



Reading Done Right
Practical, Effective Support

Sounds First

Phonemic Awareness Program

Pre-Kindergarten
Weeks 11–24

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Week 11, Day 1

Rhyme Activity: Pair the Rhyme.

See directions in previous directions if necessary.

<p>T: <i>gave, save</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>real, deal</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>most, make</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>hold, cold</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>dig, wig</i> S: repeat. S: respond (ASL symbol for no)</p>
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Manipulating Syllables: Break it Up.

See directions in previous lessons if necessary.

<p>T: <i>The panda is black and white</i> (choose motion). S: repeat. T: <i>panda</i> (place palms face down on belly, hands overlap) T: <i>pan</i> (place palm face up)...<i>da</i> (place palm face up) S: repeat.</p>	<p>T: <i>It's cold next to the freezer</i> (choose motion). S: repeat. T: <i>freezer</i> (place palms face down on belly, hands overlap) T: <i>free</i> (place palm face up)...<i>zer</i> (place palm face up) S: repeat.</p>	<p>T: <i>The farmer yawned</i> (choose motion). S: repeat. T: <i>farmer</i> (place palms face down on belly, hands overlap) T: <i>far</i> (place palm face up)...<i>mer</i> (place palm face up) S: repeat.</p>	<p>T: <i>Put the fruit in the basket</i> (choose motion). S: repeat. T: <i>basket</i> (place palms face down on belly, hands overlap) T: <i>bas</i> (place palm face up)...<i>ket</i> (place palm face up) S: repeat.</p>	<p>T: <i>Paper is in the folder</i> (choose motion). S: repeat. T: <i>folder</i> (place palms face down on belly, hands overlap) T: <i>fol</i> (place palm face up)...<i>der</i> (place palm face up) S: repeat.</p>
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Initial Sound Fluency: "Snatch the Sound."

See directions in previous lessons.

<p>T: Listen to each word and snatch the first sound.</p> <p>T: choose (curve), chase (curve)</p> <p>S: choose (curve), chase (curve), /ch/ (snatch)</p> <p>T: Yes! choose, chase /ch/</p>	<p>T: Listen to each word and snatch the first sound.</p> <p>T: chip (curve), chop (curve)</p> <p>S: chip (curve), chop (curve), /ch/ (snatch)</p> <p>T: Yes! chip, chop /ch/</p>	<p>T: Listen to each word and snatch the first sound.</p> <p>T: made (curve), mide* (curve)</p> <p>S: made (curve), mide (curve), /m/ (snatch)</p> <p>T: Yes! made, mide /m/</p>	<p>T: Listen to each word and snatch the first sound.</p> <p>T: <u>peak</u> (curve), park (curve)</p> <p>S: peak (curve), park (curve), /p/ (snatch)</p> <p>T: Yes! peak, park /p/</p>
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Final Sound Fluency: “Snatch the Sound.”

See directions in previous directions if necessary.

<p>T: Listen to each word and snatch the last sound.</p> <p>T: choose (curve), chase (curve)</p> <p>S: choose (curve), chase (curve), /s/ (snatch)</p> <p>T: Yes! choose, chase /s/</p>	<p>T: Listen to each word and snatch the last sound.</p> <p>T: chip (curve), chop (curve)</p> <p>S: chip (curve), chop (curve), /p/ (snatch)</p> <p>T: Yes! chip, chop /p/</p>	<p>T: Listen to each word and snatch the last sound.</p> <p>T: made (curve), mide (curve)</p> <p>S: made (curve), mide (curve), /d/ (snatch)</p> <p>T: Yes! made, mide /d/</p>	<p>T: Listen to each word and snatch the last sound.</p> <p>T: <u>peak</u> (curve), park (curve)</p> <p>S: peak (curve), park (curve), /k/ (snatch)</p> <p>T: Yes! peak, park /k/</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if necessary.

Sentence: I use **orange** paper to make an **origami** owl.



Week 11, Day 2

Rhyme Activity: Pair the Rhyme.

See directions in previous lessons if necessary.

<p>T: <i>make, cake</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>nice, horn</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>goat, bag</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>dime, lime</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>cow, wheel</i> S: repeat. S: respond (ASL symbol for no)</p>
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Manipulating Syllables: Break it Up.

See directions in previous lessons if necessary.

<p>T: <i>Take a shower to get clean</i> (choose motion). S: repeat. T: <i>shower</i> (place palms face down on belly, hands overlap) T: <i>show</i> (place palm face up)...<i>er</i> (place palm face up) S: repeat.</p>	<p>T: <i>Walk down in the valley</i> (choose motion). S: repeat. T: <i>valley</i> (place palms face down on belly, hands overlap) T: <i>val</i> (place palm face up)...<i>ley</i> (place palm face up) S: repeat.</p>	<p>T: <i>Use shampoo to wash your hair</i> (choose motion). S: repeat. T: <i>shampoo</i> (place palms face down on belly, hands overlap) T: <i>sham</i> (place palm face up)...<i>poo</i> (place palm face up) S: repeat.</p>	<p>T: <i>The teacher read the chapter</i> (choose motion). S: repeat. T: <i>chapter</i> (place palms face down on belly, hands overlap) T: <i>chap</i> (place palm face up)...<i>ter</i> (place palm face up) S: repeat.</p>	<p>T: <i>My dad drinks coffee</i> (choose motion). S: repeat. T: <i>coffee</i> (place palms face down on belly, hands overlap) T: <i>coff</i> (place palm face up)...<i>ee</i> (place palm face up) S: repeat.</p>
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Initial Sound Fluency: “Snatch the Sound.”

See directions in previous lessons if necessary.

<p>T: Listen to each word and snatch the first sound. T: king (curve), kong (curve) S: king (curve), kong (curve), /k/ (snatch) T: Yes! king, kong /k/</p>	<p>T: Listen to each word and snatch the first sound. T: held (curve), hold (curve) S: held (curve), hold (curve), /h/ (snatch) T: Yes! held, hold /h/</p>	<p>T: Listen to each word and snatch the first sound. T: pond (curve), pound (curve) S: pond (curve), pound (curve), /p/ (snatch) T: Yes! pond, pound /p/</p>	<p>T: Listen to each word and snatch the first sound. T: soap (curve), soup (curve) S: soap (curve), soup (curve), /s/(snatch) T: Yes! soap, soup /s/</p>
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Final Sound Fluency: “Snatch the Sound.”

See directions in previous lessons if necessary.

<p>T: Listen to each word and snatch the last sound. T: king (curve), kong (curve) S: king (curve), kong (curve), /g/ (snatch) T: Yes! king, kong /g/</p>	<p>T: Listen to each word and snatch the last sound. T: held (curve), hold (curve) S: held (curve), hold (curve), /d/ (snatch) T: Yes! held, hold /d/</p>	<p>T: Listen to each word and snatch the last sound. T: pond (curve), pound (curve) S: pond (curve), pound (curve), /d/ (snatch) T: Yes! pond, pound /d/</p>	<p>T: Listen to each word and snatch the last sound. T: soap (curve), soup (curve) S: soap (curve), soup (curve), /p/ (snatch) T: Yes! soup, soup /p/</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if necessary.

Sentence: Purple petals are on the pavement.



Week 11, Day 3

Rhyme Activity: Pair the Rhyme.

See directions in previous lessons if necessary.

<p>T: <i>hold, cold</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>corn, horn</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>date, rice</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>win, life</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>sat, bat</i> S: repeat. S: respond (ASL symbol for yes)</p>
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Manipulating Syllables: Break it Up.

See directions in previous lessons if necessary.

<p>T: <i>Whistle while you work</i> (choose motion). S: repeat. T: <i>whistle</i> (place palms face down on belly, hands overlap) T: <i>whi</i> (place palm face up)...<i>stle</i> (place palm face up) S: repeat.</p>	<p>T: Put mustard on your burger (choose motion). S: repeat. T: <i>mustard</i> (place palms face down on belly, hands overlap) T: <i>mu</i> (place palm face up)...<i>stard</i> (place palm face up) S: repeat.</p>	<p>T: <i>There is a snow blizzard</i> (choose motion). S: repeat. T: <i>blizzard</i> (place palms face down on belly, hands overlap) T: <i>blizz</i> (place palm face up)...<i>ard</i> (place palm face up) S: repeat.</p>	<p>T: <i>Twirling made me dizzy</i> (choose motion). S: repeat. T: <i>dizzy</i> (place palms face down on belly, hands overlap) T: <i>dizz</i> (place palm face up)...<i>y</i> (place palm face up) S: repeat.</p>	<p>T: <i>The lizard was green</i> (choose motion). S: repeat. T: <i>lizard</i> (place palms face down on belly, hands overlap) T: <i>liz</i> (place palm face up)...<i>ard</i> (place palm face up) S: repeat.</p>
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Initial Sound Fluency: “Snatch the Sound.”

See directions in previous lessons if necessary.

<p>T: Listen to each word and snatch the first sound. T: bed (curve), bad (curve) S: bed (curve), bad (curve), /b/ (snatch) T: Yes! bed, bad /b/</p>	<p>T: Listen to each word and snatch the first sound. T: cot (curve), cart (curve) S: cot (curve), cart (curve), /k/ (snatch) T: Yes! cot, cart /k/</p>	<p>T: Listen to each word and snatch the first sound. T: <u>fade</u> (curve), fide* (curve) S: fade (curve), fide (curve), /f/ (snatch) T: Yes! fade, fide /f/</p>	<p>T: Listen to each word and snatch the first sound. T: wive (curve), wave (curve) S: wive (curve), wave (curve), /w/ (snatch) T: Yes! wive, wave /w/</p>
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Final Sound Fluency: “Snatch the Sound.”

See directions in previous lessons if necessary.

<p>T: Listen to each word and snatch the last sound. T: bed (curve), bad (curve) S: bed (curve), bad (curve), /d/ (snatch) T: Yes! bed, bad /d/</p>	<p>T: Listen to each word and snatch the last sound. T: cot (curve), cart (curve) S: cot (curve), cart (curve), /t/ (snatch) T: Yes! cot, cart /t/</p>	<p>T: Listen to each word and snatch the last sound. T: <u>fade</u> (curve), fide* (curve) S: fade (curve), fide (curve), /d/ (snatch) T: Yes! fade, fide /d/</p>	<p>T: Listen to each word and snatch the last sound. T: wive (curve), wave (curve) S: wive (curve), wave (curve), /v/ (snatch) T: Yes! wive, wave /w/</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if necessary.

Sentence: *Hippos* have humongous heads.



Week 11, Day 4

Rhyme Activity: Pair the Rhyme.

See directions in previous lessons if necessary.

<p>T: <i>hit, sit</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>flip, trip</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>mouse, make</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>tag, rag</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>cold, fire</i> S: repeat. S: respond (ASL symbol for no)</p>
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Manipulating Syllables: Break it Up.

See directions in previous lessons if necessary.

<p>T: <i>I smile when I enjoy something</i> (choose motion). S: repeat. T: <i>enjoy</i> (place palms face down on belly, hands overlap) T: <i>en</i> (place palm face up)...<i>joy</i> (place palm face up) S: repeat.</p>	<p>T: <i>I love cherry pie</i> (choose motion). S: repeat. T: <i>cherry</i> (place palms face down on belly, hands overlap) T: <i>cherr</i> (place palm face up)...<i>y</i> (place palm face up) S: repeat.</p>	<p>T: <i>Prepare for the day</i> (choose motion). S: repeat. T: <i>prepare</i> (place palms face down on belly, hands overlap) T: <i>pre</i> (place palm face up)...<i>pare</i> (place palm face up) S: repeat.</p>	<p>T: <i>Kansas is a State</i> (choose motion). S: repeat. T: <i>Kansas</i> (place palms face down on belly, hands overlap) T: <i>Kan</i> (place palm face up)...<i>sas</i> (place palm face up) S: repeat.</p>	<p>T: <i>A car has a bumper</i> (choose motion). S: repeat. T: <i>bumper</i> (place palms face down on belly, hands overlap) T: <i>bum</i> (place palm face up)...<i>per</i> (place palm face up) S: repeat.</p>
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Initial Sound Fluency: “Snatch the Sound.”

See directions in previous lessons if necessary.

<p>T: Listen to each word and snatch the first sound. T: <i>dish</i> (curve), <u><i>dash</i></u> (curve) S: <i>dish</i> (curve), <i>dash</i> (curve), /d/ (snatch) T: Yes! <i>dish</i>, <i>dash</i> /d/</p>	<p>T: Listen to each word and snatch the first sound. T: <u><i>fog</i></u> (curve), <u><i>fig</i></u> (curve) S: <i>fog</i> (curve), <i>fig</i> (curve), /f/ (snatch) T: Yes! <u><i>fog</i></u>, <u><i>fig</i></u> /f/</p>	<p>T: Listen to each word and snatch the first sound. T: <i>van</i> (curve), <i>vin</i>* (curve) S: <i>van</i> (curve), <i>vin</i> (curve), /v/ (snatch) T: Yes! <i>van</i>, <i>vin</i> /v/</p>	<p>T: Listen to each word and snatch the first sound. T: <i>bite</i> (curve), <u><i>bait</i></u> (curve) S: <i>bite</i> (curve), <i>bait</i> (curve), /b/ (snatch) T: Yes! <i>bite</i>, <i>bate</i> /b/</p>
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Final Sound Fluency: “Snatch the Sound.”

See directions in previous lessons if necessary.

<p>T: Listen to each word and snatch the last sound. T: <i>dish</i> (curve), <u><i>dash</i></u> (curve) S: <i>dish</i> (curve), <i>dash</i> (curve), /sh/ (snatch) T: Yes! <i>dish</i>, <i>dash</i> /sh/</p>	<p>T: Listen to each word and snatch the last sound. T: <u><i>fog</i></u> (curve), <u><i>fig</i></u> (curve) S: <i>fog</i> (curve), <i>fig</i> (curve), /g/ (snatch) T: Yes! <i>fog</i>, <i>fig</i> /g/</p>	<p>T: Listen to each word and snatch the last sound. T: <i>van</i> (curve), <i>vin</i>* (curve) S: <i>van</i> (curve), <i>vin</i> (curve), /n/ (snatch) T: Yes! <i>van</i>, <i>vin</i> /n/</p>	<p>T: Listen to each word and snatch the last sound. T: <i>bite</i> (curve), <u><i>bait</i></u> (curve) S: <i>bite</i> (curve), <i>bait</i> (curve), /t/ (snatch) T: Yes! <i>bite</i>, <i>bait</i> /t/</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if necessary.

Sentence: *Carmella cooked cookies for a competition.*



Week 11, Day 5

Rhyme Activity: Pair the Rhyme.

See directions in previous lessons if necessary.

<p>T: <i>to, cat</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>deep, sleep</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>joke, poke</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>black, track</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>left, ask</i> S: repeat. S: respond (ASL symbol for no)</p>
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Manipulating Syllables: Break it Up.

See directions in previous lessons if necessary.

<p>T: Jump like a jumper (choose motion). S: repeat. T: <i>jumper</i> (place palms face down on belly, hands overlap) T: <i>jum</i> (place palm face up)...<i>per</i> (place palm face up) S: repeat.</p>	<p>T: Pastel colors are <i>pretty</i> (choose motion). S: repeat. T: <i>pastel</i> (place palms face down on belly, hands overlap) T: <i>pas</i> (place palm face up)...<i>tel</i> (place palm face up) S: repeat.</p>	<p>T: There are plenty of <i>leftovers</i> (choose motion). S: repeat. T: <i>plenty</i> (place palms face down on belly, hands overlap) T: <i>plen</i> (place palm face up)...<i>ty</i> (place palm face up) S: repeat.</p>	<p>T: She has a sandal on her foot (choose motion). S: repeat. T: <i>sandal</i> (place palms face down on belly, hands overlap) T: <i>san</i> (place palm face up)...<i>dal</i> (place palm face up) S: repeat.</p>	<p>T: We talk about pilgrims at Thanksgiving (choose motion). S: repeat. T: <i>pilgrims</i> (place palms face down on belly, hands overlap) T: <i>pil</i> (place palm face up)...<i>grims</i> (place palm face up) S: repeat.</p>
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Initial Sound Fluency: “Snatch the Sound.”

See directions in previous lessons if necessary.

<p>T: Listen to each word and snatch the first sound.</p> <p>T: Jim (curve), jam (curve)</p> <p>S: Jim (curve), jam (curve), /j/ (snatch)</p> <p>T: Yes! Jim, jam /j/</p>	<p>T: Listen to each word and snatch the first sound.</p> <p>T: pizza (curve), pozza (curve)</p> <p>S: pizza (curve), pozza (curve), /p/ (snatch)</p> <p>T: Yes! pizza, pozza /p/</p>	<p>T: Listen to each word and snatch the first sound.</p> <p>T: peach (curve), <u>preach</u> (curve)</p> <p>S: peach (curve), preach (curve), /p/ (snatch)</p> <p>T: Yes! peach, preach /p/</p>	<p>T: Listen to each word and snatch the first sound.</p> <p>T: <u>nod</u> (curve), Ned (curve)</p> <p>S: nod (curve), Ned (curve), /n/ (snatch)</p> <p>T: Yes! nod, Ned /n/</p>
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Final Sound Fluency: “Snatch the Sound.”
 See directions in previous lessons if necessary.

<p>T: Listen to each word and snatch the last sound.</p> <p>T: Jim (curve), jam (curve)</p> <p>S: Jim (curve), jam (curve), /m/ (snatch)</p> <p>T: Yes! Jim, jam /m/</p>	<p>T: Listen to each word and snatch the last sound.</p> <p>T: pizza (curve), pozza* (curve)</p> <p>S: pizza (curve), pozza (curve), /ă/ (snatch)</p> <p>T: Yes! pizza, pozza /ă/</p>	<p>T: Listen to each word and snatch the last sound.</p> <p>T: peach (curve), <u>preach</u> (curve)</p> <p>S: peach (curve), preach (curve), /ch/ (snatch)</p> <p>T: Yes! peach, peach /ch/</p>	<p>T: Listen to each word and snatch the last sound.</p> <p>T: <u>nod</u> (curve), Ned (curve)</p> <p>S: nod (curve), Ned (curve), /d/ (snatch)</p> <p>T: Yes! nod, Ned /d/</p>
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Alliteration: Silly Sentences.
 See directions in previous lessons if necessary.

Sentence: *David dreamed of **doughnuts** and **ducks**.*



Week 12, Day 1

Rhyme Activity: Pair the Rhyme.

See directions in previous lessons if necessary.

<p>T: <i>sad, mad</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>warm, band</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>ride, side</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>chill, fill</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>camp, stamp</i> S: repeat. S: respond (ASL symbol for yes)</p>
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Manipulating Syllables: Break it Up.

See directions in previous directions if necessary.

<p>T: <i>Light the <u>lantern</u> at night</i> (choose motion). S: repeat. T: <i>lantern</i> (place palms face down on belly, hands overlap) T: <i>lan</i> (place palm face up)...<i>tern</i> (place palm face up) S: repeat.</p>	<p>T: <i>The <u>magnet</u> is strong</i> (choose motion). S: repeat. T: <i>magnet</i> (place palms face down on belly, hands overlap) T: <i>mag</i> (place palm face up)...<i>net</i> (place palm face up) S: repeat.</p>	<p>T: <i>The girl <u>ignored</u> the sound</i> (choose motion). S: repeat. T: <i>ignored</i> (place palms face down on belly, hands overlap) T: <i>ig</i> (place palm face up)...<i>nored</i> (place palm face up) S: repeat.</p>	<p>T: <i>He lived in a big <u>mansion</u></i> (choose motion). S: repeat. T: <i>mansion</i> (place palms face down on belly, hands overlap) T: <i>man</i> (place palm face up)...<i>sion</i> (place palm face up) S: repeat.</p>	<p>T: <i><u>Answer</u> the question</i> (choose motion). S: repeat. T: <i>answer</i> (place palms face down on belly, hands overlap) T: <i>an</i> (place palm face up)...<i>swer</i> (place palm face up) S: repeat.</p>
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Initial Sound Fluency: “Snatch the Sound.”

See directions in previous lessons.

<p>T: Listen to each word and snatch the first sound. T: <i>fist (curve), fast (curve)</i> S: fist (curve), fast (curve), /f/ (snatch) T: Yes! fist, fast /f/</p>	<p>T: Listen to each word and snatch the first sound. T: <i>shop (curve), ship (curve)</i> S: shop (curve), ship (curve), /sh/ (snatch) T: Yes! shop, ship /sh/</p>	<p>T: Listen to each word and snatch the first sound. T: <i><u>ram</u> (curve), <u>rim</u> (curve)</i> S: ram (curve), rim (curve), /r/ (snatch) T: Yes! ram, rim /r/</p>	<p>T: Listen to each word and snatch the first sound. T: <i>pack (curve), pick (curve)</i> S: pack (curve), pick (curve), /p/ (snatch) T: Yes! pack, pick /p/</p>
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Final Sound Fluency: “Snatch the Sound.”

See directions in previous lessons if necessary.

<p>T: Listen to each word and snatch the last sound. T: <i>fist (curve), fast (curve)</i> S: fist (curve), fast (curve), /t/ (snatch) T: Yes! fist, fast /t/</p>	<p>T: Listen to each word and snatch the last sound. T: <i>shop (curve), ship (curve)</i> S: shop (curve), ship (curve), /p/ (snatch) T: Yes! shop, ship /p/</p>	<p>T: Listen to each word and snatch the last sound. T: <i><u>ram</u> (curve), <u>rim</u> (curve)</i> S: ram (curve), rim (curve), /m/ (snatch) T: Yes! ram, rim /m/</p>	<p>T: Listen to each word and snatch the last sound. T: <i>pack (curve), pick (curve)</i> S: pack (curve), pick (curve), /k/ (snatch) T: Yes! pack, pick /k/</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if necessary.

Sentence: *Sally sat sulking in front of the peas on her plate.*



Week 12, Day 2

Rhyme Activity: Pair the Rhyme.

See directions in previous lessons if necessary.

<p>T: lick, quick S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: pour, tour S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: slam, pick S: repeat. S: respond (ASL symbol for no)</p>	<p>T: thick, pick S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: new, bath S: repeat. S: respond (ASL symbol for no)</p>
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Manipulating Syllables: Break it Up.

See directions in previous lessons if necessary.

<p>T: The popcorn kernel popped (choose motion). S: repeat. T: kernel (place palms face down on belly, hands overlap) T: ker (place palm face up)...nel (place palm face up) S: repeat.</p>	<p>T: You need flour to make pastry (choose motion). S: repeat. T: pastry (place palms face down on belly, hands overlap) T: pas (place palm face up)...try (place palm face up) S: repeat.</p>	<p>T: Stay away from danger (choose motion). S: repeat. T: danger (place palms face down on belly, hands overlap) T: dan (place palm face up)...ger (place palm face up) S: repeat.</p>	<p>T: A boulder is a big rock (choose motion). S: repeat. T: boulder (place palms face down on belly, hands overlap) T: boul (place palm face up)...der (place palm face up) S: repeat.</p>	<p>T: The store has an owner (choose motion). S: repeat. T: owner (place palms face down on belly, hands overlap) T: ow (place palm face up)...ner (place palm face up) S: repeat.</p>
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Initial Sound Fluency: “Snatch the Sound.”

See directions in previous lessons if necessary.

<p>T: Listen to each word and snatch the first sound.</p> <p>T: mop (curve), map (curve)</p> <p>S: mop (curve), map (curve), /m/ (snatch)</p> <p>T: Yes! mop, map /m/</p>	<p>T: Listen to each word and snatch the first sound.</p> <p>T: fun (curve), fan (curve)</p> <p>S: fun (curve), fan (curve), /f/ (snatch)</p> <p>T: Yes! fun, fan /f/</p>	<p>T: Listen to each word and snatch the first sound.</p> <p>T: rock (curve), <u>rack</u> (curve)</p> <p>S: rock (curve), rack (curve), /r/ (snatch)</p> <p>T: Yes! rock, rack /r/</p>	<p>T: Listen to each word and snatch the first sound.</p> <p>T: lid (curve), <u>lad</u> (curve)</p> <p>S: lid (curve), lad (curve), /l/ (snatch)</p> <p>T: Yes! lid, lad /l/</p>
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Final Sound Fluency: “Snatch the Sound.”

See directions in previous lessons if necessary.

<p>T: Listen to each word and snatch the last sound.</p> <p>T: mop (curve), map (curve)</p> <p>S: mop (curve), map (curve), /p/ (snatch)</p> <p>T: Yes! mop, map /p/</p>	<p>T: Listen to each word and snatch the last sound.</p> <p>T: fun (curve), fan (curve)</p> <p>S: fun (curve), fan (curve), /n/ (snatch)</p> <p>T: Yes! fun, fan /n/</p>	<p>T: Listen to each word and snatch the last sound.</p> <p>T: rock (curve), <u>rack</u> (curve)</p> <p>S: rock (curve), rack (curve), /k/ (snatch)</p> <p>T: Yes! rock, rack /k/</p>	<p>T: Listen to each word and snatch the last sound.</p> <p>T: lid (curve), <u>lad</u> (curve)</p> <p>S: lid (curve), lad (curve), /d/ (snatch)</p> <p>T: Yes! lid, lad /d/</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if necessary.

Sentence: *Stinky Stanely stunk like a skunk.*



Week 12, Day 3

Rhyme Activity: Pair the Rhyme.

See directions in previous lessons if necessary.

<p>T: <i>him, trim</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>rug, mat</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>sit, fit</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>jug, hug</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>fuzz, met</i> S: repeat. S: respond (ASL symbol for no)</p>
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Manipulating Syllables: Break it Up.

See directions in previous lessons if necessary.

<p>T: <u>Lather</u> up the suds (choose motion). S: repeat. T: <i>lather</i> (place palms face down on belly, hands overlap) T: <i>la</i> (place palm face up)...<i>ther</i> (place palm face up) S: repeat.</p>	<p>T: Don't <u>fumble</u> the football (choose motion). S: repeat. T: <i>fumble</i> (place palms face down on belly, hands overlap) T: <i>fum</i> (place palm face up)...<i>ble</i> (place palm face up) S: repeat.</p>	<p>T: Drive like a <u>driver</u> (choose motion). S: repeat. T: <i>driver</i> (place palms face down on belly, hands overlap) T: <i>dri</i> (place palm face up)...<i>ver</i> (place palm face up) S: repeat.</p>	<p>T: The drink was <u>jumbo</u> sized (choose motion). S: repeat. T: <i>jumbo</i> (place palms face down on belly, hands overlap) T: <i>jum</i> (place palm face up)...<i>bo</i> (place palm face up) S: repeat.</p>	<p>T: <u>Fractions</u> are part of math (choose motion). S: repeat. T: <i>fractions</i> (place palms face down on belly, hands overlap) T: <i>frac</i> (place palm face up)...<i>tions</i> (place palm face up) S: repeat.</p>
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Initial Sound Fluency: "Snatch the Sound."

See directions in previous lessons if necessary.

<p>T: Listen to each word and snatch the first sound. T: pig (curve), peg (curve) S: pig (curve), peg (curve), /p/ (snatch) T: Yes! pig, peg /p/</p>	<p>T: Listen to each word and snatch the first sound. T: <u>sap</u> (curve), sip (curve) S: sap (curve), sip (curve), /s/ (snatch) T: Yes! sap, sip /s/</p>	<p>T: Listen to each word and snatch the first sound. T: tree (curve), tea (curve) S: tree (curve), tea (curve), /t/ (snatch) T: Yes! tree, tea /t/</p>	<p>T: Listen to each word and snatch the first sound. T: <u>wig</u> (curve), wag (curve) S: wig (curve), wag (curve), /w/ (snatch) T: Yes! wig, wag /w/</p>
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Final Sound Fluency: "Snatch the Sound."

See directions in previous lessons if necessary.

<p>T: Listen to each word and snatch the last sound. T: pig (curve), peg (curve) S: pig (curve), peg (curve), /g/ (snatch) T: Yes! pig, peg /g/</p>	<p>T: Listen to each word and snatch the last sound. T: <u>sap</u> (curve), sip (curve) S: sap (curve), sip (curve), /p/ (snatch) T: Yes! sap, sip /p/</p>	<p>T: Listen to each word and snatch the last sound. T: tree (curve), tea (curve) S: tree (curve), tea (curve), /ē/ (snatch) T: Yes! tree, tea /ē/</p>	<p>T: Listen to each word and snatch the last sound. T: <u>wig</u> (curve), wag (curve) S: wig (curve), wag (curve), /g/ (snatch) T: Yes! wig, wag /g/</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if necessary.

Sentence: Cookies and **cakes** are **crunchy** and **creamy**.



Week 12, Day 4

Rhyme Activity: Pair the Rhyme.

See directions in previous lessons if necessary.

<p>T: <i>hat, Ben</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>lunch, bunch</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>thin, chin</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>rush, short</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>pill, fit</i> S: repeat. S: respond (ASL symbol for no)</p>
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Manipulating Syllables: Break it Up.

See directions in previous lessons if necessary.

<p>T: <i>Turn the handle</i> (choose motion). S: repeat. T: <i>handle</i> (place palms face down on belly, hands overlap) T: <i>han</i> (place palm face up)...<i>dle</i> (place palm face up) S: repeat.</p>	<p>T: <i>Today is sunny</i> (choose motion). S: repeat. T: <i>today</i> (place palms face down on belly, hands overlap) T: <i>to</i> (place palm face up)...<i>day</i> (place palm face up) S: repeat.</p>	<p>T: <i>She has a greater</i> amount of candy (choose motion). S: repeat. T: <i>greater</i> (place palms face down on belly, hands overlap) T: <i>great</i> (place palm face up)...<i>er</i> (place palm face up) S: repeat.</p>	<p>T: <i>I am buzzing</i> around like a bee (choose motion). S: repeat. T: <i>buzzing</i> (place palms face down on belly, hands overlap) T: <i>buzz</i> (place palm face up)...<i>ing</i> (place palm face up) S: repeat.</p>	<p>T: <i>Sleep at a motel</i> when you are on a trip (choose motion). S: repeat. T: <i>motel</i> (place palms face down on belly, hands overlap) T: <i>mo</i> (place palm face up)...<i>tel</i> (place palm face up) S: repeat.</p>
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Initial Sound Fluency: “Snatch the Sound.”

See directions in previous lessons if necessary.

<p>T: Listen to each word and snatch the first sound. T: <i>dip</i> (curve), <i>dop*</i> (curve) S: dip (curve), dop (curve), /d/ (snatch) T: Yes! <i>dip</i>, <i>dop</i> /d/</p>	<p>T: Listen to each word and snatch the first sound. T: <i>fox</i> (curve), <i>fix</i> (curve) S: fox (curve), fix (curve), /f/ (snatch) T: Yes! <i>fox</i>, <i>fix</i> /f/</p>	<p>T: Listen to each word and snatch the first sound. T: <u><i>mitt</i></u> (curve), <i>mat</i> (curve) S: mitt (curve), mat (curve), /m/ (snatch) T: Yes! <i>mitt</i>, <i>mat</i> /m/</p>	<p>T: Listen to each word and snatch the first sound. T: <u><i>sum</i></u> (curve), <i>Sam</i> (curve) S: sum (curve), Sam (curve), /s/ (snatch) T: Yes! <i>sum</i>, <i>Sam</i> /s/</p>
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Final Sound Fluency: “Snatch the Sound.”

See directions in previous lessons if necessary.

<p>T: Listen to each word and snatch the last sound. T: <i>dip</i> (curve), <i>dop*</i> (curve) S: dip (curve), dop (curve), /p/ (snatch) T: Yes! <i>dip</i>, <i>dop</i> /p/</p>	<p>T: Listen to each word and snatch the last sound. T: <i>fox</i> (curve), <i>fix</i> (curve) S: fox (curve), fix (curve), /ks/ (snatch) T: Yes! <i>fox</i>, <i>fix</i> /ks/</p>	<p>T: Listen to each word and snatch the last sound. T: <u><i>mitt</i></u> (curve), <i>mat</i> (curve) S: mitt (curve), mat (curve), /t/ (snatch) T: Yes! <i>mitt</i>, <i>mat</i> /t/</p>	<p>T: Listen to each word and snatch the last sound. T: <u><i>sum</i></u> (curve), <i>Sam</i> (curve) S: sum (curve), Sam (curve), /m/ (snatch) T: Yes! <i>sum</i>, <i>Sam</i> /m/</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if necessary.

Sentence: *Hannah* helped fix her *house* every *holiday*.



Week 12, Day 5

Rhyme Activity: Pair the Rhyme.

See directions in previous lessons if necessary.

<p>T: <i>sub, tub</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>chore, tooth</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>math, bath</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>fish, tank</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>sheep, leap</i> S: repeat. S: respond (ASL symbol for yes)</p>
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Manipulating Syllables: Break it Up.

See directions in previous lessons if necessary.

<p>T: My <u>neighbor</u> lives next door (choose motion). S: repeat. T: <i>neighbor</i> (place palms face down on belly, hands overlap) T: <i>neigh</i> (place palm face up)...<i>bor</i> (place palm face up) S: repeat.</p>	<p>T: Put dirty clothes in a <u>hamper</u> (choose motion). S: repeat. T: <i>hamper</i> (place palms face down on belly, hands overlap) T: <i>ham</i> (place palm face up)...<i>per</i> (place palm face up) S: repeat.</p>	<p>T: It's dark in the <u>evening</u> (choose motion). S: repeat. T: <i>evening</i> (place palms face down on belly, hands overlap) T: <i>eve</i> (place palm face up)...<i>ning</i> (place palm face up) S: repeat.</p>	<p>T: Some people eat <u>bacon</u> (choose motion). S: repeat. T: <i>bacon</i> (place palms face down on belly, hands overlap) T: <i>ba</i> (place palm face up)...<i>con</i> (place palm face up) S: repeat.</p>	<p>T: You can play <u>hockey</u> with a stick (choose motion). S: repeat. T: <i>hockey</i> (place palms face down on belly, hands overlap) T: <i>hock</i> (place palm face up)...<i>ey</i> (place palm face up) S: repeat.</p>
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Initial Sound Fluency: “Snatch the Sound.”

See directions in previous lessons if necessary.

<p>T: Listen to each word and snatch the first sound. T: wish (curve), wash (curve) S: wish (curve), wash (curve), /w/ (snatch) T: Yes! wish, wash /w/</p>	<p>T: Listen to each word and snatch the first sound. T: wrap (curve), rip (curve) S: wrap (curve), rip (curve), /r/ (snatch) T: Yes! wrap, rip /r/</p>	<p>T: Listen to each word and snatch the first sound. T: ten (curve), tan (curve) S: ten (curve), tan (curve), /t/ (snatch) T: Yes! ten, tan /t/</p>	<p>T: Listen to each word and snatch the first sound. T: hush (curve), hish* (curve) S: hush (curve), hish (curve), /h/ (snatch) T: Yes! hush, hish /h/</p>
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Final Sound Fluency: “Snatch the Sound.”

See directions in previous lessons if necessary.

<p>T: Listen to each word and snatch the last sound. T: wish (curve), wash (curve) S: wash (curve), wash (curve), /sh/ (snatch) T: Yes! wish, wash /sh/</p>	<p>T: Listen to each word and snatch the last sound. T: wrap (curve), rip (curve) S: wrap (curve), rip (curve), /p/ (snatch) T: Yes! wrap, rip /p/</p>	<p>T: Listen to each word and snatch the last sound. T: ten (curve), tan (curve) S: ten (curve), tan (curve), /n/ (snatch) T: Yes! ten, tan /n/</p>	<p>T: Listen to each word and snatch the last sound. T: hush (curve), hish* (curve) S: hush (curve), hish (curve), /sh/ (snatch) T: Yes! hush, hish /sh/</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if necessary.

Sentence: *Baby bunnies bounced to the bushes.*



Week 13, Day 1

Rhyme Activity: Pair the Rhyme.

Support students' ability to recognize rhyming words.

Directions:

1. Tell students to listen to word pairs and identify which words rhyme.
2. Tell students to respond with the American Sign Language (ASL) symbol for yes when the words rhyme, and show the ASL symbol for no when the words don't rhyme.

<p>T: <i>star, car</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>high, my</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>how, now</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>big, said</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>up, down</i> S: repeat. S: respond (ASL symbol for no)</p>
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Manipulating Syllables: Adding Words.

Support students' ability to add a word to the end of another word to make a new word. All words used are compound words.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a word to the end of the word said.
4. Teacher and students respond together to make the new word.

<p>T: <i>stop</i> S: repeat. T: Add <i>/watch/</i> to the end of <i>stop</i>. T&S: <i>stopwatch</i></p>	<p>T: <i>out</i> S: repeat. T: Add <i>/side/</i> to the end of <i>out</i>. T&S: <i>outside</i></p>	<p>T: <i>mail</i> S: repeat. T: Add <i>/box/</i> to the end of <i>mail</i>. T&S: <i>mailbox</i></p>	<p>T: <i>cow</i> S: repeat. T: Add <i>/boy/</i> to the end of <i>cow</i>. T&S: <i>cowboy</i></p>	<p>T: <i>gold</i> S: repeat. T: Add <i>/fish/</i> to the end of <i>gold</i>. T&S: <i>goldfish</i></p>
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Initial Sound: Same or Different?

Support students' ability to recognize if the initial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same initial sound or different initial sound.
3. If they have the same sound, tell students to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>down /d/, duck /d/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, down and duck have the same beginning sound, /d/.</i></p>	<p>T: <i>fun /f/, less //</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, fun and less have different beginning sounds, /f/ and //.</i></p>	<p>T: <i>tick /t/, top /t/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, tick and top have the same beginning sound, /t//.</i></p>	<p>T: <i>live //, feet /f/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, live and feet have different beginning sounds, // and /f/.</i></p>
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Final Sound: Same or Different?

Support students' ability to recognize if the final sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same final sound or different final sound.
3. If they have the same sound, tell students to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell students to respond with the ASL symbol for no.

<p>T: <i>log /g/, big /g/</i> (make curve with each word)</p>	<p>T: <i>hot /t/, old /d/</i> (make curve with each word)</p>	<p>T: <i>off /f/, bus /s/</i> (make curve with each word)</p>	<p>T: <i>pen /n/, ten /n/</i> (make curve with each word)</p>
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S: repeat. S: ASL symbol for yes T: Yes, log and big have the same ending sound, /g/.	S: repeat. S: ASL symbol for no T: No, hot and old have different ending sounds, /t/ and /d/.	S: repeat. S: ASL symbol for no T: No, off and bus have different ending sounds, /f/ and /s/.	S: repeat. S: ASL symbol for yes T: Yes, pen and ten have the same ending sounds, /n/.
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Medial Sound: Snatch the Sound.

Support students' ability to recognize the medial sound of one-syllable words.

Directions: Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *middle* sound they hear with their hand. Some students, especially at first, will find this activity more difficult. Over time the repetition and support will help these students.

1. Say the word and make the curve with your arm.
2. Close hand in fist to “snatch” the middle sound of the word.
3. Tell students to repeat the word, make a curve with their hand, and “snatch” the middle sound of the word.

T: ran /ă/ (make curve with each word and snatch the sound) T&S: repeat.	T: bed /ě/, (make curve with each word and snatch the sound) T&S: repeat.	T: him /i/, (make curve with each word and snatch the sound) T&S: repeat.	T: top /ō/, (make curve with each word and snatch the sound) T&S: repeat.
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Lilly made little lemon loaves.



Week 13, Day 2

Rhyme Activity: Pair the Rhyme.

Support students' ability to recognize rhyming words.

Directions:

1. Tell students to listen to word pairs and identify which words rhyme.
2. Tell them to respond with the American Sign Language (ASL) symbol for yes when the words rhyme, and show the ASL symbol for no when the words don't rhyme.

<p>T: <i>so, no</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>like, bike</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>cut, dot</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>deep, leap</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>jet, home</i> S: repeat. S: respond (ASL symbol for no)</p>
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Manipulating Syllables: Adding Words.

Support students' ability to add a word to the end of another word to make a new word. All words used are compound words.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a word to the end of the word said.
4. Teacher and students respond together to make the new word.

<p>T: <i>foot</i> S: repeat. T: Add <i>/print/</i> to the end of <i>foot</i>. T&S: <i>footprint</i></p>	<p>T: <i>side</i> S: repeat. T: Add <i>/walk/</i> to the end of <i>side</i>. T&S: <i>sidewalk</i></p>	<p>T: <i>with</i> S: repeat. T: Add <i>/out/</i> to the end of <i>with</i>. T&S: <i>without</i></p>	<p>T: <i>fire</i> S: repeat. T: Add <i>/fly/</i> to the end of <i>fire</i>. T&S: <i>firefly</i></p>	<p>T: <i>some</i> S: repeat. T: Add <i>/one/</i> to the end of <i>some</i>. T&S: <i>someone</i></p>
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Initial Sound: Same or Different?

Support students' ability to recognize if the initial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same initial sound or different initial sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>ran /r/, far /f/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, ran and far have different beginning sounds, /r/ and /f/.</i></p>	<p>T: <i>gold /g/, get /g/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, gold and get have the same beginning sound, /g/.</i></p>	<p>T: <i>have /h/, help /h/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, have and help have the same beginning sound, /h/.</i></p>	<p>T: <i>pay /p/, car /k/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, pay and car have different beginning sounds, /p/ and /k/.</i></p>
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Final Sound: Same or Different?

Support students' ability to recognize if the final sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same final sound or different final sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>came</i>, /m/, <i>same</i> /m/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>came</i> and <i>same</i> have the same ending sound, /m/.</p>	<p>T: <i>sat</i> /t/, <i>pop</i> /p/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>sat</i> and <i>pop</i> have different ending sounds, /t/ and /p/.</p>	<p>T: <i>hair</i> /r/, <i>pine</i> /n/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>hair</i> and <u><i>pine</i></u> have different ending sounds, /r/ and /n/.</p>	<p>T: <i>fuzz</i> /z/, <i>buzz</i> /z/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>fuzz</i> and <i>buzz</i> have the same ending sound, /z/.</p>
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Medial Sound: Snatch the Sound.

Support students' ability to recognize the medial sound of one-syllable words.

Directions: Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *middle* sound they hear with their hand.

1. Say the word and make the curve with your arm.
2. Close hand in fist to "snatch" the middle sound of the word.
3. Tell students to repeat the word, make a curve with their hand, and "snatch" the middle sound of the word.

<p>T: <i>sun</i> /ū/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>tan</i> /ă/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>get</i> /ĕ/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <u><i>bin</i></u> /ī/ (make curve with each word and snatch the sound) T&S: repeat.</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Sue **sells** **slippery** **slimy** snails.



Week 13, Day 3

Rhyme Activity: Pair the Rhyme.

Support students' ability to recognize rhyming words.

Directions:

1. Tell students to listen to word pairs and identify which words rhyme.
2. Tell them to respond with the American Sign Language (ASL) symbol for yes when the words rhyme, and show the ASL symbol for no when the words don't rhyme.

<p>T: <i>him, sad</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>west, best</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>dime, time</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>zoo, web</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>tug, rug</i> S: repeat. S: respond (ASL symbol for yes)</p>
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Manipulating Syllables: Adding Words.

Support students' ability to add a word to the end of another word to make a new word. All words used are compound words.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a word to the end of the word said.
4. Teacher and students respond together to make the new word.

<p>T: <i>up</i> S: repeat. T: Add <i>/stairs/</i> to the end of <i>up</i>. T&S: <i>upstairs</i></p>	<p>T: <i>hot</i> S: repeat. T: Add <i>/dog/</i> to the end of <i>hot</i>. T&S: <i>hotdog</i></p>	<p>T: <i>in</i> S: repeat. T: Add <i>/to/</i> to the end of <i>in</i>. T&S: <i>into</i></p>	<p>T: <i>play</i> S: repeat. T: Add <i>/room/</i> to the end of <i>play</i>. T&S: <i>playroom</i></p>
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Initial Sound: Same or Different?

Support students' ability to recognize if the initial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same initial sound or different initial sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>edge, /e/, <u>echo</u> /e/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, edge and <u>echo</u> have the same beginning sound, /e/.</i></p>	<p>T: <i>bead /b/, bark /b/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, bead and bark have the same beginning sound, /b/.</i></p>	<p>T: <i>just /j/, make /m/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, just and make have different beginning sounds, /j/ and /m/.</i></p>	<p>T: <i>save /s/, sail /s/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, save and sail have the same beginning sound, /s/.</i></p>
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Final Sound: Same or Different?

Support students' ability to recognize if the final sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same final sound or different final sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>card</i> /d/, <i>tart</i> /t/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>card</i> and <i>tart</i> have the different ending sounds, /d/ and /t/.</p>	<p>T: <i>mom</i> /m/, <i>come</i> /m/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>mom</i> and <i>come</i> have the same ending sound, /m/ and /m/.</p>	<p>T: <i>sword</i> /d/, <u><i>cod</i></u> /d/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>sword</i> and <u><i>cod</i></u> have the same ending sound, /d/.</p>	<p>T: <i>hand</i> /d/, <u><i>bill</i></u> /l/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>hand</i> and <u><i>bill</i></u> have different ending sounds, /d/ and /l/.</p>
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Medial Sound: Snatch the Sound.

Support students' ability to recognize the medial sound of one-syllable words.

Directions: Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *middle* sound they hear with their hand.

1. Say the word and make the curve with your arm.
2. Close hand in fist to "snatch" the middle sound of the word.
3. Tell students to repeat the word, make a curve with their hand, and "snatch" the middle sound of the word.

<p>T: <i>pot</i> /ɒ/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>fun</i> /ʊ/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>map</i> /ă/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>bell</i> /ɛ/ (make curve with each word and snatch the sound) T&S: repeat.</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Try the tasty, turkey tacos.



Week 13, Day 4

Rhyme Activity: Pair the Rhyme.

Support students' ability to recognize rhyming words.

Directions:

1. Tell students to listen to word pairs and identify which words rhyme.
2. Tell them to respond with the American Sign Language (ASL) symbol for yes when the words rhyme, and show the ASL symbol for no when the words don't rhyme.

<p>T: <i>small, ball</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>look, took</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>sock, wave</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>win, type</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>see, knee</i> S: repeat. S: respond (ASL symbol for yes)</p>
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Manipulating Syllables: Adding Words.

Support students' ability to add a word to the end of another word to make a new word. All words used are compound words.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a word to the end of the word said.
4. Teacher and students respond together to make the new word.

<p>T: <i>back</i> S: repeat. T: Add <i>/pack/</i> to the end of <i>back</i>. T&S: <i>backpack</i></p>	<p>T: <i>sun</i> S: repeat. T: Add <i>/burn/</i> to the end of <i>sun</i>. T&S: <i>sunburn</i></p>	<p>T: <i>corn</i> S: repeat. T: Add <i>/pop/</i> to the end of <i>corn</i>. T&S: <i>cornpop</i></p>	<p>T: <i>foot</i> S: repeat. T: Add <i>/ball/</i> to the end of <i>foot</i>. T&S: <i>football</i></p>	<p>T: <i>back</i> S: repeat. T: Add <i>/yard/</i> to the end of <i>back</i>. T&S: <i>backyard</i></p>
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Initial Sound: Same or Different?

Support students' ability to recognize if the initial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same initial sound or different initial sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>if /i/, is /i/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, if and is have the same beginning sound, /i/.</i></p>	<p>T: <i>mouse /m/, mean /m/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, mouse and mean have the same beginning sound, /m/.</i></p>	<p>T: <i>kite /k/, van /v/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, kite and van have different beginning sounds, /k/ and /v/.</i></p>	<p>T: <i>base /b/, tape /t/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, base and tape have different beginning sounds, /b/ and /t/.</i></p>
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Final Sound: Same or Different?

Support students' ability to recognize if the final sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same final sound or different final sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>did /d/, stand /d/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, did and stand have the same ending sounds, /d/ and /d/.</i></p>	<p>T: <i>pass /s/, leg /g/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, pass and leg have different ending sounds, /s/ and /g/.</i></p>	<p>T: <i>lid /d/, <u>cord</u> /d/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, lid and cord have the same ending sound, /d/.</i></p>	<p>T: <i>note /t/, job /b/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, note and job have different ending sounds, /t/ and /b/.</i></p>
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Medial Sound: Snatch the Sound.

Support students' ability to recognize the medial sound of one-syllable words.

Directions: Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *middle* sound they hear with their hand.

1. Say the word and make the curve with your arm.
2. Close hand in fist to "snatch" the middle sound of the word.
3. Tell students to repeat the word, make a curve with their hand, and "snatch" the middle sound of the word.

<p>T: <i>pit /i/</i> (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>hot /ɔ/</i> (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>cut /ū/</i> (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>rat /ă/</i> (make curve with each word and snatch the sound) T&S: repeat.</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Most **monsters make messes.**



Week 13, Day 5

Rhyme Activity: Pair the Rhyme.

Support students' ability to recognize rhyming words.

Directions:

1. Tell students to listen to word pairs and identify which words rhyme.
2. Tell them to respond with the American Sign Language (ASL) symbol for yes when the words rhyme, and show the ASL symbol for no when the words don't rhyme.

<p>T: <i>rock, sock</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>car, back</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>white, peak</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>best, nest</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>sun, fun</i> S: repeat. S: respond (ASL symbol for yes)</p>
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Manipulating Syllables: Adding Words.

Support students' ability to add a word to the end of another word to make a new word. All words used are compound words.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a word to the end of the word said.
4. Teacher and students respond together to make the new word.

<p>T: <i>bird</i> S: repeat. T: Add <i>/house/</i> to the end of <i>bird</i>. T&S: <i>birdhouse</i></p>	<p>T: <i>class</i> S: repeat. T: Add <i>/room/</i> to the end of <i>class</i>. T&S: <i>classroom</i></p>	<p>T: <i>tea</i> S: repeat. T: Add <i>/spoon/</i> to the end of <i>tea</i>. T&S: <i>teaspoon</i></p>	<p>T: <i>pop</i> S: repeat. T: Add <i>/corn/</i> to the end of <i>pop</i>. T&S: <i>popcorn</i></p>	<p>T: <i>rain</i> S: repeat. T: add <i>/coat/</i> to the end of <i>rain</i>. T&S: <i>raincoat</i></p>
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Initial Sound: Same or Different?

Support students' ability to recognize if the initial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same initial sound or different initial sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>save</i>, /s/, <u><i>sail</i></u> /s/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, save and <u>sail</u> have the same beginning sound, /s/.</i></p>	<p>T: <i>wish</i> /w/, <i>olive</i> /o/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, wish and olive have different beginning sounds, /w/ and /o/.</i></p>	<p>T: <i>noise</i> /n/, <i>nice</i> /n/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, noise and nice have the same beginning sound, /n/.</i></p>	<p>T: <i>high</i> /h/, <i>low</i> /l/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, high and low have different beginning sounds, /h/ and /l/.</i></p>
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Final Sound: Same or Different?

Support students' ability to recognize if the final sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same final sound or different final sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>egg</i>, /g/, <i>leg</i> /g/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>egg</i> and <i>leg</i> have the same ending sound, /g/.</p>	<p>T: <i>tap</i> /p/, <i>mud</i> /d/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>tap</i> and <i>mud</i> have different ending sounds, /p/ and /d/.</p>	<p>T: <i>lid</i>, /d/, <i>cord</i> /d/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>lid</i> and <i>cord</i> have the same ending sound, /d/.</p>	<p>T: <i>note</i> /t/, <i>job</i> /b/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>note</i> and <i>job</i> have different ending sounds, /t/ and /b/.</p>
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Medial Sound: Snatch the Sound.

Support students' ability to recognize the medial sound of one-syllable words.

Directions: Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *middle* sound they hear with their hand.

1. Say the word and make the curve with your arm.
2. Close hand in fist to "snatch" the middle sound of the word.
3. Tell students to repeat the word, make a curve with their hand, and "snatch" the middle sound of the word.

<p>T: <i>best</i> /ɛ/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>kid</i> /ɪ/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>doll</i> /o/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>luck</i> /ʊ/ (make curve with each word and snatch the sound) T&S: repeat.</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Play patty-cake on the park bench.



Week 14, Day 1

Rhyme Activity: Pair the Rhyme.

Support students' ability to recognize rhyming words.

Directions:

1. Tell students to listen to word pairs and identify which words rhyme.
2. Tell them to respond with the American Sign Language (ASL) symbol for yes when the words rhyme, and show the ASL symbol for no when the words don't rhyme.

<p>T: fly, sky S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: star, are S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: night, light S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: van, page S: repeat. S: respond (ASL symbol for no)</p>	<p>T: long, song S: repeat. S: respond (ASL symbol for yes)</p>
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Manipulating Syllables: Adding Words.

Support students' ability to add a word to the end of another word to make a new word. All words used are compound words.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a word to the end of the word said.
4. Teacher and students respond together to make the new word.

<p>T: sun S: repeat. T: Add /shine/ to the end of sun. T&S: sunshine</p>	<p>T: tool S: repeat. T: Add /box/ to the end of tool. T&S: toolbox</p>	<p>T: some S: repeat. T: Add /day/ to the end of some. T&S: someday</p>	<p>T: card S: repeat. T: Add /board/ to the end of card. T&S: cardboard</p>	<p>T: back S: repeat. T: Add /seat/ to the end of back. T&S: backseat</p>
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Initial Sound: Same or Different?

Support students' ability to recognize if the initial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same initial sound or different initial sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>vet</i>, /v/, <i>zip</i> /z/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, vet and zip have different beginning sounds, /v/ and /z/.</i></p>	<p>T: <i>hut</i> /h/, <i>horn</i> /h/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, hut and horn have the same beginning sounds, /h/.</i></p>	<p>T: <i>rock</i> /r/, <i>ride</i> /r/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, rock and ride have the same beginning sounds, /r/.</i></p>	<p>T: <i>duck</i>, /d/, <i>ham</i> /h/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, duck and ham have different beginning sounds, /d/ and /h/.</i></p>
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Final Sound: Same or Different?

Support students' ability to recognize if the final sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same final sound or different final sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>sea</i>, /ē/, <i>tree</i> /ē/ (make curve with each word)</p>	<p>T: <i>mail</i> /l/, <i>zip</i> /p/ (make curve with each word)</p>	<p>T: <i>tub</i> /b/, <i>crib</i> /b/ (make curve with each word)</p>	<p>T: <i>pass</i> /s/, <i>gave</i> /v/ (make curve with each word)</p>
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S: repeat. S: ASL symbol for yes T: Yes, sea and tree have the same ending sound, /ē/ and /ē/.	S: repeat. S: ASL symbol for no T: No, mail and zip have different ending sounds, /l/ and /z/.	S: repeat. S: ASL symbol for yes T: Yes, tub and crib have the same ending sound, /b/.	S: repeat. S: ASL symbol for no T: No, pass and gave have different ending sounds, /s/ and /v/.
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Medial Sound: Snatch the Sound.

Support students' ability to recognize the medial sound of one-syllable words.

Directions: Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *middle* sound they hear with their hand. Some students especially at first will find this activity more difficult. Over time the repetition and support will help these students.

1. Say the word and make the curve with your arm.
2. Close hand in fist to “snatch” the middle sound of the word.
3. Tell students to repeat the word, make a curve with their hand, and “snatch” the middle sound of the word.

T: cat /ă/ (make curve with each word and snatch the sound) T&S: repeat.	T: man /ă/, (make curve with each word and snatch the sound) T&S: repeat.	T: him /i/, (make curve with each word and snatch the sound) T&S: repeat.	T: win /i/, (make curve with each word and snatch the sound) T&S: repeat.
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: The beautiful bouquet blossomed in the bright sun.



Week 14, Day 2

Rhyme Activity: Pair the Rhyme.

Support students' ability to recognize rhyming words.

Directions:

1. Tell students to listen to word pairs and identify which words rhyme.
2. Tell them to respond with the American Sign Language (ASL) symbol for yes when the words rhyme, and show the ASL symbol for no when the words don't rhyme.

<p>T: <i>seed, read</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>head, dime</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>make, bake</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>come, some</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>rock, pole</i> S: repeat. S: respond (ASL symbol for no)</p>
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Manipulating Syllables: Adding Words.

Support students' ability to add a word to the end of another word to make a new word. All words used are compound words.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a word to the end of the word said.
4. Teacher and students respond together to make the new word.

<p>T: <i>note</i> S: repeat. T: Add /book/ to the end of note. T&S: <i>notebook</i></p>	<p>T: <i>sea</i> S: repeat. T: Add /food/ to the end of sea. T&S: <i>seafood</i></p>	<p>T: <i>moon</i> S: repeat. T: Add /light/ to the end of moon. T&S: <u>moonlight</u></p>	<p>T: <i>pine</i> S: repeat. T: Add /cone/ to the end of pine. T&S: <u>pinecone</u></p>	<p>T: <i>eye</i> S: repeat. T: Add /brow/ to the end of eye. T&S: <i>eyebrow</i></p>
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Initial Sound: Same or Different?

Support students' ability to recognize if the initial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same initial sound or different initial sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>fire, /f/, hot /h/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, fire and hot have different beginning sounds, /f/ and /h/.</i></p>	<p>T: <i>bake /b/, boat /b/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, bake and boat have the same beginning sound, /b/.</i></p>	<p>T: <i>light /l/, long /l/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, light and long have the same beginning sound, /l/.</i></p>	<p>T: <i>past /p/, dime /d/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, past and dime have different sounds, /p/ and /d/.</i></p>
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Final Sound: Same or Different?

Support students' ability to recognize if the final sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same final sound or different final sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>word, /d/, food /d/</i> (make curve with each word)</p>	<p>T: <i>yes /s/, bless /s/</i> (make curve with each word)</p>	<p>T: <i>lock /k/, wood /d/</i> (make curve with each word)</p>	<p>T: <i>fizz /z/, that /t/</i> (make curve with each word)</p>
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<p>S: repeat. S: ASL symbol for yes T: Yes, word and food have the same ending sound, /d/.</p>	<p>S: repeat. S: ASL symbol for yes T: Yes, yes and bless have the same ending sounds, /s/.</p>	<p>S: repeat. S: ASL symbol for no T: No, lock and wood have different ending sounds, /k/ and /d/.</p>	<p>S: repeat. S: ASL symbol for no T: No, fizz and that have different ending sounds, /z/ and /t/.</p>
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Medial Sound: Snatch the Sound.

Support students' ability to recognize the medial sound of one-syllable words.

Directions: Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *middle* sound they hear with their hand. Some students, especially at first, will find this activity more difficult. Over time the repetition and support will help these students.

1. Say the word and make the curve with your arm.
2. Close hand in fist to “snatch” the middle sound of the word.
3. Tell students to repeat the word, make a curve with their hand, and “snatch” the middle sound of the word.

<p>T: <i>pet</i> /ě/, (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>beg</i> /ě/, (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>doll</i> /ǒ/, (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>top</i> /ǒ/, (make curve with each word and snatch the sound) T&S: repeat.</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Cook the crazy cupcakes in the kitchen.



Week 14, Day 3

Rhyme Activity: Pair the Rhyme.

Support students' ability to recognize rhyming words.

Directions:

1. Tell students to listen to word pairs and identify which words rhyme.
2. Tell them to respond with the American Sign Language (ASL) symbol for yes when the words rhyme, and show the ASL symbol for no when the words don't rhyme.

<p>T: <i>map, nap</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>fish, dish</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>dive, home</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>low, bow</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>shoe, new</i> S: repeat. S: respond (ASL symbol for yes)</p>
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Manipulating Syllables: Adding Words.

Support students' ability to add a word to the end of another word to make a new word. All words used are compound words.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a word to the end of the word said.
4. Teacher and students respond together to make the new word.

<p>T: <i>door</i> S: repeat. T: Add /knob/ to the end of door. T&S: <i>doorknob</i></p>	<p>T: <i>air</i> S: repeat. T: Add /port/ to the end of air. T&S: <i>airport</i></p>	<p>T: <i>post</i> S: repeat. T: Add /card/ to the end of post. T&S: <u>postcard</u></p>	<p>T: <i>play</i> S: repeat. T: Add /ground/ to the end of play. T&S: <i>playground</i></p>	<p>T: <i>gum</i> S: repeat . T: Add /drop/ to the end of gum. T&S: <i>gumdrop</i></p>
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Initial Sound: Same or Different?

Support students' ability to recognize if the initial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same initial sound or different initial sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>gap</i>, /g/, <i>hide</i> /h/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>gap</i> and <i>hide</i> have different beginning sounds, /g/ and /h/.</p>	<p>T: <i>right</i> /r/, <i>read</i> /r/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>right</i> and <i>read</i> have the same beginning sound, /r/.</p>	<p>T: <i>wait</i> /w/, <i>wind</i> /w/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>wait</i> and <i>wind</i> have the same beginning sound, /w/.</p>	<p>T: <i>egg</i>, /ĕ/, <i>odd</i> /ŏ/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>egg</i> and <i>odd</i> have different beginning sounds, /ĕ/ and /ŏ/.</p>
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Final Sound: Same or Different?

Support students' ability to recognize if the final sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same final sound or different final sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>torn</i>, /n/, <i>ten</i> /n/ (make curve with each word)</p>	<p>T: <i>help</i> /p/, <i>sip</i> /p/ (make curve with each word)</p>	<p>T: <i>dog</i> /g/, <i>kick</i> /k/ (make curve with each word)</p>	<p>T: <i>seat</i> /t/, <i>fairy</i> /ē/ (make curve with each word)</p>
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S: repeat. S: ASL symbol for yes T: Yes, <i>torn</i> and <i>ten</i> have the same ending sound, /n/.	S: repeat. S: ASL symbol for yes T: Yes, <i>help</i> and <i>sip</i> have the same ending sound, /p/.	S: repeat. S: ASL symbol for no T: No, <i>dog</i> and <i>kick</i> have different ending sounds, /g/ and /k/.	S: repeat. S: ASL symbol for no T: No, <i>seat</i> and <i>fairy</i> have different ending sounds, /t/ and /ē/.
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Medial Sound: Snatch the Sound.

Support students' ability to recognize the medial sound of one-syllable words.

Directions: Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *middle* sound they hear with their hand. Some students, especially at first, will find this activity more difficult. Over time the repetition and support will help these students.

1. Say the word and make the curve with your arm.
2. Close hand in fist to “snatch” the middle sound of the word.
3. Tell students to repeat the word, make a curve with their hand, and “snatch” the middle sound of the word.

T: <i>run</i> /ŭ/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>tub</i> /ŭ/, (make curve with each word and snatch the sound) T&S: repeat.	T: <i>dish</i> /ī/, (make curve with each word and snatch the sound) T&S: repeat.	T: <i>hop</i> /ō/, (make curve with each word and snatch the sound) T&S: repeat.
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: See the seesaw soar.



Week 14, Day 4

Rhyme Activity: Pair the Rhyme.

Support students' ability to recognize rhyming words.

Directions:

1. Tell students to listen to word pairs and identify which words rhyme.
2. Tell them to respond with American Sign Language (ASL) symbol for yes when the words rhyme, and show the ASL symbol for no when the words don't rhyme.

<p>T: <i>book, look</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>line, keep</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>will, hill</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>six, date</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>that, sat</i> S: repeat. S: respond (ASL symbol for yes)</p>
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Manipulating Syllables: Adding Words.

Support students' ability to add a word to the end of another word to make a new word. All words used are compound words.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a word to the end of the word said.
4. Teacher and students respond together to make the new word.

<p>T: <i>hair</i> S: repeat. T: Add <i>/cut/</i> to the end of <i>hair</i>. T&S: <i>haircut</i></p>	<p>T: <i>work</i> S: repeat. T: Add <i>/out/</i> to the end of <i>work</i>. T&S: <i>workout</i></p>	<p>T: <i>hand</i> S: repeat. T: Add <i>/made/</i> to the end of <i>hand</i>. T&S: <i>handmade</i></p>	<p>T: <i>out</i> S: repeat. T: Add <i>/side/</i> to the end of <i>out</i>. T&S: <i>outside</i></p>	<p>T: <i>down</i> S: repeat. T: Add <i>/stairs/</i> to the end of <i>down</i>. T&S: <i>downstairs</i></p>
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Initial Sound: Same or Different?

Support students' ability to recognize if the initial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same initial sound or different initial sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>view</i>, /v/, <i>fan</i> /f/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, view and fan have different beginning sounds, /v/ and /f/.</i></p>	<p>T: <i>quick</i> /qu/, <i>line</i> /l/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, quick and line have different beginning sounds, /qu/ and /l/.</i></p>	<p>T: <i>candle</i> /k/, <i>cable</i> /k/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, candle and cable have the same beginning sound, /k/.</i></p>	<p>T: <i>got</i> /g/, <i>give</i> /g/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, got and give have the same beginning sound, /g/.</i></p>
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Final Sound: Same or Different?

Support students' ability to recognize if the final sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same final sound or different final sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>pig</i>, /g/, <i>now</i> /w/ (make curve with each word)</p>	<p>T: <i>bring</i> /ng/, <i>ding</i> /ng/ (make curve with each word)</p>	<p>T: <i>hug</i> /g/, <i>wet</i> /t/ (make curve with each word)</p>	<p>T: <i>creep</i> /p/, <i>sheep</i> /p/ (make curve with each word)</p>
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S: repeat. S: ASL symbol for no T: <i>No, pig and now have different ending sounds, /g/ and /w/.</i>	S: repeat. S: ASL symbol for yes T: <i>Yes, bring and ding have the same ending sounds, /ng/.</i>	S: repeat. S: ASL symbol for no T: <i>No, hug and wet have different ending sounds, /g/ and /t/.</i>	S: repeat. S: ASL symbol for yes T: <i>Yes, <u>creep</u> and sheep have the same ending sounds, /p/.</i>
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Medial Sound: Snatch the Sound.

Support students' ability to recognize the medial sound of one-syllable words.

Directions: Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *middle* sound they hear with their hand. Some students, especially at first, will find this activity more difficult. Over time the repetition and support will help these students.

1. Say the word and make the curve with your arm.
2. Close hand in fist to “snatch” the middle sound of the word.
3. Tell students to repeat the word, make a curve with their hand, and “snatch” the middle sound of the word.

T: <i>dad /ă/ (make curve with each word and snatch the sound)</i> T&S: repeat.	T: <i>web /ě/, (make curve with each word and snatch the sound)</i> T&S: repeat.	T: <i>map /ă/, (make curve with each word and snatch the sound)</i> T&S: repeat.	T: <i>best /ě/, (make curve with each word and snatch the sound)</i> T&S: repeat.
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Sally stacked a stinky **slimy smelly sandwich**.



Week 14, Day 5

Rhyme Activity: Pair the Rhyme.

Support students' ability to recognize rhyming words.

Directions:

1. Tell students to listen to word pairs and identify which words rhyme.
2. Tell them to respond with the American Sign Language (ASL) symbol for yes when the words rhyme, and show the ASL symbol for no when the words don't rhyme.

<p>T: <i>saw, paw</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>lip, rip</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>four, more</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>bean, give</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>share, care</i> S: repeat. S: respond (ASL symbol for yes)</p>
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Manipulating Syllables: Adding Words.

Support students' ability to add a word to the end of another word to make a new word. All words used are compound words.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a word to the end of the word said.
4. Teacher and students respond together to make the new word.

<p>T: <i>sail</i> S: repeat. T: Add <i>/boat/</i> to the end of <i>sail</i>. T&S: <i>sailboat</i></p>	<p>T: <i>sun</i> S: repeat. T: Add <i>/set/</i> to the end of <i>sun</i>. T&S: <i>sunset</i></p>	<p>T: <i>milk</i> S: repeat. T: Add <i>/shake/</i> to the end of <i>milk</i>. T&S: <i>milkshake</i></p>	<p>T: <i>bed</i> S: repeat. T: Add <i>/time/</i> to the end of <i>bed</i>. T&S: <i>bedtime</i></p>	<p>T: <i>dog</i> S: repeat. T: Add <i>/house/</i> to the end of <i>dog</i>. T&S: <i>doghouse</i></p>
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Initial Sound: Same or Different?

Support students' ability to recognize if the initial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same initial sound or different initial sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>pear</i>, /p/, <i>peel</i> /p/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>pear</i> and <i>peel</i> have the same beginning sound, /p/.</p>	<p>T: <i>mud</i> /m/, <i>mess</i> /m/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>mud</i> and <i>mess</i> have the same beginning sound, /m/.</p>	<p>T: <i>fox</i> /f/, <i>gum</i> /g/ (make curve with each word) S: repeat. S: ASL symbol for no T: No <i>fox</i> and <i>gum</i> have different beginning sounds, /f/ and /g/.</p>	<p>T: <i>hive</i> /h/ and <i>job</i> /b/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>hive</i> and <i>job</i> have different beginning sounds, /h/ and /j/.</p>
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Final Sound: Same or Different?

Support students' ability to recognize if the final sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same final sound or different final sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>hit</i>, /t/, <i>run</i> /n/ (make curve with each word)</p>	<p>T: <i>six</i> /ks/, <i>fox</i> /ks/ (make curve with each word)</p>	<p>T: <i>bright</i> /t/, <i>light</i> /t/ (make curve with each word)</p>	<p>T: <i>seven</i> /n/, <i>job</i> /b/ (make curve with each word)</p>
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S: repeat. S: ASL symbol for no T: <i>No, hit and run have different ending sounds, /t/ and /n/.</i>	S: repeat. S: ASL symbol for yes T: <i>Yes, six and fox have the same ending sound /ks/.</i>	S: repeat. S: ASL symbol for yes T: <i>Yes, bright and light have the same ending sound /t/.</i>	S: repeat. S: ASL symbol for no T: <i>No, seven and job have different ending sounds, /n/ and /b/.</i>
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Medial Sound: Snatch the Sound.

Support students' ability to recognize the medial sound of one-syllable words.

Directions: Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *middle* sound they hear with their hand. Some students, especially at first, will find this activity more difficult. Over time the repetition and support will help these students.

1. Say the word and make the curve with your arm.
2. Close hand in fist to “snatch” the middle sound of the word.
3. Tell students to repeat the word, make a curve with their hand, and “snatch” the middle sound of the word.

T: <i>dot /d/</i> , (make curve with each word and snatch the sound) T&S: repeat.	T: <i>pot /p/</i> , (make curve with each word and snatch the sound) T&S: repeat.	T: <i>sit /s/</i> , (make curve with each word and snatch the sound) T&S: repeat.	T: <i>hit /h/</i> , (make curve with each word and snatch the sound) T&S: repeat.
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Is it a **marshmallow milkshake** or **mudshake**?



Week 15, Day 1

Rhyme Activity: Pair the Rhyme.

Directions:

1. Tell students to listen to word pairs and identify which words rhyme.
2. Tell them to respond with the American Sign Language (ASL) symbol for yes when the words rhyme, and show the ASL symbol for no when the words don't rhyme.

<p>T: <i>map, wrap</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>fish, dish</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>tuck, door</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>told, gold</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>reach, beach</i> S: repeat. S: respond (ASL symbol for yes)</p>
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Manipulating Syllables: Adding Words.

Support students' ability to add a word to the end of another word to make a new word. All words used are compound words.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a word to the end of the word said.
4. Teacher and students respond together to make the new word.

<p>T: <i>bath</i> S: repeat. T: Add /room/ to the end of bath. T&S: bathroom</p>	<p>T: <i>class</i> S: repeat. T: Add /mate/ to the end of class. T&S: classmate</p>	<p>T: <i>high</i> S: repeat. T: Add /way/ to the end of high. T&S: highway</p>	<p>T: <i>space</i> S: repeat. T: Add /ship/ to the end of space. T&S: spaceship</p>	<p>T: <i>rain</i> S: repeat. T: Add /bow/ to the end of rain. T&S: rainbow</p>
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Initial Sound: Same or Different?

Support students' ability to recognize if the initial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same initial sound or different initial sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>seat</i>, /s/, <i>vase</i> /v/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, seat and vase have different beginning sounds, /s/ and /v/.</i></p>	<p>T: <i>kept</i> /k/, <i>next</i> /n/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, kept and next have different beginning sounds, /k/ and /n/.</i></p>	<p>T: <i>tell</i> /t/, <i>time</i> /t/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, tell and time have the same beginning sound, /t/.</i></p>	<p>T: <i>how</i> /h/, <i>home</i> /h/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, how and home have the same beginning sound, /h/.</i></p>
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Final Sound: Same or Different?

Support students' ability to recognize if the final sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same final sound or different final sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>duck</i>, /k/, <i>flick</i> /k/ (make curve with each word)</p>	<p>T: <i>pot</i> /t/, <i>sit</i> /t/ (make curve with each word)</p>	<p>T: <i>sent</i> /t/, <i>time</i> /m/ (make curve with each word)</p>	<p>T: <i>wide</i> /d/, <i>gum</i> /m/ (make curve with each word)</p>
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S: repeat. S: ASL symbol for yes T: Yes, <i>duck and flick</i> have the same ending sound, /k/.	S: repeat. S: ASL symbol for yes T: Yes, <i>pot and sit</i> have the same ending sound, /t/.	S: repeat. S: ASL symbol for no T: No, <i>sent and time</i> have different ending sounds, /t/ and /m/.	S: repeat. S: ASL symbol for no T: No, <i>wide and gum</i> have different ending sounds, /d/ and /m/.
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Medial Sound: Snatch the Sound.

Support students' ability to recognize the medial sound of one-syllable words.

Directions: Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *middle* sound they hear with their hand. Some students, especially at first, will find this activity more difficult. Over time the repetition and support will help these students.

1. Say the word and make the curve with your arm.
2. Close hand in fist to “snatch” the middle sound of the word.
3. Tell students to repeat the word, make a curve with their hand, and “snatch” the middle sound of the word.

T: <i>sag</i> /ă/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>pen</i> /ĕ/, (make curve with each word and snatch the sound) T&S: repeat.	T: <i>sit</i> /i/, (make curve with each word and snatch the sound) T&S: repeat.	T: <i>tot</i> /ŏ/, (make curve with each word and snatch the sound) T&S: repeat.
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: The lion licked his lips.



Week 15, Day 2

Rhyme Activity: Pair the Rhyme.

Directions:

1. Tell students to listen to word pairs and identify which words rhyme.
2. Tell them to respond with the American Sign Language (ASL) symbol for yes when the words rhyme, and show the ASL symbol for no when the words don't rhyme.

<p>T: <i>gas, car</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>went, sent</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>up, cup</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>draw, tree</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>bed, head</i> S: repeat. S: respond (ASL symbol for yes)</p>
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Manipulating Syllables: Adding Words.

Support students' ability to add a word to the end of another word to make a new word. All words used are compound words.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a word to the end of the word said.
4. Teacher and students respond together to make the new word.

<p>T: <i>road</i> S: repeat. T: Add <i>/way/</i> to the end of <i>road</i>. T&S: <i>roadway</i></p>	<p>T: <i>base</i> S: repeat. T: Add <i>/ball/</i> to the end of <i>base</i>. T&S: <i>baseball</i></p>	<p>T: <i>pea</i> S: repeat. T: Add <i>/nut/</i> to the end of <i>pea</i>. T&S: <i>peanut</i></p>	<p>T: <i>sun</i> S: repeat. T: Add <i>/light/</i> to the end of <i>sun</i>. T&S: <i>sunlight</i></p>	<p>T: <i>wheel</i> S: repeat. T: Add <i>/chair/</i> to the end of <i>wheel</i>. T&S: <i>wheelchair</i></p>
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Initial Sound: Same or Different?

Support students' ability to recognize if the initial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same initial sound or different initial sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>doll, /d/, desk /d/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, doll and desk have the same beginning sound, /d/.</i></p>	<p>T: <i>same /s/, heart /h/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, same and heart have different beginning sounds, /s/ and /h/.</i></p>	<p>T: <i>mask, /m/, mouse /m/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, mouse and mess have the same beginning sound, /m/.</i></p>	<p>T: <i>best /b/, <u>heel</u> /h/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, best and <u>heel</u> have different beginning sounds, /b/ and /h/.</i></p>
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Final Sound: Same or Different?

Support students' ability to recognize if the final sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same final sound or different final sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>kite, /t/, flight /t/</i> (make curve with each word)</p>	<p>T: <i>screen /n/, mean /n/</i> (make curve with each word)</p>	<p>T: <i>olive /v/, <u>oxen</u> /n/</i> (make curve with each word)</p>	<p>T: <i>horse /s/, barn /n/</i> (make curve with each word)</p>
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S: repeat. S: ASL symbol for yes T: Yes, kite and flight have the same ending sound, /t/.	S: repeat. S: ASL symbol for yes T: Yes, screen and mean have the same ending sound, /n/.	S: repeat. S: ASL symbol for no T: No, olive and <u>oxen</u> have different ending sounds, /v/ and /n/.	S: repeat. S: ASL symbol for no T: No, horse and barn have different ending sounds, /s/ and /n/.
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Medial Sound: Snatch the Sound.

Support students' ability to recognize the medial sound of one-syllable words.

Directions: Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *middle* sound they hear with their hand. Some students, especially at first, will find this activity more difficult. Over time the repetition and support will help these students.

1. Say the word and make the curve with your arm.
2. Close hand in fist to "snatch" the middle sound of the word.
3. Tell students to repeat the word, make a curve with their hand, and "snatch" the middle sound of the word.

T: tug /ŭ/ (make curve with each word and snatch the sound) T&S: repeat.	T: nut /ŭ/, (make curve with each word and snatch the sound) T&S: repeat.	T: pin /i/, (make curve with each word and snatch the sound) T&S: repeat.	T: wig /i/, (make curve with each word and snatch the sound) T&S: repeat.
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Five funny fairies flew far away.



Week 15, Day 3

Rhyme Activity: Pair the Rhyme.

Directions:

1. Tell students to listen to word pairs and identify which words rhyme.
2. Tell them to respond with the American Sign Language (ASL) symbol for yes when the words rhyme, and show the ASL symbol for no when the words don't rhyme.

<p>T: <i>hatch, catch</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>fell, have</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>broke, joke</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>after, now</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>pail, snail</i> S: repeat. S: respond (ASL symbol for yes)</p>
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Manipulating Syllables: Adding Words.

Support students' ability to add a word to the end of another word to make a new word. All words used are compound words.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a word to the end of the word said.
4. Teacher and students respond together to make the new word.

<p>T: <i>tooth</i> S: repeat. T: Add /paste/ to the end of tooth. T&S: <i>toothpaste</i></p>	<p>T: <i>key</i> S: repeat. T: Add /board/ to the end of key. T&S: <i>keyboard</i></p>	<p>T: <i>sea</i> S: repeat. T: Add /weed/ to the end of sea. T&S: <i>seaweed</i></p>	<p>T: <i>snow</i> S: repeat. T: Add /man/ to the end of snow. T&S: <i>snowman</i></p>	<p>T: <i>head</i> S: repeat. T: Add /light/ to the end of head. T&S: <i>headlight</i></p>
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Initial Sound: Same or Different?

Support students' ability to recognize if the initial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same initial sound or different initial sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>corn</i>, /k/, <i>cow</i> /k/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>corn</i> and <i>cow</i> have the same beginning sound, /k/.</p>	<p>T: <i>hill</i> /h/, <i>just</i> /j/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>hill</i> and <i>just</i> have different beginning sounds, /h/ and /j/.</p>	<p>T: <i>sand</i>, /s/, <i>salt</i> /s/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>sand</i> and <i>salt</i> have the same beginning sound, /s/.</p>	<p>T: <i>mark</i> /m/, <i>fill</i> /f/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>mark</i> and <i>fill</i> have different beginning sounds, /m/ and /f/.</p>
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Final Sound: Same or Different?

Support students' ability to recognize if the final sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same final sound or different final sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>sigh</i>, /ɪ/, <i>bye</i> /ɪ/ (make curve with each word)</p>	<p>T: <i>day</i> /ā/, <i>play</i> /ā/ (make curve with each word)</p>	<p>T: <i>spot</i> /t/, <i>pick</i> /k/ (make curve with each word)</p>	<p>T: <i>went</i> /t/, <i>mint</i> /t/ (make curve with each word)</p>
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S: repeat. S: ASL symbol for yes T: Yes, <u>sigh</u> and <u>bye</u> have the same ending sound, /i/.	S: repeat. S: ASL symbol for yes T: Yes, <u>day</u> and <u>play</u> have the same ending sound, /ā/.	S: repeat. S: ASL symbol for no T: No, <u>spot</u> and <u>pick</u> have different ending sounds /t/ and /k/.	S: repeat. S: ASL symbol for yes T: Yes, <u>went</u> and <u>mint</u> have the same ending sound, /t/.
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Medial Sound: Snatch the Sound.

Support students' ability to recognize the medial sound of one-syllable words.

Directions: Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *middle* sound they hear with their hand. Some students, especially at first, will find this activity more difficult. Over time the repetition and support will help these students.

1. Say the word and make the curve with your arm.
2. Close hand in fist to “snatch” the middle sound of the word.
3. Tell students to repeat the word, make a curve with their hand, and “snatch” the middle sound of the word.

T: <i>can</i> /ă/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>mat</i> /ă/, (make curve with each word and snatch the sound) T&S: repeat.	T: <i>pen</i> /ě/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>wet</i> /ě/, (make curve with each word and snatch the sound) T&S: repeat.
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Bugs bite big **blueberry** **bacon** **bits**.



Week 15, Day 4

Rhyme Activity: Pair the Rhyme.

Directions:

1. Tell students to listen to word pairs and identify which words rhyme.
2. Tell them to respond with the American Sign Language (ASL) symbol for yes when the words rhyme, and show the ASL symbol for no when the words don't rhyme.

<p>T: <i>Jill, will</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>got, trot</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>Jack, pack</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>broke, nose</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>down crown</i> S: repeat. S: respond (ASL symbol for yes)</p>
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Manipulating Syllables: Adding Words.

Support students' ability to add a word to the end of another word to make a new word. All words used are compound words.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a word to the end of the word said.
4. Teacher and students respond together to make the new word.

<p>T: <i>fire</i> S: repeat. T: Add /place/ to the end of fire. T&S: <u>fireplace</u></p>	<p>T: <i>spot</i> S: repeat. T: Add /light/ to the end of spot. T&S: <u>spotlight</u></p>	<p>T: <i>bird</i> S: repeat. T: Add /house/ to the end of bird. T&S: <u>birdhouse</u></p>	<p>T: <i>tooth</i> S: repeat T: Add /brush/ to the end of tooth. T&S: <u>toothbrush</u></p>	<p>T: <i>oat</i> S: repeat. T: Add /meal/ to the end of oat. T&S: <u>oatmeal</u></p>
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Initial Sound: Same or Different?

Support students' ability to recognize if the initial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same initial sound or different initial sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>bounce</i> /b/, <i>bump</i> /b/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>bounce</i> and <i>bump</i> have the same beginning sound, /b/.</p>	<p>T: <i>pipe</i> /p/, <i>pork</i> /p/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>pipe</i> and <i>pork</i> have the same beginning sound, /p/.</p>	<p>T: <i>paw</i> /p/, <i>runs</i> /r/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>paw</i> and <i>runs</i> have different beginning sounds, /p/ and /r/.</p>	<p>T: <i>sink</i> /s/, <i>lost</i> /l/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>sink</i> and <i>lost</i> have different beginning sounds, /s/ and /l/.</p>
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Final Sound: Same or Different?

Support students' ability to recognize if the final sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same final sound or different final sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>math</i>, /th/, <i>both</i> /th/ (make curve with each word)</p>	<p>T: <i>gone</i> /n/, <i>bell</i> // (make curve with each word)</p>	<p>T: <i>walk</i> /k/, <i>lick</i> /k/ (make curve with each word)</p>	<p>T: <u>heap</u> /p/, <i>sand</i> /d/ (make curve with each word)</p>
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S: repeat. S: ASL symbol for yes T: Yes, <i>math</i> and <i>both</i> have the same ending sound, /th/.	S: repeat. S: ASL symbol for no T: No, <i>gone</i> and <i>bell</i> have different ending sounds, /n/ and /l/.	S: repeat. S: ASL symbol for yes T: Yes, <i>walk</i> and <i>lick</i> have the same ending sound, /k/.	S: repeat. S: ASL symbol for no T: No, <u>heap</u> and <i>sand</i> have different ending sounds, /p/ and /d/.
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Medial Sound: Snatch the Sound.

Support students' ability to recognize the medial sound of one-syllable words.

Directions: Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *middle* sound they hear with their hand. Some students, especially at first, will find this activity more difficult. Over time the repetition and support will help these students.

1. Say the word and make the curve with your arm.
2. Close hand in fist to "snatch" the middle sound of the word.
3. Tell students to repeat the word, make a curve with their hand, and "snatch" the middle sound of the word.

T: <i>fox</i> /ɒ/, (make curve with each word and snatch the sound) T&S: repeat.	T: <i>hot</i> /ɒ/, (make curve with each word and snatch the sound) T&S: repeat.	T: <u>fin</u> /ɪ/, (make curve with each word and snatch the sound) T&S: repeat.	T: <i>sip</i> /ɪ/, (make curve with each word and snatch the sound) T&S: repeat.
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: The **caterpillar** ate **crunchy carrots**.



Week 15, Day 5

Rhyme Activity: Pair the Rhyme.

Directions:

1. Tell students to listen to word pairs and identify which words rhyme.
2. Tell them to respond with the American Sign Language (ASL) symbol for yes when the words rhyme, and show the ASL symbol for no when the words don't rhyme.

T: <i>draw, saw</i> S: repeat. S: respond (ASL symbol for yes)	T: the, he S: repeat. S: respond (ASL symbol for yes)	T: nurse, purse S: repeat. S: respond (ASL symbol for yes)	T: soap, hope S: repeat. S: respond (ASL symbol for yes)	T: pan, top S: repeat. S: respond (ASL symbol for no)
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Manipulating Syllables: Adding Words.

Support students' ability to add a word to the end of another word to make a new word. All words used are compound words.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a word to the end of the word said.
4. Teacher and students respond together to make the new word.

T: <i>pan</i> S: repeat. T: Add <i>/cake/</i> to the end of <i>pan</i> . T&S: <i>pancake</i>	T: <i>yard</i> S: repeat. T: Add <i>/stick/</i> to the end of <i>yard</i> . T&S: <i>yardstick</i>	T: <i>grape</i> S: repeat. T: Add <i>/fruit/</i> to the end of <i>grapefruit</i> . T&S: <i>grapefruit</i>	T: <i>thumb</i> S: repeat. T: Add <i>/print/</i> to the end of <i>thumb</i> . T&S: <i>thumbprint</i>	T: <i>door</i> S: repeat. T: Add <i>/way/</i> to the end of <i>door</i> . T&S: <i>doorway</i>
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Initial Sound: Same or Different?

Support students' ability to recognize if the initial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same initial sound or different initial sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>kid</i>, /k/, <i>hit</i> /h/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>kid</i> and <i>hit</i> have different beginning sounds, /k/ and /h/.</p>	<p>T: <i>soft</i> /s/, <i>sold</i> /s/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>soft</i> and <i>sold</i> have the same beginning sound, /s/.</p>	<p>T: <i>odd</i> /ɔ/, <i>ox</i> /ɔ/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>odd</i> and <i>ox</i> have the same beginning sound, /ɔ/.</p>	<p>T: <i>build</i>, /b/, <i>fold</i> /f/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>build</i> and <i>hold</i> have different beginning sounds, /b/ and /f/.</p>
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Final Sound: Same or Different?

Support students' ability to recognize if the final sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same final sound or different final sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>lake</i>, /k/, <i>stake</i> /k/ (make curve with each word)</p>	<p>T: <i>five</i> /v/, <i>three</i> /ē/ (make curve with each word)</p>	<p>T: <i>seven</i> /n/, <i>eleven</i> /n/ (make curve with each word)</p>	<p>T: <i>won</i> /n/, <i>zip</i> /p/ (make curve with each word)</p>
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S: repeat S: ASL symbol for yes T: <i>Yes, lake and steak have the same ending sound, /k/.</i>	S: repeat S: ASL symbol for no T: <i>No, five and three have different ending sounds, /v/ and /ē/.</i>	S: repeat S: ASL symbol for yes T: <i>Yes, seven and eleven have the same ending sound, /n/.</i>	S: repeat S: ASL symbol for no T: <i>No, won and zip have different ending sounds, /n/ and /p/.</i>
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Medial Sound: Snatch the Sound.

Support students' ability to recognize the medial sound of one-syllable words.

Directions: Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *middle* sound they hear with their hand. Some students, especially at first, will find this activity more difficult. Over time the repetition and support will help these students.

1. Say the word and make the curve with your arm.
2. Close hand in fist to “snatch” the middle sound of the word.
3. Tell students to repeat the word, make a curve with their hand, and “snatch” the middle sound of the word.

T: <i>run /ŭ/</i> (make curve with each word and snatch the sound) T&S: repeat.	T: <i>cut /ŭ/</i> , (make curve with each word and snatch the sound) T&S: repeat.	T: <i>bell /ě/</i> , (make curve with each word and snatch the sound) T&S: repeat.	T: <i>lot /ō/</i> , (make curve with each word and snatch the sound) T&S: repeat.
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Five Funky fish wiggle their funky fins.



Week 16, Day 1

Rhyme Activity: Pair the Rhyme.

See directions in previous lessons if needed.

T: <i>come, they</i> S: repeat. S: respond (ASL symbol for no)	T: <i>little, skittle</i> S: repeat. S: respond (ASL symbol for yes)	T: <i>day, may</i> S: repeat. S: respond (ASL symbol for yes)	T: <i>so, she</i> S: repeat. S: respond (ASL symbol for no)	T: <i>late, gate</i> S: repeat. S: respond (ASL symbol for yes)
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Manipulating Syllables: Deleting Words.

Support students' ability to delete a word from the beginning or end of another word. All words are changed from compound words to non compound words.

Directions:

1. Say a compound word.
2. Students repeat the word.
3. Tell students to remove one word part from the compound word.
4. Teacher and students respond together to make the new word.

T: <i>weekday</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /week/?</i> T&S: <i>day</i> (place one hand out, palm facing up)	T: <i>Sunday</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /sun/?</i> T&S: <i>day</i> (place one hand out, palm facing up)	T: <i>baseball</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /base/?</i> T&S: <i>ball</i> (place one hand out, palm facing up)	T: <i>softball</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /soft/?</i> T&S: <i>ball</i> (place one hand out, palm facing up)	T: <i>snowball</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /snow/?</i> T&S: <i>ball</i> (place one hand out, palm facing up)
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Initial Sound: Same or Different?

See directions in previous lessons if needed.

<p>T: <i>tale</i>, /t/, <u>toad</u> /t/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>tale</i> and <i>toad</i> have the same beginning sound, /t/.</p>	<p>T: <u>pace</u> /p/, <i>nine</i> /n/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>pace</i> and <i>nine</i> have different beginning sounds, /p/ and /n/.</p>	<p>T: <i>share</i> /sh/, <i>pick</i> /p/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>share</i> and <i>pick</i> have different beginning sounds, /sh/ and /p/.</p>	<p>T: <i>best</i> /b/, <i>bench</i> /b/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>best</i> and <i>bench</i> have the same beginning sound, /b/.</p>
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Final Sound: Same or Different?

See directions in previous lessons if needed.

<p>T: <i>pack</i>, /k/, <i>rock</i> /k/ (make curve with each word) S: repeat S: ASL symbol for yes T: Yes, <i>pack</i> and <i>rock</i> have the same ending sound, /k/.</p>	<p>T: <i>juice</i> /s/, <i>loose</i> /s/ (make curve with each word) S: repeat S: ASL symbol for yes T: Yes, <i>juice</i> and <i>loose</i> have the same ending sound, /s/.</p>	<p>T: <i>shade</i> /d/, <i>grow</i> /ō/ (make curve with each word) S: repeat S: ASL symbol for no T: No, <i>shade</i> and <i>grow</i> have different ending sounds, /d/, /ō/.</p>	<p>T: <u>plug</u> /g/, <i>sheet</i> /t/ (make curve with each word) S: repeat S: ASL symbol for no T: No, <i>plug</i> and <i>sheet</i> have different ending sounds /g/, /t/.</p>
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Medial Sound: Snatch the Sound.

See directions in previous lessons if needed.

<p>T: <i>hug</i> /ū/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>rack</i> /ă/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>yell</i> /ě/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>win</i> /i/ (make curve with each word and snatch the sound) T&S: repeat.</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: My Mom made **messy**, mozzarella meatballs.



Week 16, Day 2

Rhyme Activity: Pair the Rhyme.
See directions in previous lessons if needed.

<p>T: <i>rain, chain</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>show, know</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>face, <u>pace</u></i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>your, yes</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>stick, <u>chick</u></i> S: repeat. S: respond (ASL symbol for yes)</p>
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Manipulating Syllables: Deleting Words.

Support students' ability to delete a word from the beginning or end of another word. All words are changed from compound words to non compound words.

Directions:

1. Say a compound word.
2. Students repeat the word.
3. Tell students to delete one word part from the compound word.
4. Teacher and students respond together to make the new word.

<p>T: <i>downstairs</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /stairs/?</i> T&S: <i>down</i> (place one hand out, palm facing up)</p>	<p>T: <i>downhill</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /hill/?</i> T&S: <i>down</i> (place one hand out, palm facing up)</p>	<p>T: <i>downtown</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /town/?</i> T&S: <i>down</i> (place one hand out, palm facing up)</p>	<p>T: <i>sunset</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /set/?</i> T&S: <i>sun</i> (place one hand out, palm facing up)</p>	<p>T: <i>sunrise</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /rise/?</i> T&S: <i>sun</i> (place one hand out, palm facing up)</p>
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Initial Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: <u>dome</u>, /d/, dice /d/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <u>dome</u> and dice have the same beginning sound, /d/.</p>	<p>T: taste /t/, wave /w/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, taste and wave have different beginning sounds, /t/ and /w/.</p>	<p>T: soak /s/, same /s/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, soak and same have the same beginning sound, /s/.</p>	<p>T: lamp /l/, map /m/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, lamp and map have different beginning sounds, /l/ and /m/.</p>
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Final Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: <u>focus</u>, /s/, <u>fuss</u> /s/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <u>focus</u> and <u>fuss</u> have the same ending sound, /s/.</p>	<p>T: locate /t/, plate /t/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, locate and plate have the same ending sound, /t/.</p>	<p>T: tennis /s/, luck /k/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, tennis and luck have different ending sounds, /s/, /k/.</p>	<p>T: follow - /ō/, olive /v/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, follow and olive have different ending sounds, /ō/, /v/.</p>
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Medial Sound: Snatch the Sound.
See directions in previous lessons if needed.

<p>T: <i>sun</i> /ŭ/ (make curve with each word and snatch the sound) T&S: repeat</p>	<p>T: <i>tan</i> /ă/ (make curve with each word and snatch the sound) T&S: repeat</p>	<p>T: <i>get</i> /ĕ/ (make curve with each word and snatch the sound) T&S: repeat</p>	<p>T: <i>bin</i> /i/ (make curve with each word and snatch the sound) T&S: repeat</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Let's join the **juicy jelly** beans **jumping** up.



Week 16, Day 3

Rhyme Activity: Pair the Rhyme.

See directions in previous lessons if needed.

T: <i>go, no</i> S: repeat. S: respond (ASL symbol for yes)	T: <i>away, play</i> S: repeat. S: respond (ASL symbol for yes)	T: <i>come, mop</i> S: repeat. S: respond (ASL symbol for no)	T: <i>day, stay</i> S: repeat. S: respond (ASL symbol for yes)	T: <i>rain, pain</i> S: repeat. S: respond (ASL symbol for yes)
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Manipulating Syllables: Deleting Words.

Support students' ability to delete a word from the beginning or end of another word. All words are changed from compound words to non compound words.

Directions:

1. Say a compound word.
2. Students repeat the word.
3. Tell students to remove one word part from the compound word.
4. Teacher and students respond together to make the new word.

T: <i>something</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /thing/?</i> T&S: <i>some</i> (place one hand out, palm facing up)	T: <i>someone</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /one/?</i> T&S: <i>some</i> (place one hand out, palm facing up)	T: <i>somewhere</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /where/?</i> T&S: <i>some</i> (place one hand out, palm facing up)	T: <i>snowman</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /man/?</i> T&S: <i>snow</i> (place one hand out, palm facing up)	T: <i>snowflake</i> (place palms face down on belly, hands overlap) S: repeat, T: <i>What is left when you take away /flake/?</i> T&S: <i>snow</i> (place one hand out, palm facing up)
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Initial Sound: Same or Different?

See directions in previous lessons if needed.

<p>T: <u>marble</u>, /m/, map /m/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <u>marble</u> and map have the same beginning sound, /m/.</p>	<p>T: <u>camel</u> /k/, juice /j/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <u>camel</u> and juice have different beginning sounds, /k/ and /j/.</p>	<p>T: bucket, /b/, bank /b/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, bucket and bank have the same beginning sound, /b/.</p>	<p>T: jacket /j/, dollar /d/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, jacket and dollar have different beginning sounds, /j/ and /d/.</p>
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Final Sound: Same or Different?

See directions in previous lessons if needed.

<p>T: fill, //, grape /p/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, fill and grape have different ending sounds, // and /p/.</p>	<p>T: grill //, ball // (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, grill and ball have the same ending sound, //.</p>	<p>T: pop, /p/, corn /n/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, pop and corn have different ending sounds, /p/ and /n/.</p>	<p>T: tan, /n/, pin /n/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, tan and pin have the same ending sound, /n/.</p>
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Medial Sound: Snatch the Sound.
See directions in previous lessons if needed.

T: <i>tap</i> /ă/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>mad</i> /ă/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>hen</i> /ĕ/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>met</i> /ĕ/ (make curve with each word and snatch the sound) T&S: repeat.
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Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Peggy the pickle **pats** her **puffy** **poodle**.



Week 16, Day 4

Rhyme Activity: Pair the Rhyme.

See directions in previous lessons if needed.

<p>T: <i>cat, hat</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>red, bed</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>lock, new</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>gown, town</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>gum, bunk</i> S: repeat. S: respond (ASL symbol for no)</p>
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Manipulating Syllables: Deleting Words.

Support students' ability to delete a word from the beginning or end of another word. All words are changed from compound words to non compound words.

Directions:

1. Say a compound word.
2. Students repeat the word.
3. Tell students to remove one word part from the compound word.
4. Teacher and students respond together to make the new word.

<p>T: <i>outdoors</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /doors/?</i> T&S: <i>out</i> (place one hand out, palm facing up).</p>	<p>T: <i>outfield</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /field/?</i> T&S: <i>out</i> (place one hand out, palm facing up)</p>	<p>T: <i>outfit</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /fit/?</i> T&S: <i>out</i> (place one hand out, palm facing up)</p>	<p>T: <i>pigtail</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /tail/?</i> T&S: <i>pig</i> (place one hand out, palm facing up)</p>	<p>T: <i>pigpen</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /pen/?</i> T&S: <i>pig</i> (place one hand out, palm facing up)</p>
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Initial Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: <i>river</i>, /r/, <i>ruler</i> /r/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>river</i> and <i>ruler</i> have the same beginning sound, /r/.</p>	<p>T: <i>turtle</i> /t/, <i>teacher</i> /t/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>turtle</i> and <i>teacher</i> have the same beginning sound, /t/.</p>	<p>T: <i>froze</i> /f/, <i>chew</i> /ch/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>froze</i> and <i>chew</i> have different beginning sounds, /f/ and /ch/.</p>	<p>T: <i>guess</i> /g/, <i>bat</i> /b/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>guess</i> and <i>bat</i> have different beginning sounds, /g/ and /b/.</p>
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Final Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: <i>paint</i>, /t/, <i>mop</i> /p/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>paint</i> and <i>mop</i> have different ending sounds, /t/ and /p/.</p>	<p>T: <i>pack</i> /k/, <i>high</i> /i/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>pack</i> and <i>high</i> have different ending sounds, /k/ and /i/.</p>	<p>T: <i>pay</i> /ā/, <i>stay</i> /ā/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>pay</i> and <i>stay</i> have the same ending sound, /ā/.</p>	<p>T: <i>zoo</i> /oo/, <i>boo</i> /oo/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>zoo</i> and <i>boo</i> have the same ending sound, /oo/.</p>
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Medial Sound: Snatch the Sound.
See directions in previous lessons if needed.

<p>T: <i>cut</i> /tʃ/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>duck</i> /dʌk/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>mop</i> /ɒp/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>nod</i> /ɒd/ (make curve with each word and snatch the sound) T&S: repeat.</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Pete the pup **plays punchy piccolo**.



Week 16, Day 5

Rhyme Activity: Pair the Rhyme.
See directions in previous lessons if needed.

<p>T: <i>bird, four</i> S: repeat. S: respond (ASL symbol for no)</p>	<p>T: <i>lock, stock</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>cheese, please</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>bed, head</i> S: repeat. S: respond (ASL symbol for yes)</p>	<p>T: <i>now, then</i> S: repeat. S: respond (ASL symbol for no)</p>
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Manipulating Syllables: Deleting Words.

Support students' ability to delete a word from the beginning or end of another word. All words are changed from compound words to non compound words.

Directions:

1. Say a compound word.
2. Students repeat the word.
3. Tell students to remove one word part from the compound word.
4. Teacher and students respond together to make the new word.

<p>T: <i>fireman</i> (place palms face down on belly, hands overlap) S: repeat T: <i>What is left when you take away /man/?</i> T&S: <i>fire</i> (place one hand out, palm facing up)</p>	<p>T: <i>fireplace</i> (place palms face down on belly, hands overlap) S: repeat T: <i>What is left when you take away /place/?</i> T&S: <i>fire</i> (place one hand out, palm facing up)</p>	<p>T: <i>fireworks</i> (place palms face down on belly, hands overlap) S: repeat T: <i>What is left when you take away /works/?</i> T&S: <i>fire</i> (place one hand out, palm facing up)</p>	<p>T: <i>headrest</i> (place palms face down on belly, hands overlap) S: repeat T: <i>What is left when you take away /rest/?</i> T&S: <i>head</i> (place one hand out, palm facing up)</p>	<p>T: <i>headache</i> (place palms face down on belly, hands overlap) S: repeat T: <i>What is left when you take away /ache/?</i> T&S: <i>head</i> (place one hand out, palm facing up)</p>
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Initial Sound: Same or Different?

See directions in previous lessons if needed.

<p>T: <i>him, /h/, her /h/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, him and her have the same beginning sounds, /h/.</i></p>	<p>T: <i>clap /k/, well /w/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, clap and well have different beginning sounds, /k/ and /w/.</i></p>	<p>T: <i>nut /n/, net /n/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, nut and net have the same beginning sound, /n/.</i></p>	<p>T: <i>move /m/, sun /s/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, move and sun have different beginning sounds, /m/ and /s/.</i></p>
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Final Sound: Same or Different?

See directions in previous lessons if needed.

<p>T: <i>cloudy, /ē/, stormy /ē/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, cloudy and stormy have the same ending sound, /ē/.</i></p>	<p>T: <i>hold /d/, helper /r/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, hold and helper have different ending sounds, /d/ and /r/.</i></p>	<p>T: <i>coolest /t/, helpful /l/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, coolest and helpful have different ending sounds, /t/ and /l/.</i></p>	<p>T: <i>dream /m/ and bloom /m/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, dream and bloom have the same ending sound /m/.</i></p>
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Medial Sound: Snatch the Sound.

See directions in previous lessons if needed.

<p>T: <i>fun</i> /ŭ/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>bat</i> /ă/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>rip</i> /ī/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>lot</i> /ō/ (make curve with each word and snatch the sound) T&S: repeat.</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Quincy **quaked quite quickly.**



Week 17, Day 1

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage the whole class to respond).

<p>T: <i>feat, heat</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>trim, him</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>share, pair</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>wet, yet</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>round, found</i> S: repeat. S: _____ (a word that rhymes)</p>
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Manipulating Syllables: Deleting Words.

Support students' ability to delete a word from the beginning or end of another word. All words are changed from compound words to non compound words.

Directions:

1. Say a compound word.
2. Students repeat the word.
3. Tell students to delete one word part from the compound word.
4. Teacher and students respond together to say the new word.

<p>T: <i>goldfish</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /gold/?</i></p>	<p>T: <i>starfish</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /star/?</i></p>	<p>T: <i>catfish</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /cat/?</i></p>	<p>T: <i>bedroom</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /bed/?</i></p>	<p>T: <i>classroom</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /class/?</i></p>
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T&S: <i>fish</i> (place one hand out, palm facing up)	T&S: <i>fish</i> (place one hand out, palm facing up)	T&S: <i>fish</i> (place one hand out, palm facing up)	T&S: <i>room</i> (place one hand out, palm facing up)	T&S: <i>room</i> (place one hand out, palm facing up)
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Initial Sound: Same or Different?
See directions in previous lessons if needed.

T: <i>apple</i> , /a/, <i>act</i> /a/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>apple</i> and <i>act</i> have the same beginning sounds, /a/.	T: <i>pool</i> /p/, <i>fool</i> /f/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>pool</i> and <i>fool</i> have different beginning sounds, /p/ and /f/.	T: <i>gift</i> /g/, <i>hope</i> /h/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>gift</i> and <i>hope</i> have different beginning sounds, /g/ and /h/.	T: <i>long</i> //, <i>listen</i> // (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>long</i> and <i>listen</i> have the same beginning sounds, //.
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Final Sound: Same or Different?
See directions in previous lessons if needed.

T: <i>rope</i> , /p/, <i>hope</i> /p/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>rope</i> and <i>hope</i> have the same ending sound, /p/.	T: <i>balloon</i> /n/, <i>else</i> /s/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>balloon</i> and <i>else</i> have different ending sounds, /n/ and /s/.	T: <i>kiss</i> /s/, <i>list</i> /t/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>kiss</i> and <i>list</i> have different ending sounds, /s/ and /t/.	T: <u>hum</u> /m/, <i>mom</i> /m/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <u>hum</u> and <i>mom</i> have the same ending sound, /m/.
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Medial Sound: Snatch the Sound.
See directions in previous lessons if needed.

<p>T: <i>not</i> /ɔ̃/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>hop</i> /ɔ̃/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>dim</i> /i/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <i>rod</i> /ɔ̃/ (make curve with each word and snatch the sound) T&S: repeat.</p>
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Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Car carpets cover the car.



Week 17, Day 2

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond).

T: *fine, line*

S: repeat

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: tool/pool, when/then, hat/bat, went/dent.



Manipulating Syllables: Deleting Words.

Support students' ability to delete a word from the beginning or end of another word. All words are changed from compound words to non compound words.

Directions:

1. Say a compound word.
2. Students repeat the word.
3. Tell students to delete one word part from the compound word.
4. Teacher and students respond together to say the new word.

<p>T: <u>washroom</u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /room/?</i> T&S: <i>wash</i> (place one</p>	<p>T: <u>washtub</u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /tub/?</i> T&S: <i>wash</i> (place one</p>	<p>T: <u>washcloth</u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /cloth/?</i> T&S: <i>wash</i> (place one</p>	<p>T: <u>daydream</u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /dream/?</i></p>	<p>T: <u>daylight</u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /light/?</i> T&S: <i>day</i> (place one</p>
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hand out, palm facing up)	hand out, palm facing up)	hand out, palm facing up)	T&S: <i>day</i> (place one hand out, palm facing up)	hand out, palm facing up)
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Initial Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: <i>contest</i>, /k/, <i>car</i> /k/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>contest</i> and <i>car</i> have the same beginning sound, /k/.</p>	<p>T: <i>oil</i> /ō/, <i>fail</i> /f/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>oil</i> and <i>fail</i> have different beginning sounds, /ō/ and /f/.</p>	<p>T: <i>tennis</i> /t/, <i>ticket</i> /t/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>tennis</i> and <i>ticket</i> have the same beginning sound, /t/.</p>	<p>T: <i>burp</i> /b/, <i>rib</i> /r/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>burp</i> and <i>rib</i> have different beginning sounds, /b/ and /r/.</p>
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Final Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: <i>upset</i>, /t/, <i>pot</i> /t/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>upset</i> and <i>pot</i> have the same ending sound, /t/.</p>	<p>T: <i>mild</i> /d/, <i>fold</i> /d/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>mild</i> and <i>fold</i> have the same ending sounds, /d/.</p>	<p>T: <i>take</i> /k/, <i>rock</i> /k/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>take</i> and <i>rock</i> have the same ending sounds, /k/.</p>	<p>T: <i>page</i> /g/, <i>echo</i> /ō/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>page</i> and <i>echo</i> have different ending sounds, /g/ and /ō/.</p>
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Medial Sound: Snatch the Sound.
See directions in previous lessons if needed.

<p>T: <u>sap</u> /ă/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <u>tar</u> /ă/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <u>fed</u> /ě/ (make curve with each word and snatch the sound) T&S: repeat.</p>	<p>T: <u>pad</u> /ă/ (make curve with each word and snatch the sound) T&S: repeat.</p>
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Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: She puts spells on things that **smell**.



Week 17, Day 3

Rhyme Activity Make the Rhyme.

See directions in previous lessons if needed.

<p>T: <i>zoo, you</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>made, shade</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>hope, rope</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>dip, flip</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>tray, play</i> S: repeat. S: _____ (a word that rhymes)</p>
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Manipulating Syllables: Deleting Words.

Support students' ability to delete a word from the beginning or end of another word. All words are changed from compound words to non compound words.

Directions:

1. Say a compound word.
2. Students repeat the word.
3. Tell students to delete one word part from the compound word.
4. Teacher and students respond together to say the new word.

<p>T: <u><i>earlobe</i></u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /lobe/?</i> T&S: <i>ear</i> (place one hand out, palm facing up)</p>	<p>T: <u><i>eardrum</i></u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /drum/?</i> T&S: <i>ear</i> (place one hand out, palm facing up)</p>	<p>T: <u><i> earmuff</i></u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /muff/?</i> T&S: <i>ear</i> (place one hand out, palm facing up)</p>	<p>T: <u><i>fishnet</i></u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /net/?</i> T&S: <i>fish</i> (place one hand out, palm facing up)</p>	<p>T: <u><i>fishbowl</i></u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /bowl/?</i> T&S: <i>fish</i> (place one hand out, palm facing up)</p>
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Initial Sound: Same or Different?

See directions in previous lessons if needed.

<p>T: <i>lemon</i>, /l/, <i>puppy</i> /p/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, lemon and puppy have different beginning sounds, /l/ and /p/.</i></p>	<p>T: <i>us</i> /ʊ/, <i>up</i> ʊ/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, us and up have the same beginning sound, /ʊ/.</i></p>	<p>T: <i>explore</i> /ěks/, <i>exit</i> /ěks/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, explore and exit have the same beginning sound, /ěks/.</i></p>	<p>T: <i>table</i> /t/, <i>tiger</i> /t/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, table and tiger have the same beginning sound, /t/.</i></p>
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Final Sound: Same or Different?

See directions in previous lessons if needed.

<p>T: <i>noon</i>, /n/, <i>spin</i> /n/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, noon and spin have the same ending sound, /n/.</i></p>	<p>T: <i>when</i> /n/, <i>ugly</i> /ē/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, when and ugly have different ending sounds, /n/ and /ē/.</i></p>	<p>T: <i>tea</i> /ē/, <i>flea</i> /ē/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, tea and flea have the same ending sound, /ē/.</i></p>	<p>T: <i>home</i> /m/, <i>miss</i> /s/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, home and miss have different ending sounds, /m/ and /s/.</i></p>
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Medial Sound: Snatch the Sound.
See directions in previous lessons if needed.

T: <i>hug</i> /ū/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>rack</i> /ă/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>yell</i> /ě/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>win</i> /ī/ (make curve with each word and snatch the sound) T&S: repeat.
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Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: **Babies** need **baths** after the beach.



Week 17, Day 4

Rhyme Activity: Make the Rhyme.
See directions in previous lessons if needed.

<p>T: <i>pet, let</i> S: repeat S: _____ (a word that rhymes)</p>	<p>T: <i>hide, ride</i> S: repeat S: _____ (a word that rhymes)</p>	<p>T: <i>fan, bran</i> S: repeat S: _____ (a word that rhymes)</p>	<p>T: <i>plate, skate</i> S: repeat S: _____ (a word that rhymes)</p>	<p>T: <i>stop, mop</i> S: repeat S: _____ (a word that rhymes)</p>
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Manipulating Syllables: Deleting Words.

Support students' ability to delete a word from the beginning or end of another word. All words are changed from compound words to non compound words.

Directions:

1. Say a compound word.
2. Students repeat the word.
3. Tell students to delete one word part from the compound word.
4. Teacher and students respond together to say the new word.

<p>T: <u><i>breadstick</i></u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /stick/?</i> T&S: <i>bread (place one hand out, palm facing up)</i></p>	<p>T: <u><i>breadcrumb</i></u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /crumb/?</i> T&S: <i>bread (place one hand out, palm facing up)</i></p>	<p>T: <u><i>handmade</i></u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /made/?</i> T&S: <i>hand (place one hand out, palm facing up)</i></p>	<p>T: <u><i>handover</i></u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /over/?</i> T&S: <i>hand (place one hand out, palm facing up)</i></p>	<p>T: <u><i>handstand</i></u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /stand/?</i> T&S: <i>hand (place one hand out, palm facing up)</i></p>
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Initial Sound: Same or Different?

See directions in previous lessons if needed.

<p>T: zipper, /z/, kitchen /k/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, zipper and kitchen have different beginning sounds, /z/ and /k/.</p>	<p>T: icky /i/, itchy /i/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, icky and itchy have the same beginning sound, /i/.</p>	<p>T: oddly /i/, odder /ō/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, oddly and odder have the same beginning sound, /ō/.</p>	<p>T: visit, /v/, finish /f/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, visit and finish have different beginning sounds, /v/ and /f/.</p>
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Final Sound: Same or Different?

See directions in previous lessons if needed.

<p>T: money, /ē/, honey /ē/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, money and honey have the same ending sound, /ē/.</p>	<p>T: found /d/, rude /d/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, found and rude have the same ending sound, /d/.</p>	<p>T: hay, /ā/, met /t/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, hay and met have different ending sounds, /ā/ and /t/.</p>	<p>T: cut, /t/, mad /d/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, cut and made have different ending sounds, /t/ and /d/.</p>
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Medial Sound: Snatch the Sound.
See directions in previous lessons if needed.

T: <i>mud</i> /ŭ/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>hut</i> /ŭ/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>well</i> /ě/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>sip</i> /i/ (make curve with each word and snatch the sound) T&S: repeat.
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Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: **Sheeps** should **sleep** in the **shed**.



Week 17, Day 5

Rhyme Activity: Make the Rhyme.
See directions in previous lessons if needed.

<p>T: <i>guess, press</i> S: repeat S: _____ (a word that rhymes)</p>	<p>T: <i>quack, snack</i> S: repeat S: _____ (a word that rhymes)</p>	<p>T: <i>keep, sleep</i> S: repeat S: _____ (a word that rhymes)</p>	<p>T: <i>far, jar</i> S: repeat S: _____ (a word that rhymes)</p>	<p>T: <i>show, low</i> S: repeat S: _____ (a word that rhymes)</p>
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Manipulating Syllables: Deleting Words.

Support students' ability to delete a word from the beginning or end of another word. All words are changed from compound words to non compound words.

Directions:

1. Say a compound word.
2. Students repeat the word.
3. Tell students to delete one word part from the compound word.
4. Teacher and students respond together to say the new word.

<p>T: <u><i>bookmark</i></u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /mark/?</i> T&S: <i>book</i> (place one hand out, palm facing up)</p>	<p>T: <u><i>bookend</i></u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /end/?</i> T&S: <i>book</i> (place one hand out, palm facing up)</p>	<p>T: <i>bookcase</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /case/?</i> T&S: <i>book</i> (place one hand out, palm facing up)</p>	<p>T: <u><i>sunshine</i></u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /shine/?</i> T&S: <i>sun</i> (place one hand out, palm facing up)</p>	<p>T: <u><i>sunset</i></u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /set/?</i> T&S: <i>sun</i> (place one hand out, palm facing up)</p>
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Initial Sound: Same or Different?

See directions in previous lessons if needed.

<p>T: <i>color</i>, /k/, <i>cookie</i> /k/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>color</i> and <i>cookie</i> have the same beginning sound, /k/.</p>	<p>T: <i>rabbit</i> /r/, <i>water</i> /w/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>rabbit</i> and <i>water</i> have different sounds, /r/ and /w/.</p>	<p>T: <i>ostrich</i> /ɔ/, <i>octopus</i> /ɔ/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>ostrich</i> and <i>octopus</i> have the same beginning sound, /ɔ/.</p>	<p>T: <i>eggs</i> /ɛ/, <i>edge</i> /ɛ/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>eggs</i> and <i>edge</i> have the same beginning sound, /ɛ/.</p>
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Final Sound: Same or Different?

See directions in previous lessons if needed.

<p>T: <i>stack</i>, /k/, <i>brick</i> /k/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>stack</i> and <i>brick</i> have the same ending sound, /k/.</p>	<p>T: <i>wool</i> /l/, <i>fake</i> /k/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>wool</i> and <i>fake</i> have different ending sounds, /l/ and /k/.</p>	<p>T: <i>lane</i>, /n/, <i>plane</i> /n/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>lane</i> and <i>plane</i> have the same ending sound, /n/.</p>	<p>T: <i>pillow</i> /ɔ/, <i>chimney</i> /ē/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>pillow</i> and <i>chimney</i> have different ending sounds, /ɔ/ and /ē/.</p>
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Medial Sound: Snatch the Sound.
See directions in previous lessons if needed.

T: <i>cap</i> /ă/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>bad</i> /ă/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>led</i> /ě/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>jab</i> /ă/ (make curve with each word and snatch the sound) T&S: repeat.
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Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: **Bake** the **bouncing**, bubbling **beans**.



Week 18, Day 1

Rhyme Activity: Make the Rhyme.
See directions in previous lessons.

<p>T: <i>ride, wide</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>gem, stem</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>reach, teach</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>park, mark</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>bring, thing</i> S: repeat. S: _____ (a word that rhymes)</p>
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Manipulating Syllables: Deleting Words.

Support students' ability to delete a word from the beginning or end of another word. All words are changed from compound words to non compound words.

Directions:

1. Say a compound word.
2. Students repeat the word.
3. Tell students to delete one word part from the compound word.
4. Teacher and students respond together to say the new word.

<p>T: <i>batwater</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /water/?</i> T&S: <i>bat</i> (place one hand out, palm facing up)</p>	<p>T: <i>batrobe</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /robe/?</i> T&S: <i>bat</i> (place one hand out, palm facing up)</p>	<p>T: <i><u>eye</u>lash</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /lash/?</i> T&S: <i>eye</i> (place one hand out, palm facing up)</p>	<p>T: <i><u>eye</u>sight</i> (place palms face down on belly, hands overlap) S: repeat, T: <i>What is left when you take away /sight/?</i> T&S: <i>eye</i> (place one hand out, palm facing up)</p>	<p>T: <i><u>eye</u>ball</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /ball/?</i> T&S: <i>eye</i> (place one hand out, palm facing up)</p>
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Initial Sound: Same or Different?
See directions in previous lessons.

<p>T: <i>people</i>, /p/, <i>pencil</i> /p/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>people</i> and <i>pencil</i> have the same beginning sound, /p/.</p>	<p>T: <i>hungry</i> /h/, <u><i>center</i></u> /s/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>hungry</i> and <i>center</i> have different beginning sounds, /h/ and /s/.</p>	<p>T: <u><i>attic</i></u>, /ă/, <u><i>action</i></u> /ă/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>attic</i> and <i>action</i> have the same beginning sounds, /ă/.</p>	<p>T: <i>later</i> /l/ and <i>jelly</i> /j/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>later</i> and <i>jelly</i> have different beginning sounds, /l/ and /j/.</p>
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Final Sound: Same or Different?
See directions in previous lessons

<p>T: <i>beg</i>, /g/, <i>fan</i> /n/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>beg</i> and <i>fan</i> have different ending sounds, /g/ and /n/.</p>	<p>T: <i>shed</i> /d/, <i>box</i> /ks/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>shed</i> and <i>box</i> different ending sounds, /d/ and /ks/.</p>	<p>T: <i>hug</i>/g/, <i>big</i> /g/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>hug</i> and <i>big</i> have the same ending sound, /g/.</p>	<p>T: <i>jet</i> /t/, <i>hot</i> /t/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>jet</i> and <i>hot</i> have the same ending sound, /t/.</p>
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Medial Sound: Snatch the Sound.
See directions in previous lessons if needed.

T: <u>chop</u> /ɒ/ (make curve with each word and snatch the sound) T&S: repeat.	T: <u>cloth</u> /ɒ/ (make curve with each word and snatch the sound) T&S: repeat.	T: <u>thin</u> /i/ (make curve with each word and snatch the sound) T&S: repeat.	T: <u>shock</u> /ɒ/ (make curve with each word and snatch the sound) T&S: repeat.
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Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Good **grass grows green.**



Week 18, Day 2

Rhyme Production: Make the Rhyme.
See directions in previous lessons if needed.

<p>T: <i>fruit, suit</i> S: repeat S: _____ (a word that rhymes)</p>	<p>T: <i>read, need</i> S: repeat S: _____ (a word that rhymes)</p>	<p>T: <i>nine, sign</i> S: repeat S: _____ (a word that rhymes)</p>	<p>T: <i>space, lace</i> S: repeat S: _____ (a word that rhymes)</p>	<p>T: <i>jog, dog</i> S: repeat S: _____ (a word that rhymes)</p>
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Manipulating Syllables: Deleting Words.

Support students' ability to delete a word from the beginning or end of another word. All words are changed from compound words to non compound words.

Directions:

1. Say a compound word.
2. Students repeat the word.
3. Tell students to delete one word part from the compound word.
4. Teacher and students respond together to say the new word.

<p>T: <u>breakout</u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /break/?</i> T&S: <i>out</i> (place one hand out, palm facing up)</p>	<p>T: <u>blowout</u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /blow/?</i> T&S: <i>out</i> (place one hand out, palm facing up)</p>	<p>T: <u>cookout</u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /cook/?</i> T&S: <i>out</i> (place one hand out, palm facing up)</p>	<p>T: <u>handstand</u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /hand/?</i> T&S: <i>stand</i> (place one hand out, palm facing up)</p>	<p>T: <u>headstand</u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /head/?</i> T&S: <i>stand</i> (place one hand out, palm facing up)</p>
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Initial Sound: Same or Different?

See directions in previous lessons if needed.

<p>T: <u>focus</u> /f/, <u>final</u> /f/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>focus</i> and <i>final</i> have the same beginning sound, /f/.</p>	<p>T: <u>illness</u> /i/, <u>absent</u> /a/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>illness</i> and <i>absent</i> have different beginning sounds, /i/ and /a/.</p>	<p>T: <u>elf</u> /ě/, <u>else</u> /ě/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>else</i> and <i>elf</i> have the same beginning sound, /ě/.</p>	<p>T: <u>pillow</u> /p/, <u>cozy</u> /k/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>pillow</i> and <i>cozy</i> have different beginning sounds, /p/ and /k/.</p>
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Final Sound: Same or Different?

See directions in previous lessons if needed.

<p>T: <u>garden</u>, /n/, <u>swollen</u> /n/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>garden</i> and <i>swollen</i> have the same ending sound, /n/.</p>	<p>T: <u>exit</u> /t/, <u>visit</u> /t/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>exit</i> and <i>visit</i> have the same ending sound, /t/.</p>	<p>T: <u>ride</u> /d/, <u>pizza</u> /ă/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>ride</i> and <i>pizza</i> have different ending sounds, /d/ and /ă/.</p>	<p>T: <u>itch</u> /ch/, <u>rich</u> /ch/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>itch</i> and <i>rich</i> have the same ending sound, /ch/.</p>
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Medial Sound: Snatch the Sound.
See directions in previous lessons if needed.

T: <i>trap</i> /ă/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>chat</i> /ă/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>shell</i> /ě/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>drag</i> /ă/ (make curve with each word and snatch the sound) T&S: repeat.
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Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Silly Sam says soccer is sweet.



Week 18, Day 3

Rhyme Production: Make the Rhyme.
See directions in previous lessons if needed.

<p>T: <i>skin, chin</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>plug, rug</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>deck, neck</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>flop, shop</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>cut, shut</i> S: repeat. S: _____ (a word that rhymes)</p>
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Manipulating Syllables: Deleting Words.
Support students' ability to delete a word from the beginning or end of another word. All words are changed from compound words to non compound words.

Directions:

1. Say a compound word.
2. Students repeat the word.
3. Tell students to delete one word part from the compound word.
4. Teacher and students respond together to say the new word.

<p>T: <u><i>hardwood</i></u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /hard/?</i> T&S: <i>wood</i> (place one hand out, palm facing up)</p>	<p>T: <u><i>redwood</i></u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /red/?</i> T&S: <i>wood</i> (place one hand out, palm facing up)</p>	<p>T: <u><i>firewood</i></u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /fire/?</i> T&S: <i>wood</i> (place one hand out, palm facing up)</p>	<p>T: <u><i>playday</i></u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /play/?</i> T&S: <i>day</i> (place one hand out, palm facing up)</p>	<p>T: <u><i>everyday</i></u> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /every/?</i> T&S: <i>day</i> (place one hand out, palm facing up)</p>
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Initial Sound: Same or Different?

See directions in previous lessons if needed.

<p>T: <i>pocket</i>, /p/, <i>picture</i> /p/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>pocket</i> and <i>picture</i> have the same beginning sound, /p/.</p>	<p>T: <u><i>active</i></u> /a/, <i>total</i> /t/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <u><i>active</i></u> and <i>total</i> have different beginning sounds, /a/ and /t/.</p>	<p>T: <u><i>label</i></u>, /l/, <i>ladder</i> /l/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <u><i>label</i></u> and <i>ladder</i> have the same beginning sound, /l/.</p>	<p>T: <i>ninety</i> /n/, <i>sixty</i> /s/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>ninety</i> and <i>sixty</i> have different beginning sounds, /n/ and /s/.</p>
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Final Sound: Same or Different?

See directions in previous lessons if needed.

<p>T: <i>cat</i>, /t/, <i>hand</i> /d/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>cat</i> and <i>hand</i> have different ending sounds, /t/ and /d/.</p>	<p>T: <i>fan</i> /n/, <i>pen</i> /n/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>fan</i> and <i>pen</i> have the same ending sound, /n/.</p>	<p>T: <i>mat</i> /t/, <i>lot</i> /t/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>mat</i> and <i>lot</i> have the same ending sound, /t/.</p>	<p>T: <i>zip</i>, /p/, <u><i>chime</i></u> /m/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>zip</i> and <u><i>chime</i></u> have different ending sounds, /p/ and /m/.</p>
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Medial Sound: Snatch the Sound.
See directions in previous lessons if needed.

T: <i>slug</i> /ŭ/ (make curve with each word and snatch the sound) T&S: repeat.	T: track /ă/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>Fred</i> /ě/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>flip</i> /i/ (make curve with each word and snatch the sound) T&S: repeat.
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Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: David's dirty **dog digs dirt daily**.



Week 18, Day 4

Rhyme Production: Make the Rhyme.
See directions in previous lessons if needed.

<p>T: <i>near, year</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>drum, plum</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>chime, time</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>nest, west</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>wheat, sheet</i> S: repeat. S: _____ (a word that rhymes)</p>
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Manipulating Syllables: Deleting Words.

Support students' ability to delete a word from the beginning or end of another word. All words are changed from compound words to non compound words.

Directions:

1. Say a compound word.
2. Students repeat the word.
3. Tell students to delete one word part from the compound word.
4. Teacher and students respond together to say the new word.

<p>T: <i><u>stepsister</u></i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /sister/?</i> T&S: <i>step</i> (place one hand out, palm facing up)</p>	<p>T: <i><u>stepmother</u></i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /mother/?</i> T&S: <i>step</i> (place one hand out, palm facing up)</p>	<p>T: <i><u>stepbrother</u></i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /brother/?</i> T&S: <i>step</i> (place one hand out, palm facing up)</p>	<p>T: <i><u>mailbox</u></i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /box?</i> T&S: <i>mail</i> (place one hand out, palm facing up)</p>	<p>T: <i><u>mailman</u></i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /man/?</i> T&S: <i>mail</i> (place one hand out, palm facing up)</p>
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Initial Sound: Same or Different?

See directions in previous lessons if needed.

<p>T: <i>garden</i>, /g/, <i>basket</i> /b/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No</i>, <i>garden</i> and <i>basket</i> have different beginning sounds, /g/ and /b/.</p>	<p>T: <i>honey</i> /h/, <i>heavy</i> /h/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes</i>, <i>honey</i> and <i>heavy</i> have the same beginning sound, /h/.</p>	<p>T: <i>salad</i> /s/, <u><i>deck</i></u> /d/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No</i>, <i>salad</i> and <i>deck</i> have different beginning sounds, /s/ and /d/.</p>	<p>T: <i>carpet</i> /k/, <i>coffee</i> /k/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes</i>, <i>carpet</i> and <i>coffee</i> have the same beginning sound, /k/.</p>
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Final Sound: Same or Different?

See directions in previous lessons if needed.

<p>T: <i>cough</i>, /f/, <i>tough</i> /f/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes</i>, <i>cough</i> and <i>tough</i> have the same ending sound, /f/.</p>	<p>T: <i>soap</i> /p/, <i>north</i> /th/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No</i>, <i>soap</i> and <i>north</i> have different ending sounds, /p/ and /th/.</p>	<p>T: <u><i>mow</i></u>, /ō/, <i>shallow</i> /ō/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes</i>, <u><i>mow</i></u> and <i>shallow</i> have the same ending sound, /ō/.</p>	<p>T: <i>we</i> /ē/, <i>dip</i> /p/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No</i>, <i>we</i> and <i>dip</i> have different ending sounds, /ē/ and /p/.</p>
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Medial Sound: Snatch the Sound

See directions in previous lessons if needed.

T: <i>thud</i> /ʊ/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>trust</i> /ʊ/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>vet</i> /ɛ/ (make curve with each word and snatch the sound) T&S: repeat.	T: <i>grin</i> /i/ (make curve with each word and snatch the sound) T&S: repeat.
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Helen's **h**oppy **h**are headed home for the **h**ills.



Week 18, Day 5

Rhyme Production: Make the Rhyme.
See directions in previous lessons if needed.

<p>T: <i>block, clock</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>you, chew</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>froze, grows</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>heart, part</i> S: repeat. S: _____ (a word that rhymes)</p>	<p>T: <i>bank, tank</i> S: repeat. S: _____ (a word that rhymes)</p>
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Manipulating Syllables: Deleting Words.

Support students' ability to delete a word from the beginning or end of another word. All words are changed from compound words to non compound words.

Directions:

1. Say a compound word.
2. Students repeat the word.
3. Tell students to delete one word part from the compound word.
4. Teacher and students respond together to say the new word.

<p>T: <i>backpack</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /pack/?</i> T&S: <i>back</i> (place one hand out, palm facing up)</p>	<p>T: <i>backbone</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /bone/?</i> T&S: <i>back</i> (place one hand out, palm facing up)</p>	<p>T: <i>backyard</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /yard/?</i> T&S: <i>back</i> (place one hand out, palm facing up)</p>	<p>T: <i>daytime</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /time/?</i> T&S: <i>day</i> (place one hand out, palm facing up)</p>	<p>T: <i>daylight</i> (place palms face down on belly, hands overlap) S: repeat. T: <i>What is left when you take away /light/?</i> T&S: <i>day</i> (place one hand out, palm facing up)</p>
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Initial Sound: Same or Different?

See directions in previous lessons if needed.

<p>T: <i>secret</i>, /s/, <i>sentence</i> /s/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>secret</i> and <i>sentence</i> have the same beginning sound, /s/.</p>	<p>T: <i>top</i> /t/, <u><i>husk</i></u> /h/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>top</i> and <u><i>husk</i></u> have different sounds, /t/ and /h/.</p>	<p>T: <i>cereal</i> /s/, <i>celery</i> /s/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>cereal</i> and <i>celery</i> have the same sound, /s/ and /s/.</p>	<p>T: <i>snail</i> /s/, <u><i>funk</i></u> /f/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>snail</i> and <u><i>funk</i></u> have different sounds, /s/ and /f/.</p>
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Final Sound: Same or Different?

See directions in previous lessons if needed.

<p>T: <i>push</i>, /sh/, <i>dish</i> /sh/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>push</i> and <i>dish</i> have the same ending sound, /sh/.</p>	<p>T: <i>see</i> /ē/, <i>tree</i> /ē/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>see</i> and <i>tree</i> have the same ending sound, /ē/.</p>	<p>T: <i>can</i> /n/, <u><i>gown</i></u> /n/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>can</i> and <u><i>gown</i></u> have the same ending sound, /n/.</p>	<p>T: <i>jump</i> /p/, <i>head</i> /d/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>jump</i> and <i>head</i> have different ending sounds, /p/ and /d/.</p>
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Medial Sound: Snatch the Sound.
See directions in previous lessons if needed.

T: <u>fad</u> /ă/ (make curve with each word and snatch the sound) T&S: repeat.	T: glad /ă/ (make curve with each word and snatch the sound) T&S: repeat.	T: <u>set</u> /ě/ (make curve with each word and snatch the sound) T&S: repeat.	T: <u>ram</u> /ă/ (make curve with each word and snatch the sound) T&S: repeat.
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Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: The **juggling** jester jumped for joy.



Week 19, Day 1

Rhyme Activity: Make the Rhyme.

Support students' ability to produce new rhyming words. Nonsense words are acceptable responses.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage the whole class to respond.)

T: *run, done*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: snow/go, feet/heat, trim/him.



Manipulating Syllables: Adding Syllables.

Support students' ability to add a syllable onto an ending of a word. All endings added are suffixes.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a new ending to the word.
4. Teacher and students respond together to make the new word.

T: <i>play</i> S: repeat. T: Add /ing/ to the end of play. T&S: <i>playing</i>	T: <i>walk</i> S: repeat. T: Add /ing/ to the end of walk. T&S: <i>walking</i>	T: <i>cook</i> S: repeat. T: Add /ing/ to the end of cook. T&S: <i>cooking</i>	T: <i>talk</i> S: repeat. T: Add /ing/ to the end of talk. T&S: <i>talking</i>	T: <i>look</i> S: repeat. T: Add /ing/ to the end of look. T&S: <i>looking</i>
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Initial Sound: Delete Initial Sound.

Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together with students say the sound that remains.

<p>T: <i>we (curve)</i> S: repeat. T: <i>Without /w/, what sound is left?</i> T&S: /ē/ *Say sound not letter name</p>	<p>T: <i>may (curve)</i> S: repeat. T: <i>Without /m/, what sound is left?</i> T&S: /ā/ *Say sound not letter name</p>	<p>T: <i>tie (curve)</i> S: repeat. T: <i>Without /t/, what sound is left?</i> T&S: /ī/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.

Support students' ability to delete the ending sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>we (curve)</i> S: repeat. T: <i>Cut off /ē/ from the end, what sound is left? (make cutting motion)</i> T&S: /w/ *Say sound not letter name</p>	<p>T: <i>may (curve)</i> S: repeat may. T: <i>Without /ā/, what sound is left?</i> T&S: /m/ *Say sound not letter name</p>	<p>T: <i>tie (curve)</i> S: repeat may. T: <i>Without /ī/, what sound is left?</i> T&S: /t/ *Say sound not letter name</p>
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Medial Sound: Same or Different?

Support students' ability to recognize if the medial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same middle sound or different middle sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>ran, /ă/ mad /ă/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, ran and mad have the same middle sound, /ă/.</i></p>	<p>T: <i>nut /ŭ/, nap /ă/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, nut and nap have different middle sounds, /ŭ/ and /ă/.</i></p>	<p>T: <i>kiss /ɪ/, lip /ɪ/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, kiss and lip have the same middle sound, /ɪ/.</i></p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Terrible Tommy tinkered with the **table** and it **tipped**.



Week 19, Day 2

Rhyme Activity: Make the Rhyme.

Support students' ability to produce new rhyming words. Nonsense words are acceptable responses.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *hot, cot*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: share/pair, jug/tug, wet/yet.



Manipulating Syllables: Adding Syllables.

Support students' ability to add a syllable onto an ending of a word. All endings added are suffixes.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a new ending to the word.
4. Teacher and students respond together to make the new word.

T: <i>meet</i> S: repeat. T: <i>Add /ing/ to the end of meet.</i> T&S: <i>meeting</i>	T: <i>think</i> S: repeat. T: <i>Add /ing/ to the end of think.</i> T&S: <i>thinking</i>	T: <i>dust</i> S: repeat. T: <i>Add /ing/ to the end of dust.</i> T&S: <i>dusting</i>	T: <i>cry</i> S: repeat. T: <i>Add /ing/ to the end of cry.</i> T&S: <i>crying</i>	T: <i>jump</i> S: repeat. T: <i>Add /ing/ to the end of jump.</i> T&S: <i>jumping</i>
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Initial Sound: Delete Initial Sound.

Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together with students say the sound that remains.

<p>T: low (curve) S: repeat. T: Without /l/, what sound is left? T&S: /ō/ *Say sound not letter name</p>	<p>T: zoo (curve) S: repeat. T: Without /z/, what sound is left? T&S: /oo/ *Say sound not letter name</p>	<p>T: me (curve) S: repeat. T: Without /m/, what sound is left? T&S: /ē/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.

Support students' ability to delete the ending sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: low (curve) S: repeat. T: Cut off /ō/ from the end, what sound is left? (make cutting motion) T&S: // *Say sound not letter name</p>	<p>T: zoo (curve) S: repeat. T: Without /oo/, what sound is left? T&S: /z/ *Say sound not letter name</p>	<p>T: me (curve) S: repeat. T: Without /ē/ what sound is left? T&S: /m/ *Say sound not letter name</p>
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Medial Sound: Same or Different?

Support students' ability to recognize if the medial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same middle sound or different middle sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>got, /ɔ/ not /ō/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, got and not have the same middle sound, /ɔ/</i></p>	<p>T: <i>run /ŭ/, puff /ŭ/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, run and puff have the same middle sound, /ŭ/</i></p>	<p>T: <i>mad /ă/, hit /i/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, mad and hit have different middle sounds, /ă/ and /i/</i></p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Vanessa put vibrant violets in a vase.



Week 19, Day 3

Rhyme Activity: Make the Rhyme.

Support students' ability to produce new rhyming words. Nonsense words are acceptable responses.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *flock, knock*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: net/set, map/cap, round/found.



Manipulating Syllables: Adding Syllables.

Support students' ability to add a syllable onto an ending of a word. All endings added are suffixes.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a new ending to the word.
4. Teacher and students respond together to make the new word.

T: <i>play</i> S: repeat. T: <i>Add /ing/ to the end of play.</i> T&S: <i>playing</i>	T: <i>read</i> S: repeat. T: <i>Add /ing/ to the end of read.</i> T&S: <i>reading</i>	T: <i>count</i> S: repeat. T: <i>Add /ing/ to the end of count.</i> T&S: <i>counting</i>	T: <i>see</i> S: repeat. T: <i>Add /ing/ to the end of see.</i> T&S: <i>seeing</i>	T: <i>help</i> S: repeat. T: <i>Add /ing/ to the end of help.</i> T&S: <i>helping</i>
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Initial Sound: Delete Initial Sound.

Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

T: <i>lay (curve)</i> S: repeat. T: <i>Without /l/, what sound is left?</i> T&S: /ā/ *Say sound not letter name	T: <i>too (curve)</i> S: repeat. T: <i>Without /t/, what sound is left?</i> T&S: /oo/ *Say sound not letter name	T: <i>pie (curve)</i> S: repeat. T: <i>Without /p/, what sound is left?</i> T&S: /ī/ *Say sound not letter name
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Final Sound: Delete Final Sound.

Support students' ability to delete the ending sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

T: <i>lay (curve)</i> S: repeat. T: <i>Cut off /ā/ from the end, what sound is left? (make cutting motion)</i> T&S: // *Say sound not letter name	T: <i>too (curve)</i> S: repeat. T: <i>Without /oo/, what sound is left?</i> T&S: /t/ *Say sound not letter name	T: <i>pie (curve)</i> S: repeat. T: <i>Without /ī/, what sound is left?</i> T&S: /p/ *Say sound not letter name
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Medial Sound: Same or Different?

Support students' ability to recognize if the medial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same middle sound or different middle sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>run</i>, /ŭ/ <i>mud</i> /ŭ/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, run and mud have the same middle sound, /ŭ/.</i></p>	<p>T: <i>duck</i> /ŭ/, <i>sock</i> /ŏ/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, duck and sock have different middle sounds, /ŭ/ and /ŏ/.</i></p>	<p>T: <i>mad</i> /ă/, <i>box</i> /ŏ/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, mad and box have different middle sounds, /ă/ and /ŏ/.</i></p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Zebras, zigged, zagged, and zoomed.



Week 19, Day 4

Rhyme Activity: Make the Rhyme.

Support students' ability to produce new rhyming words. Nonsense words are acceptable responses.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *knee, we*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: drop/pop, bun/son, fine/line.



Manipulating Syllables: Adding Syllables.

Support students' ability to add a syllable onto an ending of a word. All endings added are suffixes.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a new ending to the word.
4. Teacher and students respond together to make the new word.

T: <i>pick</i> S: repeat. T: <i>Add /ing/ to the end of pick</i> T&S: <i>picking</i>	T: <i>fish</i> S: repeat. T: <i>Add /ing/ to the end of fish</i> T&S: <i>fishing</i>	T: <i>kick</i> S: repeat. T: <i>Add /ing/ to the end of kick</i> T&S: <i>kicking</i>	T: <i>paint</i> S: repeat. T: <i>Add /ing/ to the end of paint</i> T&S: <i>painting</i>	T: <i>melt</i> S: repeat. T: <i>Add /ing/ to the end of melt</i> T&S: <i>melting</i>
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Initial Sound: Delete Initial Sound.

Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>so (curve)</i> S: repeat. T: <i>Without /s/, what sound is left?</i> T&S: /ō/ *Say sound not letter name</p>	<p>T: <i>hi (curve)</i> S: repeat. T: <i>Without /h/, what sound is left?</i> T&S: /ī/ *Say sound not letter name</p>	<p>T: <i>way (curve)</i> S: repeat. T: <i>Without /w/, what sound is left?</i> T&S: /ā/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.

Support students' ability to delete the ending sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the final sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>so (curve)</i> S: repeat. T: <i>Cut off /ō/ from the end, what sound is left? (make cutting motion)</i> T&S: /s/ *Say sound not letter name</p>	<p>T: <i>hi (curve)</i> S: repeat. T: <i>Without /i/, what sound is left?</i> T&S: /h/ *Say sound not letter name</p>	<p>T: <i>way (curve)</i> S: repeat. T: <i>Without /ā/, what sound is left?</i> T&S: /w/ *Say sound not letter name</p>
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Medial Sound: Same or Different?

Support students' ability to recognize if the medial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same middle sound or different middle sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>hum</i>, /ũ/ <i>can</i> /ă/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, hum and can have different middle sounds, /ũ/ and /ă/.</i></p>	<p>T: <i>jet</i> /ě/, <i>beg</i> /ě/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, jet and beg have the same middle sound, /ě/.</i></p>	<p>T: <i>fun</i> /ũ/, <i>sud</i> /ũ/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, fun and sud have the same middle sound, /ũ/.</i></p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Four **furious** friends furiously **flew** away.



Week 19, Day 5

Rhyme Activity: Make the Rhyme.

Support students' ability to produce new rhyming words. Nonsense words are acceptable responses.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *grid, bid*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: eat/wheat, tool/pool, when/then.



Manipulating Syllables: Adding Syllables.

Support students' ability to add a syllable onto an ending of a word. All endings added are suffixes.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a new ending to the word.
4. Teacher and students respond together to make the new word.

T: <i>rain</i> S: repeat. T: <i>Add /ing/ to the end of rain</i> T&S: <i>raining</i>	T: <i>storm</i> S: repeat. T: <i>Add /ing/ to the end of storm</i> T&S: <i>storming</i>	T: <i>snow</i> S: repeat. T: <i>Add /ing/ to the end of snow</i> T&S: <i>snowing</i>	T: <i>freeze</i> S: repeat. T: <i>Add /ing/ to the end of freeze</i> T&S: <i>freezing</i>	T: <i>hail</i> S: repeat. T: <i>Add /ing/ to the end of hail</i> T&S: <i>hailing</i>
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Initial Sound: Delete Initial Sound.

Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>be (curve)</i> S: repeat. T: <i>Without /b/, what sound is left?</i> T&S: /ē/ *Say sound not letter name</p>	<p>T: <i>mow (curve)</i> S: repeat. T: <i>Without /m/, what sound is left?</i> T&S: /ō/ *Say sound not letter name</p>	<p>T: <i>see (curve)</i> S: repeat. T: <i>Without /s/, what sound is left?</i> T&S: /ē/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.

Support students' ability to delete the ending sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the final sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>be (curve)</i> S: repeat. T: <i>Cut off /ē/ from the end, what sound is left? (make cutting motion)</i> T&S: /b/ *Say sound not letter name</p>	<p>T: <i>mow (curve)</i> S: repeat. T: <i>Without /ō/, what sound is left?</i> T&S: /m/ *Say sound not letter name</p>	<p>T: <i>see (curve)</i> S: repeat. T: <i>Without /ē/, what sound is left?</i> T&S: /s/ *Say sound not letter name</p>
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Medial Sound: Same or Different?

Support students' ability to recognize if the medial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same middle sound or different middle sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>clap /ă/ well /ě/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, clap and well have different middle sounds, /ă/ and /ě/.</i></p>	<p>T: <i>him /ɪ/, big /ɪ/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, him and big have the same middle sound, /ɪ/.</i></p>	<p>T: <i>pot /ɔ/, fog /ɔ/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, pot and fog have the same middle sound, /ɔ/.</i></p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Frieda **fries fresh fish** on Fridays.



Week 20, Day 1

Rhyme Activity: Make the Rhyme.

Support students' ability to produce new rhyming words. Nonsense words are acceptable responses.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage the whole class to respond.)

T: *hat, bat*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: went/dent, more/core, lake/snake.



Manipulating Syllables: Adding Syllables.

Support students' ability to add a syllable onto an ending of a word. All endings added are suffixes.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a new ending to the word.
4. Teacher and students respond together to make the new word.

T: <i>melt</i> S: repeat. T: Add /ed/ to the end of melt. T&S: <i>melted</i>	T: <i>twist</i> S: repeat. T: Add /ed/ to the end of twist. T&S: <i>twisted</i>	T: <i>plant</i> S: repeat. T: Add /ed/ to the end of plant. T&S: <i>planted</i>	T: <i>lift</i> S: repeat. T: Add /ed/ to the end of lift. T&S: <i>lifted</i>	T: <u><i>rent</i></u> S: repeat. T: Add /ed/ to the end of rent. T&S: <i>rented</i>
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Initial Sound: Delete Initial Sound.

Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>buy (curve)</i> S: repeat. T: <i>Without /b/, what sound is left?</i> T&S: /i/ *Say sound not letter name</p>	<p>T: <i>he (curve)</i> S: repeat. T: <i>Without /h/, what sound is left?</i> T&S: /ē/ *Say sound not letter name</p>	<p>T: <i>say (curve)</i> S: repeat. T: <i>Without /s/, what sound is left?</i> T&S: /ā/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.

Support students' ability to delete the ending sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the final sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>buy (curve)</i> S: repeat. T: <i>Cut off /i/ from the end, what sound is left? (make cutting motion)</i> T&S: /b/ *Say sound not letter name</p>	<p>T: <i>he (curve)</i> S: repeat. T: <i>Without /ē/, what sound is left?</i> T&S: /h/ *Say sound not letter name</p>	<p>T: <i>say (curve)</i> S: repeat. T: <i>Without /ā/, what sound is left?</i> T&S: /s/ *Say sound not letter name</p>
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Medial Sound: Same or Different?

Support students' ability to recognize if the medial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same middle sound or different middle sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>pat</i>, /ă/ <i>dig</i> /ī/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, pat and dig have different middle sounds, /ă/ and /ī/.</i></p>	<p>T: <i>them</i> /ě/, <i>got</i> /ǒ/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, them and got have different middle sounds, /ě/ and /ǒ/.</i></p>	<p>T: <i>bus</i> /u/, <i>gas</i> /ă/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, bus and gas have different middle sounds, /u/, and /ă/.</i></p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Flat, floppy fish went flying through the water.



Week 20, Day 2

Rhyme Activity: Make the Rhyme.

Support students' ability to produce new rhyming words. Nonsense words are acceptable responses.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *rose, hose*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: real/feel, mall/tall, same/game.



Manipulating Syllables: Adding Syllables

Support students' ability to add a syllable onto an ending of a word. All endings added are suffixes.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a new ending to the word.
4. Teacher and students respond together to make the new word.

T: <i>shout</i> S: repeat. T: <i>Add /ed/ to the end of shout.</i> T&S: <i>shouted</i>	T: <i>wait</i> S: repeat. T: <i>Add /ed/ to the end of wait.</i> T&S: <i>waited</i>	T: <i>heat</i> S: repeat. T: <i>Add /ed/ to the end of heat.</i> T&S: <i>heated</i>	T: <i><u>pound</u></i> S: repeat. T: <i>Add /ed/ to the end of pound.</i> T&S: <i>pounded</i>	T: <i><u>list</u></i> S: repeat. T: <i>Add /ed/ to the end of list.</i> T&S: <i>listed</i>
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Initial Sound: Delete Initial Sound.

Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>be (curve)</i> S: repeat. T: <i>Without /b/, what sound is left?</i> T&S: /ē/ *Say sound not letter name</p>	<p>T: <i>hi (curve)</i> S: repeat. T: <i>Without /h/, what sound is left?</i> T&S: /i/ *Say sound not letter name</p>	<p>T: <i>too (curve)</i> S: repeat. T: <i>Without /t/, what sound is left?</i> T&S: /oo/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.

Support students' ability to delete the ending sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the final sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>be (curve)</i> S: repeat. T: <i>Cut off /ē/ from the end, what sound is left? (make cutting motion)</i> T&S: /b/ *Say sound not letter name</p>	<p>T: <i>hi (curve)</i> S: repeat. T: <i>Without /i/, what sound is left?</i> T&S: /h/ *Say sound not letter name</p>	<p>T: <i>too (curve)</i> S: repeat. T: <i>Without /oo/ what sound is left?</i> T&S: /t/ *Say sound not letter name</p>
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Medial Sound: Same or Different?

Support students' ability to recognize if the medial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same middle sound or different middle sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <u>rod</u> /<i>ɔ</i>/, <u>cot</u> /<i>ɔ</i>/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <u>rod</u> and <u>cot</u> have the same middle sound, /<i>ɔ</i>/.</p>	<p>T: <u>pop</u> /<i>ɔ</i>/, <u>rip</u> /<i>ɪ</i>/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <u>pop</u> and <u>rip</u> have different middle sounds, /<i>ɔ</i>/, and /<i>ɪ</i>/.</p>	<p>T: <u>sun</u> /<i>ʊ</i>/, <u>dot</u> /<i>ɔ</i>/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <u>sun</u> and <u>dot</u> have different middle sounds, /<i>u</i>/, <u>dot</u> /<i>ɔ</i>/.</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Crazy cats crawl around town.



Week 20, Day 3

Rhyme Activity: Make the Rhyme.

Support students' ability to produce new rhyming words. Nonsense words are acceptable responses.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *made, fade*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: leg/peg, gate/weight, soup/coup.



Manipulating Syllables: Adding Syllables.

Support students' ability to add a syllable onto an ending of a word. All endings added are suffixes.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a new ending to the word.
4. Teacher and students respond together to make the new word.

T: <i>chunk</i> S: repeat. T: Add /ē/ to the end of <u>chunk</u> . T&S: <i>chunky</i>	T: <i>speed</i> S: repeat. T: Add /ē/ to the end of <u>speed</u> . T&S: <i>speedy</i>	T: <i>mud</i> S: repeat. T: Add /ē/ to the end of <u>mud</u> . T&S: <i>muddy</i>	T: <i>fun</i> S: repeat. T: Add /ē/ to the end of <u>see</u> . T&S: <i>funny</i>	T: <i>crab</i> S: repeat. T: Add /ē/ to the end of <u>help</u> . T&S: <i>crabby</i>
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Initial Sound: Delete Initial Sound.

Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>we (curve)</i> S: repeat. T: <i>Without /w/, what sound is left?</i> T&S: /ē/ *Say sound not letter name</p>	<p>T: <i>toe (curve)</i> S: repeat. T: <i>Without /t/, what sound is left?</i> T&S: /ō/ *Say sound not letter name</p>	<p>T: <i>he (curve)</i> S: repeat. T: <i>Without /h/, what sound is left?</i> T&S: /ē/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.

Support students' ability to delete the ending sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the final sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>we (curve)</i> S: repeat. T: <i>Cut off /ē/ from the end, what sound is left? (make cutting motion)</i> T&S: /w/ *Say sound not letter name</p>	<p>T: <i>toe (curve)</i> S: repeat. T: <i>Without /ō/, what sound is left?</i> T&S: /t/ *Say sound not letter name</p>	<p>T: <i>he (curve)</i> S: repeat. T: <i>Without /ē/, what sound is left?</i> T&S: /h/ *Say sound not letter name</p>
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Medial Sound: Same or Different?

Support students' ability to recognize if the medial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same middle sound or different middle sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>hug</i>, /ŭ/ <i>cut</i> /ŭ/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>hug</i> and <i>cut</i> have the same middle sound, /ŭ/.</p>	<p>T: <i>pass</i> /ă/, <u><i>gnat</i></u> /ă/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>pass</i> and <u><i>gnat</i></u> have the same middle sound, /ă/.</p>	<p>T: <i>him</i> /i/, <u><i>cub</i></u> /ŭ/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <i>him</i> and <i>cub</i> have different middle sounds, /i/, and /ŭ/.</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: **Dizzy dogs drool** and cats rule.



Week 20, Day 4

Rhyme Activity: Make the Rhyme.

Support students' ability to produce new rhyming words. Nonsense words are acceptable responses.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *soup, hoop*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: peel/meal, mail/sail, hose/nose.



Manipulating Syllables: Adding Syllables.

Support students' ability to add a syllable onto an ending of a word. All endings added are suffixes.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a new ending to the word.
4. Teacher and students respond together to make the new word.

T: <i>dirt</i> S: repeat. T: Add /ē/ to the end of <i>dirt</i> . T&S: <i>dirty</i>	T: <i><u>spook</u></i> S: repeat. T: Add /ē/ to the end of <i><u>spook</u></i> . T&S: <i>spooky</i>	T: <i>cloud</i> S: repeat. T: Add /ē/ to the end of <i>cloud</i> . T&S: <i>cloudy</i>	T: <i>crust</i> S: repeat. T: Add /ē/ to the end of <i>crust</i> . T&S: <i>crusty</i>	T: <i>rain</i> S: repeat. T: Add /ē/ to the end of <i>rain</i> . T&S: <i>rainy</i>
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Initial Sound: Delete Initial Sound.

Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>day (curve)</i> S: repeat. T: Without /d/, what sound is left? T&S: /ā/ *Say sound not letter name</p>	<p>T: <i>moo (curve)</i> S: repeat. T: Without /m/, what sound is left? T&S: /oo/ *Say sound not letter name</p>	<p>T: <i>see (curve)</i> S: repeat. T: Without /s/, what sound is left? T&S: /ē/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound

Support students' ability to delete the ending sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the final initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>day (curve)</i> S: repeat. T: Cut off /ā/ from the end, what sound is left? (make cutting motion) T&S: /d/ *Say sound not letter name</p>	<p>T: <i>moo (curve)</i> S: repeat. T: Without /oo/, what sound is left? T&S: /m/ *Say sound not letter name</p>	<p>T: <i>see (curve)</i> S: repeat. T: Without /ē/, what sound is left? T&S: /s/ *Say sound not letter name</p>
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Medial Sound: Same or Different?

Support students' ability to recognize if the medial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same middle sound or different middle sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>gum /ŭ/, hop /ɔ/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, gum and hop have different middle sounds, /ŭ/ and /ɔ/.</i></p>	<p>T: <i>bun /ŭ/, tuck /ŭ/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, bun and tuck have the same middle sound, /ŭ/.</i></p>	<p>T: <i>math /ă/, <u>l</u>ack /ă/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, math and <u>l</u>ack have the same middle sound, /ă/.</i></p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Backward Bill backed down the hill.



Week 20, Day 5

Rhyme Activity: Make the Rhyme.

Support students' ability to produce new rhyming words. Nonsense words are acceptable responses.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *wood, good*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: fed/red, lime/dime, cut/what.



Manipulating Syllables: Adding Syllables.

Support students' ability to add a syllable onto an ending of a word. All endings added are suffixes.

Directions:

1. Say a word
2. Students repeat the word.
3. Tell students to add a new ending to the word.
4. Teacher and students respond together to make the new word.

T: <i>sad</i> S: repeat. T: <i>Add /ly/ to the end of sad.</i> T&S: <i>sadly</i>	T: <i>wild</i> S: repeat. T: <i>Add /ly/ to the end of wild.</i> T&S: <i>wildly</i>	T: <i>most</i> S: repeat. T: <i>Add /ly/ to the end of most.</i> T&S: <i>mostly</i>	T: <i>dear</i> S: repeat. T: <i>Add /ly/ to the end of dear.</i> T&S: <i>dearly</i>	T: <i>part</i> S: repeat. T: <i>Add /ly/ to the end of part.</i> T&S: <i>partly</i>
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Initial Sound: Delete Initial Sound.

Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>bow (curve)</i> S: repeat. T: <i>Without /b/, what sound is left?</i> T&S: /ō/ *Say sound not letter name</p>	<p>T: <i>knee (curve)</i> S: repeat. T: <i>Without /n/, what sound is left?</i> T&S: /ē/ *Say sound not letter name</p>	<p>T: <i>high (curve)</i> S: repeat. T: <i>Without /h/, what sound is left?</i> T&S: /ī/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.

Support students' ability to delete the ending sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the final initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>bow (curve)</i> S: repeat. T: <i>Cut off /ō/ from the end, what sound is left? (make cutting motion)</i> T&S: /b/ *Say sound not letter name</p>	<p>T: <i>knee (curve)</i> S: repeat. T: <i>Without /ē/, what sound is left?</i> T&S: /n/ *Say sound not letter name</p>	<p>T: <i>high (curve)</i> S: repeat. T: <i>Without /ī/, what sound is left?</i> T&S: /h/ *Say sound not letter name</p>
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Medial Sound: Same or Different?

Support students' ability to recognize if the medial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same middle sound or different middle sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <u>cash</u> /ă/, <u>ran</u> /ă/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <u>cash</u> and <u>ran</u> have the same middle sound, /ă/.</p>	<p>T: <u>pod</u> /ǒ/, <u>not</u> /ǒ/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <u>pod</u> and <u>not</u> have the same middle sound, /ǒ/.</p>	<p>T: <u>sum</u> /ű/, <u>bin</u> /i/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <u>sum</u> and <u>bin</u> have different middle sounds, /ű/, and /i/.</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Purple **penguins** like **pizza** and **pickles**.



Week 21, Day 1

Rhyme Activity: Make the Rhyme.

Support students' ability to produce new rhyming words. Nonsense words are acceptable responses.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage the whole class to respond.)

T: *ten, den*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: when/then, wet/let, vet/pet.



Manipulating Syllables: Adding Syllables.

Support students' ability to add a syllable onto an ending of a word. All endings added are suffixes.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a new ending to the word.
4. Teacher and students respond together to make the new word.

T: <i>cook</i> S: repeat. T: <i>Add /ed/ to the end of cook.</i> T&S: <i>cooked</i>	T: <i>seat</i> S: repeat. T: <i>Add /ed/ to the end of seat.</i> T&S: <i>seated</i>	T: <i>treat</i> S: repeat. T: <i>Add /ed/ to the end of treat.</i> T&S: <i>treated</i>	T: <i>work</i> S: repeat. T: <i>Add /ed/ to the end of work.</i> T&S: <i>worked</i>	T: <i>play</i> S: repeat. T: <i>Add /ed/ to the end of play.</i> T&S: <i>played</i>
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Initial Sound: Delete Initial Sound.

Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>me (curve)</i> S: repeat. T: <i>Without /m/, what sound is left?</i> T&S: /ē/ *Say sound not letter name</p>	<p>T: <i>no (curve)</i> S: repeat. T: <i>Without /n/, what sound is left?</i> T&S: /ō/ *Say sound not letter name</p>	<p>T: <i>day (curve)</i> S: repeat. T: <i>Without /d/, what sound is left?</i> T&S: /ā/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.

Support students' ability to delete the ending sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the final sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>me (curve)</i> S: repeat. T: <i>Cut off /ē/ from the end, what sound is left? (make cutting motion)</i> T&S: /m/ *Say sound not letter name</p>	<p>T: <i>no (curve)</i> S: repeat. T: <i>Without /ō/, what sound is left?</i> T&S: /n/ *Say sound not letter name</p>	<p>T: <i>day (curve)</i> S: repeat. T: <i>Without /ā/, what sound is left?</i> T&S: /d/ *Say sound not letter name</p>
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Medial Sound: Same or Different?

Support students' ability to recognize if the medial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same middle sound or different middle sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>map</i>, /ă/ <i>bag</i> /ă/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>map</i> and <i>bag</i> have the same middle sound, /ă/.</p>	<p>T: <u><i>dock</i></u> /ō/, <i>bus</i> /u/ (make curve with each word) S: repeat. S: ASL symbol for no T: No, <u><i>dock</i></u> and <i>bus</i> have different middle sounds, /ō/ and /u/.</p>	<p>T: <i>fill</i> /ī/, <i>dip</i> /ī/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, <i>fill</i> and <i>dip</i> have the same middle sound, /ī/.</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Babies blow **big, blue bubbles**.



Week 21, Day 2

Rhyme Activity: Make the Rhyme.

Support students' ability to produce new rhyming words. Nonsense words are acceptable responses.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *led, bed*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: sled/Ned, went/rent, sent/tent.



Manipulating Syllables: Adding Syllables.

Support students' ability to add a syllable onto an ending of a word. All endings added are suffixes.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a new ending to the word.
4. Teacher and students respond together to make the new word.

T: <i>walk</i> S: repeat. T: <i>Add /ing/ to the end of walk.</i> T&S: <i>walking</i>	T: <i>shop</i> S: repeat. T: <i>Add /ing/ to the end of shop.</i> T&S: <i>shopping</i>	T: <i>run</i> S: repeat. T: <i>Add /ing/ to the end of run.</i> T&S: <i>running</i>	T: <i>jog</i> S: repeat. T: <i>Add /ing/ to the end of jog.</i> T&S: <i>jogging</i>	T: <i>teach</i> S: repeat. T: <i>Add /ing/ to the end of teach.</i> T&S: <i>teaching</i>
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Initial Sound: Delete Initial Sound.

Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>you (curve)</i> S: repeat. T: <i>Without /y/, what sound is left?</i> T&S: /oo/ *Say sound not letter name</p>	<p>T: <i>fee (curve)</i> S: repeat. T: <i>Without /f/, what sound is left?</i> T&S: /ē/ *Say sound not letter name</p>	<p>T: <i>why (curve)</i> S: repeat. T: <i>Without /w/, what sound is left?</i> T&S: /ī/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.

Support students' ability to delete the ending sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the final sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>you (curve)</i> S: repeat. T: <i>Cut off /oo/ from the end, what sound is left? (make cutting motion)</i> T&S: /y/ *Say sound not letter name</p>	<p>T: <i>fee (curve)</i> S: repeat. T: <i>Without /ē/, what sound is left?</i> T&S: /f/ *Say sound not letter name</p>	<p>T: <i>why (curve)</i> S: repeat. T: <i>Without /ī/ what sound is left?</i> T&S: /w/ *Say sound not letter name</p>
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Medial Sound: Same or Different?

Support students' ability to recognize if the medial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same middle sound or different middle sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>much /u/, win /ɪ/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, much and win have different middle sounds, /u/ and /ɪ/.</i></p>	<p>T: <i>mud /ʊ/, rug /ʊ/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, mud and rug have the same middle sound, /ʊ/.</i></p>	<p>T: <i>dad /ă/, pad /ă/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, dad and pad have the same middle sound, /ă/.</i></p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: **Slithering snakes sneak** on Sundays.



Week 21, Day 3

Rhyme Activity: Make the Rhyme.

Support students' ability to produce new rhyming words. Nonsense words are acceptable responses.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *fell, tell*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: shell/well, France/chance, glance/prance.



Manipulating Syllables: Adding Syllables.

Support students' ability to add a syllable onto an ending of a word. All endings added are suffixes.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a new ending to the word.
4. Teacher and students respond together to make the new word.

T: <i><u>pain</u></i> S: repeat. T: Add /ful/ to the end of <i>pain</i> . T&S: <i><u>painful</u></i>	T: <i>wish</i> S: repeat. T: Add /ful/ to the end of <i>wish</i> . T&S: <i>wishful</i>	T: <i>hope</i> S: repeat. T: Add /ful/ to the end of <i>hope</i> . T&S: <i>hopeful</i>	T: <i>use</i> S: repeat. T: Add /ful/ to the end of <i>use</i> . T&S: <i>useful</i>	T: <i>help</i> S: repeat. T: Add /ful/ to the end of <i>help</i> . T&S: <i>helpful</i>
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Initial Sound: Delete Initial Sound.

Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>mow (curve)</i> S: repeat. T: <i>Without /m/, what sound is left?</i> T&S: /ō/ *Say sound not letter name</p>	<p>T: <i>hat (curve)</i> S: repeat. T: <i>Without /h/, what sound is left?</i> T&S: /ăt/ *Say sound not letter name</p>	<p>T: <i>tag (curve)</i> S: repeat. T: <i>Without /t/, what sound is left?</i> T&S: /ăg/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.

Support students' ability to delete the ending sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the final sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>mow (curve)</i> S: repeat. T: <i>Cut off /ō/ from the end, what sound is left? (make cutting motion)</i></p>	<p>T: <i>hat (curve)</i> S: repeat. T: <i>Without /ăt/, what sound is left?</i> T&S: /h/</p>	<p>T: <i>tag (curve)</i> S: repeat. T: <i>Without /ăg/, what sound is left?</i> T&S: /t/</p>
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T&S: /m/ *Say sound not letter name	*Say sound not letter name	*Say sound not letter name
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Medial Sound: Same or Different?

Support students' ability to recognize if the medial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same middle sound or different middle sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

T: <i>gem</i> /ě/, <i>stick</i> /ī/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, gem and stick have different middle sounds, /ě/ and /ī/.</i>	T: <i>hum</i> /ů/, <i>pup</i> /ů/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, hum and pup have the same middle sound, /ů/.</i>	T: <i>pop</i> /ǒ/, <i>nod</i> /ǒ/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, pop and nod have the same middle sound, /ǒ/.</i>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: **Map, mip, mop,** and mup made mud.



Week 21, Day 4

Rhyme Activity: Make the Rhyme.

Support students' ability to produce new rhyming words. Nonsense words are acceptable responses.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *lump, bump*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: stump/pump, shake/rake, flake/cake.



Manipulating Syllables: Adding Syllables.

Support students' ability to add a syllable onto an ending of a word. All endings added are suffixes.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a new ending to the word.
4. Teacher and students respond together to make the new word.

T: <i>large</i> S: repeat. T: <i>Add /er/ to the end of large.</i> T&S: <i>larger</i>	T: <i>big</i> S: repeat. T: <i>Add /er/ to the end of big.</i> T&S: <i>bigger</i>	T: <i>small</i> S: repeat. T: <i>Add /er/ to the end of small.</i> T&S: <i>smaller</i>	T: <i>heavy</i> S: repeat. T: <i>Add /er/ to the end of heavy.</i> T&S: <i>heavier</i>	T: <i>light</i> S: repeat. T: <i>Add /er/ to the end of light.</i> T&S: <i>lighter</i>
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Initial Sound: Delete Initial Sound.

Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>nap (curve)</i> S: repeat. T: <i>Without /n/, what sound is left?</i> T&S: /ăp/ *Say sound not letter name</p>	<p>T: <i>van (curve)</i> S: repeat. T: <i>Without /v/, what sound is left?</i> T&S: /ăn/ *Say sound not letter name</p>	<p>T: <i>did (curve)</i> S: repeat. T: <i>Without /d/, what sound is left?</i> T&S: /ɪd/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.

Support students' ability to delete the ending sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the final sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>nap (curve)</i> S: repeat. T: <i>Cut off /ăp/ from the end, what sound is left? (make cutting motion)</i> T&S: /n/ *Say sound not letter name</p>	<p>T: <i>van (curve)</i> S: repeat. T: <i>Without /ăn/, what sound is left?</i> T&S: /v/ *Say sound not letter name</p>	<p>T: <i>did (curve)</i> S: repeat. T: <i>Without /ɪd/, what sound is left?</i> T&S: /d/ *Say sound not letter name</p>
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Medial Sound: Same or Different?

Support students' ability to recognize if the medial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same middle sound or different middle sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>chip, /ɪ/ big /ɪ/</i> (make curve with each word)</p> <p>S: repeat.</p> <p>S: ASL symbol for yes</p> <p>T: <i>Yes, chip and big have the same middle sound, /ɪ/.</i></p>	<p>T: <i>his /ɪ/, ship /ɪ/</i> (make curve with each word)</p> <p>S: repeat.</p> <p>S: ASL symbol for yes</p> <p>T: <i>Yes, his and ship have the same middle sound, /ɪ/.</i></p>	<p>T: <i>cab /ă/, bet /ě/</i> (make curve with each word)</p> <p>S: repeat.</p> <p>S: ASL symbol for no</p> <p>T: <i>No, cab and and bet have different middle sounds, /ă/ and /ě/.</i></p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Boris **baked beans** with bedhead.



Week 21, Day 5

Rhyme Activity: Make the Rhyme.

Support students' ability to produce new rhyming words. Nonsense words are acceptable responses.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *feed, seed*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: weed/read, note/goat, vote/float.



Manipulating Syllables: Adding Syllables.

Support students' ability to add a syllable onto an ending of a word. All endings added are suffixes.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a new ending to the word.
4. Teacher and students respond together to make the new word.

T: <i>large</i> S: repeat. T: <i>Add /est/ to the end of large.</i> T&S: <i>largest</i>	T: <i>big</i> S: repeat. T: <i>Add /est/ to the end of big.</i> T&S: <i>biggest</i>	T: <i>little</i> S: repeat. T: <i>Add /est/ to the end of little.</i> T&S: <i>littlest</i>	T: <i>small</i> S: repeat. T: <i>Add /est/ to the end of small.</i> T&S: <i>smallest</i>	T: <i>tiny</i> S: repeat. T: <i>Add /est/ to the end of tiny.</i> T&S: <i>tiniest</i>
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Initial Sound: Delete Initial Sound.

Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>zip (curve)</i> S: repeat. T: <i>Without /z/, what sound is left?</i> T&S: /ɪp/ *Say sound not letter name</p>	<p>T: <i>hit (curve)</i> S: repeat. T: <i>Without /h/, what sound is left?</i> T&S: /ɪt/ *Say sound not letter name</p>	<p>T: <i>wig (curve)</i> S: repeat. T: <i>Without /w/, what sound is left?</i> T&S: /ɪg/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.

Support students' ability to delete the ending sound of a one-syllable word and isolate the remaining sound left.

Directions:

1. Tell students to listen to a word and repeat it.
2. Delete the final sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

<p>T: <i>zip (curve)</i> S: repeat. T: <i>Cut off /ɪp/ from the end, what sound is left? (make cutting motion)</i> T&S: /z/ *Say sound not letter name</p>	<p>T: <i>hit (curve)</i> S: repeat. T: <i>Without /ɪt/, what sound is left?</i> T&S: /h/ *Say sound not letter name</p>	<p>T: <i>wig (curve)</i> S: repeat. T: <i>Without /ɪg/, what sound is left?</i> T&S: /w/ *Say sound not letter name</p>
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Medial Sound: Same or Different?

Support students' ability to recognize if the medial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same middle sound or different middle sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

<p>T: <i>rot /ŏ/, hen /ě/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, rot and hen have different middle sounds, /ŏ/ and /ě/.</i></p>	<p>T: <i>ran /ă/, lap/ă/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, ran and lap have the same middle sound, /ă/.</i></p>	<p>T: <i>shut /ũ/, bud /ũ/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, shut and bud have the same middle sound, /ũ/.</i></p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Grumpy great grandpa ate granola.



Week 22, Day 1

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *cool, tool*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: stool/school, vine/nine, shine/mine.



Manipulating Syllables: Deleting Syllables.

Support students' ability to delete a syllable from the ending of a two-syllable word.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *cleaner* (place palms face down on belly, hands overlap)

S: repeat (with movement)

T: *What is left when you take away /er/?*

T&S: *clean* (place one hand out, palm facing up)

Repeat the activity with the following words: neater, slower, colder, lower.



Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

<p>T: dot (curve) S: repeat. T: Without /d/, what sound is left? T&S: /ɔt/ *Say sound not letter name</p>	<p>T: fox (curve) S: repeat. T: Without /f/, what sound is left? T&S: /ɔks/ *Say sound not letter name</p>	<p>T: hop (curve) S: repeat. T: Without /h/, what sound is left? T&S: /ɔp/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

<p>T: dot (curve) S: repeat. T: Cut off /ɔt/ from the end, what sound is left? (make cutting motion) T&S: /d/ *Say sound not letter name</p>	<p>T: fox (curve) S: repeat. T: Without /ɔks/, what sound is left? T&S: /f/ *Say sound not letter name</p>	<p>T: hop (curve) S: repeat. T: Without /ɔp/, what sound is left? T&S: /h/ *Say sound not letter name</p>
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Medial Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: tag /ă/, map /ă/ (make curve with each word) S: repeat.</p>	<p>T: shin /i/, thumb /u/ (make curve with each word) S: repeat.</p>	<p>T: wick /i/, did /i/ (make curve with each word) S: repeat.</p>
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<p>S: ASL symbol for yes T: Yes, tag and map have the same middle sound, /ă/.</p>	<p>S: ASL symbol for no T: No, shin and thumb have different middle sounds, /ī/ and /u/.</p>	<p>S: ASL symbol for yes T: Yes, wick and did have the same middle sound, /ī/.</p>
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Alliteration: Silly Sentences.
 See directions in previous lessons if needed.

Sentence: Boss **baker** builds **big breads**.



Week 22, Day 2

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *low, slow*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: show/know, tale/pail, whale/rail.



Manipulating Syllables: Deleting Syllables.

Support students' ability to delete a syllable from the ending of a two-syllable word. All words are changed from two syllables to one syllable.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *nigest* (place palms face down on belly, hands overlap)

S: repeat (with movement)

T: *What is left when you take away /est/?*

T&S: *nice* (place one hand out, palm facing up)

Repeat the activity with the following words: darkest, largest, highest, greatest.



Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

<p>T: <i>not (curve)</i> S: repeat. T: <i>Without /n/, what sound is left?</i> T&S: /ɔt/ *Say sound not letter name</p>	<p>T: <i>mom (curve)</i> S: repeat. T: <i>Without /m/, what sound is left?</i> T&S: /ɔm/ *Say sound not letter name</p>	<p>T: <i>jog (curve)</i> S: repeat. T: <i>Without /j/, what sound is left?</i> T&S: /ɔg/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

<p>T: <i>not (curve)</i> S: repeat. T: <i>Cut off /ɔt/ from the end, what sound is left? (make cutting motion)</i> T&S: /n/ *Say sound not letter name</p>	<p>T: <i>mom (curve)</i> S: repeat. T: <i>Without /ɔm/, what sound is left?</i> T&S: /m/ *Say sound not letter name</p>	<p>T: <i>jog (curve)</i> S: repeat. T: <i>Without /ɔg/ what sound is left?</i> T&S: /j/ *Say sound not letter name</p>
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Medial Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: <i>bed</i> /ě/, <i>ten</i> /ě/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, bed and ten have the same middle sound, /ě/.</i></p>	<p>T: <i>rag</i> /ǎ/, <i>fan</i> /ǎ/ (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, rag and fan have the same middle sound, /ǎ/.</i></p>	<p>T: <i>met</i> /ě/, <u><i>sag</i></u> /ǎ/ (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, met and <u>sag</u> have different middle sounds, /ě/ and /ǎ/.</i></p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: The missing martian missed Mars.



Week 22, Day 3

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: seek, leak

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: cheek/weak, look/book, shock/took.



Manipulating Syllables: Deleting Syllables.

Support students' ability to delete a syllable from the ending of a two-syllable word. All words are changed from two syllables to one syllable.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *fellow* (place palms face down on belly, hands overlap)

S: repeat (with movement)

T: *What is left when you take away /ow/?*

T&S: *fell* (place one hand out, palm facing up)

Repeat the activity with the following words: window, yellow, pillow, jello.



Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

<p>T: <i>sun (curve)</i> S: repeat. T: <i>Without /s/, what sound is left?</i> T&S: /ŭn/ *Say sound not letter name</p>	<p>T: <i>pup (curve)</i> S: repeat. T: <i>Without /p/, what sound is left?</i> T&S: /ŭp/ *Say sound not letter name</p>	<p>T: <i>hug (curve)</i> S: repeat. T: <i>Without /h/, what sound is left?</i> T&S: /ŭg/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

<p>T: <i>sun (curve)</i> S: repeat. T: <i>Cut off /ŭn/ from the end, what sound is left? (make cutting motion)</i> T&S: /s/ *Say sound not letter name</p>	<p>T: <i>pup (curve)</i> S: repeat. T: <i>Without /ŭp/, what sound is left?</i> T&S: /p/ *Say sound not letter name</p>	<p>T: <i>hug (curve)</i> S: repeat. T: <i>Without /ŭg/, what sound is left?</i> T&S: /h/ *Say sound not letter name</p>
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Medial Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: red /ě/, bell /ě/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, red and bell have the same middle sound, /ě/.</p>	<p>T: sap /ǎ/, cap /ǎ/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, sap and cap have the same middle sound, /ǎ/.</p>	<p>T: dug /ů/, bun /ů/ (make curve with each word) S: repeat. S: ASL symbol for yes T: Yes, dug and bun have the same middle sound, /ů/.</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Grumpy green grinch gave great gifts.



Week 22, Day 4

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *wish, dish*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: mouth/south, such/hutch, fresh/mesh.



Manipulating Syllables: Deleting Syllables.

Support students' ability to delete a syllable from the ending of a two-syllable word. All words are changed from two syllables to one syllable.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *laughter* (place palms face down on belly, hands overlap)

S: repeat (with movement)

T: *What is left when you take away /ter/?*

T&S: *laugh* (place one hand out, palm facing up)

Repeat the activity with the following words: bravest, powder, shortest, order.



Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed..

<p>T: <i>bun (curve)</i> S: repeat. T: Without /b/, what sound is left? T&S: /ūn/ *Say sound not letter name</p>	<p>T: <i>nut (curve)</i> S: repeat. T: Without /n/, what sound is left? T&S: /ūt/ *Say sound not letter name</p>	<p>T: <i>beg (curve)</i> S: repeat. T: Without /b/, what sound is left? T&S: /ëg/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

<p>T: <i>bun (curve)</i> S: repeat. T: Cut off /ūn/ from the end, what sound is left? (make cutting motion) T&S: /b/ *Say sound not letter name</p>	<p>T: <i>nut (curve)</i> S: repeat. T: Without /ūt/, what sound is left? T&S: /n/ *Say sound not letter name</p>	<p>T: <i>beg (curve)</i> S: repeat. T: Without /ëg/, what sound is left? T&S: /b/ *Say sound not letter name</p>
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Medial Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: <i>pop /ɒ/, box /ɒ/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, pop and box have the same middle sound, /ɒ/.</i></p>	<p>T: <i>hiss /ɪ/, pit /ɪ/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, hiss and pit have the same middle sound, /ɪ/.</i></p>	<p>T: <i>chess /ɛ/, <u>dash</u> /ă/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, chess and <u>dash</u> have different middle sounds, /ɛ/ and /ă/.</i></p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Shrimps **sing super sharp** songs.



Week 22, Day 5

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *chore, shore*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: chick/thick, ship/chip, chop/shop.



Manipulating Syllables: Deleting Syllables.

Support students' ability to delete a syllable from the ending of a two-syllable word. All words are changed from two syllables to one syllable.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *painter* (place palms face down on belly, hands overlap)

S: repeat (with movement)

T: *What is left when you take away /er/?*

T&S: *paint* (place one hand out, palm facing up)

Repeat the activity with the following words: longest, louder, number, member.



Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

<p>T: <i>pom (curve)</i> S: repeat. T: Without /p/, what sound is left? T&S: /õm/ *Say sound not letter name</p>	<p>T: <i>lap (curve)</i> S: repeat. T: Without /l/, what sound is left? T&S: /ãp/ *Say sound not letter name</p>	<p>T: <i>lag (curve)</i> S: repeat. T: Without /l/, what sound is left? T&S: /ãg/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

<p>T: <i>pom (curve)</i> S: repeat. T: Cut off /õm/ from the end, what sound is left? (make cutting motion) T&S: /p/ *Say sound not letter name</p>	<p>T: <i>lap (curve)</i> S: repeat. T: Without /ãp/, what sound is left? T&S: // *Say sound not letter name</p>	<p>T: <i>lag (curve)</i> S: repeat. T: Without /ãg/, what sound is left? T&S: // *Say sound not letter name</p>
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Medial Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: <i>bug /ũ/, luck /ũ/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, bug and luck have the same middle sound, /ũ/.</i></p>	<p>T: <i>hot /ǒ/, won /ũ/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, hot and won have different middle sounds, /ǒ/ and /ũ/.</i></p>	<p>T: <i>yet /ě/, pot /ǒ/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, yet and pot have different middle sounds, /ě/ and /ǒ/.</i></p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Fuzzy funny Fred fried fish.



Week 23, Day 1

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *dish, swish*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: fish/squish, cash/flash, bash/mash.



Manipulating Syllables: Deleting Syllables.

Support students' ability to delete a syllable from the ending of a two-syllable word.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *winter* (place palms face down on belly, hands overlap)

S: repeat (with movement)

T: *What is left when you take away /er/?*

T&S: *wint* (place one hand out, palm facing up)

Repeat the activity with the following words: rubber, chowder, letter, kindest.



Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

<p>T: <i>jet (curve)</i> S: repeat. T: <i>Without /j/, what sound is left?</i> T&S: /ĕt/ *Say sound not letter name</p>	<p>T: <i>bed (curve)</i> S: repeat. T: <i>Without /b/, what sound is left?</i> T&S: /ĕd/ *Say sound not letter name</p>	<p>T: <i>leg (curve)</i> S: repeat. T: <i>Without /l/, what sound is left?</i> T&S: /ĕg/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

<p>T: <i>jet (curve)</i> S: repeat. T: <i>Cut off /ĕt/ from the end, what sound is left? (make cutting motion)</i> T&S: /j/ *Say sound not letter name</p>	<p>T: <i>bed (curve)</i> S: repeat. T: <i>Without /ĕd/, what sound is left?</i> T&S: /b/ *Say sound not letter name</p>	<p>T: <i>leg (curve)</i> S: repeat. T: <i>Without /ĕg/, what sound is left?</i> T&S: /l/ *Say sound not letter name</p>
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Medial Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: <i>name, /ā/ vase /ā/ (make curve with each word)</i> S: repeat.</p>	<p>T: <i>hole /ō/, weed /ē/ (make curve with each word)</i> S: repeat .</p>	<p>T: <i>size /ī/, ripe /ī/ (make curve with each word)</i> S: repeat .</p>
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<p>S: ASL symbol for yes T: Yes, name and vase have the same middle sound, /ā/.</p>	<p>S: ASL symbol for no T: No, hole and weed have different middle sounds, /ō/ and /ē/.</p>	<p>S: ASL symbol for yes T: Yes, size and ripe have the same middle sound, /ī/.</p>
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Alliteration: Silly Sentences.
 See directions in previous lessons if needed.

Sentence: Boys blow blue bubbles.



Week 23, Day 2

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *blush, brush*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: *mush/crush, clinch/pinch, finch/cinch.*



Manipulating Syllables: Deleting Syllables.

Support students' ability to delete a syllable from the ending of a two-syllable word.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *tallest* (place palms face down on belly, hands overlap)

S: repeat (with movement)

T: *What is left when you take away /est'?*

T&S: *tall* (place one hand out, palm facing up)

Repeat the activity with the following words: *brightest, taller, snowy, cozy*



Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

<p>T: <i>men (curve)</i> S: repeat. T: Without /m/, what sound is left? T&S: /ĕn/ *Say sound not letter name</p>	<p>T: <i>leg (curve)</i> S: repeat. T: Without /l/, what sound is left? T&S: /ĕg/ *Say sound not letter name</p>	<p>T: <i>cup (curve)</i> S: repeat. T: Without /k/, what sound is left? T&S: /ĭp/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

<p>T: <i>men (curve)</i> S: repeat. T: Cut off /ĕn/ from the end, what sound is left? (make cutting motion) T&S: /m/ *Say sound not letter name</p>	<p>T: <i>leg (curve)</i> S: repeat. T: Without /ĕg/, what sound is left? T&S: // *Say sound not letter name</p>	<p>T: <i>cup (curve)</i> S: repeat. T: Without /ĭp/ what sound is left? T&S: /k/ *Say sound not letter name</p>
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Medial Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: <i>dime /i/, race /ā/</i> (make curve with each word) S: repeat.</p>	<p>T: <i>seem /ē/, peek /ē/</i> (make curve with each word) S: repeat.</p>	<p>T: <i>flute /ū/, Jack /ă//</i> (make curve with each word) S: repeat.</p>
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S: ASL symbol for no
T: *No, dime and race have different middle sounds, /ɪ/ and /ā/.*

S: ASL symbol for yes
T: *Yes, seem and peek have the same middle sound, /ē/.*

S: ASL symbol for no
T: *No, flute and Jack have different middle sounds, /ū/ and /ă/.*



Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: **Wish** and **wash** as you waddle.



Week 23, Day 3

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *screech, speech*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: reach/bleach, hunch/bunch, punch/crunch.



Manipulating Syllables: Deleting Syllables.

Support students' ability to delete a syllable from the ending of a two-syllable word.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *pinkest* (place palms face down on belly, hands overlap)

S: repeat (with movement)

T: *What is left when you take away /est'?*

T&S: *pink* (place one hand out, palm facing up)

Repeat the activity with the following words: latest, staying, frying, drying.



Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

<p>T: <i>Tom (curve)</i> S: repeat. T: <i>Without /t/, what sound is left?</i> T&S: /<i>ɔ̃</i>m/ *Say sound not letter name</p>	<p>T: <i>pot (curve)</i> S: repeat. T: <i>Without /p/, what sound is left?</i> T&S: /<i>ɔ̃</i>t/ *Say sound not letter name</p>	<p>T: <i>bug (curve)</i> S: repeat. T: <i>Without /b/, what sound is left?</i> T&S: /<i>ɔ̃</i>g/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

<p>T: <i>Tom (curve)</i> S: repeat. T: <i>Cut off /<i>ɔ̃</i>m/ from the end, what sound is left? (make cutting motion)</i> T&S: /<i>t</i>/ *Say sound not letter name</p>	<p>T: <i>pot (curve)</i> S: repeat. T: <i>Without /<i>ɔ̃</i>t/, what sound is left?</i> T&S: /<i>p</i>/ *Say sound not letter name</p>	<p>T: <i>bug (curve)</i> S: repeat. T: <i>Without /<i>ɔ̃</i>g/, what sound is left?</i> T&S: /<i>b</i>/ *Say sound not letter name</p>
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Medial Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: <i>gnat /<i>ã</i>/, zap /<i>ã</i>/ (make curve with each word)</i> S: repeat.</p>	<p>T: <i>cake /<i>ā</i>/, note /<i>ō</i>/ (make curve with each word)</i> S: repeat.</p>	<p>T: <i>side /<i>ī</i>/, type /<i>ī</i>/ (make curve with each word)</i> S: repeat.</p>
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S: ASL symbol for yes
T: Yes, *gnat* and zap have the same middle sound, /ă/.

S: ASL symbol for no
T: No, *cake* and *note* have different middle sounds, /ā/ and /ō/.

S: ASL symbol for yes
T: Yes, *side* and *type* have the same middle sound, /ī/.



Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: **Bonnie** wore a **buckle** on her bonnet.



Week 23, Day 4

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *pot, got*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: spot/not, cob/knob, Bob/slob.



Manipulating Syllables: Deleting Syllables.

Support students' ability to delete a syllable from the ending of a two-syllable word.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *teacher* (place palms face down on belly, hands overlap)

S: repeat (with movement)

T: *What is left when you take away /er/?*

T&S: *teach* (place one hand out, palm facing up)

Repeat the activity with the following words: runner, dancer, writer, longer.



Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

<p>T: <i>set (curve)</i> S: repeat. T: <i>Without /s/, what sound is left?</i> T&S: /ĕt/ *Say sound not letter name</p>	<p>T: <i>led (curve)</i> S: repeat. T: <i>Without /l/, what sound is left?</i> T&S: /ĕd/ *Say sound not letter name</p>	<p>T: <i>Kim (curve)</i> S: repeat. T: <i>Without /k/, what sound is left?</i> T&S: /ĭm/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

<p>T: <i>set (curve)</i> S: repeat. T: <i>Cut off /ĕt/ from the end, what sound is left? (make cutting motion)</i> T&S: /s/ *Say sound not letter name</p>	<p>T: <i>led (curve)</i> S: repeat. T: <i>Without /ĕd/, what sound is left?</i> T&S: // *Say sound not letter name</p>	<p>T: <i>Kim (curve)</i> S: repeat. T: <i>Without /ĭm/, what sound is left?</i> T&S: /k/ *Say sound not letter name</p>
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Medial Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: <i>code /ō/, load /ō/ (make curve with each word)</i> S: repeat.</p>	<p>T: <i>came /ā/, fade /ā/ (make curve with each word)</i> S: repeat.</p>	<p>T: <i>food /oo/, date /ā/ (make curve with each word)</i> S: repeat.</p>
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<p>S: ASL symbol for yes T: Yes, code and load have the same middle sound, /ō/.</p>	<p>S: ASL symbol for yes T: Yes, came and fade have the same middle sound, /ā/.</p>	<p>S: ASL symbol for no T: No, food and and date have different middle sounds, /oo/ and /ā/.</p>
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Alliteration: Silly Sentences.
 See directions in previous lessons if needed.

Sentence: Little lambs laughed long.



Week 23, Day 5

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *shock, sock*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: log/clog, shop/top, stop/mop.



Manipulating Syllables: Deleting Syllables.

Support students' ability to delete a syllable from the ending of a two-syllable word.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *sweetest* (place palms face down on belly, hands overlap)

S: repeat (with movement)

T: *What is left when you take away /est/?*

T&S: *sweet* (place one hand out, palm facing up)

Repeat the activity with the following words: brightest, coolest, cheapest, strongest.



Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

<p>T: <i>dig (curve)</i> S: repeat. T: Without /d/, what sound is left? T&S: /ɪg/ *Say sound not letter name</p>	<p>T: <i>cut (curve)</i> S: repeat. T: Without /k/, what sound is left? T&S: /ʏt/ *Say sound not letter name</p>	<p>T: <i>bop (curve)</i> S: repeat. T: Without /b/, what sound is left? T&S: /ɔ̃p/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

<p>T: <i>dig (curve)</i> S: repeat. T: Cut off /ɪg/ from the end, what sound is left? (make cutting motion) T&S: /d/ *Say sound not letter name</p>	<p>T: <i>cut (curve)</i> S: repeat. T: Without /ʏt/, what sound is left? T&S: /k/ *Say sound not letter name</p>	<p>T: <i>bop (curve)</i> S: repeat. T: Without /ɔ̃p/, what sound is left? T&S: /b/ *Say sound not letter name</p>
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Medial Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: <i>rake /ā/, Dave /ā/</i> (make curve with each word) S: repeat.</p>	<p>T: <i>nope /ō/, cube /ū/</i> (make curve with each word) S: repeat.</p>	<p>T: <i>tape /ā/, made /ā/</i> (make curve with each word) S: repeat.</p>
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<p>S: ASL symbol for yes T: Yes, <u>rake</u> and Dave have the same middle sound, /ā/.</p>	<p>S: ASL symbol for no T: No, nope and cube have different middle sounds, /ō/ and /ū/.</p>	<p>S: ASL symbol for yes T: Yes, tape and made have the same middle sound, /ā/.</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Lazy lizards largely lump on the stump.



Week 24, Day 1

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *drink, sink*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: think/link, glad/sad, chill/fill.



Manipulating Syllables: Deleting Syllables.

Support students' ability to delete a syllable from the ending of a two-syllable word.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *thankful* (place palms face down on belly, hands overlap)

S: repeat (with movement)

T: *What is left when you take away /ful/?*

T&S: *thank* (place one hand out, palm facing up)

Repeat the activity with the following words: grateful, parking, pleading, leading.



Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

<p>T: <i>you (curve)</i> S: repeat. T: <i>Without /y/, what sound is left?</i> T&S: /oo/ *Say sound not letter name</p>	<p>T: <i>dab (curve)</i> S: repeat. T: <i>Without /d/, what sound is left?</i> T&S: /ăb/ *Say sound not letter name</p>	<p>T: <i>rib (curve)</i> S: repeat. T: <i>Without /r/, what sound is left?</i> T&S: /rb/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

<p>T: <i>you (curve)</i> S: repeat. T: <i>Cut off /oo/ from the end, what sound is left? (make cutting motion)</i> T&S: /y/ *Say sound not letter name</p>	<p>T: <i>dab (curve)</i> S: repeat. T: <i>Without /ăb/, what sound is left?</i> T&S: /d/ *Say sound not letter name</p>	<p>T: <i>rib (curve)</i> S: repeat. T: <i>Without /rb/, what sound is left?</i> T&S: /r/ *Say sound not letter name</p>
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Medial Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: <i>poke /ō/, note /ō/ (make curve with each word)</i> S: repeat.</p>	<p>T: <i>hope /ō/, lime /ī/ (make curve with each word)</i> S: repeat.</p>	<p>T: <i>teach /ē/, beat /ē/ (make curve with each word)</i> S: repeat.</p>
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S: ASL symbol for yes
T: Yes, *poke* and *note* have the same middle sound, /ō/.

S: ASL symbol for no
T: No, *hope* and *lime* have different middle sounds, /ō/ and /ī/.

S: ASL symbol for yes
T: Yes, *teach* and *beat* have the same middle sound, /ē/.



Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: **Lucky Lucy** licked lollipops.



Week 24, Day 2

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *Pam, jam*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: thick/pick, damp/camp, stamp/ramp.



Manipulating Syllables: Deleting Syllables.

Support students' ability to delete a syllable from the ending of a two-syllable word.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: showy (place palms face down on belly, hands overlap)

S: repeat (with movement)

T: *What is left when you take away /ē/?*

T&S: *show* (place one hand out, palm facing up)

Repeat the activity with the following words: flowy, sticking, sticky, licking



Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

<p>T: <i>fin (curve)</i> S: repeat. T: Without /f/, what sound is left? T&S: /ɪn/ *Say sound not letter name</p>	<p>T: <i>sag (curve)</i> S: repeat. T: Without /s/, what sound is left? T&S: /æg/ *Say sound not letter name</p>	<p>T: <i>doll (curve)</i> S: repeat. T: Without /d/, what sound is left? T&S: /ɒl/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

<p>T: <i>fin (curve)</i> S: repeat. T: Cut off /ɪn/ from the end, what sound is left? (make cutting motion) T&S: /f/ *Say sound not letter name</p>	<p>T: <i>sag (curve)</i> S: repeat. T: Without /æg/, what sound is left? T&S: /s/ *Say sound not letter name</p>	<p>T: <i>doll (curve)</i> S: repeat. T: Without /ɒl/ what sound is left? T&S: /d/ *Say sound not letter name</p>
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Medial Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: <i>log /ð/, not /d/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, log and dot have the same middle sound, /ð/.</i></p>	<p>T: <i>bell /ɛ/, pop /ɒ/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, bell and pop have different middle sounds, /ɛ/ and /ɒ/.</i></p>	<p>T: <i>cub /ʊ/, hut /ʊ/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, cub and hut the same middle sound, /ʊ/.</i></p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: The **grinch gathered greens** grouchily.



Week 24, Day 3

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *kit, fit*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: quit/bit, slid/hid, pig/wig.



Manipulating Syllables: Deleting Syllables.

Support students' ability to delete a syllable from the ending of a two-syllable word.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *packing* (place palms face down on belly, hands overlap)

S: repeat (with movement)

T: *What is left when you take away /ing/?*

T&S: *pack* (place one hand out, palm facing up)

Repeat the activity with the following words: laughed, slowly, pelted, needy.



Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

<p>T: <i>mix (curve)</i> S: repeat. T: <i>Without /m/, what sound is left?</i> T&S: /iks/ *Say sound not letter name</p>	<p>T: <i>wax (curve)</i> S: repeat. T: <i>Without /w/, what sound is left?</i> T&S: /āks/ *Say sound not letter name</p>	<p>T: <i>box (curve)</i> S: repeat. T: <i>Without /b/, what sound is left?</i> T&S: /ōks/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

<p>T: <i>mix (curve)</i> S: repeat. T: <i>Cut off /iks/ from the end, what sound is left? (make cutting motion)</i> T&S: /m/ *Say sound not letter name</p>	<p>T: <i>wax (curve)</i> S: repeat. T: <i>Without /āks/, what sound is left?</i> T&S: /w/ *Say sound not letter name</p>	<p>T: <i>box (curve)</i> S: repeat. T: <i>Without /ōks/, what sound is left?</i> T&S: /b/ *Say sound not letter name</p>
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Medial Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: <i>comb /ō/, foam /ō/ (make curve with each word)</i> S: repeat.</p>	<p>T: <i>bake /ā/, keep /ē/ (make curve with each word)</i> S: repeat.</p>	<p>T: <i>tip /ī/, lit /ī/ (make curve with each word)</i> S: repeat.</p>
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<p>S: ASL symbol for yes T: Yes, <i>comb</i> and <i>foam</i> have the same middle sound, /ō/.</p>	<p>S: ASL symbol for no T: No, <i>bake</i> and <i>keep</i> have different middle sounds, /ā/ and /ē/.</p>	<p>S: ASL symbol for yes T: Yes, <i>tip</i> and <i>lit</i> have the same middle sound, /ī/.</p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: **T**op the basket with **t**icket and **t**asket.



Week 24, Day 4

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *snap, nap*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: rag/drag, cup/pup, tub/sub.



Manipulating Syllables: Deleting Syllables.

Support students' ability to delete a syllable from the ending of a two-syllable word. All words are changed from two syllables to one syllable.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *forming* (place palms face down on belly, hands overlap)

S: repeat (with movement)

T: *What is left when you take away /ing/?*

T&S: *form* (place one hand out, palm facing up)

Repeat the activity with the following words: looming, blooming, many, messy.



Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

<p>T: <i>Ted (curve)</i> S: repeat. T: <i>Without /t/, what sound is left?</i> T&S: /ĕd/ *Say sound not letter name</p>	<p>T: <i>Ben (curve)</i> S: repeat. T: <i>Without /b/, what sound is left?</i> T&S: /ĕn/ *Say sound not letter name</p>	<p>T: <i>sock (curve)</i> S: repeat. T: <i>Without /s/, what sound is left?</i> T&S: /ŏk/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

<p>T: <i>Ted (curve)</i> S: repeat. T: <i>Cut off /ĕd/ from the end, what sound is left? (make cutting motion)</i> T&S: /t/ *Say sound not letter name</p>	<p>T: <i>Ben (curve)</i> S: repeat. T: <i>Without /ĕn/, what sound is left?</i> T&S: /b/ *Say sound not letter name</p>	<p>T: <i>sock (curve)</i> S: repeat. T: <i>Without /ŏk/, what sound is left?</i> T&S: /s/ *Say sound not letter name</p>
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Medial Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: <i>lime /ī/, vine /ī/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, lime and vine have the same middle sound, /ī/.</i></p>	<p>T: <i>lock /ō/, size /ī/</i> (make curve with each word) S: repeat. S: ASL symbol for no T: <i>No, lock and size have different middle sounds, /ō/ and /ī/.</i></p>	<p>T: <i><u>cape</u> /ā/, make /ā/</i> (make curve with each word) S: repeat. S: ASL symbol for yes T: <i>Yes, <u>cape</u> and and make have the same middle sound, /ā/.</i></p>
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Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: **Silver shells** stuffed with **snails**.



Week 24, Day 5

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *had, bad*

S: repeat.

S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: pack/quack, six/fix, rock/lock.



Manipulating Syllables: Deleting Syllables.

Support students' ability to delete a syllable from the ending of a two-syllable word.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *lasting* (place palms face down on belly, hands overlap)

S: repeat (with movement)

T: *What is left when you take away /ing/?*

T&S: *last* (place one hand out, palm facing up)

Repeat the activity with the following words: dumping, mowing, drinking, blinking.



Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

<p>T: <i>tap (curve)</i> S: repeat. T: Without /t/, what sound is left? T&S: /ăp/ *Say sound not letter name</p>	<p>T: <i>lid (curve)</i> S: repeat. T: Without /l/, what sound is left? T&S: /īd/ *Say sound not letter name</p>	<p>T: <i>got (curve)</i> S: repeat. T: Without /g/, what sound is left? T&S: /ōt/ *Say sound not letter name</p>
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Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

<p>T: <i>tap (curve)</i> S: repeat. T: Cut off /ăp/ from the end, what sound is left? (make cutting motion) T&S: /t/ *Say sound not letter name</p>	<p>T: <i>lid (curve)</i> S: repeat. T: Without /īd/, what sound is left? T&S: // *Say sound not letter name</p>	<p>T: <i>got (curve)</i> S: repeat. T: Without /ōt/, what sound is left? T&S: /g/ *Say sound not letter name</p>
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Medial Sound: Same or Different?
See directions in previous lessons if needed.

<p>T: <i>soap /ō/, cope /ō/</i> (make curve with each word) S: repeat.</p>	<p>T: <i>pan /ā/, fin /ī/</i> (make curve with each word) S: repeat.</p>	<p>T: <i>less /ě/, set /ě/</i> (make curve with each word) S: repeat.</p>
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S: ASL symbol for yes
T: Yes, soap and cope have the same middle sound, /ō/.

S: ASL symbol for no
T: No, pan and fin have different middle sounds, /ā/ and /ī/.

S: ASL symbol for yes
T: Yes, less and set have the same middle sound, /ě/.



Alliteration: Silly Sentences.

See directions in previous lessons if needed.

Sentence: Green gophers gobble garbage.

