you determine that the heat is “high enough” invite students to start “popping” (i.e. sharing words that rhyme with the first word). You determine how this “popping” will proceed for your class.
3. Repeat the process with as many of the words as you choose.

**Note:** Nonsense words are acceptable.

**Words to use:** let, lip, mine, fork, yell



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

Do this one first:	Repeat the procedure using these sentences:
T: Oh no! I <b>com</b> pletely forgot to call you! completely T: Now play it on your drums. T & S: <i>com</i> -plete-ly  T: Now play it again and put <b>com</b> in your pockets, but this time when you play it, you're not going to say it.	Thank you! You were a <b>tremendous</b> help. We watched the <b>Olympic</b> Games on television. What an adorable little <b>chihuahua</b> ! The wrecking ball will <b>demolish</b> the building.

**S:** (playing the beats on imaginary drums) \_\_\_\_\_ - plete - ly

**T:** What do we have left?

**T & S:** (playing the remaining beats on the imaginary drums)  
plete-ly! pletely!



## E

### Manipulating Phonemes: Cut Off the Sound Part 2.

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

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

Do this one first:	Repeat the procedure using these sentences:
<b>T:</b> I love <b>building</b> things with blocks! <i>building</i> <b>S:</b> repeat	<i>The little kitten is <u>roaming</u> around, looking for some food.</i> (take off the /m/ = rowing)
<b>T:</b> /buil/ (one palm up) /ding/ (second palm up) (pull the palm "holding" /ding/ towards you while saying...) <i>cut off</i> the /d/ <b>S:</b> repeat	<i>The little puppy is lost. He is <u>seeking</u> someone.</i> (take off the /k/ = seeing)
<b>T:</b> /bill/ (palm up), /ing/ (palm up), (cross hands in front over stomach) <u>/billing/</u> <b>S:</b> repeat	<i>It's a beautiful day. The sun is <u>beaming</u> down on us.</i> (take off the /m/ = being)
To further scaffold this for students, between the second and third steps in the example in the left hand column above you	

can have students say the new syllable: Ex: “Now /ding/ is /ing/.” Then you can have them blend the two syllables together to say the new word.



**Alliteration:** Silly Sentences.

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

**Sentence:** Ollie only organized obstinate otters.





### Rhyme Activity: Popcorn Rhyme!

Skill: Rhyme production.

**Directions:**

1. Say the word and mime throwing it into a pan (or putting it into the microwave).
2. Invite students to “turn up the heat.” Once you determine that the heat is “high enough” invite students to start “popping” (i.e. sharing words that rhyme with the first word). You determine how this “popping” will proceed for your class.
3. Repeat the process with as many of the words as you choose.

**Note:** Nonsense words are acceptable.

**Words to use:** sock, wax, did, pig, cut



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

**Important Note:** Lessons in the Experiencing stage scaffolded students towards eventual syllable deletion. They segmented the word into syllables by drumming, isolated them by identifying the “beat” to be pulled, and deleted it by placing it in their pocket and eventually not saying it. They then played the remaining beats on their drum and put them together (blending) to say a new word.

As students enter the Knowing stage, they should be comfortable with deleting the targeted syllable in this way, but may not be doing it automatically yet. There are two weeks of lessons in the Knowing stage for this skill. These weeks are designed to provide repeated practice aimed at developing automaticity with syllable deletion. The physical and verbal scaffolds are used only as needed to support students.

During the Knowing week, this activity will no longer have the words embedded in sentences. This is meant to be a quick drill to practice deletion with the goal of automaticity. Review the meanings of some of the underlined words at the end of the drill as needed. **Note that many of these three-syllable non compound words will likely be unfamiliar so choose just a few to review the meaning of.**

**Directions:** See the box on the left side of the table for the procedure. Explain to students that over the next several days they'll be practicing to see if they can take a beat off a word without using their drums. In this lesson, you prompt students to say the word without the targeted syllable.

Do this one first:	Repeat the procedure using these sentences:
T: Say <i>magician</i> . S: <i>magician</i> T: Say it again without <i>ma</i> . S: <i>gician</i>	idea <u>official</u> terrific <u>profession</u> continue <u>republic</u> <u>contagious</u> <u>delightful</u> <u>endurance</u>
Use the scaffolds (e.g. drumming the beats, putting one in a pocket, blending the remaining beats together) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. This skill will be assessed during the Mastery stage.	



### Manipulating Phonemes: Cut Off the Sound Part 2.

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

**Important Note:** The words are no longer embedded in sentences and students provide the new word independently. This is meant to provide repeated practice towards the goal of automaticity. Remember, this is a complex skill and many students will not master it by the end of Kindergarten.

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



**Alliteration:** Silly Sentences.

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

**Sentence:** Long lost lions lounge lazily.





### Rhyme Activity: Popcorn Rhyme!

Skill: Rhyme production.

**Directions:**

1. Say the word and mime throwing it into a pan (or putting it into the microwave).
2. Invite students to “turn up the heat.” Once you determine that the heat is “high enough” invite students to start “popping” (i.e. sharing words that rhyme with the first word). You determine how this “popping” will proceed for your class.
3. Repeat the process with as many of the words as you choose.

**Note:** Nonsense words are acceptable.

**Words to use:** miss, hug, hope, fill, scream



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

Do this one first:	Repeat the procedure with this list of words
<p><b>T:</b> Say <b>e</b>leven. <b>S:</b> eleven <b>T:</b> Say it again without <b>e</b>. <b>S:</b> leven</p>	<p><u>location</u> <u>forgotten</u> <u>musician</u> <u>partition</u> <u>decision</u> <u>survival</u></p>

	<u>foundation</u> <u>attention</u> <u>chinchilla</u>
During the first week of the Knowing stage, use the scaffolds (e.g. drumming the beats, putting one in a pocket, blending the remaining beats together) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. This skill will be assessed during the Mastery stage.	



### Manipulating Phonemes: Cut Off the Sound Part 2.

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

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



**Alliteration:** Silly Sentences.

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

**Sentence:** "Yippity yippity" yipped the young yaks.





### Rhyme Activity: Popcorn Rhyme!

Skill: Rhyme production.

#### Directions:

1. Say the word and mime throwing it into a pan (or putting it into the microwave).
2. Invite students to “turn up the heat.” Once you determine that the heat is “high enough” invite students to start “popping” (i.e. sharing words that rhyme with the first word). You determine how this “popping” will proceed for your class.
3. Repeat the process with as many of the words as you choose.

Note: Nonsense words are acceptable.

**Words to use:** bead, make, spring, stop, poke



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

Do this one first:	Repeat the procedure with this list of words
<p><b>T:</b> Say <b>solution</b>. <b>S:</b> solution <b>T:</b> Say it again without <b>so</b>. <b>S:</b> lution</p>	<p><u>informal</u> <u>beginning</u> <u>taxation</u> <u>creative</u> <u>petition</u> <u>subscription</u></p>

	<u>elastic</u> <u>gymnastics</u> <u>sombrero</u>
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During the first week of the Knowing stage, use the scaffolds (e.g. drumming the beats, putting one in a pocket, blending the remaining beats together) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. This skill will be assessed during the Mastery stage.



### Manipulating Phonemes: Cut Off the Sound Part 2.

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

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



**Alliteration:** Silly Sentences.

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

**Sentence:** Jolly Jelly Belly joked with Jake the Giant.





### Rhyme Activity: Popcorn Rhyme!

Skill: Rhyme production.

#### Directions:

1. Say the word and mime throwing it into a pan (or putting it into the microwave).
2. Invite students to “turn up the heat.” Once you determine that the heat is “high enough” invite students to start “popping” (i.e. sharing words that rhyme with the first word). You determine how this “popping” will proceed for your class.
3. Repeat the process with as many of the words as you choose.

Note: Nonsense words are acceptable.

**Words to use:** saw, pin, woke, sheep, lake



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

Do this one first:	Repeat the procedure with this list of words
T: Say <b>remember</b> . S: remember T: Say <i>it again without re</i> . S: member	magnetic delicious <u>Wisconsin</u> <u>employer</u> <u>edition</u> <u>insurance</u>

	<u>completion</u> <u>interpret</u> <u>solution</u>
During the first week of the Knowing stage, use the scaffolds (e.g. drumming the beats, putting one in a pocket, blending the remaining beats together) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. This skill will be assessed during the Mastery stage.	



### Manipulating Phonemes: Cut Off the Sound Part 2.

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

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



**Alliteration:** Silly Sentences.

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

**Sentence:** Rowdy raucous racoons ran right away.





**Rhyme Activity:** Popcorn Rhyme!

Skill: Rhyme production.

**Directions:**

1. Say the word and mime throwing it into a pan (or putting it into the microwave).
2. Invite students to “turn up the heat”. Once you determine that the heat is “high enough” invite students to start “popping” (i.e. sharing words that rhyme with the first word). You determine how this “popping” will proceed for your class.
3. Repeat the process with as many of the words as you choose.

**Note:** Nonsense words are acceptable.

**Words to use:** lunch, box, found, rash, wink



**Manipulating Syllables Activity:** Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

<b>Do this one first:</b>	<b>Repeat the procedure with this list of words</b>
<p><b>T:</b> Say <u>de</u>liver. <b>S:</b> deliver <b>T:</b> Say it again without <b>de</b>. <b>S:</b> liver</p>	<p><u>Virgini</u>a <u>conclu</u>sion <u>deciph</u>er <u>beginn</u>er <u>domesti</u>c</p>

	<u>surrender</u> <u>compartment</u> electric <u>rehearsal</u>
During the first week of the Knowing stage, use the scaffolds (e.g. drumming the beats, putting one in a pocket, blending the remaining beats together) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. This skill will be assessed during the Mastery stage.	



### Manipulating Phonemes: Cut Off the Sound Part 2.

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

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



**Alliteration:** Silly Sentences.

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

**Sentence:** Dainty deer do not do deliveries.





### Rhyme Activity: Mix it Up!

Skill: Each day this week, students will practice a rhyming skill. Today's skill is Rhyme Recognition.

**Directions:** Give students a word and instruct them to choose the word that rhymes with the given word.

**T:** Which word rhymes with flag? drag or glass

**S:** drag

**T:** Which word rhymes with steam? drain or dream

**S:** dream

**Repeat with words:** brake (steak, crust), flash (dash, hunch), flew (true, play)



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

Do this one first:	Repeat the procedure with this list of words
<p><b>T:</b> Say <b>September</b>. <b>S:</b> September <b>T:</b> Say it again without <b>Sep.</b>. <b>S:</b> tember</p>	<p><u>decipher</u> professor <u>illegal</u> <u>commander</u> <u>notation</u> important athletic <u>equator</u> <u>perfection</u></p>



### Manipulating Phonemes: Cut Off the Sound Part 2.

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

**Important Note:** Remember, this is a complex skill and many students will not master it by the end of Kindergarten. It will be assessed in First Grade.

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

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



### Alliteration: Silly Sentences.

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

**Sentence:** My marvelous mother makes me milkshakes.





### Rhyme Activity: Mix it Up!

Skill: Each day this week, students will practice a rhyming skill. Today's skill is Rhyme Production.

**Directions:**

1. Say the rime (-id).
2. Instruct students to say words that have the same rime (-bid).

**Note:** Nonsense words are acceptable.

**Rime: -id:** did, kid, slid, rid, hid, bid, lid or any other word -rime of choice.



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: delete the first syllable from a 3-syllable non compound word.

Do this one first:	Repeat the procedure with this list of words
T: Say <b>pajamas</b> . S: pajamas T: Say it again without <b>pa</b> . S: jamas	<u>Montana</u> <u>relation</u> <u>inventor</u> <u>construction</u> <u>departure</u> <u>digestion</u> <u>majestic</u> <u>committee</u> <u>provided</u>



### Manipulating Phonemes: Cut Off the Sound Part 2.

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

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



### Alliteration: Silly Sentences.

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

**Sentence:** Kam played the Kora in Cameroon.





### Rhyme Activity: Mix it Up!

Skill: Each day this week, students will practice a rhyming skill. Today's skill is Rhyme Recognition.

**Directions:** Give students a word and instruct them to choose the word that rhymes with the given word.

**T:** Which word rhymes with nest? best, dish

**S:** best

**Repeat with words:** bring (thing, fold), trunk (thank, chunk), push (chin, bush), bank (tank, talk)



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

Do this one first:	Repeat the procedure with this list of words
<p><b>T:</b> say <b>Missouri</b> <b>S:</b> Missouri <b>T:</b> say it again without <b>Mi</b> <b>S:</b> ssouri</p>	<p><u>deposit</u> <u>selection</u> <u>regarded</u> <u>performer</u> <u>enjoyment</u> <u>reunion</u> <u>cathedral</u> <u>torpedo</u> <u>employment</u></p>



### Manipulating Phonemes: Cut Off the Sound Part 2

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

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



### Alliteration: Silly Sentences.

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

**Sentence:** Little Loretta liked loud lutes.





### Rhyme Activity: Mix it Up!

Skill: Each day this week, students will practice a rhyming skill. Today's skill is Rhyme Production.

**Directions:**

1. Say the rime (-ap).
2. Instruct students to say words that have same rime (-nap).

**Note:** Nonsense words are acceptable.

**Rime -ap** nap, sap, flap, gap, rap, zap, map, yap or any other -rime of choice.



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket

Skill: delete the first syllable from a 3-syllable non compound word.

Do this one first:	Repeat the procedure with this list of words
<p><b>T:</b> Say <b>terrific</b>. <b>S:</b> terrific <b>T:</b> Say it again without <b>ter</b>. <b>S:</b> riffic</p>	<p><u>receiver</u> <u>protection</u> <u>consumer</u> <u>cathedral</u> <u>remainder</u> <u>selection</u> <u>metallic</u> <u>poetic</u> <u>momentum</u></p>



### Manipulating Phonemes: Cut Off the Sound Part 2.

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

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



### Alliteration: Silly Sentences.

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

**Sentence:** Big Bobby Brown baked beans in his big bad bed!





### Rhyme Activity: Mix it Up!

Skill: Each day this week, students will practice a rhyming skill. Today's skill is Rhyme Judgement.

**Directions:**

1. Say pair of words.
2. Instruct students to show whether or not words rhyme. (Thumbs up or down).

**T:** *flip, drip*

**S:** (thumbs up)

**T:** *block, blue*

**S:** (thumbs down)

**Words to use:** dream/stream, glass/glove, glow, blow



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

Do this one first:	Repeat the procedure with this list of words
<p><b>T:</b> <i>Say recording.</i> <b>S:</b> recording <b>T:</b> <i>Say it again without re.</i> <b>S:</b> cording</p>	<p><u>retriever</u> <u>donation</u> improvement recorder completely</p>

	<b>decided</b> <b>rebellion</b> <b>transmission</b> attendance
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### Manipulating Phonemes: Cut Off the Sound Part 2.

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

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



### Alliteration: Silly Sentences.

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

**Sentence:** Yikes! Yelled yellow young yaks.





### Rhyme Activity: Rhyme It.

Skill: Rhyme production.

**Directions:** Give students a word to rhyme with. Call on students to answer.

**Note:** Nonsense words are acceptable.

**T:** Say a word that rhymes with hop.

**S:** Answer (bop, slop, drop, mop, flop, cop, pop, hop, top, crop, stop, plop, etc)

**Repeat with:** hot, cob, jog, boat, nod, book



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

**Important Note:** By the Mastering stage, most students should be deleting the first syllable from a three-syllable non compound word automatically (in less than 2 seconds). A short “Whip Around” assessment is provided to determine this. It should be administered to students throughout the week during a time that is convenient to pull them.

Do this one first:	Repeat the procedure with this list of words:
<p><b>T:</b> Say <u>historic</u>. <b>S:</b> historic <b>T:</b> Say it again without <b>his</b>. <b>S:</b> toric</p>	<p><u>defensive</u> <u>vacation</u> <u>computer</u> <u>tomorrow</u></p>

<u>carnation</u>
<u>persistent</u>
<u>department</u>
<u>removal</u>
<u>division</u>



### **Manipulating Phonemes:** Change the Sound Part 2.

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

**Important Note:** Earlier in the curriculum, in Change the Sound Part 1, students worked with substituting a single phoneme onset (ex: *fall* to *ball*). Here they are doing the same thing, only now they are using two-syllable words. So, they must be able to segment the syllables first, then isolate and substitute the onset in the **second** syllable.

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

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

Do this one first. Practice and model with the students:	Repeat the procedure using these sentences:
<p><b>T:</b> I love <b>meeting</b> new friends! <i>meeting</i>  <b>S:</b> repeat</p> <p><b>T:</b> /mee/ (one palm up) /ting/ (second palm up) (“switch” motion along side of second palm) <i>change /t/ to /n/</i>  <b>S:</b> repeat</p> <p><b>T:</b> /mee/ (palm up), /ning/ (palm up), (cross hands in front over stomach) <i>/meaning/</i>  <b>S:</b> repeat</p>	<p><i>The boat is floating on the river.</i>          (change /v/ to /ch/ = richer)</p> <p><i>That dress is <b>stunning!</b></i>          (change /n/ to /f/ = stuffing)</p> <p><i>She is <b>plucking</b> dog hair off her sweater.</i>          (change /k/ to /m/ = plumbing)</p> <p><i>I want to visit the <b>ocean</b> and play on the beach.</i>          (change /sh/ to /p/ = open)</p>

**To further scaffold this:** between the second and third steps above, you can have students say the new syllable. Ex: “Now /ting/ is /ning/.” Then you can have them blend the two syllables together to say the new word.



### Alliteration: Silly Sentences.

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

**Sentence:** Pete the panda poked his pillow.





### Rhyme Activity: Rhyme It.

Skill: Rhyme production.

**Directions:** Give students a word to rhyme with. Call on students to answer.

**Note:** Nonsense words are acceptable.

**T:** Say a word that rhymes with tub.

**S:** Answer (choice of rub, cub, hub, pub, etc)

**Repeat with:** glue, gum, plum, nut, bun, bug



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

**Important Note:** By the Mastering stage, most students should be deleting the first syllable from a three-syllable non compound word automatically (in less than 2 seconds). A short assessment is provided to determine this. It should be administered individually to students throughout the week during a time that is convenient to pull them.

Do this one first:	Repeat the procedure with this list of words:
<p><b>T:</b> Say reaction.</p> <p><b>S:</b> reaction</p> <p><b>T:</b> Say it again without re.</p> <p><b>S:</b> action</p>	<p><u>gigantic</u></p> <p><u>November</u></p> <p><u>Egyptian</u></p> <p><u>Wyoming</u></p>

	<u>imagine</u> <u>maternal</u> <u>enrollment</u> <u>devoted</u> <u>impatient</u>
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## (E)

### Manipulating Phonemes: Change the Sound Part 2.

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

**Important Note:** Earlier in the curriculum, in Change the Sound Part 1, students worked with substituting a single phoneme onset (ex: *fall* to *ball*). Here they are doing the same thing, only now they are using two-syllable words. They segment the syllables first, then isolate and substitute the onset in the second syllable.

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

Do this one first:	Repeat the procedure using these sentences:
<b>T:</b> <i>My friend is coming over to play today!</i> <i>coming</i> <b>S:</b> repeat	<i>That little bird is making a clicking noise.</i> (change /k/ to /p/ = clipping)
<b>T:</b> /cu/ (one palm up) /ming/ (second palm up) (“switch” motion along side of second palm) <i>change /m/ to /t/</i> <b>S:</b> repeat	<i>My mom is making cookies.</i> (change /k/ to /l/ = mailing)
<b>T:</b> /cu/ (palm up), /tting/ (palm up), (cross hands in front over stomach) <i>/cutting/</i> <b>S:</b> repeat	<i>I'm thirsty. I need a drink of water.</i> (change /t/ to /sh/ = washer)  <i>Is that a raisin in my cereal?</i> (change /z/ to /v/ = raven)

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



**Alliteration:** Silly Sentences.

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

**Sentence:** Sheila showed shortcuts to Sharmin.





### Rhyme Activity: Rhyme It.

Skill: Rhyme production.

**Directions:** Give students a word to rhyme with. Call on students to answer.

**Note:** Nonsense words are acceptable.

**T:** Say a word that rhymes with bed.

**S:** Answer (fed, red, fed, pled, head, wed, shed, sled etc)

**Repeat with:** wet, ten, sheet, best, deep, bell



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

**Important Note:** By the Mastering stage, most students should be deleting the first syllable from a three-syllable non compound word automatically (in less than 2 seconds). A short assessment is provided to determine this. It should be administered individually to students throughout the week during a time that is convenient to pull them.

Do this one first:	Repeat the procedure with this list of words:
<p><b>T:</b> say <i>digestion</i>. <b>S:</b> digestion <b>T:</b> say it again without <i>di</i>. <b>S:</b> gestion</p>	<p>vanilla <u>permission</u> <u>impression</u> behavior</p>

	<u>transistor</u> <u>professor</u> <u>ignition</u> <u>develop</u> <u>subtraction</u>
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## E

### Manipulating Phonemes: Change the Sound Part 2.

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

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

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>The dog is pulling on her leash. pulling</i>  <b>S:</b> repeat</p> <p><b>T:</b> /pu/ (one palm up) /lling/ (second palm up) ("switch" motion along side of second palm) <i>change // to /sh/</i>  <b>S:</b> repeat</p> <p><b>T:</b> /pu/ (palm up), /shing/ (palm up), (cross hands in front over stomach) <i>/pushing/</i>  <b>S:</b> repeat</p>	<p><i>What is that noise coming out of the <u>speaker</u>?</i>    (change /k/ to /d/ = <i>speeder</i>)</p> <p><i>We saw a <b>tiger</b> at the zoo.</i>    (change /g/ to /m/ = <i>timer</i>)</p> <p><i>My sister is <b>seven</b> years old.</i>    (change /v/ to /sh/ = <u>session</u>)</p> <p><i>Sometimes my mom lets me drink <b>soda</b>.</i>    (change /d/ to /f/ = <u>sofa</u>)</p>
<p>To further scaffold this for students, between the second and third steps in the example above you can have students say the new syllable. Ex: "Now /ling/ is /shing/." <u>Then</u> you can have them blend the two syllables together to say the new word.</p>	



**Alliteration:** Silly Sentences.

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

**Sentence:** Nellie the Newt knew nothing new.





### Rhyme Activity: Rhyme It.

Skill: Rhyme production.

**Directions:** Give students a word to rhyme with. Call on students to answer.

**Note:** Nonsense words are acceptable.

**T:** Say a word that rhymes with dip.

**S:** Answer (sip, slip, drip, glip, bip, trip, rip, lip, whip, flip etc)

**Repeat with:** dig, grin, split, him, win, sink



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

**Important Note:** By the Mastering stage, most students should be deleting the first syllable from a three-syllable non compound word automatically (in less than 2 seconds). A short assessment is provided to determine this. It should be administered individually to students throughout the week during a time that is convenient to pull them.

Do this one first:	Repeat the procedure with this list of words:
<p><b>T:</b> Say <i>successful</i>. <b>S:</b> <i>successful</i> <b>T:</b> Say it again without <b>suc</b>. <b>S:</b> <i>cessful</i></p>	<p>attention <u>performance</u> forgetful <u>iguana</u></p>

	<u>Invention</u> <u>condition</u> <u>equation</u> <u>recital</u> <u>consider</u>
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### Manipulating Phonemes: Change the Sound Part 2.

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

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

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



**Alliteration:** Silly Sentences.

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

**Sentence:** Terry Tealeaf takes tea to his table.





### Rhyme Activity: Rhyme It.

Skill: Rhyme production.

**Directions:** Give students a word to rhyme with. Call on students to answer.

**Note:** Nonsense words are acceptable.

**T:** Say a word that rhymes with bad.

**S:** Answer (fad, lad, tad, rad, mad, dad, plaid, etc)

**Repeat with:** am, pan, bag, lack, rash, tank



### Manipulating Syllables Activity: Put the Beat (Syllable) in Your Pocket.

Skill: Delete the first syllable from a 3-syllable non compound word.

**Important Note:** By the Mastering stage, most students should be deleting the first syllable from a three-syllable non compound word automatically (in less than 2 seconds). A short assessment is provided to determine this. It should be administered individually to students throughout the week during a time that is convenient to pull them.

Do this one first:	Repeat the procedure with this list of words:
<p><b>T:</b> Say <u>italic</u>. <b>S:</b> italic <b>T:</b> Say it again without <i>i</i>. <b>S:</b> talic</p>	<p>decision <u>flamingo</u> <u>companion</u> tremendous</p>

	completely Olympic <u>demolish</u> umbrella eleven
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## E

### Manipulating Phonemes: Change the Sound Part 2.

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

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



**Alliteration:** Silly Sentences.

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

**Sentence:** Earnest Earl the elephant eats every day.





### Rhyme Activity: Rhyme It.

Skill: Rhyme production.

A short Whip Around assessment is provided to determine student mastery of rhyme production. Be sure to administer it to all students by the end of week 24.

**Directions:** Give students a word to rhyme with. Call on students to answer.

**Note:** Nonsense words are acceptable.

**T:** Say a word that rhymes with throw.

**S:** Answer (grow, snow, low, crow, bow, sow, toe, flow etc.)

**Repeat with:** door, flood, bones, soap, coat, home



### Manipulating Syllables: Mix it Up!

Skills: Deleting one syllable from two- or three-syllable compound and non compound words.

- Delete one syllable in a two-syllable compound word.
- Delete one syllable in a two-syllable non compound word.
- Delete one syllable in a three-syllable compound word.
- Delete the first syllable from a three-syllable non compound word.

**Important Note:** Students have moved through the Experiencing, Knowing, and Mastering stages for the skills named above. The last two weeks are Mix it Up! weeks. Each day, you will lead students through quick exercises that contain a mix of those skills.

**Directions:** Remind students that they have learned how to leave off beats in words. Explain that they will need to listen

carefully because it's time to "Mix it Up!"

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following prompt rhythmically and with expression, while students mime mixing: "*Mix it up, Mix it Up. Listen carefully. We'll say words to the beat and then we'll pull a part off.*"
3. You can rehearse this prompt with the students and invite them to join in. Feel free to make this your own by adding different movements or parts to the chant, so that students understand they will be "mixing it up" today.
4. Tell the students to say a word. Ex: *Say understand*.
5. Then prompt for the deletion. Ex: *Now say understand without stand*.

**Prompts to use:**

1. Say rainfall.	Now say rainfall without /fall/.	6. Say overtime.	Now say overtime without /over/.
2. Say anyone.	Now say anyone without /one/.	7. Say weekend.	Now say weekend without /week/.
3. Say <u>improvement</u> .	Now say <u>improvement</u> without /im/.	8. Say magician.	Now say magician without /ma/.
4. Say somewhere.	Now say somewhere without /some/.	9. Say <u>seaweed</u> .	Now say seaweed without /weed/.
5. Say invite.	Now say invite without /vite/.	10. Say ending.	Now say ending without /ding/.



**Manipulating Phonemes:** Change the Sound Part 2.

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

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

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

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



### Alliteration: Silly Sentences.

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

**Sentence:** Big brown bears borrowed blue bugles.



# M

## Rhyme Activity: Rhyme It.

Skill: Rhyme production.

A short Whip Around assessment is provided to determine student mastery of rhyme production. Be sure to administer it to all students by the end of week 24.

**Directions:** Give students a word to rhyme with. Call on students to answer.

**Note:** Nonsense words are acceptable.

**T:** Say a word that rhymes with blue.

**S:** Answer (true, flew, hue, sue, crew, knew, etc.)

**Repeat with:** rude, flute, cube, rule, chew, juice



## Manipulating Syllables: Mix it Up!

Skills: Deleting one syllable from two- or three-syllable compound and non compound words.

**Directions:** Remind students that they have learned how to leave off a syllable (beat) in a word. Explain that they will need to listen carefully because it's time to "Mix it Up!" *"Mix it up, Mix it Up. Listen carefully. We'll say words to the beat and then we'll pull a part off."*

1. Say subject.	Now say subject without /ject/.	6. Say explore.	Now say explore without /plore/.
2. Say everywhere.	Now say everywhere without /where/.	7. Say zigzag.	Now say zigzag without /zig/.
3. Say creative.	Now say creative without /cre/.	8. Say blueberry.	Now say blueberry without /blue/.
4. Say <u>backbone</u> .	Now say backbone without /bone/.	9. Say flashlight.	Now say flashlight without /light/.
5. Say taxicab.	Now say taxicab without /cab/.	10. Say completely.	Now say completely without /com/.



### Manipulating Phonemes: Change the Sound Part 2.

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

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



### Alliteration: Silly Sentences.

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

**Sentence:** Crispy Crackers made the crocodiles crabby.





### Rhyme Activity: Rhyme It.

Skill: Rhyme production.

A short Whip Around assessment is provided to determine student mastery of rhyme production. Be sure to administer it to all students by the end of week 24.

**Directions:** Give students a word to rhyme with. Call on students to answer.

**Note:** Nonsense words are acceptable.

**T:** Say a word that rhymes with beam.

**S:** Answer (seam, dream, cream, team, etc)

**Repeat with:** see, leak, feed, reach, least, beat



### Manipulating Syllables: Mix it Up!

Skills: Deleting one syllable from two- or three-syllable compound and non compound words.

**Directions:** Remind students that they have learned how to leave off a syllable (beat) in a word. Explain that they will need to listen carefully because it's time to "Mix it Up!" *"Mix it up, Mix it Up. Listen carefully. We'll say words to the beat and then we'll pull a part off."*

1. Say onto.	Now say onto without /to/.	6. Say grandfather.	Now say grandfather without /grand/.
2. Say freshwater.	Now say freshwater without /fresh/.	7. Say dolphin.	Now say dolphin without /phin/.
3. Say poster.	Now say poster without /pōs/.	8. Say continue.	Now say continue without /con/.
4. Say <u>turnip</u> .	Now say <u>turnip</u> without /tur/.	9. Say workshop.	Now say workshop without /shop/.
5. Say decided.	Now say decided without /de/.	10. Say forgotten.	Now say forgotten without /for/.



### Manipulating Phonemes: Change the Sound Part 2.

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

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

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



### Alliteration: Silly Sentences.

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

**Sentence:** Dripping drops of drizzle drained slowly.



# M

## Rhyme Activity: Rhyme It.

Skill: Rhyme production.

A short Whip Around assessment is provided to determine student mastery of rhyme production. Be sure to administer it to all students by the end of week 24.

**Directions:** Give students a word to rhyme with. Call on students to answer.

**Note:** Nonsense words are acceptable.

**T:** Say a word that rhymes with my.

**S:** Answer (fly, by, cry, dye, ply, fry, why, etc.)

**Repeat with:** night, shine, dive, ripe, pike, nine



## Manipulating Syllables: Mix it Up!

Skills: Deleting one syllable from two- or three-syllable compound and non compound words.

**Directions:** Remind students that they have learned how to leave off a syllable (beat) in a word. Explain that they will need to listen carefully because it's time to "Mix it Up!" *"Mix it up, Mix it Up. Listen carefully. We'll say words to the beat and then we'll pull a part off."*

- |                           |                                      |
|---------------------------|--------------------------------------|
| 1. Say jumper.            | Now say jumper without /per/.        |
| 2. Say windshield.        | Now say windshield without /shield/. |
| 3. Say forgotten.         | Now say forgotten without /for/.     |
| 4. Say <u>buttercup</u> . | Now say buttercup without /cup/.     |
| 5. Say <u>official</u> .  | Now say official without /o/.        |

- |                           |                                   |
|---------------------------|-----------------------------------|
| 6. Say careless.          | Now say careless without /less/.  |
| 7. Say bulldozer.         | Now say bulldozer without /bul/.  |
| 8. Say charming.          | Now say charming without /char/.  |
| 9. Say <u>toothpick</u> . | Now say toothpick without /pick/. |
| 10. Say tomorrow.         | Now say tomorrow without /to/.    |



### Manipulating Phonemes: Change the Sound Part 2.

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

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



### Alliteration: Silly Sentences.

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

**Sentence:** Charmaine chewed chunks of cheese.





### Rhyme Activity: Rhyme It.

Skill: Rhyme production.

A short Whip Around assessment is provided to determine student mastery of rhyme production. Be sure to administer it to all students by the end of week 24.

**Directions:** Give students a word to rhyme with. Call on students to answer.

**Note:** Nonsense words are acceptable.

**T:** Say a word that rhymes with day.

**S:** Answer (may, stay, grey, way, pay, lay, say, etc.)

**Repeat with:** plate, same, nail, flame, cape, bake



### Manipulating Syllables: Mix it Up!

Skills: Deleting one syllable from two- or three-syllable compound and non compound words.

**Directions:** Remind students that they have learned how to leave off a syllable (beat) in a word. Explain that they will need to listen carefully because it's time to "Mix it Up!" *"Mix it up, Mix it Up. Listen carefully. We'll say words to the beat and then we'll pull a part off."*

- |                           |                                    |
|---------------------------|------------------------------------|
| 1. Say garden.            | Now say garden without /gar/.      |
| 2. Say umbrella.          | Now say umbrella without /um/.     |
| 3. Say rescue.            | Now say rescue without /res/.      |
| 4. Say terrific.          | Now say terrific without /terr/.   |
| 5. Say <u>whirlpool</u> . | Now say whirlpool without /whirl/. |

- |                          |                                   |
|--------------------------|-----------------------------------|
| 6. Say <u>waterway</u> . | Now say waterway without /way/.   |
| 7. Say explore.          | Now say explore without /plore/.  |
| 8. Say vanilla.          | Now say vanilla without /va/.     |
| 9. Say skyrocket.        | Now say skyrocket without /sky/.  |
| 10. Say airplane.        | Now say airplane without /plane/. |



### Manipulating Phonemes: Change the Sound Part 2.

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

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



### Alliteration: Silly Sentences.

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

**Sentence:** Iggy Iguana ignores Italian igloos.





### Rhyme Activity: Rhyme It.

Skill: Rhyme production.

A short Whip Around assessment is provided to determine student mastery of rhyme production. Be sure to administer it to all students by the end of week 24.

**Directions:** Give students a word to rhyme with. Call on students to answer.

**Note:** Nonsense words are acceptable.

**T:** Say a word that rhymes with scroll.

**S:** Answer (troll, coal, bowl, stole, toll, mole, etc.)

**Repeat with:** song, shock, cloud, gloom, soon, flower



### Manipulating Syllables: Mix it Up!

Skills: Deleting one syllable from two- or three-syllable compound and non compound words.

- |                           |                                    |
|---------------------------|------------------------------------|
| 1. Say overtime.          | Now say overtime without /time/.   |
| 2. Say sunburn.           | Now say sunburn without /burn/.    |
| 3. Say musician.          | Now say musician without /mu/.     |
| 4. Say flycatcher.        | Now say flycatcher without /fly/.  |
| 5. Say <u>driftwood</u> . | Now say driftwood without /drift/. |

- |                            |                                     |
|----------------------------|-------------------------------------|
| 6. Say waterfall.          | Now say waterfall without /fall/.   |
| 7. Say skateboard.         | Now say skateboard without /skate/. |
| 8. Say <u>invention</u> .  | Now say invention without /in/.     |
| 9. Say <u>sardine</u> .    | Now say sardine without /sar/.      |
| 10. Say <u>carnation</u> . | Now say carnation without /car/.    |





## Manipulating Phonemes: Change the Sound Part 2.

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

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

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



## Alliteration: Silly Sentences.

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

**Sentence:** Thirteen thin thistles thanked Thaddeus.





### Rhyme Activity: Rhyme It.

Skill: Rhyme production.

A short Whip Around assessment is provided to determine student mastery of rhyme production. Be sure to administer it to all students by the end of week 24.

**Directions:** Give students a word to rhyme with. Call on students to answer.

**Note:** Nonsense words are acceptable.

**T:** Say a word that rhymes with *sprinkle*.

**S:** Answer (wrinkle, tinkle, twinkle, etc.)

**Repeat with:** twirl, squish, string, bright, slime, whisper



### Manipulating Syllables: Mix it Up!

Skills: Deleting one syllable from two- or three-syllable compound and non compound words.

- |  |  |  |  |
|--|--|--|--|
| 1. Say carpet.<br>2. Say beginner.<br>3. Say nineteen.<br>4. Say bumblebee.<br>5. Say important. | Now say carpet without /pet/.<br>Now say beginner without /be/.<br>Now say nineteen without /nine/.<br>Now say bumblebee without /bee/.<br>Now say important without /im/. | 6. Say banjo.<br>7. Say <u>undergrowth</u> .<br>8. Say <u>impression</u> .<br>9. Say newborn.<br>10. Say tablespoon. | Now say banjo without /jo/.<br>Now say <u>undergrowth</u> without /growth/.<br>Now say <u>impression</u> without /im/.<br>Now say newborn without /born/.<br>Now say tablespoon without /spoon/. |
|--|--|--|--|





## Manipulating Phonemes: Change the Sound Part 2.

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

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



## Alliteration: Silly Sentences.

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

**Sentence:** Slippery seals slid softly seaward.





### Rhyme Activity: Rhyme It.

Skill: Rhyme production.

A short Whip Around assessment is provided to determine student mastery of rhyme production. Be sure to administer it to all students by the end of week 24.

**Directions:** Give students a word to rhyme with. Call on students to answer.

**Note:** Nonsense words are acceptable.

**T:** Say a word that rhymes with spread.

**S:** Answer (bread, thread, led, fed, fled, etc.)

**Repeat with:** green, screech, free, sleeve, squeal, pledge



### Manipulating Syllables: Mix it Up!

Skills: Deleting one syllable from two- or three-syllable compound and non compound words.

1. Say horseshoe.	Now say horseshoe without /shoe/.	6. Say sentence.	Now say sentence without /sen/.
2. Say footstep.	Now say footstep without /foot/.	7. Say candlestick.	Now say candlestick without /stick/.
3. Say <u>gigantic</u> .	Now say <u>gigantic</u> without /gi/.	8. Say perfection.	Now say perfection without /per/.
4. Say leftover.	Now say leftover without /left/.	9. Say <u>nightmare</u> .	Now say <u>nightmare</u> without /mare/.
5. Say <u>perhaps</u> .	Now say <u>perhaps</u> without /aps/.	10. Say firehouse.	Now say firehouse without /house/.





## Manipulating Phonemes: Change the Sound Part 2.

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

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



## Alliteration: Silly Sentences.

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

**Sentence:** Blackberries grew blasts of blossoms.





### Rhyme Activity: Rhyme It.

Skill: Rhyme production.

A short Whip Around assessment is provided to determine student mastery of rhyme production. Be sure to administer it to all students by the end of week 24.

**Directions:** Give students a word to rhyme with. Call on students to answer.

**Note:** Nonsense words are acceptable.

**T:** Say a word that rhymes with pluck.

**S:** Answer (stuck, yuck, tuck, luck, struck, etc.)

**Repeat with:** shrug, room, soup, tooth, loose, group



### Manipulating Syllables: Mix it Up!

Skills: Deleting one syllable from two- or three-syllable compound and non compound words.

1. Say spaghetti.	Now say spaghetti without /spa/.	6. Say sunglasses.	Now say sunglasses without /sun/.
2. Say <u>overhand</u> .	Now say overhand without /hand/.	7. Say whenever.	Now say whenever without /when/.
3. Say <u>horsepower</u> .	Now say horsepower without /horse/.	8. Say behavior.	Now say behavior without /be/.
4. Say <u>athletic</u> .	Now say athletic without /ath/.	9. Say <u>important</u> .	Now say important without /im/.
5. Say <u>countryside</u> .	Now say countryside without /side/.	10. Say volleyball.	Now say volleyball without /ball/.





## Manipulating Phonemes: Change the Sound Part 2.

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

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



## Alliteration: Silly Sentences.

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

**Sentence:** Marvin the mole merrily made marmalade.





### Rhyme Activity: Rhyme It.

Skill: Rhyme production.

A short Whip Around assessment is provided to determine student mastery of rhyme production. Be sure to administer it to all students by the end of week 24.

**Directions:** Give students a word to rhyme with. Call on students to answer.

**Note:** Nonsense words are acceptable.

**T:** Say a word that rhymes with *splat*.

**S:** Answer (bat, cat, rat, nat, flat, sat, vat, mat, etc.)

**Repeat with:** spray, blast, plane, straight, glance, stand



### Manipulating Syllables: Mix it Up!

Skills: Deleting one syllable from two- or three-syllable compound and non compound words.

- |   |  |
|---|--|
| 1. Say <u>anything</u> .<br>2. Say <u>begin</u> .<br>3. Say <u>skydiving</u> .<br>4. Say <u>lifeboat</u> .<br>5. Say <u>delicious</u> . | Now say <i>anything</i> without /thing/.<br>Now say <i>begin</i> without /be/.<br>Now say <i>skydiving</i> without /sky/.<br>Now say <i>lifeboat</i> without /boat/.<br>Now say <i>delicious</i> without /de/. |
|---|--|

- |   |   |
|---|---|
| 6. Say <u>watchdog</u> .<br>7. Say <u>wallpaper</u> .<br>8. Say <u>recording</u> .<br>9. Say <u>locksmith</u> .<br>10. Say <u>cable</u> . | Now say <i>watchdog</i> without /dog/.<br>Now say <i>wallpaper</i> without /paper/.<br>Now say <i>recording</i> without /re/.<br>Now say <i>locksmith</i> without /smith/.<br>Now say <i>cable</i> without /cay/. |
|---|---|





## Manipulating Phonemes: Change the Sound Part 2.

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

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



## Alliteration: Silly Sentences.

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

**Sentence:** Stephen stopped on the steep stairs.

