



Reading Done Right  
Practical, Effective Support

# Sounds First

## Phonemic Awareness Program

Grade 2  
Weeks 1–8

# Table of Contents

<b>Acknowledgements</b> .....	1
<b>Program Overview</b> .....	2
<b>Lessons</b> .....	21
Week 1 .....	22
Week 2 .....	36
Week 3 .....	47
Week 4 .....	58
Week 5 .....	69
Week 6 .....	84
Week 7 .....	95
Week 8 .....	108

## Best for All: Sounds First Activities for Phonemic Awareness PreK through 2<sup>nd</sup> Grade

Developed for the Tennessee Department of Education Foundational Skills Supplement

CC by NC license with this statement about use and re-use:

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

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

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



**Attribution-NonCommercial 2.0 Generic**  
(CC BY-NC 2.0)

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

**Why a Robust Phonemic Awareness Component From PreK–2<sup>nd</sup> Grade?**

*First - What is Phonemic Awareness Anyway?*

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

*Why Such a Robust Approach?*

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

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

### **Why Phonemic Awareness is SO Important for All Students to Master:**

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

#### *How Do We Store Words in Our Memory Anyway?*

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

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

1. He did some work on his rose garden.
2. He did some work on his rows garden.
3. He did some work on his roze garden.

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

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

### **Why Does This Advanced Phonemic Awareness Component Continue Into 2<sup>nd</sup> Grade? We've Never Done That Before!**

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

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

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

That said, the built-in assessments allow for students to go through the lesson sequence at different speeds. Once students have demonstrated mastery of all the skills, they can 'graduate' and you can concentrate on the students who need more time to get there. It is strongly recommended that 2nd grade teachers assess their students for phonemic awareness as a baseline as early in the year as possible. It is likely, especially if your students haven't had much exposure to advanced phonemic awareness, that they will need more experiences with skills from the first grade - or even kindergarten - sequence. In anticipation of that, the scope and sequence charts for K and 1st grade are included along with 2nd grade's in this introduction.

It is also possible that 2nd grade teachers will not immediately be comfortable with the precise pronunciations and explanations successful coaching in phonemic awareness requires. If you feel an orientation or refresher would be a good idea, there are videos and resources linked in the first appendix to help you acclimate. They are organized in priority order, and make it clear how much of a time commitment each level of learning represents.

#### **About the Daily Lessons:**

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

The lessons are carefully built to develop linguistic dexterity and acuity. While the focus always stays on the sounds of whole words and their parts, those words are often embedded in full, fun sentences. While you should have fun with your students when going through this

program, there is one thing that is high-stakes. You must master accurate and crisp phoneme pronunciation yourself and insist on it from your students. This skill is equally important in phonics as in phonemic awareness. Letter sounds and all phonemes need to be crisply and accurately enunciated so children can hear them inside words and get an accurate audio of the words those phonemes make when smoothly blended together. There are two short video resources in the first Appendix (“What You Can Do to Prepare: To Learn More and Get Ready to Teach This Program With Your Students”). They are both in the first section: “*If You Can Only Do One Thing And Have NO TIME (less than 15 minutes).*” There is no overstating of how vital this is.

#### *A Few Words About Building Word Knowledge:*

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

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

#### *About the Lesson Structure*

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

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

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

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

Remember, it can be very difficult for students to feel and hear the seams between the sounds, especially in blends. Try it. Pronounce the word “lamp.” While you can feel your mouth change position from one sound to the next, it is so quick, it almost feels imperceptible. Slow the process down. Can you feel how with each sound, there is a physical change happening? Deleting phonemes in words (particularly in blends) is challenging for this reason. It is really important that when you stretch the word, you pronounce each sound clearly. Doing this supports students’ ability to segment the sounds in the spoken word.

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

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

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

**S:** repeat

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

**T:** ***Watch me!***

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

**T:** ***Your turn!***

**S:** repeat

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

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

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

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

There are a few things to note:

- the target word is always bolded.



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

### *The Developmental Stages*

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

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

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

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

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

### *What's Special About Second Grade*

There are 90 lessons in Second Grade, six weeks fewer than the other grades. This is so for several reasons. First, if you and your second graders are just adopting the program, you won't be familiar with how to coach your students through these activities and they may take some time. Second, your students may not have mastery of the earlier skills in the sequence and you may need to go back and work on

the easier versions of the 2nd grade skills. As a quick reference, the Kindergarten and First Grade Scope and Sequence charts are included below along with the second grade program.

If none of those factors apply, the sequence can be completed by about mid-year for your students who are quick at picking up the advanced phonemic awareness skills (presuming they have that solid foundation in basic phonemic awareness). The remaining time is then freed up to provide additional practice opportunities as well as pinpointed support and focus so *every one of your students succeeds* in the mastering (automatic) phase for all the phonemic awareness activities by the end of the school year.

As with the other grades, if you are using the full TNFSS, these lessons will start appearing in Week 3 as part of the foundational skills lessons.

### Kindergarten Phonemic Awareness Scope and Sequence

Rhyme																								
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
<b>Skill</b>	Repetition		Recognition				Judgement				Completion				Production									
<b>Activity</b>	Feel the Rhyme		Do They Rhyme This Time?				Listen Well, Can You Tell?				Make it Rhyme				That's Not Right!		Popcorn Rhyme		Mix It Up		Rhyme It			

Manipulating Syllables																												
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24				
<b>Skill</b>	<b>Two Syllables</b>  Delete one syllable in a compound word.  sandbox → sand sandbox → box						<b>Two Syllables</b>  Delete one syllable in a non-compound word.  sister → sis sister → ter						<b>Three Syllables</b>  Delete one syllable in a compound word.  basketball → basket pineapple → apple						<b>Three Syllables</b>  Delete first syllable in a non-compound word.  remember → member						Mix it Up			
<b>Activity</b>	Leave a Syllable Off						Leave a Syllable Off						Put the Beat in Your Pocket						Put the Beat in Your Pocket									

Manipulating Phonemes																										
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		
<b>Skill</b>	<b>Delete</b> single phoneme onset from one-syllable word.  fall → all				<b>Delete</b> rime unit from one-syllable word.  fall → /f/				Mix It Up	<b>Substitute</b> single phoneme onset in one-syllable word.  fall → mall				<b>Substitute</b> rime unit in one-syllable word.  sun → sat				Mix It Up	<b>Delete</b> the first sound from the second syllable in a two-syllable word.  winter → winner				<b>Substitute</b> first sound in the second syllable in a two-syllable word.  winning → wishing			
<b>Activity</b>	Cut Off the Sound Part 1 (onset)				Silence the End (rime)					Change the Sound Part 1				Change the End (rime)					Cut Off the Sound Part 2				Change the Sound Part 2			

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

### First Grade Scope and Sequence

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

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

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

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

### Second Grade Scope and Sequence

All lessons contain three parts: **Sound Study**, **Manipulating Phonemes**, and **Spoonerisms**. The following tables show the activities and skills taught in Second Grade. Notice that instruction in **Manipulating Phonemes** moves through three stages: Experiencing (E) (light gray), Knowing (K) (medium gray), and Mastering (M) (dark gray). Unshaded weeks denote review weeks. **Sound Study** lessons include a review of skills designed to continue to develop automaticity. Mix It Up is an activity that is periodically embedded in the curriculum. It provides practice with the accumulated skills to that point.

Sound Study																		
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>Activity</b>	Sound Scientists	Mix It Up!		Playing With Blocks		Sound Scientists		Mix It Up!	Oral Chaining		Mix It Up!	Oral Chaining		Mix It Up!	Sound Scientists		Mix It Up!	

Manipulating Phonemes																		
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>Skill</b>	<b>Delete</b> the second sound in an initial blend with two sounds.  Ex: skip → sip Challenge: <b>Delete</b> the third sound in a word that begins with a blend.  Ex: straight → state			<b>Substitute</b> the second sound in an initial blend.  Ex: slate → skate			<b>Substitute</b> the ending consonant sound.  Ex: seed → seat			<b>Substitute</b> the ending consonant sound (from an ending blend).  Ex: arm → ark			<b>Delete</b> the first sound in an ending blend from a one-syllable word.  Ex: desk → deck			<b>Substitute</b> the first sound from an ending blend in a one-syllable word (Splits an ending blend).  Ex: lift → list		
<b>Activity</b>	Cut the Second Sound in Initial Blend  *Note: Week 2 also has an activity called <b>Cut the Sound After the Blend</b>			Change the Second Sound in an Initial Blend			Change the Final Sound of the Word			Change the Final Sound of Words with Blends			Delete the First Sound of an Ending Blend			Substitute the First Sound of an Ending Blend		

The phonemic awareness skills in second grade are advanced while still being fun and lively. Teachers may find themselves having to think hard and focus right along with their students! This may be especially true for teachers who have never taught phonemic awareness before. Mature readers just don't think very often about the sounds inside of words and how hard they may be for novice readers to distinguish. However, it is essential that students be able to do so to cement their automatic word recognition. So both fun *and* critically important - what's better than that? One more note: If your students really like the Spoonerisms challenge that ends each day's sequence of activities, consider getting a copy of one of the *Runny Babbit* books, by Shel Silverstein, which is built around spoonerisms.

### **Making Phonemic Awareness Part of Your Classroom Culture**

Don't isolate phonemic awareness to just the few minutes a day that these lessons will take up! Beyond the fun lessons you'll see in this resource, we also encourage you to fold reinforcement of the phonemic skills you're working on into your phonics teaching and even

when you read aloud and do other language rich parts of your day. Make it a habit for your students to listen alertly to the sounds in and across words and to enjoy them. They will profit so much from doing so!

### **Making Phonemic Awareness Games Part of Your Classroom Management**

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

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

### **Assessing**

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

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

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

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

Because the program stretches across four years, with overlap to ensure all students meet success, assessment records should follow the students between PreK through 2<sup>nd</sup> grade.

**Closing:**

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



# Appendices

## What you can do to prepare: to learn more and get ready to teach this program with your students:

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

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

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

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

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

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

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

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

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

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


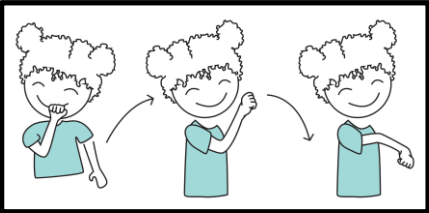
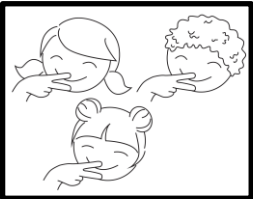
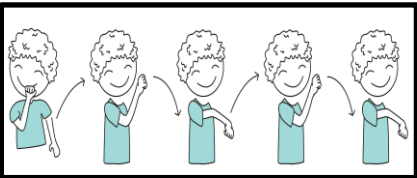
Dr. Dave Kilpatrick, who has been most responsible for raising the importance of advanced phonemic awareness, did [several webinars for CORE](#). You may need to register before the links work, but the webinars are free. Here is the link.






<https://www.corelearn.com/core-kilpatrick-webinar-series-202004/core-kilpatrick-webinar-series-on-demand-202004/>

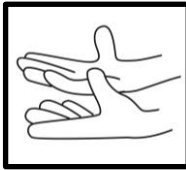
*If You Want to Become Fully Advance Phonemic Awareness Immersed:*

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

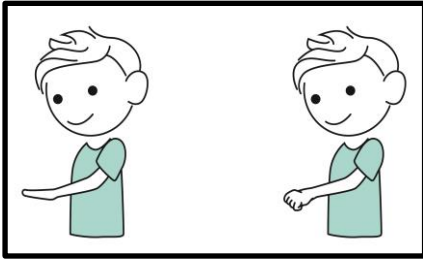
**Glossary of Symbols and Terms**  
(In alphabetical order)

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

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



**Segmenting Syllables.** Place palms upwards to separate syllables in a two-syllable word. Place hand upwards, say *hand* (first syllable), place second hand upwards, say *stand* (second syllable), *handstand*.



**Snatch the Sound.** An action or motion completed with your hand in isolation or after the word curve.

In pre-K, use this motion to show they snatch or isolate the initial and final sound of a word.

In First Grade, students revisit this idea. Only this time, they use this motion to snatch the final sound of a word to symbolize deleting it (taking it away).

**Syllable**

Single, unbroken sound consisting of one vowel sound and consonants. For example, nap is a one-syllable word, it has one vowel sound. Whereas nap/kin is a two-syllable word, it has two vowel sounds.



**Yes (American Sign Language, ASL).** Students answer yes to questions during a lesson. Make a fist with your hand and move it up and down like you are nodding your head yes, but with your fist.

This action is used in pre-K lessons.

**Whip Around Assessment**

Quick assessment of a single skill, done during the Mastering weeks, in groups of 5, and intended to assess mastery of that skill in just a few minutes.

\*Optional in pre-K since mastering of phonemic awareness is not expected so early.

## Sources

Edfeldt, A. W. (1960). *Silent speech and silent reading*. University of Chicago Press. Chicago.

Hardyck, C. D., & Petrinovich, L. F. (1970). Subvocal speech and comprehension level as a function of the difficulty level of reading material. *Journal of Verbal Learning & Verbal Behavior*, 9, 647–652.

Heggerty, Michael (2020 ed). *Phonemic awareness: The skills that they need to help them succeed*. Literacy Resources, Inc. Oak Park, IL.

Kilpatrick, David A. (2012) Phonological segmentation assessment is not enough: A comparison of three phonological awareness tests with first and second graders. *Canadian Journal of School Psychology* 27(2) 150–165.

Kilpatrick, David A. (2016). *Equipped for reading success: A comprehensive, step by step program for developing phoneme awareness and fluent word recognition*. Case & Kirsch Publishers. Syracuse, NY.

Perfetti, C. A., Beck, I., Bell, L., & Hughes, C. (1987). Phonemic knowledge and learning to read are reciprocal: A longitudinal study of first grade children. *Merrill-Palmer Quarterly*, 33, 283–319.

Shaywitz, S. E., Fletcher, J. M., Holahan, J. M., Shneider, A. E., Marchione, K. E., Stuebing, K. K., ... & Shaywitz, B. A. (1999). Persistence of dyslexia: The Connecticut longitudinal study at adolescence. *Pediatrics*, 104(6), 1351-1359.

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York, NY: Alfred A. Knopf

Swank, L. K., & Catts, H.W. (1994). Phonological awareness and written word decoding. *Language, Speech, and Hearing Services in Schools*, 25, 9–14.

Vaessen, A., & Blomert, L. (2010). Long-term cognitive dynamics of fluent reading development. *Journal of Experimental Child Psychology*, 105, 213–231.

# Lessons



**Word Analysis: Sound Scientists.**

Skills (various):

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

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

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

<b>Sentences and Words to Use</b>	<b>Questions to Ask</b> (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	<b>Answers</b>
<i>If you leave the milk out too long, it might <b>spoil</b>. <b>Spoil</b>.</i>	How many syllables are in the word <b>spoil</b> ? How many sounds are in the word <b>spoil</b> ? What are they? What is the third sound in the word <b>spoil</b> ? Where do you hear the sound /l/? (beginning, middle or end)? What two sounds do you hear at the beginning of the word? What word would you have if you take off /sp/?	1 4, /s/ /p/ /oi/ /l/ /oi/ end /sp/ oil
<i><b>Remember</b> to take out the garbage this evening. <b>Remember.</b></i>	How many syllables are in the word <b>remember</b> ? What are they? What vowel sound do you hear in the first syllable? 2nd? 3rd? What is the second sound in the second syllable? What word do you get if you add /ing/ to the end of <b>remember</b> ? What word do you get if you add /d/ to the end of <b>remember</b> ? What word do you get if you take off /re/?	3, /re/ /mem/ /ber/ /ē/, /e/, /er/ /e/ remembering remembered member





# E

## **Manipulating Phonemes:** Cut the Second Sound in Initial Blend.

Skill: Delete the second sound in an initial blend. Ex: *Skip to sip*.

In order to do this, students must be able to split the two phonemes in the onset. They must isolate the second one, delete it, and then blend the remaining phoneme with the rime to pronounce the new word. This is more difficult than deleting the first sound in an initial blend, as they did in First Grade, because they need to delete an internal sound. Because your students may have more experience with this than you do at first, they may be more comfortable! Think about letting them be the ‘teacher’ and explain to the class what things like ‘the word on the curve’ look like.

**Important Note:** Lessons in the Experiencing stage support students to say the “word on the curve” by making the curve with their hand. This curve will be familiar to students who have used this curriculum in previous grades. This is similar to the Cut off the Sound activity in First Grade. The difference between this and the First Grade skill is that now students delete the second sound of the initial blend, not the first sound. It can be very difficult for students to feel and hear the seams between the sounds, especially in blends, so be sure to pronounce each sound clearly and cleanly as you stretch the word.

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

1. Say the sentence with rhythm and expression.
2. Tell the students to repeat.
3. Say the targeted word while making a curve motion with your hand out and forward from your mouth. Explain that this “is the word on the curve.”
4. Place your fist under your chin and say, “Keep the first sound to make a new word.” Tell students you are deleting the second sound and say the word while you move your hand forward and make the curve motion.
5. Say the new word aloud.
6. Tell the students to repeat steps 4 and 5, with motions.
7. Together, with students, repeat the new word while making curve motion.

<b>Do this one first. Practice it a few times with the students:</b>	<b>Repeat with the following sentences:</b>
<b>T:</b> <i>Try new food, it might be good.</i> <b>S:</b> repeat <b>T:</b> <i>Try is the word on the curve</i> (while moving hand out from mouth in a curve). <b>T:</b> <i>Keep the first sound to make a new word, don't say /r/, put the rest of the</i>	<i>I want to be a teacher when I <b>grow</b> up</i> (without /r/ = go).  <i>Don't walk too <b>slow</b>, we will be late!</i>

word on the curve. /t/-/ī/ (while moving hand out in a curve), tie.

**S:** /t/ - /ī/ (while moving hand out in a curve), tie.

**T&S:** Tie is the new word on the curve (while moving hand out from mouth in a curve).

(without /l/ = so).

Stand on your tiptoes to **sneak** around (without /n/ = seek).

**Skip** down the street to see me (without /k/ = sip).



### Alliteration Activity: Spoonerisms.

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

‘Spoonerisms’ are fun word play (fun plord way) that sound like silly mistakes but are always created by swapping the first phonemes (or blends) between two words. It will be your students’ jobs to figure out what the phrase is *supposed* to be when they do the mental work of swapping the initial sounds of the words back where they belong. Doing this just by sound is challenging but very good for developing advanced phonemic manipulations. Your students will probably get good at this fast and should love this daily ritual. They will soon be making up spoonerisms of their own.

(Hint: Make sure you know what the spoonerism ‘should be’ before you read it! Otherwise it’s easy to mispronounce these).

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

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

**T:** *brister and sother*

**S:** *Sister and brother!*

**T:** *That’s right! Sister and brother.*

**Repeat the process with these words:** novie might (movie night)





**Word Analysis:** Sound Scientists.

Skills (various):

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

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

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

Sentences and Words to Use	Questions to Ask (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
<i>My brother is a <b>musician</b>. He plays the drums in a band.</i> <b>Musician.</b>	How many syllables are in the word <b>musician</b> ? What are they? What is the vowel sound in the first syllable? 2nd? 3rd? What is the first sound in the last syllable? How can the word <b>music</b> help us understand the word <b>musician</b> ?	3, /mu/ /si/ /cian/ /ū/, /i/, /i/ or /u/ /sh/ (music is in <b>musician</b> )
<i>I can run <b>farther</b> than my brother.</i> <b>Farther.</b>	How many syllables are in the word <b>farther</b> ? What are they? What is far without /f/? What word do you have if you change /ther/ in <b>farther</b> to /thest/?	2, /far/ /ther/ /ar/ farthest
<i>I can run farther than my <b>brother</b>.</i> <b>Brother.</b>	How many syllables are in the word <b>brother</b> ? What are they? What is the vowel sound in the first syllable? What word do you have if you replace /br/ with /m/?	2, /broth/ /er/ /u/ mother



**Manipulating Phonemes:** Cut the Second Sound in Initial Blend.

Skill: Delete the second sound in an initial blend. Ex: *Skip to sip*.

In order to do this, students must be able to split the two phonemes in the onset. They must isolate the second one, delete it, and then blend the remaining phoneme with the rime to pronounce the new word. This is more difficult than deleting the first sound in an initial blend, as they did in First Grade, because they need to delete an internal sound. It can be very difficult for students to feel and hear the seams between the sounds, especially in blends, so be sure to pronounce each sound clearly and cleanly as you stretch the word so each sound in the word has a moment to be heard by students.

Do this one first:	Repeat with the following sentences:
<p><b>T:</b> <i><b>Clap</b> your hands to show you like it!</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i><b>Clap</b> is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Keep the first sound to make a new word, don't say //, put the rest of the word on the curve. /k/- /ap/ (while moving hand out in a curve), cap.</i></p> <p><b>S:</b> /k/ - /ap/ (while moving hand out in a curve), cap.</p> <p><b>T&amp;S:</b> <i>Cap is the new word on the curve (while moving hand out from mouth in a curve).</i></p>	<p><i><b>Blend</b> the paint colors with your brush (without // = bend).</i></p> <p><i>I have a great <b>plan</b> to make it all happen! (without // = pan).</i></p> <p><i>I love to <b>ski</b> in the snow (without /k/ = <u>see</u>).</i></p> <p><i>I have <b>free</b> time to play (without /r/ = <u>fee</u>).</i></p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** *Gall bame*

**S:** *Ball game*

**T:** *That's right! Ball game!*





**Word Analysis: Sound Scientists.**

Skills (various):

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

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

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

<b>Sentences and Words to Use</b>	<b>Questions to Ask</b> (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	<b>Answers</b>
<i>My mom says I am <b>forgetful</b>. I never remember to take out the garbage. <b>Forgetful</b>.</i>	How many syllables are in the word <b>forgetful</b> ? What are they? What vowel sound do you hear in the first syllable? 2nd? 3rd? What is the second sound in the second syllable? What word do you get if you take off the last syllable?	3, /for/ /get/ /ful/ /ō/ or /or/, /e/, /u/ /e/ forget
<i>My mom says I am forgetful. I <b>never</b> remember to take out the garbage. <b>Never</b>.</i>	How many syllables are in the word <b>never</b> ? What are they? What vowel sound do you hear in the first syllable? 2nd? What is the last sound in the first syllable? What word do you get if you take off the first sound in <b>never</b> ?	2, /nev/ /er/ /e/, /er/ /v/ ever
<i>My mom says I am forgetful. I never remember to take out the <b>garbage</b>. <b>Garbage</b>.</i>	How many syllables are in the word <b>garbage</b> ? What are they? What is the first sound you hear in the second syllable? What is the last sound you hear in the second syllable? What vowel sound do you hear in the second syllable?	2, /gar/ /bage/ /b/ /j/ /i/



# E

## Manipulating Phonemes: Cut the Second Sound in Initial Blend.

Skill: Delete the second sound in an initial blend. Ex: *Skip to sip.*

In order to do this, students must be able to split the two phonemes in the onset. They must isolate the second one, delete it, and then blend the remaining phoneme with the rime to pronounce the new word. This is more difficult than deleting the first sound in an initial blend, as they did in First Grade, because they need to delete an internal sound. It can be very difficult for students to feel and hear the seams between the sounds, especially in blends, so be sure to pronounce each sound clearly and clearly as you stretch the word.

Do this one first:	Repeat with the following sentences:
<p><b>T:</b> <i>The light will <b>glow</b> at night!</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <b>Glow</b> is the word on the curve (while moving hand out from mouth in a curve).</p> <p><b>T:</b> <i>Keep the first sound to make a new word, don't say /l/, put the rest of the word on the curve. /g/ - /ō/ (while moving hand out in a curve), go.</i></p> <p><b>S:</b> /g/-/ō/ (while moving hand out in a curve), go.</p> <p><b>T&amp;S:</b> <i>Go is the new word on the curve (while moving hand out from mouth in a curve).</i></p>	<p><i>I have pretzels for my <b>snack</b></i> (without /n/ = sack).</p> <p><i>I eat <b>plain</b> yogurt with fruit</i> (without /l/ = pain).</p> <p><i>Be careful not to <b>break</b> your toy.</i> (without /r/ = bake).</p> <p><i>I love to make pb&amp;j with <b>bread</b></i> (without /r/ = bed).</p>



### Alliteration Activity: Spoonerisms

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

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

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

**T:** *Blay pall*

**S:** *Play ball!*

**T:** *That's right! Play ball.*



Week 1, Day 4



**Word Analysis: Sound Scientists.**

Skills (various):

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

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

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

<b>Sentences and Words to Use</b>	<b>Questions to Ask</b> (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	<b>Answers</b>
<i>Last week we went <b>camping</b>. While we were there, we went fishing and hiking. <b>Camping</b>.</i>	How many syllables are in the word <b>camping</b> ? What are they? What is the vowel sound in the first syllable? How many sounds are in the first syllable? What are they? What word do you have if you replace /ing/ with /er/?	2, /camp/ /ing/ /a/ 4, /k/ /a/ /m/ /p/ camper
<i>Last week we went camping. While we were there, we went <b>fishing</b> and hiking. <b>Fishing</b>.</i>	How many syllables are in the word fishing? What are they? What is the vowel sound in the first syllable? How many sounds are in the first syllable? What are they? What word do you have if you replace /ing/ with /iz/?	2, /fish/ /ing/ /i/ 3, /f/ /i/ /sh/ fishes
<i>Last week we went camping. While we were there, we went fishing and <b>hiking</b>. <b>Hiking</b>.</i>	How many syllables are in the word hiking? What are they? What is the vowel sound in the first syllable? What word do you have if you replace /ing/ with /s/?	2, /hike/ /ing/ or /hi/ /king/ /ī/ hikes





# E

## Manipulating Phonemes: Cut the Second Sound in Initial Blend.

Skill: Delete the second sound in an initial blend. Ex: *Skip to sip*.

In order to do this, students must be able to split the two phonemes in the onset. They must isolate the second one, delete it, and then blend the remaining phoneme with the rime to pronounce the new word. This is more difficult than deleting the first sound in an initial blend, as they did in First Grade, because they need to delete an internal sound. It can be very difficult for students to feel and hear the seams between the sounds, especially in blends, so be sure to pronounce each sound clearly and cleanly as you stretch the word.

Do this one first:	Repeat with the following sentences:
<p><b>T:</b> <b><i>Crouch</i></b> down to pick it up.</p> <p><b>S:</b> repeat</p> <p><b>T:</b> <b><i>Crouch</i></b> is the word on the curve (while moving hand out from mouth in a curve).</p> <p><b>T:</b> Keep the first sound to make a new word, don't say /r/, put the rest of the word on the curve. /k/ - /ouch/ (while moving hand out in a curve), couch.</p> <p><b>S:</b> /k/ - /ouch/ (while moving hand out in a curve), couch.</p> <p><b>T&amp;S:</b> Couch is the new word on the curve (while moving hand out from mouth in a curve).</p>	<p><b>Speed</b> down the road on your bike (without /p/ = seed).</p> <p>Don't <b>brag</b> about your win. (without /r/ = bag).</p> <p><b>Brake</b> fast to stop (without /r/ = bake).</p> <p>Watch the magician's <b>trick</b> (without /r/ = tick).</p>



### Alliteration Activity: Spoonerisms.

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

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

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

**T:** *Ty meacher*

**S:** My teacher.

**T:** *That's right! My teacher*





**Word Analysis:** Sound Scientists.

Skills (various):

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

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

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

<b>Sentences and Words to Use</b>	<b>Questions to Ask</b> (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	<b>Answers</b>
<i>How many <b>instruments</b> can you hear in this song? I hear a piano, a guitar, and a violin. <b>Instruments.</b></i>	How many syllables in the word <b>instruments</b> ? What are they? How many sounds are in the first syllable? What are they? What is the vowel sound in the first syllable? What is the first sound you hear in the word instruments? Last?	3, /in/ /stru/ /ments/ 2, /i/ /n/ /i/ /i/, /s/
<i>How many instruments can you <b>hear</b> in this song? I hear a piano, a guitar, and a violin. <b>Hear.</b></i>	How many syllables are in the word <b>hear</b> ? What is the vowel sound in the word <b>hear</b> ? What word do you get if you replace /r/ with /t/? /h/ with /n/? Give a word that rhymes with <b>hear</b> .	1 /ē/ heat, near (various -ear, -ier)
<i>I hear a piano, a guitar, and a <b>violin</b>. <b>Violin.</b></i>	How many syllables are in the word <b>violin</b> ? What are they? What is the vowel sound in the first syllable? The last? What word do you get if you replace /lin/ with /let?	3, /vi/ /o/ /lin/ /ī/, /i/ <u>violet</u>



# E

## Manipulating Phonemes: Cut the Second Sound in Initial Blend.

Skill: Delete the second sound in an initial blend. Ex: *Skip to sip*.

In order to do this, students must be able to split the two phonemes in the onset. They must isolate the second one, delete it, and then blend the remaining phoneme with the rime to pronounce the new word. This is more difficult than deleting the first sound in an initial blend, as they did in First Grade, because they need to delete an internal sound. It can be very difficult for students to feel and hear the seams between the sounds, especially in blends, so be sure to pronounce each sound clearly and clearly as you stretch the word.

Do this one first:	Repeat with the following sentences:
<p><b>T:</b> <i><b>Sway</b> from side to side.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i><b>Sway</b> is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Keep the first sound to make a new word, don't say /w/, put the rest of the word on the curve. /s/ - /ā/ (while moving hand out in a curve), say.</i></p> <p><b>S:</b> /s/ - /ā/ (while moving hand out in a curve), say.</p> <p><b>T:</b> <i>What is the new word on the curve?</i></p> <p><b>S:</b> Say is the new word on the curve (while moving hand out from mouth in a curve).</p>	<p><b>Play</b> with your toys for a while (without /l/ = pay).</p> <p>Sally had an identical <b>twin</b> (without /w/ = tin).</p> <p>The <b>snail</b> has a hard shell (without /n/ = sail).</p> <p>Be careful not to <b>slip</b> and fall (without /l/ = sip).</p>



### Alliteration Activity: Spoonerisms.

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

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

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

**T:** *War stars*

**S:** *Star Wars*

**T:** *That's right! Star Wars*



## Week 2, Day 1



### Mix it Up!

Skills Reviewed (not all will necessarily be included every day):

- Delete or substitute onset or rime
- Delete or substitute the first sound (from a blend)
- Delete the final phoneme
- Substitute the medial vowel

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

#### Directions:

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

#### Procedure:

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

Example:	Words and Prompts to Use:	
<p><b>T:</b> Say <i>get</i>. <b>S:</b> get <b>T:</b> Now say <i>get</i> but change /e/ to /o/. <b>S:</b> got <b>T:</b> Yes. Got. When we change /e/ to /o/, the word is <i>got</i>.</p>	<p>goat (change /ō/ to /ā/ = gate) scream (without /s/ = cream) rain (without /n/ = ray) ant (without /t/ = an) fix (without /ix/ = /f/)</p>	<p>flip (without /f/ = lip) need (without /d/ = knee) cape (change /ā/ to /ē/ = keep) sun (change /un/ to /it/ = sit) hid (change /i/ to /a/ = had)</p>



**Manipulating Phonemes:** Cut the Sound After the Blend.

Skill: Delete *the third sound in a word that begins with a blend. Ex: Straight to state.*

In order to do this, students must be able delete the phoneme after the blend. Remind students that phoneme blends are two sounds that blend together.

**Begin Gradual Release:** Encourage students to say new words on their own. Continue to pronounce each sound clearly and cleanly as you say each word. Support students with challenge words where they are deleting the third sound after the blend.

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

1. Say the sentence with rhythm and expression.
2. Tell the students to repeat.
3. Say the targeted word while making a curve motion with your hand out and forward from your mouth. Explain that this “is the word on the curve.”
4. Instruct students to delete a sound and make a new word on the curve.

Do this one first. Practice it a few times with the students:	Repeat with the following sentences:
<p><b>T:</b> Don't <b><u>stray</u></b> away from the group.</p> <p><b>S:</b> repeat</p> <p><b>T:</b> <b><u>Stray</u></b> is the word on the curve (while moving hand out from mouth in a curve).</p> <p><b>T:</b> Keep the first blend to make a new word, don't say /r/, put the rest of the word on the curve. /st/ - /ā/ (while moving hand out in a curve), stay.</p> <p><b>S:</b> /st/ - /ā/ (while moving hand out in a curve), stay.</p> <p><b>T:</b> What is the new word on the curve?</p> <p><b>S:</b> Stay is the new word on the curve (while moving hand out from mouth in a curve).</p>	<p>People were amazed by the <b><u>splendor</u></b> of the sparkling lights (without /l/ = spender).</p> <p>I hear the <b><u>stream</u></b> of water in the distance (without /r/ = <u>steam</u>).</p> <p>Move a <b><u>strand</u></b> of hair out of the way (without /r/ = stand).</p> <p><b>Spread</b> the peanut butter on the bread (without /r/ = sped).</p>



**Alliteration Activity:** Spoonerisms.

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

‘Spoonerisms’ are fun word play (fun plord way) that sound like silly mistakes but are always created by swapping the first phonemes (or blends) between two words. It will be your students’ jobs to figure out what the phrase is *supposed* to be when they do the mental work of swapping the initial sounds of the words back where they belong. Doing this just by sound is challenging but very good for developing advanced phonemic manipulations. Your students will probably get good at this fast and should love this daily ritual. They will soon be making up spoonerisms of their own.

(Hint: make sure you know what the spoonerism ‘should be’ before you read it! Otherwise it’s easy to mispronounce these).

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

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

**T:** *cot hereal*

**S:** Hot cereal!

**T:** *That’s right! Hot cereal.*





## Week 2, Day 2



### Mix it Up!

Skills Reviewed (not all will necessarily be included every day):

- Delete or substitute onset or rime
- Delete or substitute the first sound (from a blend)
- Delete the final phoneme
- Substitute the medial vowel

### Directions:

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

### Procedure:

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

Example:	Words and Prompts to Use:
<p><b>T:</b> Say <i>get</i>. <b>S:</b> get <b>T:</b> Now say <i>get</i> but change /e/ to /o/. <b>S:</b> got <b>T:</b> Yes. Got. When we change /e/ to /o/, the word is got.</p>	<p>pen (change /e/ to /a/ = pan)      bait (change /ā/ to /ī/ = bite) hat (change /at/ to /ot/ = hot)      breeze (change /b/ to /t/ = trees) tab (without /ab/ = /t/) lap (change /a/ to /i/ = lip)      fell (change /e/ to /i/ = fill) flute (without /f/ = loot)      <u>rove</u> (without /v/ = row) pan (change /a/ to /e/ = pen)</p>



### Manipulating Phonemes: Cut the Sound After the Blend.

Skill: Delete *the third sound in a word that begins with a blend*. Ex: *Straight to state*.

In order to do this, students must be able delete the phoneme after the blend. Remind students that phoneme blends are two sounds that blend together.

Do this one first:	Repeat with the following sentences:
<p><b>T:</b> Put a knot in the <b>string</b>.</p> <p><b>S:</b> repeat</p> <p><b>T:</b> <b>String</b> is the word on the curve (while moving hand out from mouth in a curve).</p> <p><b>T:</b> Keep the first blend to make a new word, don't say /r/, put the rest of the word on the curve. /st/ - /ing/ (while moving hand out in a curve), sting.</p> <p><b>S:</b> /st/ - /ing/ (while moving hand out in a curve), sting.</p> <p><b>T:</b> What is the new word on the curve?</p> <p><b>S:</b> Sting is the new word on the curve (while moving hand out from mouth in a curve).</p>	<p><b>Stroke</b> the cat gently (without /r/ = <u>stoke</u>).</p> <p>The runner had a <b>sprain</b> in his ankle (without /r/ = <u>Spain</u>).</p> <p>He <b>strove</b> very hard to remain calm. (without /r/ = stove).</p> <p>I have to <b>scrape</b> the paint off the table. (without /r/ = <u>scape</u>).</p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** Fy mather.

**S:** My father.

**T:** That's right! My father.



**Week 2, Day 3**



**Mix it Up!**

Skills Reviewed (not all will necessarily be included every day):

- Delete or substitute onset or rime
- Delete or substitute the first sound (from a blend)
- Delete the final phoneme
- Substitute the medial vowel

**Directions:**

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

**Procedure:**

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

Example:	Words and Prompts to Use	
<p><b>T:</b> Say <i>get</i>.</p> <p><b>S:</b> get</p> <p><b>T:</b> Now say <i>get</i> but change /e/ to /o/</p> <p><b>S:</b> got</p> <p><b>T:</b> Yes. Got. When we change /e/ to /o/, the word is got.</p>	<p>slam (change /am/ to /im/ = <u>slim</u>)</p> <p>pan (change /a/ to /ī/ = pine)</p> <p>card (without /d/ = car)</p> <p>sing (change /i/ to /a/= sang)</p> <p>sun (without /un/ = /s/)</p>	<p>hit (change /i/ to /u/ = hut)</p> <p>sleep (without /s/ = leap)</p> <p>big (change /ig/ to /ag/ = bag)</p> <p>cream (change /k/ to /d/ = dream)</p> <p><u>dim</u> (change /i/ to /ī/ = dime)</p>



**Manipulating Phonemes:** Cut the Second Sound in Initial Blend.

Skill: Delete the second sound in an initial blend. Ex: *Skip to sip*.

In order to do this, students must be able to split the two phonemes in the onset. They must isolate the second one, delete it, and then blend the remaining phoneme with the rime to pronounce the new word. This is more difficult than deleting the first sound in an initial blend, as they did in First Grade, because they need to delete an internal sound. It can be very difficult for students to feel and hear the seams between the sounds, especially in blends, so be sure to pronounce each sound clearly and clearly as you stretch the word.

Do this one first:	Repeat with the following sentences:
<p><b>T:</b> She could <b>spell</b> words very well.  <b>S:</b> repeat  <b>T:</b> <b>Spell</b> is the word on the curve (while moving hand out from mouth in a curve).  <b>T:</b> Keep the first sound to make a new word, don't say /p/, put the rest of the word on the curve. /s/ - /el/ (while moving hand out in a curve), sell.  <b>S:</b> /s/ - /el/ (while moving hand out in a curve), sell.  <b>T:</b> What is the word on the curve?  <b>S:</b> Sell is the new word on the curve (while moving hand out from mouth in a curve).</p>	<p>My pants <b>cling</b> to everything            (without /l/ = king).              Eat ice cream with a <b>spoon</b>            (without /p/ = soon).              Did the soccer player <b>score</b> a goal?            (without /k/ = <u>soar</u>).    <b>Bleach</b> has a strong smell            (without /l/ = beach).</p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** Dold cay.

**S:** Cold day!

**T:** That's right! Cold day.



**Week 2, Day 4**



**Mix it Up!**

Skills Reviewed (not all will necessarily be included every day):

- Delete or substitute onset or rime
- Delete or substitute the first sound (from a blend)
- Delete the final phoneme
- Substitute the medial vowel

**Directions:**

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

**Procedure:**

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

Example:	Words and Prompts to Use:	
<p><b>T:</b> Say <i>get</i>.</p> <p><b>S:</b> get</p> <p><b>T:</b> Now say <i>get</i> but change /e/ to /o/</p> <p><b>S:</b> got</p> <p><b>T:</b> Yes. Got. When we change /e/ to /o/, the word is got.</p>	<p>pat (change /a/ to /i/ = pit)</p> <p>plane (without /n/ = play)</p> <p>met (without /et/ = /m/)</p> <p>inch (without /ch/ = in)</p> <p>cut (change /u/ to /a/ = cat)</p>	<p>keep (change /k/ to /l/ = leap)</p> <p>trap (without /t/ = rap)</p> <p><u>slop</u> (change /o/ to /ō/ = <u>slope</u>)</p> <p>froze (change /oze/ to /eeze/ = freeze)</p> <p>seem (change /ē/ to /u/ = sum)</p>



**Manipulating Phonemes:** Cut the Second Sound in Initial Blend.

Skill: Delete the second sound in an initial blend. Ex: *Skip to sip*.

In order to do this, students must be able to split the two phonemes in the onset. They must isolate the second one, delete it, and then blend the remaining phoneme with the rime to pronounce the new word. This is more difficult than deleting the first sound in an initial blend, as they did in First Grade, because they need to delete an internal sound. It can be very difficult for students to feel and hear the seams between the sounds, especially in blends, so be sure to pronounce each sound clearly and clearly as you stretch the word.

Do this one first:	Repeat with the following sentences:
<p><b>T:</b> Look at the snow<b>flake</b> falling from the sky.  <b>S:</b> repeat  <b>T:</b> <b>Flake</b> is the word on the curve (while moving hand out from mouth in a curve).  <b>T:</b> Keep the first sound to make a new word, don't say //, put the rest of the word on the curve. /f/ - /āk/ (while moving hand out in a curve), fake.  <b>S:</b> /f/ - /āk/ (while moving hand out in a curve), fake.  <b>T:</b> What is the word on the curve?  <b>S:</b> Fake is the new word on the curve (while moving hand out from mouth in a curve).</p>	<p>She stays after school for drama <b>club</b> (without // = cub).  The <b>frog</b> hopped high (without /r/ = fog).  My sister can <b>drive</b> a car (without /r/ = dive).  The play took place on the <b>stage</b> (without /t/ = <u>sage</u>).</p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** Bit the hall.

**S:** Hit the ball!

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



## Week 2, Day 5



### Mix it Up!

Skills Reviewed (not all will necessarily be included every day):

- Delete or substitute onset or rime
- Delete or substitute the first sound (from a blend)
- Delete the final phoneme
- Substitute the medial vowel

### Directions:

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

### Procedure:

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

Example:	Words and Prompts to Use:
<p><b>T:</b> Say <i>get</i>. <b>S:</b> get <b>T:</b> Now say <i>get</i> but change /e/ to /o/ <b>S:</b> got <b>T:</b> Yes. Got. When we change /e/ to /o/, the word is got.</p>	<p><u>f</u>leet (without /t/ = <u>f</u>lee)      <u>l</u>ack (change /a/ to /ī/ = like) main (change /ā/ to /ī/ = mine)      read (change /ē/ to /ō/ = road) <u>m</u>alt (without /t/ = mall)      <u>b</u>land (without /b/ = land) pass (change /a/ to /ā/ = pace)      net (change /e/ to /i/ = knit) rain (change /r/ to /ch/ = chain)      <u>b</u>r<u>a</u>ce (change /b/ to /g/ = <u>g</u>race)</p>



**Manipulating Phonemes:** Cut the Second Sound in Initial Blend.

Skill: Delete the second sound in an initial blend. Ex: *skip* to *sip*.

In order to do this, students must be able to split the two phonemes in the onset. They must isolate the second one, delete it, and then blend the remaining phoneme with the rime to pronounce the new word. This is more difficult than deleting the first sound in an initial blend, as they did in First Grade, because they need to delete an internal sound. It can be very difficult for students to feel and hear the seams between the sounds, especially in blends, so be sure to pronounce each sound clearly and cleanly as you stretch the word.

Do this one first:	Repeat with the following sentences:
<p><b>T:</b> <i><b>Plant</b> the trees in a line.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i><b>Plant</b> is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Keep the first sound to make a new word, don't say //, put the rest of the word on the curve. /p/ - /ant/ (while moving hand out in a curve), pant.</i></p> <p><b>S:</b> /p/ - /ant/ (while moving hand out in a curve), pant.</p> <p><b>T:</b> <i>What is the word on the curve?</i></p> <p><b>S:</b> <i>Pant is the new word on the curve (while moving hand out from mouth in a curve).</i></p>	<p><i>I <b>sweat</b> when I run (without /w/ = set).</i></p> <p><i>The boy had <b>blond</b>, curly hair (without // = <u>bond</u>).</i></p> <p><i>She worked as a <b>spy</b>, looking for clues (without /p/ = <u>sigh</u>).</i></p> <p><i>In the summertime, we cook on the <b>grill</b> (without /r/ = <u>gill</u>).</i></p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** *Dowy snay.*

**S:** *Snowy day!*

**T:** *That's right! Snowy day.*





## Week 3, Day 1



### Mix it Up!

Skills Reviewed (not all will necessarily be included every day):

- Delete or substitute onset or rime
- Delete or substitute the first sound (from a blend)
- Delete the final phoneme
- Substitute the medial vowel

#### Directions:

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

#### Procedure:

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

Example:	Words and Prompts to Use:	
<p><b>T:</b> Say <i>get</i>. <b>S:</b> get <b>T:</b> Now say <i>get</i> but change /e/ to /o/ <b>S:</b> got <b>T:</b> Yes. <i>Got</i>. When we change /e/ to /o/, the word is <i>got</i>.</p>	<p>win (change /i/ to /e/ = when) gym (change /im/ to /em/ = <u>gem</u>) moon (without /n/ = moo) <u>grasp</u> (without /p/ = grass) spill (change /i/ to /e/ = spell)</p>	<p>tooth (without /th/ = too) rise (without /r/ = eyes) truth (without /th/ = true) wreath (change /r/ to /t/ = teeth) red (without /ed/ = /r/)</p>



# M

## Manipulating Phonemes: Cut Off the Sound After the Blend.

Skill: Delete the second phoneme in an initial blend. Ex: *Skip* to *sip*.

**Important Note:** By the Mastering stage, most students should be deleting the second phoneme from a blend in a one syllable word automatically (in less than 2 seconds). The Whip Around assessment should be administered individually to students throughout the week during a time that is convenient to pull them. The assessment provides instructions for how this can look along with directions for administering it and guidance for how to support students who have not yet mastered this skill.

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <u>slope</u> <b>S:</b> repeat <b>T:</b> Now say slope without // (put your finger to your lips to show silence) <b>S:</b> soap <b>T:</b> Yes, slope without // is soap.</p>	<p><u>cloak</u> (without // = Coke) <u>flinch</u> (without // = finch) flight (without // = flight) crab (without /r/ = <u>cab</u>) bleep (without // = beep) <u>glaze</u> (without // = <u>gaze</u>) snore (without /n/ = <u>sore</u>) <u>crook</u> (without /r/ = cook)</p>



### Alliteration Activity: Spoonerisms.

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

‘Spoonerisms’ are fun word play (fun plord way) that sound like silly mistakes but are always created by swapping the first phonemes (or blends) between two words. It will be your students’ jobs to figure out what the phrase is *supposed* to be when they do the mental work of swapping the initial sounds of the words back where they belong. Doing this just by sound is challenging but very good for developing advanced phonemic manipulations. Your students will probably get good at this fast and should love this daily ritual. They will soon be making up spoonerisms of their own.

(Hint: make sure you know what the spoonerism ‘should be’ before you read it! Otherwise it’s easy to mispronounce these).

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

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

**T:** *shake a tower*

**S:** Take a shower!

**T:** *That's right! Take a shower.*



**Week 3, Day 2**



**Mix it Up!**

Skills Reviewed (not all will necessarily be included every day):

- Delete or substitute onset or rime
- Delete or substitute the first sound (from a blend)
- Delete the final phoneme
- Substitute the medial vowel

**Directions:**

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

**Procedure:**

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

Example:	Words and Prompts to Use:	
<p><b>T:</b> Say <i>get</i>.</p> <p><b>S:</b> get</p> <p><b>T:</b> Now say <i>get</i> but change /e/ to /o/.</p> <p><b>S:</b> got</p> <p><b>T:</b> Yes. <i>Got</i>. When we change /e/ to /o/, the word is <i>got</i>.</p>	<p>rain (without /n/ = ray)</p> <p><u>rack</u> (change /ack/ to /ib/ = rib)</p> <p>stage (without /j/ = stay)</p> <p>beat (change /ē/ to /ō/ = boat)</p> <p>speech (without /s/ = peach)</p>	<p>has (change /as/ to /is/ = his)</p> <p>grape (without /p/ = gray)</p> <p>brown (change /b/ to /k/ = crown)</p> <p>met (change /e/ to /i/ = <u>mitt</u>)</p> <p>feel (change /ē/ to /ā/ = fail)</p>





**Manipulating Phonemes:** Cut Off the Sound After the Blend.

Skill: Delete the second phoneme in an initial blend. Ex: *Skip* to *sip*.

Administer Whip Around Assessment this week.

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <u>brief</u></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Now say brief without /r/. (put your finger to your lips to show silence)</i></p> <p><b>S:</b> beef</p> <p><b>T:</b> <i>Yes, brief without /r/ is beef.</i></p>	<p>crawl (without /r/ = call)</p> <p>sleep (without /l/ = <u>seep</u>)</p> <p><u>swift</u> (without /w/ = <u>sift</u>)</p> <p><u>fleet</u> (without /l/ = feet)</p> <p>truck (without /r/ = tuck)</p> <p><u>pluck</u> (without /l/ = <u>puck</u>)</p> <p>frame (without /r/ = <u>fame</u>)</p> <p><u>trail</u> (without /r/ = tail)</p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** *Dash the wishes.*

**S:** Wash the dishes!

**T:** *That’s right! Wash the dishes.*



### Week 3, Day 3



## Mix it Up!

Skills Reviewed (not all will necessarily be included every day):

- Delete or substitute onset or rime
- Delete or substitute the first sound (from a blend)
- Delete the final phoneme
- Substitute the medial vowel

### Directions:

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

### Procedure:

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

Example:	Words and Prompts to Use:	
<p><b>T:</b> Say <i>get</i>. <b>S:</b> get <b>T:</b> Now say <i>get</i> but change /e/ to /o/. <b>S:</b> got <b>T:</b> Yes. Got. When we change /e/ to /o/, the word is got.</p>	<p>hat (change /a/ to /u/ = hut) <u>beam</u> (without /m/ = bee) same (without /m/ = say) gum (change /g/ to /th/ = thumb) pan (change /an/ to /en/ = pen)</p>	<p>flip (without /f/ = lip) need (without /d/ = knee) cape (change /ā/ to /ē/ = keep) sun (change /un/ to /it/ = sit) hide (change /ide/ to /id/ = hid)</p>



# M

## Manipulating Phonemes: Cut Off the Sound After the Blend.

Skill: Delete the second phoneme in an initial blend. Ex: *Skip* to *sip*.

Administer Whip Around Assessment this week.

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <i>dream</i> <b>S:</b> repeat <b>T:</b> <i>Now say dream without /r/. (put your finger to your lips to show silence)</i> <b>S:</b> <u>deem</u> <b>T:</b> <i>Yes, dream without /r/ is deem.</i></p>	<p><u>prep</u> (without /r/ = pep) <u>spunk</u> (without /p/ = sunk) <u>sleek</u> (without /l/ = seek) <u>drawn</u> (without /r/ = dawn) stack (without /t/ = sack) <u>scope</u> (without /k/ = soap) <u>prance</u> (without /r/ = pants) smack (without /m/ = sack)</p>



### Alliteration Activity: Spoonerisms.

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

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

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

**T:** *Rean your cloom.*

**S:** Clean your room!

**T:** *That's right! Clean your room.*



## Week 3, Day 4



### Mix it Up!

Skills Reviewed (not all will necessarily be included every day):

- Delete or substitute onset or rime
- Delete or substitute the first sound (from a blend)
- Delete the final phoneme
- Substitute the medial vowel

#### Directions:

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

#### Procedure:

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

Example:	Words and Prompts to Use:	
<p><b>T:</b> Say <i>get</i>. <b>S:</b> get <b>T:</b> Now say <i>get</i> but change /e/ to /o/. <b>S:</b> got <b>T:</b> Yes. <i>Got</i>. When we change /e/ to /o/, the word is <i>got</i>.</p>	<p>slid (change /i/ to /ī/ = slide) shown (without /n/ = show) <u>ti</u>ll (change /i/ to /aw/ = tall) got (change /o/ to /ō/ = goat) cup (change /up/ to /an/ = can)</p>	<p>boot (without /t/ = boo) twin (without /t/ = win) tin (change /i/ to /e/ = ten) sit (change /it/ to /eat/ = seat) seed (without /d/= see)</p>





# M

## Manipulating Phonemes: Cut Off the Sound After the Blend.

Skill: Delete the second phoneme in an initial blend. Ex: *Skip* to *sip*.

Administer Whip Around Assessment this week.

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <u>sl</u>ing</p> <p><b>S:</b> repeat</p> <p><b>T:</b> Now say <i>sling</i> without // (put your finger to your lips to show silence)</p> <p><b>S:</b> sing</p> <p><b>T:</b> Yes, <i>sling</i> without // is <i>sing</i>.</p>	<p>steel (without /t/ = seal)</p> <p><u>br</u>each (without /r/ = beach)</p> <p><u>sw</u>am (without /w/ = Sam)</p> <p><u>pl</u>atter (without // = <u>pat</u>ter)</p> <p>stole (without /t/ = <u>so</u>le)</p> <p>broom (without /r/ = boom)</p> <p><u>tr</u>ot (without /r/ = <u>to</u>t)</p> <p><u>st</u>ill (without /t/ = sill)</p>



### Alliteration Activity: Spoonerisms.

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

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

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

**T:** *keep the fat*

**S:** Feed the cat!

**T:** *That's right! Feed the cat.*



## Week 3, Day 5



### Mix it Up!

Skills Reviewed (not all will necessarily be included every day):

- Delete or substitute onset or rime
- Delete or substitute the first sound (from a blend)
- Delete the final phoneme
- Substitute the medial vowel

#### Directions:

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

#### Procedure:

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

Example:	Words and Prompts to Use:	
<p><b>T:</b> Say <i>get</i>. <b>S:</b> get <b>T:</b> Now say <i>get</i> but change /e/ to /o/. <b>S:</b> got <b>T:</b> Yes. Got. When we change /e/ to /o/, the word is got.</p>	<p>dish (change /ish/ to /ash/ = <u>dash</u>) soap (without /p/ = sew/so) flow (change /f/ to /s/= slow) tenth (without /th/ = ten) fix (without /ix/ = /f/)</p>	<p>beg (change /e/ to /u/ = bug) troop (without /p/ = true) lined (without /d/ = line) <u>sling</u> (change /s/ say /k/ = <u>cling</u>) fin (change /i/ to /ō/ = phone)</p>





**Manipulating Phonemes:** Cut Off the Sound After the Blend.

Skill: Delete the second phoneme in an initial blend. Ex: *Skip* to *sip*.

Administer Whip Around Assessment this week.

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <u>friction</u>  <b>S:</b> repeat  <b>T:</b> Now say <i>friction</i> without /r/. (put your finger to your lips to show silence)  <b>S:</b> <u>fiction</u>  <b>T:</b> Yes, <i>friction</i> without /r/ is <i>fiction</i>.</p>	<p><u>stash</u> (without /t/ = sash)  brow (without /r/ = bow)  <u>slender</u> (without /l/ = sender)  flavor (without /l/ = favor)  <u>trickle</u> (without /r/ = tickle)  <u>Split</u> (without /p/ = <u>slit</u>)  <u>strove</u> (without /r/ = stove)  <u>scold</u> (without /k/ = sold)</p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** It’s a billy sook.

**S:** It’s a silly book!

**T:** That’s right! It’s a silly book.



## Week 4, Day 1



### Mix it Up!

Skills Reviewed (not all will necessarily be included every day):

- Delete or substitute onset or rime
- Delete or substitute the first sound (from a blend)
- Delete the final phoneme
- Substitute the medial vowel

### Directions:

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

### Procedure:

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

Example:	Words and Prompts to Use:
<p><b>T:</b> Say <i>get</i>. <b>S:</b> get <b>T:</b> Now say <i>get</i> but change /e/ to /o/. <b>S:</b> got <b>T:</b> Yes. Got. When we change /e/ to /o/, the word is got.</p>	<p>met (change /et/ to /eet/ = meet) went (without /t/ = when) head (change /ed/ to /ill/ = hill) word (without /d/ = were) <u>plot</u> (without /p/ = lot)</p> <p>mend (without /d/ = men) clue (change /k/ to /g/= glue) lad (change /ad/ to /id/ = lid) lake (change /ā/ to /ē/ = leak) bent (without /t/ = been)</p>



**Manipulating Phonemes:** Change the Second Sound in Initial Blend.

Skill: Substitute the second sound in an initial blend. Ex: *Snore* to *store*.

In order to do this, students must be able to split the two phonemes in the onset. They must isolate the second one, replace it with another phoneme, and then blend the remaining phoneme with the rime to pronounce the new word. This is more difficult than substituting the first sound in an initial blend, as they did in first grade, because they need to delete and replace an internal sound. Model skill for students in order for them to master the ability to change the second sound in an initial blend to make a new word.

**Important Note:** Lessons in the Experiencing stage support students to say the “word on the curve” by making the curve with their hand. This curve will be familiar to students who have used this curriculum in previous grades. It can be very difficult for students to feel and hear the seams between the sounds, especially in blends, so be sure to pronounce each sound clearly and cleanly as you stretch the word.

**Verbal Emphasis:** Emphasize the sound the blend makes by segmenting the initial blend and the rime. This is especially important because students need to hear the blend in the initial word in order to change the blend to make a new word.

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

1. Say the sentence with rhythm and expression.
2. Tell the students to repeat.
3. Say the targeted word (onset blend-rime) while making a curve motion with your hand out and forward from your mouth. Explain that this is the word on the curve.
4. Prompt students to “make a change” by changing the second sound in the blend. Model how to change the second sound of the blend and say the new word aloud.
5. Tell the students to repeat step 4, with motions.
6. Together, with students, repeat the new word while making curve motion.

Practice and model this with the students to become comfortable with the procedure:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>She was asked to <b>spy</b> on her brother to see what he was doing.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>/sp/- /i/ is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /p/ to /k/ to make a new word. /Sk/-/i/ is the new</i></p>	<p><i>Sit in the <b>grass</b> (/gr/-/äs/) outside. (change /r/ to /l/ = glass (/gl/-/äs/))</i></p> <p><i>I get to <b>fly</b> (/fl/ - /i/) in an airplane. (change /l/ to /r/ = fry (/fr/- /i/)).</i></p>

word on the curve (while moving hand out from mouth to in a curve).

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

**T&S:** Sky is the new word on the curve (while moving hand out from mouth in a curve).

**Sweep** (/sw/-/ēp/) the floor with the broom. (change /w/ to /l/ = sleep (/sl/-/ēp/))

She **grew** (/gr/-/oo/) tall over the summer. (change /r/ to /l/ = glue (/gl/ - /oo/))



**Alliteration Activity:** Spoonerisms.

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

'Spoonerisms' are fun word play (fun plord way) that sound like silly mistakes but are always created by swapping the first phonemes (or blends) between two words. It will be your students' jobs to figure out what the phrase is *supposed* to be when they do the mental work of swapping the initial sounds of the words back where they belong. Doing this just by sound is challenging but very good for developing advanced phonemic manipulations. Your students will probably get good at this fast and should love this daily ritual. They will soon be making up spoonerisms of their own.

(Hint: make sure you know what the spoonerism 'should be' before you read it! Otherwise it's easy to mispronounce these).

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

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

**T:** *Stuck it yinks.*

**S:** *Yuck it stinks!*

**T:** *That's right! Yuck it stinks.*



## Week 4, Day 2



### Mix it Up!

Skills Reviewed (not all will necessarily be included every day):

- Delete or substitute onset or rime
- Delete or substitute the first sound (from a blend)
- Delete the final phoneme
- Substitute the medial vowel

### Directions:

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

### Procedure:

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

Example:	Words and Prompts to Use:	
<p><b>T:</b> Say <i>get</i>. <b>S:</b> get <b>T:</b> Now say <i>get</i> but change /e/ to /o/. <b>S:</b> got <b>T:</b> Yes. Got. When we change /e/ to /o/, the word is got.</p>	<p>hot (change /o/ to /a/ = hat) <u>grove</u> (without /v/ = grow) shelf (without /f/ = shell) pool (change /p/ to /t/ = tool) bag (change /a/ to /u/ = bug)</p>	<p><u>range</u> (without /j/ = rain) <u>lack</u> (change /ack/ to /id/ = lid) milk (without /k/ = mill) <u>deck</u> (change /e/ to /u/ = duck) flap (change /a/ to /i/ = lip)</p>



**Manipulating Phonemes:** Change the Second Sound in Initial Blend.

Skill: Substitute the second sound in an initial blend. Ex: *Snore to store*.

In order to do this, students must be able to split the two phonemes in the onset. They must isolate the second one, replace it with another phoneme, and then blend the remaining phoneme with the rime to pronounce the new word. This is more difficult than substituting the first sound in an initial blend, as they did in first grade, because they need to delete and replace an internal sound.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> The lights <b>glow</b> at night.  <b>S:</b> repeat  <b>T:</b> /gl/- /ō/ is the word on the curve (while moving hand out from mouth in a curve).  <b>T:</b> Change /l/ to /r/ to make a new word. /gr/-/ō/ is the new word on the curve (while moving hand out from mouth to in a curve).  <b>S:</b> repeat (with hand motions)  <b>T&amp;S:</b> Grow is the new word on the curve (while moving hand out from mouth in a curve).</p>	<p>The <b>smart</b> (/sm/-/art/) thing to do is look both ways before you cross the street. (change /m/ to /t/ = start (/st/-/art/))  He <b>spoke</b> (/sp/-/ōk/) very loudly. (change /p/ to /m/ = smoke (/sm/- /lōk/))  Henry did not have a <b>clue</b> (/k/-/oo/) his sister came to surprise him. (change /l/ to /r/ = <u>crew</u> (/kr/-/oo/))  Try to <b>cram</b> (/kr/-/am/) everything in the suitcase. (change /r/ to /l/ = clam (/kl/ - /am/))</p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** Bead a rook.

**S:** Read a book!

**T:** That’s right! Read a book.





**Week 4, Day 3**



**Mix it Up!**

Skills Reviewed (not all will necessarily be included every day):

- Delete or substitute onset or rime
- Delete or substitute the first sound (from a blend)
- Delete the final phoneme
- Substitute the medial vowel

**Directions:**

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

**Procedure:**

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

Example:	Words and Prompts to Use:	
<p><b>T:</b> Say <i>get</i>.</p> <p><b>S:</b> get</p> <p><b>T:</b> Now say <i>get</i> but change /e/ to /o/.</p> <p><b>S:</b> got</p> <p><b>T:</b> Yes. Got. When we change /e/ to /o/, the word is got.</p>	<p><u>fate</u> (change /ā/ to /ī/ = fight)</p> <p>cap (without /ap/ = /k/)</p> <p>proof (without /p/ = roof)</p> <p><u>weld</u> (without /d/ = well)</p> <p>fries (change /f/ to /p/ = prize)</p>	<p>rock (change /ock/ to /ake/ = rake)</p> <p>main (change /ā/ to /oo/ = moon)</p> <p>dance (without /s/ = Dan)</p> <p>scarf (without /f/ = scar)</p> <p><u>tense</u> (without /s/ = ten)</p>



**Manipulating Phonemes:** Change the Second Sound in Initial Blend.

Skill: Substitute the second sound in an initial blend. Ex: *Snore* to *store*.

In order to do this, students must be able to split the two phonemes in the onset. They must isolate the second one, replace it with another phoneme, and then blend the remaining phoneme with the rime to pronounce the new word. This is more difficult than substituting the first sound in an initial blend, as they did in first grade, because they need to delete and replace an internal sound.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i><b>Sneak</b> in the room without making noise.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>(/sn/-/ēk/) is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /n/ to /p/ to make a new word. /sp/-/ēk/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T&amp;S:</b> <i>Speak is the new word on the curve (while moving hand out from mouth in a curve).</i></p>	<p><i>I drink <b>skim</b> (/sk/-/im/) milk. (change /k/ to /w/ = swim (/sw/-/im/))</i></p> <p><i>Put the picture in the <b>frame</b> (/fr/-/ām/). (change /r/ to /l/ = flame (/fl/- /ām/))</i></p> <p><i>He <b>spoke</b> very loudly (/sp/-/ōk/). (change /p/ to /m/ = smoke (/sm/-/ōk/))</i></p> <p><i>Sally got <b>brand</b> (/br/-/and/) new clothes for the first day of school. (change /r/ to /l/ = <u>bland</u> (/bl/ - /and/))</i></p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** *Lurn on the tights.*

**S:** Turn on the lights!

**T:** *That’s right! Turn on the lights.*



**Week 4, Day 4**



**Mix it Up!**

Skills Reviewed (not all will necessarily be included every day):

- Delete or substitute onset or rime
- Delete or substitute the first sound (from a blend)
- Delete the final phoneme
- Substitute the medial vowel

**Directions:**

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

**Procedure:**

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

Example:	Words and Prompts to Use:	
<p><b>T:</b> Say <i>get</i>.</p> <p><b>S:</b> get</p> <p><b>T:</b> Now say <i>get</i> but change /e/ to /o/.</p> <p><b>S:</b> got</p> <p><b>T:</b> Yes. Got. When we change /e/ to /o/, the word is got.</p>	<p>run (change /u/ to /ā/ = rain)</p> <p>glad (change /ad/ to /ade/ = <u>glade</u>)</p> <p>trash (change /t/ to /k/= crash)</p> <p>hold (without /d/ = hole)</p> <p>sixth (without /th/ = six)</p>	<p>moose (change /m/ to /g/ = goose)</p> <p><u>mild</u> (without /d/ = mile)</p> <p>time (change /ime/ to /ap/ = tap)</p> <p>dad (change /a/ to /i/ = did)</p> <p>bag (without /ag/ = /b/)</p>



**Manipulating Phonemes:** Change the Second Sound in Initial Blend.

Skill: Substitute the second sound in an initial blend. Ex: *Snore to store*.

In order to do this, students must be able to split the two phonemes in the onset. They must isolate the second one, replace it with another phoneme, and then blend the remaining phoneme with the rime to pronounce the new word. This is more difficult than substituting the first sound in an initial blend, as they did in first grade, because they need to delete and replace an internal sound.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>Ouch! Tim got <b>stung</b> by a bee.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>(/st/-ung/) is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /t/ to /w/ to make a new word. /sw/-ung/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T&amp;S:</b> <i>Swung is the new word on the curve (while moving hand out from mouth in a curve).</i></p>	<p><i>There was <b>steak</b> (/st/-āk) cooking at the cookout (change /k/ to /n/ = snake (/sn/-āk)).</i></p> <p><i>The chef used a <b>spice</b> (/sp/-īs/) to make the food hot (change /p/ to /l/ = slice (/sl/-īs)).</i></p> <p><i>Bananas and apples are types of <b>fruit</b> (/fr/-oot/) (change /r/ to /l/ = flute (/fl/-oot)).</i></p> <p><i>He played the <b>grand</b> (/gr/-and/) piano beautifully (change /r/ to /l/ = gland (/gl/-and)).</i></p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** *Dose the cloor.*

**S:** Close the door!

**T:** *That's right! Close the door.*



**Week 4, Day 5**



**Mix it Up!**

Skills Reviewed (not all will necessarily be included every day):

- Delete or substitute onset or rime
- Delete or substitute the first sound (from a blend)
- Delete the final phoneme
- Substitute the medial vowel

**Directions:**

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

**Procedure:**

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

Example:	Words and Prompts to Use:	
<p><b>T:</b> Say <i>get</i>.  <b>S:</b> get  <b>T:</b> Now say <i>get</i> but change /e/ to /o/.  <b>S:</b> got  <b>T:</b> Yes. Got. When we change /e/ to /o/, the word is got.</p>	<p>hat (change /a/ to /o/ = hot)                      mad (change /ad/ to /ade/ = made)                      gold (without /old/ = /g/)                      sleep (without /s/ = leap)                      film (without /m/ = fill)</p>	<p><u>crane</u> (change /k/ to /t/= train)                      card (without /d/ = car)  <u>slope</u> (without /p/ = slow)                      farm (without /arm/ = /f/)                      get (change /et/ to /ate/ = gate)</p>



**Manipulating Phonemes:** Change the Second Sound in Initial Blend.

Skill: Substitute the second sound in an initial blend. Ex: *Snore to store*.

In order to do this, students must be able to split the two phonemes in the onset. They must isolate the second one, replace it with another phoneme, and then blend the remaining phoneme with the rime to pronounce the new word. This is more difficult than substituting the first sound in an initial blend, as they did in first grade, because they need to delete and replace an internal sound.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> Rosa thinks it's fun to <b>prank</b> people.</p> <p><b>S:</b> repeat</p> <p><b>T:</b> (<b>/pr/-/ank/</b>) is the word on the curve (while moving hand out from mouth in a curve).</p> <p><b>T:</b> Change /r/ to /l/ to make a new word. /pl/-/ank/ is the new word on the curve (while moving hand out from mouth to in a curve).</p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T&amp;S:</b> <u>Plank</u> is the new word on the curve (while moving hand out from mouth in a curve).</p>	<p>Sally knows how to <b>spell</b> (/sp-/el/) very well (change /p/ to /m/ = smell (/sm-/el/)).</p> <p>The <b>clown</b> entertained the children (/kl/-/oun/) (change /l/ to /r/ = crown (/kr/- /oun/)).</p> <p>The <b>scout</b> (/sk/-/out/) leader gave the girl a badge (change /k/ to /p/ = <u>spout</u> (/sp/-/out/)).</p> <p>"My daughter wrote me a <b>sweet</b> (/sw/- /ēt/) note," said the mom (change /w/ to /l/ = <u>sleet</u> (/sl/ - /ēt/)).</p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** Mimb a clountain.

**S:** Climb a mountain!

**T:** That's right! Climb a mountain.



Week 5, Day 1



**Rime Units:** Playing with Blocks.

Skills:

- Segmenting, deleting, substituting, and adding sounds to rime units.

**Important Note:** Rime units are key building blocks within words. In this activity, students add, substitute, and delete sounds around those units to generate new words.

**Directions:** Tell students that there are “sound chunks” that we hear often in words. For example, you can hear /at/ in words like *splat*, and *matter*. You can hear /in/ in words like *twin* and *winter*. In this activity, they will be playing with “sound chunks” to build new words. Follow the process across the table.

	Rime Unit	Prompts to Give (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
1.	<b>T:</b> Say /ōk/. <b>S:</b> /ōk/	How many sounds do you hear in /ōk/? What are they? What is the vowel sound in /ōk/? Add /j/ to the beginning of /ōk/. What word do you get? Add /er/ to the end of <b>joke</b> . What word does that make? How many syllables are in the word <b>joker</b> ? Where do you hear /ōk/? Say /ōk/. Add /sp/ to the beginning of /ōk/. What word does that make? Now say <b>spoke</b> but change /sp/ to /cl/. What word did we make? What other words can you make with /ōk/?	2, /ō/ and /k/ /ō/ joke joker 2, end of 1st syllable  spoke <u>cloak</u>
2.	<b>T:</b> Now say /ōk/ but change /ō/ to /o/.  <b>S:</b> /ok/	How many sounds do you hear in /ock/? What are they? What is the vowel sound in /ock/? Add /st/ to the beginning of /ock/. What word do you get? Add /ing/ to the end of <b>stock</b> . What word did we make? Say /ock/. Add /r/ to the beginning of /ock/. What word do you get? Now add /et/ to the end of <b>rock</b> . What word did we make? What other words can we make with /ock/?	2, /o/ and /k/ /o/ stock stocking  rock rocket



**Manipulating Phonemes:** Change the Second Sound in Initial Blend.

Skill: Substitute the second sound in an initial blend. Ex: *Snore to store*.

In order to do this, students must be able to split the two phonemes in the onset. They must isolate the second one, replace it with another phoneme, and then blend the remaining phoneme with the rime to pronounce the new word. This is more difficult than substituting the first sound in an initial blend, as they did in first grade, because they need to delete and replace an internal sound.

**Begin Gradual Release:** Encourage students to say new words on their own. Continue to pronounce each sound clearly and cleanly as you say each word.

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

1. Say the sentence with rhythm and expression.
2. Tell the students to repeat.
3. Say the targeted word (onset blend-rime) while making a curve motion with your hand out and forward from your mouth. Explain that this is the word on the curve.
4. Model for students how to change the second sound of the initial blend and make a new word on the curve.
5. Instruct students to repeat.
6. Ask students what the new word is.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>Aniyah loves to eat crispy <b>fries</b>.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>(/fr/-īs/) is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /r/ to /l/ to make a new word. /fl/-īs/ is the new word on the curve (while moving hand out from mouth to in</i></p>	<p><i>Jenny wore her hair in <b>braids</b> (/br/-/ādz/) (change /r/ to /l/ = <u>blades</u> (/bl/-/ādz/)).</i></p> <p><i>Be careful not to <b>spill</b> (/sp/-/il/) the juice (change /p/ to /k/ = <u>skill</u> (/sk/- /il/)).</i></p>



a curve).

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

**T:** *What's the new word on the curve?*

**S:** Flies is the new word on the curve (while moving hand out from mouth in a curve).

**Skip** (/sk/-/ip/) down the street to get some ice cream (change /k/ to /l/ = slip (/sl/-/ip/)).

Marcus loved his **green** (/gr/-/ēn/) shirt (change /r/ to /l/ = glean (/gl/ - /lēn/)).



### **Alliteration Activity:** Spoonerisms.

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

'Spoonerisms' are fun word play (fun plord way) that sound like silly mistakes but are always created by swapping the first phonemes (or blends) between two words. It will be your students' jobs to figure out what the phrase is *supposed* to be when they do the mental work of swapping the initial sounds of the words back where they belong. Doing this just by sound is challenging but very good for developing advanced phonemic manipulations. Your students will probably get good at this fast and should love this daily ritual. They will soon be making up spoonerisms of their own.

(Hint: make sure you know what the spoonerism 'should be' before you read it! Otherwise it's easy to mispronounce these).

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

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

**T:** *Tush your breath.*

**S:** Brush your teeth!

**T:** *That's right! Brush your teeth.*



Week 5, Day 2



**Rime Units:** Playing with Blocks.

Skills:

- Segmenting, deleting, substituting, and adding sounds to rime units.

**Directions:** Remind students that there are “sound chunks” that we hear often in words. For example, you can hear /at/ in words like *splat*, and *matter*. You can hear /in/ in words like *twin* and *winter*. In this activity, they will be playing with sound chunks to build new words. Follow the process across the table.

	Rime Unit	Prompts to Give (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
1.	<b>T:</b> Say /at/. <b>S:</b> /at/	How many sounds do you hear in /at/? What are they? What is the vowel sound in /at/? Add /spl/ to the beginning of /at/. What word do you get? Add /er/ to the end of <b>splat</b> . What word did we make? Say /at/. Add /ch/ to the beginning of /at/. What word do you get? Now add /ing/ to the end of <b>chat</b> . What word did we make? What other words can we make with /at/?	2, /a/ /t/ /a/ <u>splat</u> <u>splatter</u>  <u>chat</u> <u>chatting</u>
2.	<b>T:</b> Now say /an/ but change /t/ to /n/.  <b>S:</b> /an/	How many sounds do you hear in /an/? What are they? What is the vowel sound in /an/? Add /d/ to the end of /an/. What word do you get? Add /st/ to the beginning of <b>and</b> . What word did we make? Add /ing/ to the end of <b>stand</b> . What word did we make? Say /an/. Add /br/ to the beginning of /an/. What do you get? Add /ch/ to the end of <b>bran</b> . What word did we make? What other words can we make with /an/?	2, /a/ /n/ /a/ and stand standing  <u>bran</u> branch





**Manipulating Phonemes:** Change the Second Sound in Initial Blend.

Skill: Substitute the second sound in an initial blend. Ex: *Snore to store*.

In order to do this, students must be able to split the two phonemes in the onset. They must isolate the second one, replace it with another phoneme, and then blend the remaining phoneme with the rime to pronounce the new word. This is more difficult than substituting the first sound in an initial blend, as they did in first grade, because they need to delete and replace an internal sound.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> Sarah is so <b>glad</b> she can play all day.</p> <p><b>S:</b> repeat</p> <p><b>T:</b> (<i>/gl/- /ad/</i>) is the word on the curve (while moving hand out from mouth in a curve).</p> <p><b>T:</b> Change /l/ to /r/ to make a new word. /gr/-/ad/ is the new word on the curve (while moving hand out from mouth to in a curve).</p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T:</b> What's the new word on the curve?</p> <p><b>S:</b> <u>Grad</u> is the new word on the curve (while moving hand out from mouth in a curve).</p>	<p><b>Stoop</b> down to pick up the trash (<i>/st/-/oop/</i>) (change /t/ to /k/ = scoop (<i>/sk/-/oop/</i>)).</p> <p>There was a large <b>crowd</b> (<i>/kr/-/oud/</i>) watching the basketball game (change /r/ to /l/ = cloud (<i>/kl/- /oud/</i>)).</p> <p>Grey clouds filled the sky when the <b>storm</b> (<i>/st/-/orm/</i>) started (change /t/ to /w/ = <u>swarm</u> (<i>/sw/-/orm/</i>)).</p> <p>Phadra went to the <b>store</b> (<i>/st/-/or/</i>) to buy some milk (change /t/ to /n/ = snore (<i>/sn/ - /or/</i>)).</p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** *Hash your wands.*

**S:** *Wash your hands!*

**T:** *That's right! Wash your hands.*



Week 5, Day 3



**Rime Units:** Playing with Blocks.

Skills:

- Segmenting, deleting, substituting, and adding sounds to rime units.

**Directions:** Remind students that there are “sound chunks” that we hear often in words. For example, you can hear /at/ in words like *splat*, and *matter*. You can hear /in/ in words like *twin* and *winter*. In this activity, they will be playing with sound chunks to build new words. Follow the process across the table.

	Rime Unit	Prompts to Give (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
1.	<b>T:</b> Say /ān/. <b>S:</b> /ān/	How many sounds do you hear in /ān/? What are they? What is the vowel sound in /ān/? Add /t/ to the beginning of /ān/. What does that make? Add /enter/ to the beginning of <b>tain</b> . What word did we make? Add /ing/ to the end of <b>entertain</b> . What word did we make? Say /ān/. Add /r/ to the beginning of /ān/. What word do you get? Add /ē/ to the end of <b>rain</b> . What word did we make? What other words can we make with /ān/?	2, /ā/ /n/ /ā/ tain <u>entertain</u> <u>entertaining</u>  rain rainy
2.	<b>T:</b> Now say /ān/ but change /ā/ to /ī/. <b>S:</b> /īn/	How many sounds do you hear in /īn/? What are they? What is the vowel sound in /īn/? Add /f/ to the beginning of /īn/. What word did we make? Add /d/ to the end of <b>fine</b> . What do you get? Add /ing/ to the end of <b>find</b> . Now what word do we get?	2, /ī/ /n/ /ī/ fine find finding





**Manipulating Phonemes:** Change the Second Sound in Initial Blend.

Skill: Substitute the second sound in an initial blend. Ex: *Snore to store.*

In order to do this, students must be able to split the two phonemes in the onset. They must isolate the second one, replace it with another phoneme, and then blend the remaining phoneme with the rime to pronounce the new word. This is more difficult than substituting the first sound in an initial blend, as they did in first grade, because they need to delete and replace an internal sound.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>Paco is from <b>Spain</b>.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>(/sp/- /ān/) is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /p/ to /t/ to make a new word. /st/-/ān/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T:</b> <i>What's the new word on the curve?</i></p> <p><b>S:</b> <i>Stain is the new word on the curve (while moving hand out from mouth in a curve).</i></p>	<p><i>I like to eat a <b>snack</b> after school (/sn/-/ak/) (change /n/ to /t/ = stack (/st/-/ak/)).</i></p> <p><i>Look up at the <b>flock</b> (/fl/-/ok/) of birds flying (change /l/ to /r/ = frock (/fr/- /ok/)).</i></p> <p><i>My mom had a <b>cramp</b> in her foot (/kr/-/amp/) (change /r/ to /l/ = clamp (/kl/-/amp/)).</i></p> <p><i><b>Snap</b> (/sn/-/ap/) your fingers to the beat of the music (change /n/ to /l/ = slap (/sl/ - /ap/)).</i></p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** Bratch a keeze.

**S:** Catch a breeze!

**T:** *That's right! Catch a breeze.*



Week 5, Day 4



**Rime Units:** Playing with Blocks.

Skills:

- Segmenting, deleting, substituting, and adding sounds to rime units.

**Directions:** Remind students that there are “sound chunks” that we hear often in words. For example, you can hear /at/ in words like *splat*, and *matter*. You can hear /in/ in words like *twin* and *winter*. In this activity, they will be playing with sound chunks to build new words. Follow the process across the table.

	Rime Unit	Prompts to Give (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
1.	<b>T:</b> Say /ēd/. <b>S:</b> /ēd/	How many sounds do you hear in /ēd/? What are they? What is the vowel sound in /ēd/? Add /sp/ to the beginning of /ēd/. What word did we make? Add /ing/ to the end of <b>speed</b> . What do you get? Change /ing/ to /ē/. Now what word do we get? What other words can you make with /ēd/?	2, /ē/ /d/ /ē/ speed speeding <u>speedy</u>
2.	<b>T:</b> Now say /ēd/ but change /d/ to /r/. <b>S:</b> /ēr/	How many sounds do you hear in /ēr/? What are they? What is the vowel sound in /ēr/? Add /ch/ to the beginning of /ēr/. What word did we make? Add /d/ to the end of <b>cheer</b> . Now what word do we get?  Say /ēr/. Add /st/ to the beginning. What word do you get? Add /ing/ to the end of <b>steer</b> . Now what word do we get? Change /ēr/ to /ār/. Now what word do we get? Take /ing/ off of <b>staring</b> . Now what word did we make? What other words can you make with /ār/? /ēr/?	2, /ē/ /r/ /ē/ cheer cheered  <u>steer</u> <u>steering</u> <u>staring</u> <u>stare</u>







**Manipulating Phonemes:** Change the Second Sound in Initial Blend.

Skill: Substitute the second sound in an initial blend. Ex: *Snore to store.*

In order to do this, students must be able to split the two phonemes in the onset. They must isolate the second one, replace it with another phoneme, and then blend the remaining phoneme with the rime to pronounce the new word. This is more difficult than substituting the first sound in an initial blend, as they did in first grade, because they need to delete and replace an internal sound.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> Wesley can <b>smell</b> the food cooking in the kitchen.</p> <p><b>S:</b> repeat</p> <p><b>T:</b> (<i>/sm/- /el/</i>) is the word on the curve (while moving hand out from mouth in a curve).</p> <p><b>T:</b> Change /m/ to /w/ to make a new word. <i>/sw/-/el/</i> is the new word on the curve (while moving hand out from mouth to in a curve).</p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T:</b> What's the new word on the curve?</p> <p><b>S:</b> <u>Swell</u> is the new word on the curve (while moving hand out from mouth in a curve).</p>	<p>The color <b>blush</b> (<i>/b/-/ush/</i>) is a shade of pink (change /l/ to /r/ = brush (<i>/br/-/ush/</i>)).</p> <p>The pots made a clunk and a <b>clank</b> (<i>/kl/-/ank/</i>) sound (change /l/ to /r/ = <u>crank</u> (<i>/kr/- /ank/</i>)).</p> <p>Angela likes to <b>swing</b> (<i>/sw/-/ing/</i>) at recess (change /w/ to /l/ = <u>sling</u> (<i>/sl/-/ing/</i>)).</p> <p>Dad always has a <b>spare</b> (<i>/sp/-/are/</i>) tire in the trunk (change /p/ to /t/ = stare (<i>/st/ - /are/</i>)).</p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** Fanish is spun.

**S:** Spanish is fun!

**T:** *That's right! Spanish is fun.*



Week 5, Day 5



**Rime Units:** Playing with Blocks.

Skills:

- Segmenting, deleting, substituting, and adding sounds to rime units.

**Directions:** Remind students that there are “sound chunks” that we hear often in words. For example, you can hear /at/ in words like *splat*, and *matter*. You can hear /in/ in words like *twin* and *winter*. In this activity, they will be playing with sound chunks to build new words. Follow the process across the table.

	Rime Unit	Prompts to Give (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
1.	<b>T:</b> Say /ōr/. <b>S:</b> /ōr/	How many sounds do you hear in /ōr/? What are they? What is the vowel sound in /ōr/? Add /st/ to the beginning of /ōr/. What word do you get? Add /ē/ to the end of <b>store</b> . What word do we get now? Change /ē/ to /ij/. What word do we have now? Say /ōr/. Add /ganize/ to the end of /ōr/. What word do you get? Add /ing/ to the end of <b>organize</b> . What word do we get now?  What other words can we make with /ōr/?	2, /ō/ /r/ /ō/ store story <u>storage</u>  <u>organize</u> organizing
2.	<b>T:</b> Now say /ōr/ but change /r/ to /z/.  <b>S:</b> /ōz/	How many sounds do you hear in /ōz/? What are they? What is the vowel sound in /ōz/? Add /gr/ to the beginning of /ōz/. What word do you get? Say /ōz/. Add /n/ to the beginning of /ōz/. What word do you get? Add /ē/ to the end of <b>nose</b> . What word do we get now?  What other words can we make with /ōz/?	2, /ō/ /z/ /ō/ grows  nose nosy



**Manipulating Phonemes:** Change the Second Sound in Initial Blend.

Skill: Substitute the second sound in an initial blend. Ex: *Snore to store*.

In order to do this, students must be able to split the two phonemes in the onset. They must isolate the second one, replace it with another phoneme, and then blend the remaining phoneme with the rime to pronounce the new word. This is more difficult than substituting the first sound in an initial blend, as they did in first grade, because they need to delete and replace an internal sound.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <u>Smear</u> the peanut butter on the bread.</p> <p><b>S:</b> repeat</p> <p><b>T:</b> (/sm/- /ēr/) is the word on the curve (while moving hand out from mouth in a curve).</p> <p><b>T:</b> Change /m/ to /t/ to make a new word. /st-/ēr// is the new word on the curve (while moving hand out from mouth to in a curve).</p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T:</b> What's the new word on the curve?</p> <p><b>S:</b> <u>Steer</u> is the new word on the curve (while moving hand out from mouth in a curve).</p>	<p>A <u>clam</u> (/kl/-/am/) lives in the ocean (change /l/ to /r/ = <u>cram</u> (/kr/-/am/)).</p> <p>I can <u>swim</u> (/sw/-/im/) underwater (change /w/ to /l/ = <u>slim</u> (/sl/-/im/)).</p> <p>He <u>fled</u> (/fl/-/ed/), moving fast away from the people (change /l/ to /r/ = Fred (/fr/-/ed/)).</p> <p>Look up to see the shooting <u>star</u> (/st/-/ar/) in the sky (change /t/ to /k/ = <u>scar</u> (/sk/ - /ar/)).</p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** Mance with de.

**S:** Dance with me!

**T:** *That's right! Dance with me.*



Week 6, Day 1



**Rime Units:** Playing with Blocks.

Skills:

- Segmenting, deleting, substituting, and adding sounds to rime units.

**Directions:** Remind students that there are “sound chunks” that we hear often in words. For example, you can hear /at/ in words like *splat*, and *matter*. You can hear /in/ in words like *twin* and *winter*. In this activity, they will be playing with sound chunks to build new words. Follow the process across the table.

	Rime Unit	Prompts to Give (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
1.	<b>T:</b> Say /īd/. <b>S:</b> /īd/	How many sounds do you hear in /īd/ ? What are they? What is the vowel sound in /īd/? Add /gl/ to the beginning of /īd/. What word do you get? Add /z/ to the end of <b>glide</b> . What word do we get now? Change /g/ to /s/. What word do we have now? Change /ī/ to /e/. What word do we get now? Say /īd/. Add /ē//u/ to the end of /īd/. What word do we get now? What other words can we make with /īd/?	2, /ī/ /d/ /ī/ glide glides slides sleds  idea
2.	<b>T:</b> Now say /īd/ but change /ī/ to /ā/. <b>S:</b> /ād/	How many sounds do you hear in /ād/? What are they? What is the vowel sound in /ād/? Add /l/ to the beginning of /ād/. What word do you get? Add /p/ to the beginning of <b>laid</b> . What word do you get now? Change /d/ to ing. What word do we get now? Say /ād/. What other words can we make with /ād/?	2, /ā/ /d/ /ā/ laid played playing





### Manipulating Phonemes: Change the Second Sound in Initial Blend.

Skill: Substitute the second sound in an initial blend. Ex: *Snore to store*.

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

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <i>snare</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> Now say snare but change /n/ to /k/.</p> <p><b>S:</b> scare</p> <p><b>T:</b> Yes, scare.</p>	<p><u>spam</u> (change /p/ to /w/ = swam)</p> <p><u>spool</u> (change /p/ to /k/ = school)</p> <p><u>spar</u> (change /p/ to /t/ = star)</p> <p><u>steep</u> (change /t/ to /w/ = sweep)</p> <p><u>sneer</u> (change /n/ to /t/ = steer)</p> <p>skip (change /k/ to /n/ = <u>snip</u>)</p> <p>snack (change /n/ to /m/ = smack)</p> <p>spell (change /p/ to /m/ = smell)</p>



### Alliteration Activity: Spoonerisms.

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

‘Spoonerisms’ are fun word play (fun plord way) that sound like silly mistakes but are always created by swapping the first phonemes (or blends) between two words. It will be your students’ jobs to figure out what the phrase is *supposed* to be when they do the mental work of swapping the initial sounds of the words back where they belong. Doing this just by sound is challenging but very good for developing advanced phonemic manipulations. Your students will probably get good at this fast and should love this daily ritual. They will soon be making up spoonerisms of their own.

(Hint: make sure you know what the spoonerism ‘should be’ before you read it! Otherwise it’s easy to mispronounce these).

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

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

**T:** *Scho to Gool.*

**S:** Go to school!

**T:** *That's right! Go to school.*





Week 6, Day 2



**Rime Units:** Playing with Blocks.

Skills:

- Segmenting, deleting, substituting, and adding sounds to rime units.

**Directions:** Remind students that there are “sound chunks” that we hear often in words. For example, you can hear /at/ in words like *splat*, and *matter*. You can hear /in/ in words like *twin* and *winter*. In this activity, they will be playing with sound chunks to build new words. Follow the process across the table.

	Rime Unit	Prompts to Give (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
1.	<b>T:</b> Say /oop/. <b>S:</b> /oop/	How many sounds do you hear in /oop/? What are they? What is the vowel sound in /oop/? Add /gr/ to the beginning of /oop/. What word do you get? Change /gr/ to /s/. What word do you get now? Say /oop/. What other words can we make with /oop/?	2, /oo/ p/ /oo/ group soup
2.	<b>T:</b> Now say /oop/ but change /oo/ to /o/. <b>S:</b> /op/	How many sounds do you hear in /op/? What are they? What is the vowel sound in /op/? Add /ch/ to the beginning of /op/. What word do you get? Change /ch/ to /st/. What word do you get now? Change /st/ to /dr/. What word do we get now? Change /o/ to /i/. What word do we get now? Say /op/. What other words can we make with /op/?	2, /o/ /p/ /o/ chop stop drop drip





**Manipulating Phonemes:** Change the Second Sound in Initial Blend.

Skill: Substitute the second sound in an initial blend. Ex: *Snore to store.*

Administer Whip Around Assessment this week.

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <u>snoop</u>  <b>S:</b> repeat  <b>T:</b> Now say <i>snoop</i> but change /n/ to /k/.  <b>S:</b> scoop  <b>T:</b> Yes, <i>scoop</i>.</p>	<p>spot (change /p/ to /l/ = slot)  <u>swoop</u> (change /w/ to /k/ = scoop)  stair (change /t/ to /p/ = spare)  spun (change /p/ to /t/ = <u>stun</u>)  flight (change /l/ to /r/ = fright)  <u>snub</u> (change /n/ to /t/ = <u>stub</u>)  swam (change /w/ to /l/ = slam)  <u>spiff</u> (change /p/ to /n/ = sniff)</p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** *Trimb a clee.*

**S:** *Climb a tree!*

**T:** *That’s right! Climb a tree.*



Week 6, Day 3



**Rime Units:** Playing with Blocks.

Skills:

- Segmenting, deleting, substituting, and adding sounds to rime units.

**Directions:** Remind students that there are “sound chunks” that we hear often in words. For example, you can hear /at/ in words like *splat*, and *matter*. You can hear /in/ in words like *twin* and *winter*. In this activity, they will be playing with sound chunks to build new words. Follow the process across the table.

	<b>Rime Unit</b>	<b>Prompts to Give</b> (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	<b>Answers</b>
1.	<b>T:</b> Say /ish/. <b>S:</b> /ish/	How many sounds do you hear in /ish/? What are they? What is the vowel sound in /ish/? Add /d/ to the beginning of /ish/. What word do you get? Add /iz/ to the end of <b>dish</b> . What word do you get now? Change /d/ to /w/. What word do we get now? Say /ish/. What other words can we make with /ish/?	2, /i/ /sh/ /i/ dish dishes wishes
2.	<b>T:</b> Now say /ish/ but change /i/ to /a/. <b>S:</b> /ash/	How many sounds do you hear in /ash/ ? What are they? What is the vowel sound in /ash/? Add /l/ to the beginning of /ash/ . What word do you get? Add /sp/ to the beginning of <b>lash</b> . What word do you get now? Add /ing/ to the end of <b>splash</b> . What word do we get now? Say /ash/. What other words can we make with /ash/ ?	2, /a/ /sh/ /a/ lash splash splashing



# M

## Manipulating Phonemes: Change the Second Sound in Initial Blend.

Skill: Substitute the second sound in an initial blend. Ex: *Snore to store*.

Administer Whip Around Assessment this week.

Example for reference:	Repeat the procedure using these words:
<p>T: <u>spun</u> S: repeat T: Now say spun but change /p/ to /t/. S: <u>stun</u> T: Yes, <i>stun</i>.</p>	<p>spot (change /p/ to /w/ = <u>swat</u>) <u>scope</u> (change /k/ to /l/ = <u>slope</u>) stick (change /t/ to /l/ = <u>slick</u>) still (change /t/ to /p/ = <u>spill</u>) sting (change /t/ to /l/ = <u>sling</u>) sneak (change /n/ to /l/ = <u>sleek</u>) <u>snoop</u> (change /n/ to /l/ = <u>sloop</u>) style (change /t/ to /m/ = <u>smile</u>)</p>



**Alliteration Activity:** Spoonerisms.

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

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

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

T: *Wake a mish.*

S: *Make a wish!*

T: *That's right! Make a wish.*



Week 6, Day 4



**Rime Units:** Playing with Blocks.

Skills:

- Segmenting, deleting, substituting, and adding sounds to rime units.

**Directions:** Remind students that there are “sound chunks” that we hear often in words. For example, you can hear /at/ in words like *splat*, and *matter*. You can hear /in/ in words like *twin* and *winter*. In this activity, they will be playing with sound /ēt/ chunks to build new words. Follow the process across the table.

	Rime Unit	Prompts to Give (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
1.	<b>T:</b> Say /et/. <b>S:</b> /et/	How many sounds do you hear in /et/ ? What are they? What is the vowel sound in /et/ ? Add /l/ to the beginning of /et/. What word do you get? Add /ter/ to the end of <b>let</b> . What word do you get now? Change /l/ to /b/. What word do we get now? Say /et/. What other words can we make with /et/ ?	2, /e/ /t/ /e/ let letter better
2.	<b>T:</b> Now say /et/ but change /e/ to /ē/. <b>S:</b> /ēt/	How many sounds do you hear in /ēt/? What are they? What is the vowel sound in /ēt/ ? Add /m/ to the beginning of /ēt/. What word do you get? Change /m/ to /gr/. What word do you get now/? Add /ing/ to the end of <b>greet</b> . What word do you get now? Say /ēt/. What other words can we make with /ēt/ ?	2, /ē/ /t/ /ē/ meet greet greeting



# M

## Manipulating Phonemes: Change the Second Sound in Initial Blend.

Skill: Substitute the second sound in an initial blend. Ex: *Snore to store*.

Administer Whip Around Assessment this week.

Example for reference:	Repeat the procedure using these words:
<p>T: <u>strain</u> S: repeat T: Now say strain but change /t/ to /p/. S: <u>sprain</u> T: Yes, sprain.</p>	<p>strap (change /t/ to /k/ = <u>scrap</u>) spray (change /p/ to /t/ = <u>stray</u>) <u>sprung</u> (change /p/ to /t/ = strung) <u>scroll</u> (change /k/ to /t/ = stroll) stream (change /t/ to /k/ = scream) string (change /t/ to /p/ = <u>spring</u>) crack (change /r/ to /l/ = <u>clack</u>) spell (change /p/ to /m/ = smell)</p>



### Alliteration Activity: Spoonerisms.

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

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

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

T: Sake the shalt.

S: Shake the salt!

T: That's right! Shake the salt.



Week 6, Day 5



**Rime Units:** Playing with Blocks.

Skills:

- Segmenting, deleting, substituting, and adding sounds to rime units.

**Directions:** Remind students that there are “sound chunks” that we hear often in words. For example, you can hear /at/ in words like *splat*, and *matter*. You can hear /in/ in words like *twin* and *winter*. In this activity, they will be playing with sound chunks to build new words. Follow the process across the table.

	<b>Rime Unit</b>	<b>Prompts to Give</b> (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	<b>Answers</b>
1.	<b>T:</b> Say /ōr/. <b>S:</b> /ōr/	How many sounds do you hear in /ōr/? What are they? What is the vowel sound in /ōr/? Add /k/ to the beginning of /ōr/. What word do you get? Add /ner/ to the end of <b>core</b> . What word do you get now? Say /ōr/. Add /k/ to the end of /ōr/. What do we get? Add /f/ to /ork/. What word do we get now? Change /f/ to /p/. What word do we get now?  What other words can we make with /ōr/?	2, /ō/ /r/ /ō/ core corner  ork fork pork
2.	<b>T:</b> Now say /ōr/ but change /r/ to /st/ to.  <b>S:</b> /ōst/	How many sounds do you hear in /ōst/? What are they? What is the vowel sound in /ōst/? Add /m/ to the beginning of /ōst/. What word do you get? Add /lē/ to the end of <b>most</b> . What word do we get now? Say /ōst/. Add /p/ to the beginning of /ōst/. What do you get? Add /er/ to the end of <b>post</b> . What do you get now?  What other words can we make with /ōst/?	3, /ō/ /s/ /t/ /ō/ most mostly  post poster



**Manipulating Phonemes:** Change the Second Sound in Initial Blend.

Skill: Substitute the second sound in an initial blend. Ex: *Snore to store*.

Administer Whip Around Assessment this week.

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <i>snare</i> <b>S:</b> repeat <b>T:</b> <i>Now say snare but change /n/ to /k/.</i> <b>S:</b> scare <b>T:</b> <i>Yes, scare.</i></p>	<p><u>spam</u> (change /p/ to /w/ = swam) <u>spool</u> (change /p/ to /k/ = school) <u>spar</u> (change /p/ to /t/ = star) <u>steep</u> (change /t/ to /w/ = sweep) <u>sneer</u> (change /n/ to /t/ = steer) skip (change /k/ to /n/ = <u>snip</u>) snack (change /n/ to /m/ = <u>smack</u>) <u>smock</u> (change /m/ to /t/ = <u>stock</u>)</p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** Lim a swap.

**S:** Swim a lap!

**T:** *That's right! Swim a lap.*





Week 7, Day 1



**Word Analysis:** Sound Scientists.

Skills (various):

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

**Directions:** Tell students they are going to be “Sound Scientists.” They will “examine” words carefully with their **ears** and will answer questions about those words. Optional: They should **close their eyes** (this allows you to assess who is responding accurately and who may need more support).

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

Sentences and Words to Use	Prompts/Questions to Ask (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
<p><i>Every Saturday I snack on a tall stack of <b>pancakes. pancakes</b></i></p>	<p>How many syllables are in the word <b>pancakes</b>? What are they?            How many sounds are in the first syllable?            What is the vowel sound in the first syllable?            How many sounds are in the second syllable? What are they?            What is the vowel sound in the second syllable?            Change <b>pan</b> to <b>cup</b>. What word do you have now?</p> <p><u>Open your eyes:</u>            What word do you get if you take off <b>cakes</b>?            What word do you get if you take off <b>pan</b>?            What are <b>pancakes</b>?            How do the two parts, <b>pan</b> and <b>cakes</b>, help us understand the word?            Say <b>pancakes</b> but take off /s/. What word do you have now?</p>	<p>2, /pan/ /cakes/            3            /a/            4, /k/ /ā/ /k/ /s/            /ā/            cupcakes</p> <p>pan            cakes            food (usually breakfast)            (kind of like cakes and they are made in a pan)            pancake</p>
<p><i>Every Saturday I <b>snack</b> on a tall <b>stack</b> of <b>pancakes.</b></i></p>	<p>What two words in this sentence rhyme?            Say <b>snack</b> without /sn/.            Say <b>stack</b> without /st/.</p>	<p>snack, stack            ack            ack</p>

	<p>What is the second sound in <b>snack</b>?          What is the second sound in <b>stack</b>?          Say <b>snack</b> but change /a/ to /ā/. What new word do you get?          Say <b>stack</b> but change /a/ to /ā/. What new word do you get?</p> <p>Let's put those new words in our sentence:          Every Saturday I <b>snake</b> on a tall <b>stake</b> of pancakes!</p> <p>What is a tall stack of pancakes? Show me what that would look like!</p>	<p>/n/          /t/          snake          stake</p> <p>(giggles)</p> <p>(hands "measuring" the tall stack)</p>
--	--	--



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

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

In order to do this, students must be able to hear the rime of each word, isolate the ending phoneme (sound), and replace it with another phoneme (sound) to make a new word. Some students might find this task difficult, as it is easier to delete ending sounds than substitute ending sounds. In order to help students be most successful with this task, repeat and emphasize the ending sound of the word. As with other weeks, model the task for students within the Experiencing and Knowing stages to support independence within the Mastery stage.

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

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

1. Say the sentence with rhythm and expression.
2. Tell the students to repeat.
3. Say the targeted word slowly and distinctly while making a curve motion with your hand out and forward from your mouth. Explain that this "is the word on the curve."
4. Prompt students to "make a change" by cutting off the ending sound and adding another sound to the end.

5. Tell the students to repeat step 4, with motions.
6. Together, with students, repeat the new word while making curve motion.

Practice and model this with the students to become comfortable with the procedure:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>Add sprinkles to the top of the cupcake!</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Add is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /d/ to /n/ to make a new word. /an/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T&amp;S:</b> <i>Add (make a curve) changed to an (make a curve) because we changed the end.</i></p>	<p><i>Put the toys <b>in</b> the box (change /n/ to /f/ = if).</i></p> <p><i>Sally is as tall as Sam <b>if</b> she stands on her tiptoes (change /f/ to /n/ = in).</i></p> <p><i>There is <b>ash</b> in the fireplace (change /sh/ to /t/ = at).</i></p> <p><i>Marlon ate a <b>sub</b> sandwich for lunch (change /b/ to /n/ = sun).</i></p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** *Brelp your hother.*

**S:** Help your brother!

**T:** *That’s right! Help your brother.*



Week 7, Day 2



**Word Analysis:** Sound Scientists.

Skills (various):

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

**Directions:** Remind students that they are “Sound Scientists” and that they will “examine” words carefully with their **ears** and will answer questions about those words. Optional: They should close their eyes (this allows you to assess who is responding accurately and who may need more support).

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

Sentences and Words to Use	Prompts/Questions to Ask (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
<p><i>I use a <b>needle</b> and thread to sew up the tear in my pants. <b>needle</b></i></p>	<p>How many syllables are in the word <b>needle</b>? What are they? What is the vowel sound in the first syllable? Say <b>needle</b>. Now say <b>needle</b> but change /ē/ to /oo/.</p> <p>Let’s put that new word in our sentence: I use a <b>noodle</b> and thread to sew up the tear in my pants.</p> <p>Say noodle. Now say noodle but change /n/ to /p/.</p> <p>Let’s put that new word in our sentence: I use a <b>poodle</b> and thread to sew up the tear in my pants.</p>	<p>2, /nee/ /dle/ or /nee/ /dle/ /ē/ needle noodle</p> <p>(giggles)</p> <p>noodle poodle - explain that this is a breed of dog</p> <p>(giggles)</p>
<p><i>I use a <b>needle</b> and thread to sew up the <b>tear</b> in my pants. <b>tear</b></i></p>	<p>How many syllables are in the word <b>tear</b>? How many sounds are in the word <b>tear</b>? What are they? Add /s/ to the beginning of <b>tear</b>. What word do we get?</p>	<p>1 3, /t/ /ā/ /r/ stair</p>

	<p>Let's put that new word in our sentence: I use a needle and thread to sew up the <b>stair</b> in my pants.</p> <p>Say <b>stair</b>. Now say <b>stair</b> but change /ā/ to /ō/. Add /ē/ to the end of <b>store</b>. What word do we have now?</p>	<p>(giggles)</p> <p>stair store story</p>
<p><i>I use a needle and thread to sew up the tear in my pants.</i></p>	<p>Not a noodle, or a poodle! What is this sentence about? What is a needle? What is thread?</p> <p>Who uses the needle and thread? What do you use them to do?</p>	<p>(conversation about the meaning of the sentence and words)</p> <p>"I" do sew up the tear in your pants</p>



## E

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

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

In order to do this, students must be able to hear the rime of each word, isolate the ending phoneme (sound), and replace it with another sound to make a new word. Some students might find this task difficult. In order to help students be most successful with this task, repeat and emphasize the ending sound of the word slowly and distinctly.

<b>Do this one first:</b>	<b>Repeat the procedure using these sentences:</b>
<p><b>T:</b> I love <b>odd</b> numbers! 1, 3, 5, 7, 9!</p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Odd is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /d/ to /n/ to make a new word. /on/ is the new</i></p>	<p><i>Did you see <b>us</b> in the relay race? (change /s/ to /p/ = up)</i></p> <p><i>The bees live in the <b>hive</b> (change /v/ to /d/ = hide).</i></p> <p><i>See the <b>seed</b> in the ground? (change /d/ to /t/ = seat).</i></p>

word on the curve (while moving hand out from mouth to in a curve).

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

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

**“Aim for the target!”** the teacher said. (change /m/ to /j/ = age).



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** *Pake a micture.*

**S:** Make a picture!

**T:** *That’s right! Make a picture.*



Week 7, Day 3



**Word Analysis:** Sound Scientists.

Skills (various):

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

**Directions:** Remind students that they are “Sound Scientists” and that they will “examine” words carefully with their **ears** and will answer questions about those words. Optional: They should close their eyes (this allows you to assess who is responding accurately and who may need more support).

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

Sentences and Words to Use	Questions to Ask (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
<p><i>When we were out <b>walking</b>, my <b>father</b> and I saw a nest on the <b>ground</b>.</i></p>	<p>What is this sentence about? Who was out walking? What did we see?</p> <p>Say <b>walking</b>. Now say <b>walking</b> but change /w/ to /t/. What new word do you get?</p> <p>Let’s put that new word in the sentence: When we were out <b>talking</b>, my father and I saw a nest on the ground.</p> <p>Say <b>father</b>. Now say <b>father</b> but change /o/ to /e/. What new word do you get?</p> <p>Let’s put that new word in the sentence: When we were out walking, my <b>feather</b> and I saw a nest on the ground.</p>	<p>(discuss) My father and I. A nest on the ground.</p> <p>talking</p> <p>(still makes sense!)</p> <p>Feather</p> <p>(giggles)</p>

	Say ground. Now say ground without /g/. Say round. Now say round but change /r/ to /f/	round found
<i>My father got a <b>ladder</b> so he could <b>reach</b> up and put the <b>nest</b> back in the tree.</i>	What is happening in this sentence? Who got the ladder? Why did he get it?  Say <b>ladder</b> . Now say <b>ladder</b> but change /a/ to /e/.  Let's put that new word in the sentence: My father got a <b>letter</b> so he could reach up and put the nest back in the tree.  Say <b>reach</b> . Now say <b>reach</b> but change /r/ to /b/. Say <b>nest</b> , but change /n/ to /ch/.  [Feel free to repeat the sentence with these new words for giggles]	(discussion)  letter  (giggles)  beach chest



## E

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

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

In order to do this, students must be able to hear the rime of each word, isolate the ending phoneme (sound), and replace it with another sound to make a new word. Some students might find this task difficult. In order to help students be most successful with this task, repeat and emphasize the ending sound of the word slowly and distinctly.



Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> Christmas <b>Eve</b> is the day before Christmas.</p> <p><b>S:</b> repeat</p> <p><b>T:</b> Eve is the word on the curve (while moving hand out from mouth in a curve).</p> <p><b>T:</b> Change /v/ to /t/ to make a new word. /eat/ is the new word on the curve (while moving hand out from mouth to in a curve).</p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T&amp;S:</b> Eve (make a curve) changed to eat (make a curve) because we changed the end.</p>	<p>I love my <b>pet</b> turtle (change /t/ to /n/ = pen).</p> <p>He took an <b>oath</b> to tell the truth (change /th/ to /k/ = oak).</p> <p>Her blue jeans began to <b>fade</b> (change /d/ to /s/ = face).</p> <p>Jump <b>up</b> and down on one leg. (change /p/ to /v/ = of).</p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** Wold ceather.

**S:** Cold weather!

**T:** That's right! Cold weather.





**Word Analysis:** Sound Scientists.

Skills (various):

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

**Directions:** Remind students that they are “Sound Scientists” and that they will “examine” words carefully with their **ears** and will answer questions about those words. Optional: They should close their eyes (this allows you to assess who is responding accurately and who may need more support).

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

Sentences and Words to Use	Questions to Ask (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
<i>Do you like to put salt and <b>pepper</b> on your hamburger? <b>pepper</b></i>	How many syllables are in the word <b>pepper</b> ? What are they? What is the vowel sound in the first syllable? How many sounds are in the first syllable? What are they? What word do you have if you change /e/ to /ā/? Let’s put that new word in the sentence: Do you like to put salt and <b>paper</b> on your hamburger?	2, /pep/ /er/ /e/ 3, /p/ /e/ /p/ paper  (giggles)
<i>Yum! This pizza is really <b>tasty!</b> <b>tasty</b></i>	How many syllables are in the word tasty? What are they? What is the vowel sound in the first syllable? Second syllable? How many sounds are in the first syllable? What are they? What word do you have if you replace /ā/ with /ō/? Let’s put that new word in the sentence: Yum! This pizza is really <b>toasty!</b>	2, /ta/ /sty/ /ā/, /ē/ 2, /t/ /ā/ toasty  (giggles)



# E

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

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

In order to do this, students must be able to hear the rime of each word, isolate the ending phoneme (sound), and replace it with another sound to make a new word. Some students might find this task difficult. In order to help students be most successful with this task, repeat and emphasize the ending sound of the word slowly and distinctly.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> Use a <b>net</b> to go fishing. <b>S:</b> repeat <b>T:</b> <i>Net is the word on the curve (while moving hand out from mouth in a curve).</i> <b>T:</b> <i>Change /t/ to /k/ to make a new word. /neck/ is the new word on the curve (while moving hand out from mouth to in a curve).</i> <b>S:</b> repeat (with hand motions) <b>T&amp;S:</b> <i>Net (make a curve) changed to neck (make a curve) because we changed the end.</i></p>	<p><i>The lion <b>cub</b> is very cute (change /b/ to /p/ = cup).</i>  <i>The <b>mouse</b> was small and furry (change /s/ to /th/ = mouth).</i>  <i>I <b>hope</b> to go to recess soon (change /p/ to /m/ = home).</i>  <i>The <b>hem</b> on my pants is short (change /m/ to /n/= hen).</i></p>



### Alliteration Activity: Spoonerisms.

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

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

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

**T:** *Tab a graco.*

**S:** *Grab a taco!*

**T:** *That's right! Grab a taco.*





**Word Analysis:** Sound Scientists.

Skills (various):

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

**Directions:** Remind students that they are “Sound Scientists” and that they will “examine” words carefully with their **ears** and will answer questions about those words. They should close their eyes (this allows you to assess who is responding accurately and who may need more support).

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

Sentences and Words to Use	Questions to Ask (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
<p><i>I learned about numbers in my math <b>lesson</b> today.</i> <b>lesson</b></p>	<p>How many syllables in the word <b>lesson</b>? What are they?                      How many sounds are in the first syllable? What are they?                      What is the vowel sound in the first syllable?                      Change /e/ to /i/. What new word do we get?                      Let’s put that new word in the sentence:                      I learned about numbers in my math <b>listen</b> today.</p>	<p>2, /less/ /on/                      3, /l/ /e/ /s/                      /e/                      Listen                      (giggles)</p>
<p><i>My mom says that I’m a really good reader. <b>reader</b></i></p>	<p>How many syllables are in the word <b>reader</b>?                      How many sounds are in the first syllable? What are they?                      What is the vowel sound in the first syllable?                      Change /ē/ to /ī/. What new word do you get?                      Now take off the /er/ at the end of <b>rider</b>. What word do you get?                      Now add /p/ to <b>ride</b>. What word do you get?</p>	<p>2                      3, /r/ /ē/ /d/                      /ē/                      rider                      ride                      pride</p>



# E

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

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

In order to do this, students must be able to hear the rime of each word, isolate the ending phoneme (sound), and replace it with another sound to make a new word. Some students might find this task difficult. In order to help students be most successful with this task, repeat and emphasize the ending sound of the word.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>The watch is <b>cheap</b>, it keeps breaking.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Cheap is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /p/ to /k/ to make a new word. /cheek/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T&amp;S:</b> <i>Cheap (make a curve) changed to cheek (make a curve) because we changed the end.</i></p>	<p><i>I <b>make</b> cookies on weekends (change /k/ to /d/ = made).</i></p> <p><i>Dianne likes to <b>dive</b> from the side of the pool (change /v/ to /m/ = dime).</i></p> <p><i>He has a classroom <b>job</b> to sharpen pencils (change /b/ to /g/ = <u>jo</u>g).</i></p> <p><i>Henry keeps his room <b>neat</b> and tidy (change /t/ to /d/ = need).</i></p>



### Alliteration Activity: Spoonerisms.

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

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

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

**T:** I rove to lun.

**S:** I love to run!

**T:** *That's right! I love to run.*



Week 8, Day 1



**Word Analysis:** Sound Scientists.

Skills (various):

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

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

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

Sentences and Words to Use	Questions to Ask (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
<p><i>I have a swing set in my <b>backyard</b>. <b>backyard</b></i></p>	<p>How many syllables are in the word <b>backyard</b>? What are they?            What is the vowel sound in the first syllable? The last?            Say <b>backyard</b> without <b>yard</b>. What word do you get?            Say <b>backyard</b> without <b>back</b>. What word do you get?            What is a <b>backyard</b>? How do the words <b>back</b> and <b>yard</b> help us know?</p> <p>Say <b>backyard</b> but change <b>yard</b> to <b>pack</b>. What word do you get?            What if we use <b>backpack</b> in the sentence? Let’s try it:            I have a swing set in my <b>backpack</b>!</p> <p>Say <b>back</b> without /b/. Say <b>pack</b> without /p/. What do you notice?</p>	<p>2, /back/ &amp; /yard/            /a/, /ar/            back            yard            The area behind your house. (back tells where the yard is)            backpack            (giggles)            both have /ack/</p>
<p><i>My mom says I am getting so tall that soon I will <b>outgrow</b> my clothes. <b>outgrow</b></i></p>	<p>How many syllables are in the word <b>outgrow</b>? What are they?            How many sounds do you hear in the first syllable? What are they?            How many sounds do you hear in the second syllable? What are they?            [say the sentence again] What does <b>outgrow</b> mean?</p>	<p>2, /out/ &amp; /grow/            2, /ou/ &amp; /t/            3, /g/ /r/ /ō/            too small for you now            (you grow, so now you’re</p>

	How do <b>out</b> and <b>grow</b> help us know what it means? Say <b>outgrow</b> but change <b>grow</b> to <b>grew</b> . What word do you get?	out) outgrew
<i>I went hiking last week and saw a <b>waterfall</b>.</i> <b>waterfall</b>	How many syllables are in the word <b>waterfall</b> ? What are they? Say <b>waterfall</b> but don't say <b>fall</b> . Say <b>waterfall</b> but don't say <b>water</b> . What is a <b>waterfall</b> ? How do <b>water</b> and <b>fall</b> help us understand what the word means?	3, /wa/ /ter/ /fall/ water fall (falling is what the water is doing)



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

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

In order to do this, students must be able to hear the rime of each word and isolate the ending phoneme (sound) and replace it with another sound to make a new word. Some students might find this task difficult. In order to help students be most successful with this task, repeat and emphasize the ending sound of the word slowly and distinctly.

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

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

1. Say the sentence with rhythm and expression.
2. Tell the students to repeat.
3. Say the targeted word while making a curve motion with your hand out and forward from your mouth. Explain that this is the word on the curve.
4. Model how to change the ending sounds to make a new word.
5. Students repeat and tell what changed.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>There are a lot of <b>sheep</b> in the pasture.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Sheep is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /p/ to /t/ to make a new word. /sheet/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T:</b> <i>What changed?</i></p> <p><b>S:</b> <i>Sheep (make a curve) changed to sheet (make a curve) because we changed the end.</i></p>	<p><i>Susan <b>had</b> five dollars (change /d/ to /v/ = have).</i></p> <p><i>2nd graders love <b>math!</b> (change /th/ to /p/ = map).</i></p> <p><i>The soccer player made a <b>goal!</b> (change /l/ to /t/ = goat).</i></p> <p><i>She has many pet <b>mice</b> (change /s/ to /t/ = might).</i></p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** *Wot heather.*

**S:** *Hot weather!*

**T:** *That's right! Hot weather.*





Week 8, Day 2



**Word Analysis:** Sound Scientists.

Skills (various):

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

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

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

Sentences and Words to Use	Questions to Ask (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
<i>I don't know how that bird got into my house. I'll have to <b>investigate!</b> investigate</i>	How many syllables are in the word <b>investigate</b> ? What are they? What is the vowel sound in the first syllable? last? What is the first sound in the last syllable?	4, /in/ /ves/ /ti/ /gate /i/, /ā/ /g/
<i>Can you wait just a <b>moment</b>? I'm almost done. <b>moment</b></i>	How many syllables are in the word <b>moment</b> ? What are they? How many sounds are in the first syllable? What are they? How many sounds are in the second syllable?	2, /mo/ /ment/ 2, /m/ /ō/ 4
<i>I love to read <b>chapter</b> books. <b>chapter</b></i>	How many syllables are in the word <b>chapter</b> ? What are they? What is the vowel sound in the first syllable? The second? What is <b>chapter</b> without /ter/?	2, /chap/ /ter/ /a/, /er/ chap



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

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

In order to do this, students must be able to hear the rime of each word and isolate the ending phoneme (sound) and replace it with another sound to make a new word. Some students might find this task difficult. In order to help students be most successful with this task, repeat and emphasize the ending sound of the word clearly and cleanly.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> “<i>Did you get your lunch <b>yet?</b>” the teacher asked.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Yet is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /t/ to /s/ to make a new word. /yes/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T:</b> <i>What changed?</i></p> <p><b>S:</b> <i>Yet (make a curve) changed to yes (make a curve) because we changed the end.</i></p>	<p><i>She kept her <b>chin</b> up. (change /n/ to /p/ = chip).</i></p> <p><i>I have <b>seen</b> many things pass me by (change /n/ to /t/ = seat).</i></p> <p><i>I use a <b>tube</b> of toothpaste to brush my teeth (change /b/ to /th/ = tooth).</i></p> <p><i>I have <b>six</b> sisters and brothers (change /ks/ to /t/ = sit).</i></p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** *Dall fown.*

**S:** *Fall down!*

**T:** *That’s right! Fall down.*



Week 8, Day 3



**Word Analysis: Sound Scientists.**

Skills (various):

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

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

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

<b>Sentences and Words to Use</b>	<b>Questions to Ask</b> (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	<b>Answers</b>
<i>Did you <b>decide</b> what you want to eat?</i> <b>decide</b>	How many syllables are in the word <b>decide</b> ? What are they? What vowel sound do you hear in the first syllable? 2nd? What is the first sound in the second syllable? What word do you get if you take off the first syllable? Say <b>decide</b> but change /de/ to /be/. What word do you get?	2, /de/ /cide/ /ē/, /ī/ /s/ side beside
<i>Is that book a <b>paperback</b> or <b>hardcover</b> book?</i> <b>paperback</b>	How many syllables are in the word <b>paperback</b> ? What are they? What vowel sound do you hear in the first syllable? 2nd? 3rd? Say <b>paperback</b> without <b>back</b> . Without <b>paper</b> .  What is a <b>paperback</b> book? How do <b>paper</b> and <b>book</b> help us understand the word?	3, /pa/ /per/ /back/ /ā/, /er/, /a/ paper, back  (book with paper cover)
<i>Is that book a <b>paperback</b> or <b>hardcover</b> book?</i> <b>hardcover</b>	How many syllables are in the word <b>hardcover</b> ? What are they? What vowel sound do you hear in the first syllable? 2nd? 3rd? Say <b>hardcover</b> without <b>cover</b> . Without <b>hard</b> . What is a <b>hardcover</b> book? How do <b>hard</b> and <b>cover</b> help us understand the word?  Say <b>hardcover</b> but instead of <b>cover</b> , say <b>wood</b> . What do you think a <b>hardwood</b> floor is?	3, /hard/ /cov/ /er/ /ar/, /u/, /er/ hard, cover (book with a hard cover)  hardwood (a floor made of hard wood)



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

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

In order to do this, students must be able to hear the rime of each word and isolate the ending phoneme (sound) and replace it with another sound to make a new word. Some students might find this task difficult. In order to help students be most successful with this task, repeat and emphasize the ending sound of the word clearly and cleanly.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>Save your money to buy a present for your friend.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Save is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /v/ to /m/ to make a new word. /same/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T:</b> <i>What changed?</i></p> <p><b>S:</b> <i>Save (make a curve) changed to same (make a curve) because we changed the end.</i></p>	<p><i>I have a <b>cake</b> for my pet birds (change /j/ to /k/ = cake).</i></p> <p><i>I use a garden <b>hose</b> to water my flowers (change /s/ to /p/ = hope).</i></p> <p><i>The player bats with a baseball <b>bat</b> (change /t/ to /th/ = bath).</i></p> <p><i>Cheese is made from <b>goat</b> milk (change /t/ to /z/ = goes).</i></p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** *Match a wovie.*

**S:** *Watch a movie!*

**T:** *That's right! Watch a movie.*



Week 8, Day 4



**Word Analysis:** Sound Scientists.

Skills (various):

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

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

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

Sentences and Words to Use	Questions to Ask (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
<i>My mom loves <b>floating</b> in the pool when it's hot outside. <b>floating</b></i>	How many syllables are in the word <b>floating</b> ? What are they? What is the vowel sound in the first syllable? Say <b>floating</b> but change /ō/ to /ē/. Say <b>floating</b> without /t/. Say <b>floating</b> without /ing/.	2, /floa/ /ting/ or /float/ /ing/ /ō/ <u>f</u> loating flowing float
<i>My mom loves floating in the pool when it's hot <b>outside. outside</b></i>	How many syllables are in the word <b>outside</b> ? What are they? What is the vowel sound in the first syllable? Second? What word do you have if you replace <b>out</b> with <b>in</b> ? Say <b>outside</b> . What word do you have if you replace out with <b>be</b> ?	2, /out/ /side/ /ou/, /ī/ inside beside
<i><b>Winter</b> is my favorite season. <b>winter</b></i>	How many syllables are in the word <b>winter</b> ? What are they? What is the vowel sound in the first syllable? The second? Say <b>winter</b> without /t/.	2, /win/ /ter/ /i/, /er/ winner





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

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

In order to do this, students must be able to hear the rime of each word and isolate the ending phoneme (sound) and replace it with another sound to make a new word. Some students might find this task difficult. In order to help students be most successful with this task, repeat and emphasize the ending sound of the word clearly and cleanly.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>Wear your outdoor <b>coat</b> outside.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Coat is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><b>T:</b> <i>Change /t/ to /d/ to make a new word. /code/ is the new word on the curve (while moving hand out from mouth to in a curve).</i></p> <p><b>S:</b> repeat (with hand motions)</p> <p><b>T:</b> <i>What changed?</i></p> <p><b>S:</b> <i>Coat (make a curve) changed to <u>code</u> (make a curve) because we changed the end.</i></p>	<p><i>The ocean is next to the <b>beach</b> (change /ch/ to /k/ = beak).</i></p> <p><i>Molly cleans the floor with the <b>mop</b> (change /p/ to /m/ = mom).</i></p> <p><i>The child <b>let</b> go of his mom's hand (change /t/ to /d/ = <u>led</u>).</i></p> <p><i>I <b>dug</b> a deep hole in the ground with the shovel (change /g/ to /d/ = dud).</i></p>



**Alliteration Activity:** Spoonerisms.

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

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

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

**T:** *Frass the pries.*

**S:** *Pass the fries!*

**T:** *That's right! Pass the fries.*





Week 8, Day 5



**Word Analysis:** Sound Scientists.

Skills (various):

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

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

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

Sentences and Words to Use	Questions to Ask (feel free to add your own) (Remember: we are working with sounds, not spelling patterns.)	Answers
<i>What is that <b>object</b> on the table? Is it a pencil? <b>object</b></i>	How many syllables in the word <b>object</b> ? What are they? How many sounds are in the first syllable? What are they? How many sounds are in the second syllable? Say <b>object</b> but change /ob/ to /sub/.	2, /ob/ /ject/ 2, /o/ /b/ 4 subject
<i>What is that object on the table? Is it a <b>pencil</b>?</i> <b>pencil</b>	How many syllables are in the word <b>pencil</b> ? What are they? What is the vowel sound in the first syllable? What word do you get if you take /cil/ off of <b>pencil</b> ?	2, /pen/ /cil/ /e/ pen
<i>I am <b>older</b> than my baby brother. <b>older</b></i>	How many syllables are in the word <b>older</b> ? What are they? Say <b>older</b> without /er/. Say <b>older</b> but change /er/ to /est/ Say <b>older</b> but add /k/ to the beginning of the word. Use the word <b>oldest</b> in a sentence.	2, /ol/ /der/ or /old/ /er/ old <u>oldest</u> colder Ex: I am the oldest in my family.



# K

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

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

In order to do this, students must be able to hear the rime of each word and isolate the ending phoneme (sound) and replace it with another sound to make a new word. Some students might find this task difficult. In order to help students be most successful with this task, repeat and emphasize the ending sound of the word clearly and cleanly.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> The <b><u>tide</u></b> is coming in on the shore. <b>S:</b> repeat <b>T:</b> Tide is the word on the curve (while moving hand out from mouth in a curve). <b>T:</b> Change /d/ to /m/ to make a new word. /time/ is the new word on the curve (while moving hand out from mouth to in a curve). <b>S:</b> repeat (with hand motions) <b>T:</b> What changed? <b>S:</b> Tide (make a curve) changed to time (make a curve) because we changed the end.</p>	<p>There is an outdoor <b>shed</b> in the backyard (change /d/ to /l/ = shell).  The <b>sun</b> is hot outside (change /n/ to /ch/ = such).  <b>Hush!</b> the woman said (change /sh/ to /m/ = hum).  <b>Take</b> the trash out when it's full (change /k/ to /p/ = tape).</p>



### Alliteration Activity: Spoonerisms.

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

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

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

**T:** Pance darty.

**S:** Dance Party!

**T:** That's right! Dance Party.

