

TRS Rhyming Awareness Workshops

Form a group of students who did not achieve mastery (80%) on the **Rhyming Awareness Assessment**. Tell these students that they will practice identifying words that sound alike. Explain that when the ending part of a word sounds the same as another ending part of a word, this is called a rhyme.

Odd Word Out

Teacher asks, “Which one doesn’t rhyme?” Students respond with the non-rhyming word.

Teacher asks, “Know another rhyme?” Individual students respond with rhyming words. Accept nonsense word rhymes.

back, rack, dock
cap, up, gap
send, band, hand
bed, led, sad
last, rest, test
kid, bad, lid
pop, lip, ship
pack, lock, sock
hot, lot, cat
ranch, bunch, hunch
fade, made, tide
bait, set, wait
gate, sight, late
deal, heal, mile
goose, dice, nice
dine, tune, line
fine, loan, moan
bone, main, cone
cute, sweet, mute
chart, hurt, dart
sure, bear, wear
earn, born, learn
dirt, sort, shirt
fort, cart, sort
oil, boil, tall

had, mad, bed
cash, lash, hush
dunk, sank, tank
bell, doll, fell
rat, met, net
hill, mill, fall
it, pit, sat
cod, God, bad
mug, pig, rug
tank, bunk, junk
fell, pail, rail
bake, cake, soak
pay, boy, say
rate, cheat, neat
side, tide, food
kite, goat, site
choke, bake, woke
row, show, new
bar, car, fur
more, chair, fair,
hear, near, sir
fir, sir, door
chore, core, pure
churn, torn, burn
cow, show, now

ham, gum, jam
men, can, fan
got , at, cat
men, ten, can
kick, sick, duck
been, chin, win
tub, job, rob
tip, mop, pop
bump, chimp, dump
cut, hut, put
chain, bone, gain
tell, bale, sale
bead, paid, lead
feed, seed, load
wheat, fight, sight
oak, soak, bike
bold, cold, held
meat, boot, root
bark, dark, work
care, dare, rear
car, deer, cheer
snarl, girl, whirl
yarn, born, corn
boy, say, joy
paw, claw, tow

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TRS Alphabetic Workshop

Reading in English requires mastery of the alphabetic code. The 26 letters of the alphabet represent the written form of the 40+ speech sounds (phonemes) and their spellings comprise the 1,000,000 word English lexicon.

All students need to have mastered the alphabet because the letter names and graphical representations are the key components of the language of instruction in both reading and spelling. Students need to be able to recognize and pronounce both upper and lower case letters. Additionally, students need to be able to match each upper and lower case pair, including common font variations. Finally, students need to be able to sequence the letters of the alphabet.

Say the Letter

From the **Alphabet Study Cards**, select only those lower case cards comprising the Letter Sequence deficits indicated on the **Alphabetic Awareness Assessment** for each student. Include the font variation cards, if in the group(s). Letters should be studied in each group to mastery before proceeding to the next group. Students with these deficits should be paired with helpful students who have complete alphabetic mastery or tutors for practice.

The student shuffles the letter sequence group of study cards and spreads them out on the desk/table. A partner says a letter and the student picks up the card. If the wrong card is chosen, the partner corrects and then re-shuffles and places the cards again. The game continues until all cards are picked correctly. Then, the student continues with the next letter sequence group.

Pick a Match

From the **Alphabet Study Cards**, select only those upper and lower case cards comprising the Letter Sequence deficits indicated on the **Alphabetic Awareness Assessment** for each student. Include the font variation cards, if in the group(s). Letters should be studied in each group to mastery before proceeding to the next group. Students with these deficits should be paired with helpful students who have complete alphabetic mastery or tutors for practice.

The student shuffles the letter sequence group of upper and lower case study cards and then spreads them out on the desk/table. The partner picks up a lower or upper case letter and the student picks up the matching lower case card. Tell the partner to alternate lower and upper case selections. If the wrong match is chosen, the partner corrects and takes the correct pair. After all cards are picked, the partner shuffles the cards incorrectly identified and places them. The student selects the matches until all are correctly identified. Then, the student re-shuffles and places again. The game continues until all cards are picked correctly the first round. Then, the student continues with the next letter sequence group.

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Place Your Order

From the **Alphabet Study Cards**, select only those lower case cards comprising the Letter Sequence deficits indicated on the **Alphabetic Awareness Assessment** for each student. Include the font variation cards, if in the group(s). Letters should be studied in each group to mastery before proceeding to the next group. Students with these deficits should be paired with helpful students who have complete alphabetic mastery or tutors for practice.

The student shuffles the letter sequence group of study cards and spreads them out on the desk/table, then orders them into left-right sequence. If the letter sequence is not placed correctly, the partner corrects and then re-shuffles and places the cards again. The game continues until all cards are picked correctly. Then, the student continues with the next letter sequence group

Before and After

Teacher says a letter and individual students write or say the letter than comes before and the letter that comes after. For example, the teacher says *m*, and the students write or say *l, n*.

The New Alphabet Song **Download the Mp3 at**
<http://penningtonpublishing.com/blog/reading/how-to-teach-the-alphabet/>

For upper elementary, middle, high school, and adult students, use a less melodic rap tone, but still hit the key notes of the traditional melody to access prior knowledge and improve memorization. The rap version will be perceived as less juvenile and will meet with less resistance from these learners. Avoid slurring the letters and encourage students to enunciate precisely. Point to the lower-case alphabetic letters as you lead the singing or rapping. An overhead transparency of the lower case alphabet (see the following) will work nicely.

Reading specialists recommend avoiding the “l-m-n-o-p” slurring syndrome of the traditional alphabet song by reassigning some of the letters to different parts of the melody. To demonstrate, the “Twinkle Twinkle, Little Star” song, which uses the same melody, has also been revised alongside the “New Alphabet Song.”

“Twinkle Twinkle, Little Star”

Twinkle twinkle, little star,
How I wonder what you are.
Up above
Earth so high,
Shining brightly in the sky.

“New Alphabet Song”

a b c d e f g
h i j k l m n
o p q
r s t
u v w x y z

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New Alphabet Song

a b c d e f g
h i j k l m n
o p q
r s t
u v w
x y z

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TRS Syllable Awareness and Syllable Manipulation Workshops

Form a group of students who did not achieve mastery (80%) on the **Syllable Awareness Assessment**. Tell these students that they will practice putting together and breaking apart word parts. Explain that some of the word parts will be whole words and these are called base words; others are only parts of words and these are called prefixes, incomplete roots, and suffixes.

Use the following word list for the **Make ‘em Count! Say and Divide**, and **Drop It** workshop activities. Some of the syllables have been divided by pronunciation or inflected endings e.g., start-ed, and some of the syllables have been chiefly divided by *morphemes* i.e., meaning-based word parts.

ab-tract	mi-cro-phone	ac-tion	pro-to-type
arch-way	ad-ding	au-to-mat-ic	ben-e-fit
be-fore	bi-ol-o-gy	cir-cle	col-umn
com-ment	chron-ol-o-gy	het-er-o-ge-ne-ous	psych-ol-o-gist
con-vince	cur-rent	de-feat	dif-fer
dis-pute	quad-run-ner	du-et	dis-con-nect-ing
en-ter	ex-it	hy-per-ac-tiv-it-y	sub-mar-ine
pro-tect	quad-plex	kil-o-me-ter	re-peat
dis-pro-por-tion-ate	sub-tract-ion	sum-mit	sur-vi-vor
trans-por-ta-tion	tri-bal	un-der-stand	with-out
fac-tion	for-give-ness	im-prove-ment	mid-dle
mis-use	pan-cake	sup-ply	in-va-der
per-fect-ly	por-tion	post-age	pre-view
lime-ade	ad-age	dis-a-ble	im-par-tial
cra-dle	free-dom	col-lect-ive	eat-en
ap-pear-ance	mut-ant	smart-est	fin-ess
dark-ness	blank-et-ed	traf-fic	mis-fit
pan-ic	rad-ish	ac-tive-ly	wrin-kle
hope-less-ness	out-let	slow-ly	pave-ment
full-ness	joy-ous-ly	debt-or	ma-ple
friend-ship	hand-some-ly	na-tion	men-tor-ing
in-vent-or	by-ways	han-dle	cir-cum-vent-ed

Make ‘em Count!

Teacher: “Let’s see if you can count the number of word parts in the word I say. A word part is also called a *syllable*. Let’s practice. I’ll say the word and you repeat it. The word is *table*.” [Do not isolate the syllables.]

Students: “table”

Teacher: “How many?”

Students: “Two”

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TRS Phonemic Isolation Workshops

Form a group of students who did not achieve mastery (80%) on the **Phonemic Isolation Assessment**. Tell these students that they will practice putting together sounds to produce words.

Beginning Fruits, Nuts, and Vegetables

Pass out the **Phonemic Isolation Boxes** (following) and three markers to each student. Students place their markers in the bottom boxes.

Teacher says, “I will say three words: the first is a fruit, the second is a nut, and the third is a vegetable. Move the the two markers to the top boxes that have the same beginning sounds.

apple, acorn, asparagus	cherry, butternut, broccoli
cantaloupe, cashew, celery	fig, filbert, bitterleaf
grape, mongongo, gourd	mango, kola nut, kale
lemon, hazelnut, lettuce	kiwi, macadamia, mushroom
watermelon, pistachio, pumpkin	strawberry, paradise nut, spinach
tangerine, butternut, turnip	honeydew, walnut, watercress
banana, chestnut, chicory	orange, almond, orache

Ending Fruits, Nuts, and Vegetables

Pass out the **Phonemic Isolation Boxes** (following) and three markers to each student. Students place their markers in the bottom boxes.

Teacher says, “I will say three words: the first is a fruit, the second is a nut, and the third is a vegetable. Move the two markers to the top boxes that have the same ending sounds.

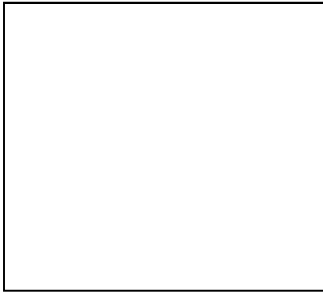
strawberry, hickory, pumpkin	orange, peanut, cabbage
watermelon, acorn, zucchini	apple, almond, lentil
plum, mongongo, yam	avocado, pistachio, spinach
grape, paradise nut, turnip	pear, butternut, bell pepper
apricot, walnut, watercress	papaya, macadamia, corn
cashew, pecan, jambu	rhubarb, juniper, cucumber
peach, beech, potato	squash, hazelnut, radish

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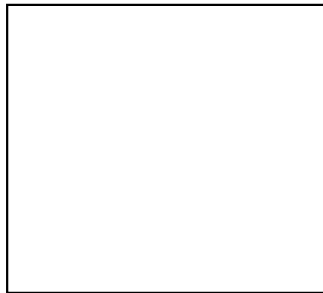
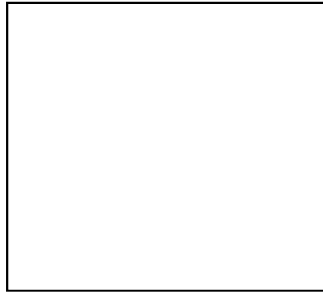
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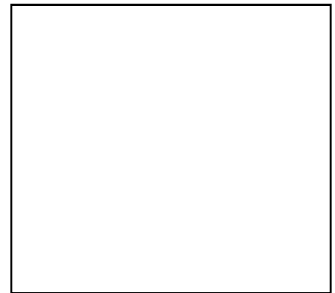
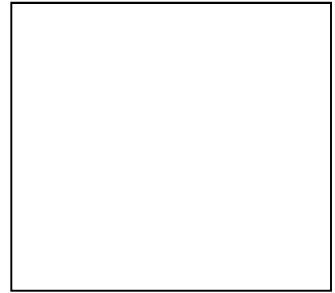
Phonemic Isolation Boxes
Fruit



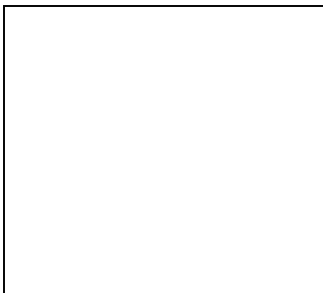
Nut



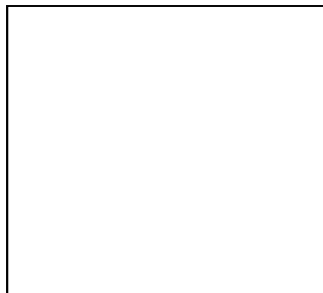
Vegetable



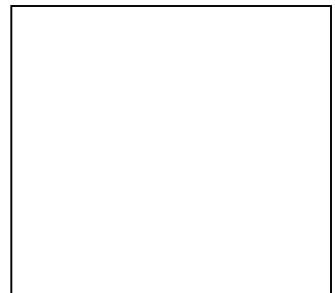
Phonemic Isolation Boxes
Beginning



Middle



End



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TRS Phonemic Blending Workshops

Form a group of students who did not achieve mastery (80%) on the **Phonemic Blending Assessment**. Tell these students that they will practice putting together and breaking apart words.

When you are teaching a letter sound, be careful not to add an "uh" sound at the end of the letter. For example, don't blend *cat* as "kuh," "aah," and "tuh." those sounds will not come together to say cat! For vowel sounds and /m/, /s/, and /f/, hold onto the sound into the next one; for all other sounds, clip the sound (e.g., /mmm/ /aaa/ /t/ for *mat*).

Syllable-by-Syllable Blending

Teacher: "Now we are going to work on blending, in which you will put together parts of words to make whole words. I will say the word parts; you put them together into a word. As I say each word part, I will move my hand about six inches from your left-to-right. For example, after I say 'cray-on...' I say 'Word?' and you say *crayon*."

Some of the syllables are divided by pronunciation or inflected endings (e.g., start-ed), and some of the syllables have been chiefly divided by *morphemes* i.e., meaning-based word parts.

ab-tract	mi-cro-phone	ac-tion	pro-to-type
arch-way	ad-ding	au-to-mat-ic	ben-e-fit
be-fore	bi-ol-o-gy	cir-cle	col-umn
com-ment	chron-ol-o-gy	het-er-o-ge-ne-ous	psych-ol-o-gist
con-vince	cur-rent	de-feat	dif-fer
dis-pute	quad-run-ner	du-et	dis-con-nect-ing
en-ter	ex-it	hy-per-ac-tiv-it-y	sub-mar-ine
pro-tect	quad-plex	kil-o-me-ter	re-peat
dis-pro-por-tion-ate	sub-tract-ion	sum-mit	sur-vi-vor
trans-por-ta-tion	tri-bal	un-der-stand	with-out
fac-tion	for-give-ness	im-prove-ment	mid-dle
mis-use	pan-cake	sup-ply	in-va-der
per-fect-ly	por-tion	post-age	pre-view
lime-ade	ad-age	dis-a-ble	im-par-tial
cra-dle	free-dom	col-lect-ive	eat-en
ap-pear-ance	mut-ant	smart-est	fin-ess
dark-ness	blank-et-ed	traf-fic	mis-fit
pan-ic	rad-ish	ac-tive-ly	wrin-kle
hope-less-ness	out-let	slow-ly	pave-ment
full-ness	joy-ous-ly	debt-or	ma-ple
friend-ship	hand-some-ly	na-tion	men-tor-ing
in-vent-or	by-ways	han-dle	cir-cum-vent-ed

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TRS Phonemic Segmentation Workshops

Form a group of students who did not achieve mastery (80%) on the **Phonemic Segmentation Assessment**. Tell these students that they will practice breaking words into sounds.

Which is It? Onset and Rime

The teacher says, “Let’s see if you can choose which word I am saying. I say the word, and then I sound-out that word in two different ways. If the first way is correct, hold up one finger; if the second way is correct, show me two fingers.”

rack	/r/-ack, /m/-ock	bed	/m/-ad, /b/-ed	gum	/j/-am, /g/-um
pup	/g/-ap, /p/-up	lash	/l/-ash, /m/-esh	men	/f/-an, /m/-en
hand	/h/-and, /b/-end	dunk	/t/-ank, /d/-unk	bet	/c/-at, /b/-et
sad	/r/-od, /s/-ad	mall	/f/-ell, /m/-all	sun	/t/-en, /s/-un
last	/t/-est, /l/-ast	fat	/n/-et, /f/-at	sick	/s/-ick, /d/-uck
rude	/l/-id, /r/-ude	male	/h/-ill, /m/-ale	wipe	/w/-ipe, /t/-ape
pit	/p/-it, /h/-ot	cab	/r/-ib, /c/-ab	sack	/l/-ock, /s/-ack
hid	/p/-od, /h/-id	pipe	/m/-op, /p/-ipe	lot	/l/-ot, /c/-at
rug	/p/-ig, /r/-ug	limp	/l/-imp, /d/-ump	hunch	/r/-anch, /h/-unch
hut	/h/-ut, /p/-it	tide	/m/-ade, /t/-ide	tool	/r/-ail, /t/-ool
bone	/b/-one, /g/-ain	coat	/w/-ait, /c/-oat	soak	/c/-ake, /s/-oak
sight	/s/-ight, /m/-eat	soy	/b/-oy, /s/-ay	pike	/l/-ead, /p/-ike
mile	/h/-eal, /m/-ile	load	/s/-eed, /l/-oad	dense	/d/-ense, /n/-ice
food	/f/-ood, /f/-eud	line	t/-une, /l/-ine	cute	/g/-oat, /c/-ute
bake	/b/-ike, /b/-ake	moan	/m/-oon, /m/-oan	reak	/b/-eck, /r/-eak
held	/c/-old, /h/-eld	main	/m/-ain, /l/-ean	new	/l/-ow, /n/-ew
mute	/r/-oot, /m/-ute	fur	/c/-ar, /f/-ur	dark	/d/-ark, /w/-ork
dart	/h/-urt, /d/-art	reat	/d/-are, /r/-ear	sir	/b/-ore, /s/-ir
born	/b/-orn, /l/-earn	curl	/g/-irl, /c/-url	dirt	/d/-irt, /c/-art,
pure	p/-ure, /f/-ar	barn	/b/-arn, /c/-orn	sang	/s/-ang, /s/-ong

Which Word is It? Sound by Sound

Teacher: “Now we are going to work on identifying words from their sounds. I will say the sounds that make up a word; then you say the word.”

/m/ /e/	me	/s/ /a/	say	/g/ /o/	go
/sh/ /e/	she	/b/ /o/	bow	/f/ /ar/	far
/s/ /er/	sir	/h/ /er/	her	/oi/ /l/	oil
/y/ /ě/ /l/	yell	/ě/ /n/ /d/	end	/g/ /a/ /m/	game
/s/ /ă/ /t/	sat	/h/ /ö/ /g/	hog	/ĩ/ /n/ /ch/	inch
/f/ /ö/ /x/	fox	/ă/ /n/ /t/	ant	/wh/ /ě/ /n/	when
/th/ /a/ /n/ /k/	thank	/d/ /ě/ /s/ /k/	desk	/v/ /ě/ /n/ /t/	vent

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