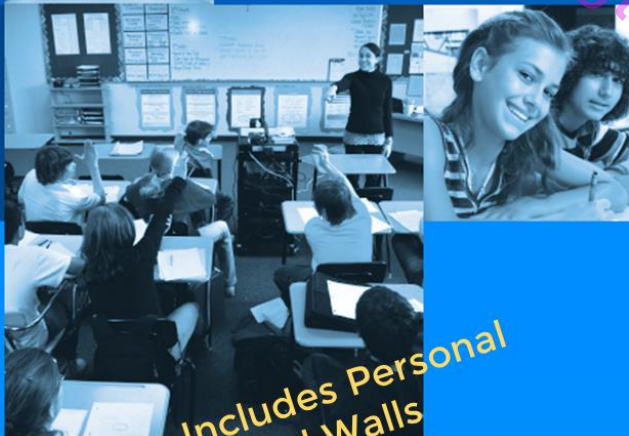


PHONEMIC AWARENESS TOOLKIT

EVIDENCE-BASED
PROGRAM AGES 8-ADULT



Includes Personal
Sound Walls
and Speech
Articulation Videos



"There is no age where a student is 'too old' for phonemic awareness training—if the skills have not been mastered, the student should get training" (Kilpatrick, 2016).

- ✓ 54 no prep, 5-minute oral response bell ringers to solidify phonemic awareness for ages 8-adult students
- ✓ 5 whole class phonemic awareness assessments with audio files
- ✓ Assessment-based small group instruction
- ✓ Personal Sound Walls with mouth positions and speech articulation songs
- ✓ Phoneme-grapheme Animal Cards and games

The Phonemic Awareness Toolkit is a slice of The Science of Reading Intervention Program.

54 WHOLE
CLASS
LESSONS and
SMALL GROUP
ASSESSMENT-
BASED
INSTRUCTION



The Science of Reading Intervention

Program

word recognition

Thumbs down!
Different.

"I will play two sounds. Give a thumbs up if they sound the same and a thumbs down if they sound different."
1. 2. 3. 4. 5. 6.

"Now I will play two sound patterns. Give a thumbs up if they sound the same and a thumbs down if they sound different."
1. 2. 3. 4. 5. 6.

Say 'em as you spell 'em!

g u e s s

g u e s s

g u e s s

Lesson 32: Sound Box Answers

WORD/SOUNDS	1	2	3	4	5	6
beside	b	e	s	i	d(e)	
tidy	t	i	d	y		
untie	u	n	t	i	e	
byway	b	y	w	a	y	
tighten	t	i	g	h	t	e
brightly	b	r	i	g	h	t
again	a	g	a	i	n	
because	b	e	c	a	u	s

The Science of Reading Intervention Program provides the evidence-based reading instruction and practice your students ages 8–adult need in **55** minutes per day, **3** days per week, **18** weeks. In-class or virtual instruction. **No prep.** Easy to teach. **Affordable.** Aligned to the science of reading.

5 Daily Google Slide Activities (or Print)

- 5 ✓ Phonemic and Morphological Awareness
- 15 ✓ Blending, Segmenting, and Spelling
- 10 ✓ Sounds and Spellings Practice
- 5 ✓ Heart Words Practice
- 20 ✓ **Sam and Friends Phonics Books:** Decodable stories for each daily lesson with comprehension questions, margin annotations, and word fluency practice.
- 55 **Sound Box and Word Wall activities.**

Sam and Friends

Phonics Books

✓ 54 illustrated phonics books
Decodable text with heart words
Word fluency timings
Comprehension questions

Vowel Valley Sound Wall

Lesson 34: Heart Words through, guess

Sort and Spell these Heart Words: coup, guest, soup, racquet, slough, question

ough spells /oo/ ue spells /e/

through guess

Drag and Drop the Heart s above the Parts We Have to Learn by Heart

guess soup coup racquet

guest tthough through question

Whole Class Phonemic Awareness Lessons

The whole class phonemic awareness lessons are teacher-led oral response activities, specifically designed for older students in ELL, SPED, and reading intervention classes.

The first 6 lessons begin with modeling proper mouth formation and speech articulation of the phonemes (the smallest units of speech sounds). The teacher displays the slides and plays the YouTube videos, cueing unison responses, as students point to the Animal Cards on their laminated Personal Sound Wall desk copies.

The first 6 lessons also focus on phonological awareness (the recognition of and ability to manipulate distinct sounds, especially spoken sounds in sentences and words).

Note that most of your students probably will have minimal difficulties with the proper mouth formation, speech articulation, and phonological awareness activities. The lessons will help *fine tune* these skills for all your students and prepare them for the more challenging phonemic awareness lessons #s 7-54. These lessons feature phoneme isolation, addition, deletions, substitution, manipulation, segmentation, and reversals.

Lessons #s 1-6 will also serve as a diagnostic. If some of your students struggle with these lessons, make sure to refer them to your special education team for further evaluation.

Whole Class Phonemic Awareness Lessons

The first 6 lessons also introduce the Animal Cards. These are the phoneme-grapheme cards featured in the explicit, systematic, sounds-to-print phonics instruction of [The Science of Reading Intervention Program: Word Recognition](#). This comprehensive program integrates all 54 phonemic awareness lessons into phonics, spelling, heart words, morphology, and decodables with reading comprehension and fluency practice.

Each card has a picture of an animal whose name includes the focus /sound/. The card also has a mouth formation picture to show proper speech articulation and the common spellings of the /sound/. The /sounds/ and borders of the cards are color-coded for each type of vowel and consonant.

Students are not expected to master all components of the Animal Cards introduced in the first 6 lessons, nor should students complete the word examples with dry erase markers on their Personal Sound Walls. However, the Personal Sound Walls can serve as helpful review activities with a concurrent phonics program.

Additionally, the full set of Animal Cards is provided following the phonemic awareness lessons with accompanying review games.

Vowel Valley Sound Wall

The diagram illustrates the articulation of various vowel sounds based on lip position. It features a central mountain range background with a large, faint watermark reading "penningtonpublishing.com". The lip positions are arranged in a valley shape, with labels in purple and blue text:

- Tight Smile:** Located at the top left, associated with the vowel sound /e/. Example words: eagle, (c)ei, ea, _ee, _e, _ey.
- Short Schwa:** Located below the Tight Smile, associated with the vowel sound /ɪ/. Example word: pig.
- Slightly Opened:** Located in the middle left, associated with the vowel sound /ə/. Example words: ape, _ay, a_e, ai, eigh.
- Long Schwa:** Located in the middle right, associated with the vowel sound /ɜ/. Example words: gecko, _ea.
- Fully Opened:** Located at the bottom center, associated with the vowel sound /ɒ/. Example words: ibex, i_e, _igh, _y, _ie.
- Puckered Lips:** Located at the top right, associated with the vowel sound /u/. Example words: mule, u, _u, _ew, _ue.
- Other lip positions:** Various other lip shapes are shown, each with a corresponding vowel sound and example words: /ɔ/ (as in oakapi, o_e, _oe, _oo, _ow), /o/ (as in rooster, oo, _ue, _u, u_e, _ew, u_eu), /ɔɔ/ (as in woodpecker, oo, _u), /ɔ/ (as in shark, ar), /ɔ/ (as in arca, or, ore), /o/ (as in kai, ai, _oy), /oi/ (as in cow, _ow, ou, _ou), /ɔ/ (as in bodger, a), /ɔ/ (as in hawk, ow, ough, [ɪ], ou, a[ɪ], a[ɪ]), /ɔ/ (as in otter, o).

Lesson 1: Vowel Valley Animal Chants

Short Vowels 1–3:11

Down in Short Vowel
Valley—valley so low
Your mouth is wide open
as in the short /o/
As you climb up the
mountain,
Your mouth starts to
close

Into an /ă/ as in *badger*,
ĕ as in *gecko*,
ĭ as in *pig*,
ŏ as in *otter*,
ŭ as in *bison*.
Nah... we like *buffalo*!



Short Vowel Valley Sound Wall

/ɪ/ 
as in pig
i
_y



	i	
	i	
	i	
	y	

/ɛ/ 
as in gecko
e _ea



	e	
	e	
	e	a
	e	a

/ă/ 
as in badger
a





	a	
	a	
	a	
	a	

/ɒ/ 
as in otter
o



	o	
	o	
	o	
	o	

/ʊ/ 
as in buffalo
u



	u	
	u	
	u	
	u	

Lesson 1: Vowel Valley Animal Chants

Long Vowels 3:12–6:10

For the long vowel sounds,
Your mouth is slightly open
With /ī/ as in *ibex*,
/ā/ as in *ape*,
/ē/ as in *eagle* with a nice tight smile.

But round your mouth
With /ō/ as in *okapi*,
Move up to a pucker
With /ū/ as in *mule*.
We go from open to closed--
That's the Vowel Valley rules!



Long Vowel Valley Sound Wall

The sound wall features several cards with vowel sounds and corresponding mouth diagrams:

- /ē/**: as in eagle, e (c)ei ea, _ee, _ie, _e_s, _y_ey
- /ā/**: as in ape, a, _ay, a_e, al_
- /ī/**: as in ibex, i, Le, _igh, _y, _ie
- /ō/**: as in okapi, o, o_e, _oe, oa, ow
- /ū/**: as in mule, u, u_s, _ew, _ue

<https://youtu.be/TCUEpVcTJ5o>

Personal Sound Wall

Name: _____

Long Vowel Valley Sound Wall

/ē/ 
as in eagle
e [c]ei ea
_ee
ie
e_e

_y _ey

	e	e	
		e	
	e	a	
		i	e
	e		e

	c	e	i	
			y	
		e	y	

/ā/ 
as in ape
a
_ay
a_e
ai_
ei[gh]



/ī/ 
as in ibex
i i_e
_igh
_y
_ie


	i	g	h
	i		e
			y
	i		e

		u	
		u	e
		e	w
		u	e

/ū/ 
as in mule
u
u_e
_ew
_ue


/ō/ 
as in okapi
o o_e
oe oa
ow


		o	
		o	e
		o	a
		o	w

	a			
	a	y		
	a	e		
	e	i	g	h

Lesson 1: Phonemic Awareness

Phonological Awareness: “Reading is about understanding speech sounds in print. Hearing the differences among sounds and the patterns of sounds prepares us to read well. Let’s practice hearing the different sounds and patterns with these drum sounds.”

Thumbs up?

The same.

Thumbs down?

Different.

“I will play two sounds. Give a thumbs up if they sound the same and a thumbs down if they sound different.”

1A, 1B 2A, 2B 3A, 3B 4A, 4B 5A, 5B 6A, 6B



“Now I will play two sound patterns. Give a thumbs up if they sound the same and a thumbs down if they sound different.”

1. 2. 3. 4. 5. 6.



Lesson 2: Vowel Valley Animal Chants

Diphthongs 6:11–8:46

r-controlled Vowels 8:47–10:35

For the two-sound vowels,
We call 'em *diphthongs*
Say, /ow/ as in *cow*,
/oi/ as in *koi*,
/aw/ as in *hawk*
/ool/ as in *woodpecker*,
/ool/ as in *rooster*,
Cock-a-doodle do!

For the *r*-controlled vowels,
Round your mouth.
For /or/ as in *orca*,
/ar/ as in *shark*,
/er/ as in *ermine*,
That's a mink I think.



Diphthongs Valley Sound Wall

/oi/ 

as in koi
oi_ _oy



o i

o i

o y

o y

/ow/ 

as in cow
_ow
ou_



o w

o w

o u

o u

o o e w
u e u
u i e u
u e

o

o o

u

u

/oo/ 

as in
rooster
oo _ue _ui
u_e _ew u
_eu



/oo/ 

as in
woodpecker
oo
u



/aw/ 

as in hawk
aw au
augh[t]
a[l]
a[l]



a w

a u g h t

a u

a l

a l l

Personal Sound Wall

Name: _____

r-Controlled Vowel Valley Sound Wall

Listen to the audio files and type in the text boxes.

penningtonpublishing.com

/er/ 

as in
ermine

er
ir
ur



e r

i r

u r

/ar/ 

as in shark
ar



a r

a r

a r

a r

/or/ 

as in orca
or
ore



o r

o r e

o r

o r

Lesson 2: Phonemic Awareness

Phonological Syllable Awareness: “The words we say, read, and write put together sounds. The biggest sounds in words are syllables. The word, *dog*, has one big sound [clap]; the word, *lion*, has two big sounds [clap-clap]; and the word, *anteater*, has three big sounds [clap-clap-clap]. I will say a word and you clap for the number of big sounds you hear in the word. Let’s try one together. *Cheetah?* [clap-clap]? Now you clap on your own.”

How many big sounds do you hear in this word?

panda (2)

mule (1)

tiger (2)

crocodile (3)

sheep (1)

rooster (2)

badger (2)

alligator (4)

gorilla (3)

chimpanzee (3)

ferret (2)

orangutang (4)

Lesson 3: Vowel Valley Animal Chants

Vowel Valley Animal Chants 1-10:35



/ă/ as in badger a	/ĕ/ as in gecko e _ea_	/ĭ/ as in pig i _y	/ŏ/ as in otter o	/ŭ/ as in buffalo u
/ā/ as in ape a	/ē/ as in eagle e [c]ei ea	/ī/ as in ibex i i_e_	/ō/ as in okapi o o_e_	/ū/ as in mule u
/oi/ as in koi oi_ _oy	/ow/ as in cow _ow_ ou_	/aw/ as in hawk aw au augh[t] a[l] a[l]	/oo/ as in woodpecker oo _u_	/ōō/ as in rooster oo _ue_ _ui u_e_ ew u_eu

<https://youtu.be/TCUEpVcTJ5o>

Lesson 3: Phonemic Awareness

Phonological Onset Awareness: “I will say two words to you. Give a thumbs up if the first part of the words sounds the same and a thumbs down if it sounds different. For example, the first part of *cat* and *kois* sound the same; the first part of *rat* and *bee* sound different.”

Thumbs up?

The same.

Thumbs down?

Different.

bear	bat		goose	frog	
mule	mouse		dog	duck	
fox	ape		horse	hound	
snake	snail		wolf	whale	
stag	stork		newt	moose	

Consonant Sound Wall

v=voiced

STOPS

AFFRICATES

NASALS





/p/  as in puffin
p



/b/  v as in bear
b



/t/  as in tiger
t



/d/  v as in dog
d



/k/  as in kangaroo
k(e) _c
_ck



/g/  v as in goose
g(o.o.u)



/ch/  as in cheetah
ch _tch



/j/  v as in jackrabbit
j g(e.i.y)
_ge _dge



/m/  as in mouse
m



/n/  as in newt
n kn_



/ng/  as in lemming
_ng _n



FRICATIVES



/s/  as in seagull
s



/z/  v as in zebra
z _s



/th/  v as in python
th



/th/  unvoiced as in sloth
th



/sh/  as in sheep
sh _ci_ _si_ _ti_



/zh/  as in television
_ge



/f/  as in ferret
f ph



/v/  as in vulture
v



/h/  as in horse
h





GLIDES

LIQUIDS

2 SOUNDS



/y/  v as in yak
y



/wh/  as in whale
wh_



/w/  v as in wolf
w



/r/  as in raccoon
r wr_



/l/  as in lion
l



/x/  as in fox
x



/q/  as in quail
qu_



Lesson 4: Consonant Sounds Animal Chants

Stop Sounds 1–3:30

A stop sound produces a short puff of air

Put your hand up to your mouth,

And feel it coming out there.

Don't add an /uh/ to the end;

Duh-duh-uh-don't you dare!

/p/ as in *puffin*,
/b/ as in *bear*,
/t/ as in *tiger*,
/d/ as in *dog*,
/k/ as in *kangaroo*,
/g/ as in *goose*.

Consonant Sound Wall Stops
Listen to the audio files and type in the text boxes.

/p/ as in puffin
/b/ as in bear
/t/ as in tiger
/d/ as in dog
/k/ as in kangaroo
/g/ as in goose



https://www.youtube.com/watch?v=zypqiz_PiG

Consonant Sound Wall Stops



v=voiced



/p/ 
 as in
puffin
 p


/b/  **v**
 as in **bear**
 b


/t/ 
 as in **tiger**
 t


/d/  **v**
 as in **dog**
 d


/k/ 
 as in
kangaroo
 k[i,e]
 _c
 _ck
 c[a,o,u]


/g/  **v**
 as in
goose
 g[a,o,u]


p	
p	
	p
	p

b	
b	
	b
	b

t	
t	
	t
	t

d	
d	
	d
	d

k	i	
k	e	
	c	k
	c	k

g	a	
g	o	
g	u	
		g
		g

Lesson 4: Consonant Sounds Animal Chants

Affricatives 3:31–4:45

Nasals 4:46–6:30

For the affricative sounds,
You've got to round your lips.
Pull your tongue back in your mouth
To say the /ch/ and /j/.
/ch/ as in *cheetah*,
And /j/ as in *jackrabbit*.

For the nasal sounds,
You've got to use what blows.
You feel a funny vibration inside of your nose.
/m/ as in *mouth*,
/n/ as in *newt*,
/ng/ as in *lemming*—
I think they're kinda' cute!

Consonant Sound Wall **Affricates**
Listen to the audio files and type in the text boxes.

Consonant Sound Wall **Nasals**
Listen to the audio files and type in the text boxes.

https://www.youtube.com/watch?v=zypqiz_PiGI

Consonant Sound Wall Affricates

v=voiced



/ch/ 
as in
cheetah
ch _tch


/j/  **v**
as in
jackrabbit
j g[e,i,y]
_ge
_dge


c h

j

c h

j

c h

j

t c h



j

Consonant Sound Wall Nasals




/m/ 
as in
mouse
m 

m	
m	
	m
	m

/n/ 
as in newt
n kn_ 

n	
k	n
	n
	n

/ng/  
as in
lemming
_ng _n 

	n	g
	n	g
	n	
	n	

Lesson 4: Phonemic Awareness

Phonological Rime Awareness: “I will say two words to you. Give a thumbs up if the last part of the word sounds the same and a thumbs down if it sounds different. For example, the last part of *back* and *tack* sound the same; the last part of *bed* and *rest* sound different.”

Thumbs up?

The same.

Thumbs down?

Different.

late	chant		best	west	
side	tide		mole	boat	
dude	feud		cave	maid	
dent	belt		cost	lost	
bunt	runt		tag	task	
herd	bird		cute	fuse	

Lesson 5: Consonant Sounds Animal Chants

Fricatives 6:31–11:04

For the fricative sounds,
There's a small release
of air,
Except for /v/ as in
vulture and /z/ as in
zebra.

Hear the /s/ as in
seagull,
/th/ as in python,

/th/ as in *sloth*,
/sh/ as in *sheep*,
/zh/ as in *television*,
/f/ as in *ferret*,
And /h/ as in *horse*—
But then you know these
of course!

Consonant Sound Wall Fricatives
Listen to the audio files and type in the text boxes.

voiced

/s/ as in seagull	/z/ as in zebra	/th/ voiced as in python	/th/ unvoiced as in sloth	/sh/ as in sheep	/zh/ as in television	/f/ as in ferret	/v/ as in vulture	/h/ as in horse

Word puzzles on the screen:

s	z	t h	t h	s h	s	f	v	h
s	z	t h	t h	s h	s i	f	v	h
s	s	t h	t h	s h	g e	f	v	h
s	s	t h	t h	s h	g e	p h	v	h

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


Consonant Sound Wall Fricatives

v=voiced



/s/

as in seagull



s
c[e,i,y]

/z/ v

as in zebra



z
_s

/th/ v

voiced as in python



th_

/th/

unvoiced as in sloth



th

/sh/

as in sheep



sh _ci_
si
ti

/zh/

as in television



_ge _s_

/f/

as in ferret



f ph

/v/


as in vulture



v

/h/

as in horse



h

s	
s	
	s
	s

z	
z	
	z
	s

t	h
t	h
	th
	th

t	h
t	h
	th
	th

s	h
s	h
	sh
	sh

	s
	s
	si
	ge
	ge

f	
f	
	f
	ph

v	
v	
	v
	v

h	
h	
	h
	h

Lesson 5: Consonant Sounds Animal Chants

Glides 11:05–12:55

For the glide sounds,
Place your tongue at the
front of your mouth,
Then slide it to the back,
For the end of the sound.
When you glide it,
Lots of air comes out of
your mouth.

/y/ as in yak,
/w/ as in wolf,
/wh/ as in whale,
Wooh!
that's a mighty big
poof!

Consonant Sound Wall Glides
Listen to the audio files and type in the text boxes.

/y/ as in yak
y

/wh/ as in whale
wh

/w/ as in wolf
w

y w h
y w h
b y w h w
y i n g w h
y s

https://www.youtube.com/watch?v=zypqiz_PiGI

Consonant Sound Wall Glides



/y/  v

as in yak

y



y

y

b y

y i n g

y s



/wh/ 

as in

whale

wh_



w h

w h

w h

w h

/w/ 

as in wolf

w



w

w

w

w

Lesson 5: Consonant Sounds Animal Chants

Liquids 12:56–14:07

2 Sound Consonants 14:08–15:31

For the liquid sounds,
You fill your mouth with
sound.

/r/ as in *raccoon*,

/l/ as in *lion*.

Say the sounds right,
And you'll always be
stylin'.

For the 2-sound
consonants,
You've got to say both
sounds.

The /qu/ as in *quail*
Is always followed with
a vowel.

The /ks/ in *fox*—
Ooh, that animal
rocks In a box with
socks.

Consonant Sound Wall Liquids
Listen to the audio files and type in the text boxes.

Consonant Sound Wall 2 Sounds
Listen to the audio files and type in the text boxes.

/x/ as in fox
x

/q/ as in quail
qu

x
x
x

qu
qu
qu

https://www.youtube.com/watch?v=zypqiz_PiGI

Consonant Sound Wall Liquids



/r/ 
as in
raccoon
r
wr_ 

/l/ 
as in
lion
l 

r	
r	
r	
r	

l	
l	
	l
	l

Consonant Sound Wall 2 Sounds



/x/ 
as in fox
x 

	x
	x
	x

/q/ 
as in quail
qu_ 

q	u	
q	u	
q	u	

Lesson 5: Phonemic Awareness

The Alphabetic Code: “Most of us remember the ABC song, but check out the New Alphabet Song. The melody is the same, but something is different. What is different than the one you learned?”

Our English alphabet has only 26 letters. Did you know that these letters are actually symbols? A symbol is something that stands for something else. For example, what do the 50 stars in the American flag stand for? The stars are symbols, as are our 26 letters. We use symbols to communicate lots of messages or instructions.

So what do our 26 alphabetic letters symbolize? They are symbols for our speech sounds. We have 43 speech sounds, which means that some letters are symbols for more than one sound. For example, the letter “c” is a symbol for the /k/ sound as in *camel*.

Other languages, such as Chinese, use symbols, too. However, their symbols are pictures, not letters. For example, 木人土 is Chinese for *dog*. [Write this on the board or screen share] To write in Chinese, students have to memorize hundreds of pictures.

With our alphabet, we combine the 26 letters into a code, which connects sounds to spellings. Once you crack the secret code, you can read and spell most anything!

Lesson 6: Consonant Sounds Animal Chants

Consonant Sounds Animal Chants 1–15:31

Consonant Sound Wall

v-voiced

STOPS

AFFRICATES

NASALS











FRICATIVES

GLIDES

LIQUIDS

2 SOUNDS

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Speech Sound Visuals: The Learning Resources Association of Teachers for Learning

/f/ as in fox f ph 22 	/h/ as in horse h 24 	/k/ as in kangaroo k[i,e] c[a,o,u] _c _ck 25 	/m/ as in mouse m 28 	/p/ as in pig p 30 
/d/ as in dog d 21 	/g/ as in goose g[a,o,u] 23 	/j/ as in jackrabbit j g[e,i,y] _ge _dge 25 	/l/ as in lion l 27 	/n/ as in newt n kn_ 29 

<https://youtu.be/yP4DMIL8KPw>

Lesson 6: Phonemic Awareness

The 43 English speech sounds, which we call *phonemes*, are listed here. Say a word which includes each of these sounds. There are 24 consonant and 19 vowel sounds.

- | | | | | | |
|---------------|-------|----------------|-------|---------------------|-------|
| 1. /b/ as in | _____ | 16. /w/ as in | _____ | 31. /ē/ as in | _____ |
| 2. /c/ as in | _____ | 17. /z/ as in | _____ | 32. /ī/ as in | _____ |
| 3. /d/ as in | _____ | 18. /sh/ as in | _____ | 33. /ō/ as in | _____ |
| 4. /f/ as in | _____ | 19. /ch/ as in | _____ | 34. /ū/ as in | _____ |
| 5. /g/ as in | _____ | 20. /th/ as in | _____ | 35. /oo/ as in root | _____ |
| 6. /h/ as in | _____ | 21. /th/ as in | _____ | 36. /oo/ as in foot | _____ |
| 7. /j/ as in | _____ | 22. /ng/ as in | _____ | 37. /ow/ as in cow | _____ |
| 8. /l/ as in | _____ | 23. /hw/ as in | _____ | 38. /oy/ as in toy | _____ |
| 9. /m/ as in | _____ | 24. /zh/ as in | _____ | 39. /aw/ as in | _____ |
| 10. /n/ as in | _____ | 25. /ă/ as in | _____ | 40. /er/ as in | _____ |
| 11. /p/ as in | _____ | 26. /ě/ as in | _____ | 41. /ar/ as in | _____ |
| 12. /r/ as in | _____ | 27. /ĩ/ as in | _____ | 42. /or/ as in | _____ |
| 13. /s/ as in | _____ | 28. /ǒ/ as in | _____ | 43. /err/ as ferry | _____ |
| 14. /t/ as in | _____ | 29. /ů/ as in | _____ | | |
| 15. /v/ as in | _____ | 30. /ā/ as in | _____ | | |

Lesson 7: Phonemic Awareness

Phonemic Isolation: “Now that we’ve worked on identifying the big sounds in our words, it’s time to work on the little sounds. Learning these little speech sounds, called *phonemes*, will help you read and spell accurately. For this activity, I’m going to ask you where you hear the sound in a word. Show me one finger if you hear the sound at the beginning of the word; two fingers if you hear the sound in the middle of the word; and three fingers if you hear the sound at the end of the word.”

Where do you
hear this
sound in the
word?

/ăă/ as in giraffe (2)

/mm/ as in monkey (1)

/t/ as in bobcat (3)

/ss/ as in seagull (1)

/p/ as in ape (2)

/nn/ as in hound (2)

/ll/ as in snail (3)

/ěě/ as in gecko (2)

/t/ as in stork (2)

/mm/ as in moose (2)

Lesson 8: Phonemic Awareness

Phonemic Isolation: "I'm going to ask you where you hear the sound in a word. Show me one finger if you hear the sound at the beginning of the word; two fingers if you hear the sound in the middle of the word; and three fingers if you hear the sound at the end of the word."

Where do you
hear this
sound in the
word?

/ ĭ / as in rabbit (2)

/ ĭ / as in pigeon (2)

/r/ as in raccoon (1)

/d/ as in lizard (3)

/d/ as in sardine (2)

/r/ as in heron (2)

/d/ as in dolphin (1)

/ ĭ / as in pig (2)

/f/ as in giraffe (3)

/f/ as in ferret (1)

Lesson 9: Phonemic Awareness

Phonemic Isolation: "I'm going to ask you where you hear the sound in a word. Show me one finger if you hear the sound at the beginning of the word; two fingers if you hear the sound in the middle of the word; and three fingers if you hear the sound at the end of the word."

Where do you
hear this
sound in the
word?

/g/ as in giraffe (1)

/h/ as in hyena (1)

/ö/ as in otter (1)

/g/ as in gecko (1)

/l/ as in alpaca (2)

/ö/ as in bobcat (2)

/g/ as in gerbil (1)

/l/ as in whale (3)

/g/ as in gorilla (1)

/h/ as in horse (1)

Lesson 10: Phonemic Awareness

Phonemic Isolation: "I'm going to ask you where you hear the sound in a word. Show me one finger if you hear the sound at the beginning of the word; two fingers if you hear the sound in the middle of the word; and three fingers if you hear the sound at the end of the word."

Where do you
hear this
sound in the
word?

/k/ as in koala (1)

/ŭ/ as in numbat (2)

/g/ as in gypsy moth (1)

/g/ as in dog (3)

/ŭ/ as in duck (2)

/d/ as in hound (3)

/b/ as in ladybug (2)

/ŭ/ as in mussel (2)

/g/ as in giraffe (1)

/k/ as in barracuda (2)

Lesson 11: Phonemic Awareness

Phonemic Isolation: "I'm going to ask you where you hear the sound in a word. Show me one finger if you hear the sound at the beginning of the word; two fingers if you hear the sound in the middle of the word; and three fingers if you hear the sound at the end of the word."

Where do you hear this sound in the word?

/ĕ/ as in chicken (2)

/r/ as in rooster (1)

/y/ as in yellowjacket (1)

/x/ as in fox (3)

/z/ as in zebra (1)

/ĕ/ as in egret (2)

/ĕ/ as in ibex (2)

/y/ as in yak (1)

/x/ as in addax (3)

/r/ as in rattlesnake (1)

Lesson 12: Phonemic Awareness

Phonemic Segmentation: "I'll say a word and you say its sounds."

Listen to the
word and say
each sound.

pass	fuzz	mess	past	fuss
off	bell	cuff	fizz	limp
sand	rest	felt	toss	next
text	went	mend	full	mass

Lesson 13: Phonemic Awareness

Phonemic Segmentation: "I'll say a word and you say its sounds."

Listen to the
word and say
each sound.

fact	left	held	gasp	raft
meld	heft	culp	lift	soft
wept	soft	hasp	rift	loft
bump	ask	help	can't	felt

Lesson 14: Phonemic Awareness

Phonemic Segmentation: "I'll say a word and you say its sounds."

Listen to the
word and say
each sound.

milk	such	lunch	kept	silk
finch	elk	much	patch	apt
patch	rich	bench	ditch	wrench
wept	hulk	pinch	sulk	opt

Lesson 15: Phonemic Awareness

Phonemic Deletion: "What would the word sound like if I removed a sound?"

What would
the word
sound like if I
removed a
sound?

wrong	-/wr/	ong	honk	-/k/	hon
sung	-/s/	ung	hunk	-/n/	huk
rang	-/r/	ang	sing	-/s/	ing
link	-/n/	lik	bunk	-/n/	buk

Lesson 16: Phonemic Awareness

Phonemic Substitution: “What would the word sound like if I changed the beginning sound? I’ll say the word and the sound to replace the beginning. You say the new word.”

that /s/ sat their /b/ bear this /k/ kiss

What would the word sound like if I changed the sounds?

Phonemic Substitutions: “What would the word sound like if I changed the ending sound? I’ll say the word and the sound to replace the ending. You say the new word.”

wrong /l/ long bang /s/ sang

Phonemic Substitutions: “What would the word sound like if I changed the middle sound? I’ll say the word and the sound to replace the middle. You say the new word.”

task /ü/ dusk loft /ě/ left

Lesson 17: Phonemic Awareness

Phonemic Segmentation: “Now we are going to work on identifying the ending consonant blend sounds in words. Ending consonant blends have two sounds which flow together. I will say a word and you say the two sounds you hear in the consonant blend. Then I will say each sound and you say their Animal Card names.”

Let's listen to
the word and
name the
consonant
blend sounds.

sand /nn//d/ newt, dog mast /ss//t/ seagull, tiger

next /xx//t/ fox, tiger limp /mm//p/ mouse, puffin

dusk /ss//k/ seagull, kangaroo

kelp /ll//p/ lion, puffin

dent /nn//t/ newt, tiger

tilt /ll//t/ lion, tiger

fact /k//t/ kangaroo, tiger

soft /ff//t/ ferret, tiger

Say their
Animal Card
Names.

Lesson 18: Phonemic Awareness

Phonemic Substitution: “What would the word sound like if I changed the beginning sound? I’ll say the word and the sound to replace the beginning. You say the new word.”

thin /sh/ shin thank /s/ sank path /m/ math

What would
the word
sound like if I
changed the
sounds?

Phonemic Substitutions: “What would the word sound like if I changed the ending sound? I’ll say the word and the sound to replace the ending. You say the new word.”

shut /k/ shuck mash /s//k/ mask

Phonemic Substitution: “What would the word sound like if I changed the middle sound? I’ll say the word and the sound to replace the middle. You say the new word.”

dish /ă/ dash this / ŭ / thus

Lesson 19: Phonemic Awareness

Phonemic Isolation: “Each of the words I will say is a past tense verb and ends in the ‘_ed’ spelling. Some of the words have the /t/ sound as in *tiger*; the rest end in the /d/ sound as in *dog*. I will say the word and you say *tiger* if the ending sound is /t/ or *dog* if the ending sound is /d/.

Listen to the word and say the ending sound.

helped *tiger*

picked *tiger*

bagged *dog*

missed *tiger*

filled *dog*

dimmed *dog*

boxed *tiger*

fibbed *dog*

buzzed *dog*

wished *tiger*

rushed *tiger*

pinned *dog*

Lesson 20: Phonemic Awareness

Phonemic Substitution: “What would the word sound like if I changed the beginning sound? I’ll say the word and the sound to replace the beginning. You say the new word.”

when /th/ then whip /sh/ ship chin /sh/ shin

What would the word sound like if I changed the sounds?

Phonemic Substitution: “What would the word sound like if I changed the ending sound? I’ll say the word and the sound to replace the beginning. You say the new word.”

check /s/ chess hatch /n//d/ hand

Phonemic Substitution: “What would the word sound like if I changed the middle sound? I’ll say the word and the sound to replace the beginning. You say the new word.”

check /ü/ chuck hitched /ă/ hatched

Lesson 21: Phonemic Awareness

Phonemic Substitution: “What would the word sound like if I changed the beginning sound? I’ll say the word and the sound to replace the beginning. You say the new word.”

What would
the word
sound like if I
changed the
beginning?

tan	/cl/	clan	mass	/gl/	glass
clock	/sh/	shock	mess	/ch/	chess
bus	/pl/	plus	bank	/th/	thank
hint	/fl/	flint	cap	/sl/	slap
runt	/bl/	blunt	lick	/cl/	click

Lesson 22: Phonemic Awareness

Phonemic Substitution: “What would the word sound like if I changed the beginning sound? I’ll say the word and the sound to replace the beginning. You say the new word.”

What would the word sound like if I changed the beginning?

blog	/sm/	smog	flap	/sn/	snap
blend	/sp/	spend	blunt	/st/	stunt
fin	/sk/	skin	flat	/sc/	scat
flash	/sm/	smash	black	/sn/	snack
fun	/sp/	spun	gland	/st/	stand

Lesson 23: Phonemic Awareness

Phonemic Substitution: “What would the word sound like if I changed the beginning sound? I’ll say the word and the sound to replace the beginning. You say the new word.”

What would the word sound like if I changed the beginning?

him	/br/	brim	must	/cr/	crust
snip	/dr/	drip	lost	/fr/	frost
clasp	/gr/	grasp	stint	/pr/	print
stink	/br/	brink	stops	/cr/	crops
snug	/dr/	drug	skip	/gr/	grip

Lesson 24: Phonemic Awareness

Phonemic Substitution: “What would the word sound like if I changed the beginning sound? I’ll say the word and the sound to replace the beginning. You say the new word.”

What would the word sound like if I changed the beginning?

think	/shr/	shrink	drum	/str/	strum
print	/spr/	sprint	batch	/scr/	scratch
drunk	/shr/	shrunken	crust	/thr/	thrust
ring	/spr/	spring	map	/scr/	scrap
lift	/thr/	thrift	fetch	/str/	stretch

Lesson 25: Phonemic Awareness

Phonemic Substitution: “What would the word sound like if I changed the beginning sound? I’ll say the word and the sound to replace the beginning. You say the new word.”

What would the word sound like if I changed the beginning?

grim	/sw/	swim	grip	/tr/	trip
chin	/tw/	twin	kept	/sw/	swept
spit	/spl/	split	wish	/squ/	squish
fist	/tw/	twist	must	/tr/	trust
cash	/spl/	splash	sprint	/squ/	squint

Lesson 26: Phonemic Awareness

Phonemic Segmentation: “Now we are going to work on identifying the beginning consonant blend sounds in words. Beginning consonant blends have two sounds which flow together.* I will say a word and you say the two sounds you hear in the consonant blend. Then I will say each sound and you say their Animal Card names.”

Let's listen to the word and name the consonant blend sounds.

*These beginning consonant blends have three sounds: thr_, str_, spr_, scr_, spl_, squ_

flake /ff//ll/ ferret, lion

black /b//ll/ bear, lion

smell /ss//mm/ seagull, mouse

snip /ss//nn/ seagull, puffin

brush /b//rr/ bear, raccoon

twin /t//ww/ tiger, wolf

slab /ss//ll/ seagull, lion

club /k//ll/ kangaroo, lion

Say their Animal Card Names.

Lesson 27: Phonemic Awareness

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

Let's listen to
the sounds.
What's the
word?

/ss//āā/	say	/ff//āā//t/	fate
/sh//āā/m	shame	/ss//ēē//nn/	seen
/ch//ēē//t/	cheat	/b//ēē/	be
/th//ēē//ff	thief	/ss//t//āā//nn/	stain
/d//rr//āā//nn/	drain	/b//ēē//nn/	bean

Phonemic Segmentation: “Now, I will say the Animal Cards which say the sounds that make a word; then you say the word.”

/sh//ēē//ll/d sheep, eagle, lion, dog

/rr//āā/nn rooster, ape, newt

/ss//t//āā//k/ seagull, tiger, ape, kangaroo

/th//rr//ēē/ python, rooster, eagle

Lesson 28: Phonemic Awareness

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

Let's listen to the sounds.
What's the word?

/l//ī//t/

light

/t//r//ī//d/

tried

/p//ī//l/

pile

/k//r//y/

cry

/s//p//ī/

spy

/wh//ī//t/

white

/g//r//ēē//n

green

/b//l//āā//d/

blade

/t//r//āā//l/

trail

/k//l//ēē//n/

clean

Phonemic Segmentation: “Now, I will say the Animal Cards which say the sounds that make a word; then you say the word.”

/th//ī//zz/

python, ibex, zebra

/k//ī//mm/

kangaroo, lion, mouse

/ff//l//āā//k/

ferret, lion, ape, kangaroo

/g//āā//n

goose, ape, newt

Lesson 29: Phonemic Awareness

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

Let's listen to the sounds. What's the word?

/f//ll//ōō//t/

float

/hh//ōō//mm

home

/k//ōō//mm/

comb

/ss//ōō//p/

soap

/ss//ll//ōō/

slow

/ōō//t//ss/

oats

/t//ōō//zz/

toes

/k//ll//āā//mm/

claim

/p//rr//āā/

pray

/d//rr//ēē//mm/

dream

Phonemic Segmentation: “Now, I will say the Animal Cards which say the sounds that make a word; then you say the word.”

/vv//īī//nn/

vulture, ibex, newt

/ww//ōō//nn//t/

wolf, okapi, new, tiger

/g//āā//mm/

goose, ape, mouse

/rr//ōō//b/

rooster, okapi, bear

Lesson 30: Phonemic Awareness

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

Let's listen to
the sounds.
What's the
word?

/ff//ūū//mm//zz/	fumes	/hh//ūū//jj	huge
/mm//ūū//t/	mute	/k//ūū//d/	cued
/ff//ūū/	few	/ww//ōō/	woe
/ss//t//āā//nn/	stain	/ūū//zz/	use
/ss//t//rr//ēē//mm	stream	/wh//īī//ll/	while

Phonemic Segmentation: “Now, I will say the Animal Cards which say the sounds that make a word; then you say the word.”

/t//īī//mm/	tiger, ibex, mouse	/ch//ōō//zz/	cheetah, okapi, zebra
/b//ēē//ff/	bear, eagle, ferret	/p//īī//nn/	puffin, ibex, newt

Lesson 31: Phonemic Awareness

Syllable Addition: “Now we are going to add syllables to other syllables. I will say a syllable and you add a syllable or two onto the end to form a word. When I hear a syllable that I want to add, I will repeat the syllable and ask, ‘Word?’ and you will combine the two syllables.” [Students may provide more than one syllable addition. If students can’t think of a syllable, provide the given syllable addition and ask, “Word?”]

Let’s add a syllable.
What’s the word?

Syllable	Syllable Addition	Word?
cray	on	crayon
blank	et	blanket
neigh	bor	neighbor
pave	ment	pavement
ma	ple	maple

Lesson 32: Phonemic Awareness

Syllable Addition: “Now we are going to add syllables to other syllables. I will say a syllable and you add a syllable or two onto the end to form a word. When I hear a syllable that I want to add, I will repeat the syllable and ask, ‘Word?’ and you will combine the two syllables.” [Students may provide more than one syllable addition. If students can’t think of a syllable, provide the given syllable addition and ask, “Word?”]

Let’s add a syllable.
What’s the word?

Syllable	Syllable Addition	Word?
re	peat	repeat
free	dom	freedom
seat	belt	seatbelt
pre	vent	prevent
please	ing	pleasing

Lesson 33: Phonemic Awareness

Syllable Addition: “Now we are going to add syllables to other syllables. I will say a syllable and you add a syllable or two onto the end to form a word. When I hear a syllable that I want to add, I will repeat the syllable and ask, ‘Word?’ and you will combine the syllables.” [Students may provide more than one syllable addition. If students can’t think of a syllable, provide the given syllable addition and ask, “Word?”]

Let’s add a syllable.
What’s the word?

Syllable	Syllable Addition	Word?
bi	cycle	bicycle
time	out	timeout
ride	er	rider
light	ning	lightning
fi	nal	final

Lesson 34: Phonemic Awareness

Syllable Addition: “Now we are going to add syllables to other syllables. I will say a syllable and you add a syllable or two onto the end to form a word. When I hear a syllable that I want to add, I will repeat the syllable and ask, ‘Word?’ and you will combine the two syllables.” [Students may provide more than one syllable addition. If students can’t think of a syllable, provide the given syllable addition and ask, “Word?”]

Let’s add a syllable.
What’s the word?

Syllable	Syllable Addition	Word?
o	dor	odor
slow	ly	slowly
groan	ing	groaning
ro	bot	robot
so	da	soda

Lesson 35: Phonemic Awareness

Syllable Addition: “Now we are going to add syllables to other syllables. I will say a syllable and you add a syllable or two onto the end to form a word. When I hear a syllable that I want to add, I will repeat the syllable and ask, ‘Word?’ and you will combine the syllables.” [Students may provide more than one syllable addition. If students can’t think of a syllable, provide the given syllable addition and ask, “Word?”]

Let’s add a syllable.
What’s the word?

Syllable	Syllable Addition	Word?
ūn	it	unit
fū	ture	future
beau (bū)	tiful	beautiful
hū	morous	humorous
cū	cumber	cucumber

Lesson 36: Phonemic Awareness

Phonemic Substitution: “Now we are going to substitute vowel sounds to create new words. I will say a word and a new vowel sound. You say the new word with the substituted vowel sound.”

Let's change
the vowel
sound to create
new words.

Word	New Vowel Sounds	New Words
home	/ar/	harm
sky	/ar/	scar
state	/ar/	start
male	/ēē/, /īī/	meal, mile
beast	/ōō/, /āā/, /ūū/	boast, baste, bust
flush	/ăă//ěě/	flash, flesh

Lesson 37: Phonemic Awareness

Phonemic Substitution: “Now we are going to substitute vowel sounds to create new words. I will say a word and a new vowel sound. You say the new word with the substituted vowel sound.”

Let's change
the vowel
sound to create
new words.

Word	New Vowel Sounds	New Words
char	/or/	chore
park	/or/	pork
win	/or/	worn
last	/öö/, /ïï/	lost, list
kite	/ōō/, /ūū/, /üü/	coat, cute, cut
drape	/öö //ïï/	drop, drip

Lesson 38: Phonemic Awareness

Phonemic Substitution: “Now we are going to substitute vowel sounds to create new words. I will say a word and a new vowel sound. You say the new word with the substituted vowel sound.”

Let's change
the vowel
sound to create
new words.

Word	New Vowel Sounds	New Words
hard	/er/	herd
fan	/er/	fern
gem	/er/	germ
wrote	/ī/	write
flip	/ăă/, /öö/	flap, flop
stair	/ēē//or//ar/	steer, store, star

Lesson 39: Phonemic Awareness

Phonemic Substitution: “Now we are going to substitute vowel sounds to create new words. I will say a word and a new vowel sound. You say the new word with the substituted vowel sound.”

Let's change
the vowel
sound to create
new words.

Word	New Vowel Sounds	New Words
farm	/ir/	firm
dart	/ir/	dirt
store	/ir/	stir
wrote	/ī/	write
tell	/āā/, /ōō/, /ī/	tail, toll, tile
grease	/ăă//ōō/	grass, gross

Lesson 40: Phonemic Awareness

Phonemic Substitution: “Now we are going to substitute vowel sounds to create new words. I will say a word and a new vowel sound. You say the new word with the substituted vowel sound.”

Let's change
the vowel
sound to create
new words.

Word	New Vowel Sounds	New Words
barn	/ur/	burn
age	/ur/	urge
hill	/ur/	hurl
wrote	/ī/	write
might	/ūū/, /ōō/, /ěě/	mute, moat, met
great	/ĩ//ēē/	grit, greet

Lesson 41: Phonemic Awareness

Phonemic Deletion: “Now we are going to delete sounds to create new words. I will say a word and a sound to be deleted. You say the new word without the deleted sound.”

Let's delete a sound to create a new word.

Word	Deleted Sound	New Word
sour	/ss/	our
towel	/t/	owl
brow	/rr/	bow
drown	/rr/	down
snails	/nn/	sails
left	/ff/	let

Lesson 42: Phonemic Awareness

Phonemic Deletions “Now we are going to delete sounds to create new words. I will say a word and a sound to be deleted. You say the new word without the deleted sound.”

Let's delete a sound to create a new word.

Word	Deleted Sound	New Word
crude	/k/	rude
stool	/ss/	tool
drew	/rr/	dew
broom	/b/	room
true	/rr/	to, too, two
thrush	/th/	rush

Lesson 43: Phonemic Awareness

Phonemic Substitution: “Now we are going to substitute consonant sounds to create new words. I will say a word and a new consonant sound to replace one in the word. You say the new word with the substituted consonant sound.”

Let's change the consonant sound to create new words.

Word	New Consonant Sound	New Words
should	/k/ instead of /sh/	could
pull	/shed/ instead of /ll/	pushed
hood	/g/ instead of /hh/	good
cloud	/rr/ instead of /ll/	crowd
drone	/th/ instead of /d/	throne
cruise	/b/ instead of /k/	bruise

Lesson 44: Phonemic Awareness

Phonemic Substitution: “Now we are going to substitute consonant sounds to create new words. I will say a word and a new consonant sound to replace one in the word. You say the new word with the substituted consonant sound.”

Let's change the consonant sound to create new words.

Word	New Consonant Sound	New Words
point	/j/ instead of /p/	joint
soil	/t/ instead of /ss/	toil
joy	/b/ instead of /j/	boy
welt	/ff/ instead of /ww/	felt
splat	/sh/ instead of /t/	splash
plain	/t/ instead of /nn/	plate

Lesson 45: Phonemic Awareness

Phonemic Substitution: “Now we are going to substitute consonant sounds to create new words. I will say a word and a new consonant sound to replace one in the word. You say the new word with the substituted consonant sound.”

Let's change the consonant sound to create new words.

Word	New Consonant Sound	New Words
caught	/t/ instead of /k/	taught
stall	/m/ instead of /t/	small
howl	/a/ instead of /ow/	haul
prawn	/d/ instead of /p/	drawn
which	/p/ instead of /wh/	pitch
drift	/th/ instead of /d/	thrift

Lesson 46: Phonemic Awareness

Phonemic Deletion: “Now we are going to delete sounds to create new words. I will say a word and a sound to be deleted. You say the new word without the deleted sound.”

Let's delete a sound to create a new word.

Word	Deleted Sound	New Word
ledge	/ll/	edge
pager	/rr/	page
prose	/p/	rose
thrash	/th/	rash
frog	/rr/	fog
split	/ll/	spit

Lesson 47: Phonemic Awareness

Phonemic Reversal: “Now I am going to say a word, and you will say the sounds backwards as a new word.”

What's the word if we say the sounds backwards?

Word	New Word
gum	mug
cab	back
ouch	chow
caught	talk
doom	mood
late	tale, tail

Lesson 48: Phonemic Awareness

Phonemic Reversal: “Now I am going to say a word and you will say the sounds backwards as a new word.”

What's the word if we say the sounds backwards?

Word	New Word
main	name
chip	pitch
newt	tune
dear	read
pack	cap
level	level

Lesson 49: Phonemic Awareness

Phonemic Reversal: “Now I am going to say a word and you will say the sounds backwards as a new word.”

What's the word if we say the sounds backwards?

Word	New Word
shack	cash
light	tile
ten	net
civic	civic
bats	stab
radar	radar

Lesson 50: Phonemic Awareness

Syllable Manipulation: “Now I am going to say a word with a syllable or syllables to delete and a syllable or syllables to add. You will say the new word. Who can use the new word in a sentence?”

What's the word if we delete and add a syllable?

Word	Delete	Add	New Word
limeade	lime	dec	decade
suppose	sup	ition	position
mover	er	re	remove
credit	it	ible	credible
imply	ply	press	impress
pardon	par	ate	donate

Lesson 51: Phonemic Awareness

Syllable Manipulation: “Now I am going to say a word with a syllable or syllables to delete and a syllable or syllables to add. You will say the new word. Who can use the new word in a sentence?”

What's the word if we delete and add a syllable?

Word	Delete	Add	New Word
signage	age	al	signal
polygram	poly	ar	grammar
differ	dif	con	confer
invert	in	di	divert
structure	ure	in	instruct
gratitude	tude	fy	gratify

Lesson 52: Phonemic Awareness

Syllable Manipulation: “Now I am going to say a word with a syllable or syllables to delete and a syllable or syllables to add. You will say the new word. Who can use the new word in a sentence?”

What's the word if we delete and add a syllable?

Word	Delete	Add	New Word
invent	in	pre	prevent
civic	ic	il	civil
motive	ive	ion	motion
unison	son	form	uniform
produce	duce	ject	project
infinite	ite	ity	infinity

Lesson 53: Phonemic Awareness

Syllable Manipulation: “Now I am going to say a word with a syllable or syllables to delete and a syllable or syllables to add. You will say the new word. Who can use the new word in a sentence?”

What's the word if we delete and add a syllable?

Word	Delete	Add	New Word
diameter	meter	log(ue)	dialog(ue)
pentagon	agon	athlon	pentathlon
regular	ular	ulate	regulate
certainty	ty	un	uncertain
election	e	se	selection
imagery	ery	ination	imagination

Lesson 54: Phonemic Awareness

Syllable Manipulation: “Now I am going to say a word with a syllable to delete and a syllable or syllables to add. You will say the new word. Who can use the new word in a sentence?”

What's the word if we delete and add a syllable?

Word	Delete	Add	New Word
process	pro	ac	access
current	cur	oc	occur
permit	mit	jure	perjure
spectate	ate	retro	retrospect
battle	tle	acro	acrobat
victor	vict	ru	rumor

Small Group Assessment-Based Phonemic Awareness Lessons

Although whole class phonemic awareness lessons will certainly provide a solid foundation for most of your students, some students and new transfer students may need second-chance instruction with more intense tutoring and practice in easily-managed small groups. Only assessment-based instruction affords teachers the opportunity to address the diverse phonemic awareness deficits of these students with targeted lessons.

The diagnostic phonemic awareness assessments are quick and easy to administer and grade. Each of the 5 assessments includes an audio file for effective administration.

Syllable Awareness Assessment	(5:48 audio file)
Syllable Rhyming Assessment	(5:38 audio file)
Phonemic Isolation Assessments	(5:54 audio file)
Phonemic Blending Assessment	(5:53 audio file)
Phonemic Segmenting Assessment	(5:21 audio file)

These assessments and the corresponding instructional activities are found in [The Science of Reading Intervention Program: Assessment-based Instruction](#). This comprehensive program includes assessments and second-chance small group instruction in phonics, fluency heart words, spelling, grammar/usage, and mechanics,

"The Mule" Reading Fluency Level B

"The Mule" Reading Fluency
Level B: 140-135 years old (print)

Mules are babies, born from a mule and horse. They have a head with a long floppy ear. Mules have a short mane, like most horses. They come in all shapes and sizes. Some mules can grow to weigh as much as six humans! Mules have small, strong hooves.

Most of the mules in the world are in China. In that country, mules are used for riding. Mules are also used for pulling carts. Many mules are used in Mexico, South America, and North Africa. Mules live mostly on farms with people. There are a few wild mules and many mules living in the mountains of California and Nevada. In the 1850s, the mule was used in the mining industry in the foothills of the California mountains.

The mule is a hybrid animal. It can be a male or a female. Mules have the same ears as horses and donkeys. However, they need less protein in their feed than horses and donkeys. Mules also like lots of fresh, clean water. But, if they drink too much, they can have serious problems. Mule owners need to control their food and drink levels.

Since mules come from two different parent animals, they are called hybrids. Most mules are sterile. This means that they cannot produce babies. But, some mules have been able to have babies. Mule babies are called foals. If a female mule has a male mule as a partner, the foal is mostly horse. A male mule and a female donkey make a mule.

How to Get Motivated Lesson #1

It's easy to get motivated to do something you enjoy. If your parents announce plans to take you to your favorite restaurant, it isn't hard to get excited about that doing that task. However, it's harder to get motivated to do something that you do not enjoy. If your parents announce plans to go to visit your least favorite relative, it is hard to get excited about doing that task.

The trick is to learn how to self-motivate to accomplish the things that you do not enjoy. Learning and applying the steps of **The Motivation Cycle** will help you achieve your goals and celebrate your accomplishments. Fill in the blanks in the graphic as you read this lesson.

The Motivation Cycle

Step 1: Practice
Do something over and over again with _____ help

Step 2: Achievement
Reach your _____

Step 3: Satisfaction
Feel _____ about reaching your goal

Program
assessment-based instruction

a as in bear
b _____
 a_e
ai_ _____

e as in ape
a _____
ei[gh] _____

s as in seagull
c[e,i,y] _____
s _____

Assessment-Based Instructional Rotations

Time	Instructional Focus	Monday Students	Tuesday Students	Wednesday Students	Thursday Students	Friday Students
10	Phonemic Awareness					
10	Spelling					
10	Grammar, Usage, and Mechanics					
15	Fluency					
15	Syllabification and Morphology					
15	Executive Functioning Skills					
15	Heart Words and Phonics Games					

Spelling Pattern Worksheet #52

gv Sound "aw"
FOCUS The gv sound heard in hawk can be spelled "aw" as in saw.
SORT Write each word in the correct column.

laugh awkward drawing although above crawl
saw also caught yawned master sprawl

gv Sound "aw" Spellings Other Sound Spellings

Phonics Lessons
LEADERSHIP ROLES

Reader
Read the lesson or activity out loud in a quiet voice. Pause to allow the group to think and respond. Re-read sections if necessary.

Clarifier
Refer to the task card to begin the lesson or activity and help the group perform its tasks. Ask the teacher if help is needed on the directions.

Task Manager
Write down the beginning and ending times. Manage how much time should be spent on each part of the lesson or activity. Make sure that every part is completed and done well.

People Manager
Keep all group members focused on the lesson or activity and talking in quiet voices. Make sure every student contributes and performs their leadership roles. Ask the teacher for help if the group needs it.

JUMBLE word: _____
stale _____
saw _____

RHYME _____
slate _____
band _____

WRITE Com _____

Grammar, Usage, and Mechanics Worksheets

The Grammar, Usage, and Mechanics Worksheets are designed for independent practice of the Language Conventions Standards found in the Common Core Language Strand L.1, L.2, and the Language Progressive Skills Standards. Each worksheet includes concise definitions of the rule, skill, or concept with examples, a writing application, a practice section, and a brief formative assessment. Grammar, usage, and mechanics definitions, rules, and skills complement those found in the Language Conventions lessons.

Preparation

Display one of the Grammar, Usage, and Mechanics Worksheets to introduce the instructional components and explain the directions to your students. Students first read the **FOCUS** and **CONNECT TO WRITING** sections and then complete the **PRACTICE** section. Tell them *not* to complete the **WRITE** section (the formative assessment) until they have self-corrected and revised the **PRACTICE** section, so that they can learn from their mistakes before completing the last section. The formative assessment determines whether the student has or has not mastered the grammar, usage, or mechanics content, rule, or skill.

Reading Assessment Mastery Matrix

Record mastered components with a and subsequent mastery with a

Teacher		Short Vowels	Consonant Digraphs	Long Vowels	Diphthongs	r-controlled Vowels	Multiple Inventions	Syllable Division	Phonemic Analysis	Phonemic Blending	Phoneme Segmenting	Consonant Smooth Transition	Consonant Smooth Transition	Short Vowels	Long Vowels	Short Vowels	Long Vowels	Fluency Practice	Fluency Practice
	Class																		
	Student Names/Notes																		

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Syllable Awareness Assessment

The purpose of this whole class assessment is to determine whether students can hear syllables as distinct speech patterns. The words are not printed on the **Syllable Awareness Assessment** because this is a sounds recognition phonemic awareness test. Students do not clap during the test to prevent them from copying other students.

Directions, Grading, Recording

Pass out the **Syllable Awareness Assessment** to students. The teacher may play the audio file: [Syllable Awareness Assessment](#) or administer the assessment using this script: Say—"This is a short test to see if you can count the number of word parts in each of the words I say out loud. A word part is also called a syllable. Let's practice one together. The word is *table*. [Do not isolate the syllables.] Say the word. [Wait for student response.] How many syllables did you hear? [Wait for student response.] There are two syllables in *table*.

On your test, find the Example and point to it. [Confirm that students have pointed to the Example.] The word is *gasoline*. Say the word. [Wait for student response.] Shade in the number of syllables. [Wait for students to shade in their answers.] You should have shaded in the circle marked ③ because there are three syllables in *gasoline*. All the words I will say have two, three, or four syllables. Let's start with Number One. Ready? The word is *nation*. Say the word. Shade in the number of syllables." Follow this script for the rest of the test.

Once the assessments have been scored, record a / on the **Phonemic Awareness and Phonics Mastery Matrix** for each student not meeting the mastery criteria of 80%.

Test Items/Answers

- | | | |
|-----|--------------|---|
| 1. | nation | ② |
| 2. | contribute | ③ |
| 3. | active | ② |
| 4. | relationship | ④ |
| 5. | reference | ③ |
| 6. | dribbling | ② |
| 7. | environment | ④ |
| 8. | upset | ② |
| 9. | indecisive | ④ |
| 10. | lottery | ③ |

Syllable Awareness Assessment

Name _____

Example ② ③ ④

1. ② ③ ④
2. ② ③ ④
3. ② ③ ④
4. ② ③ ④
5. ② ③ ④
6. ② ③ ④
7. ② ③ ④
8. ② ③ ④
9. ② ③ ④
10. ② ③ ④

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Syllable Rhyming Assessment

The purpose of this whole-class assessment is to determine whether students can hear ending syllable rhymes. The words are not printed on the **Syllable Rhyming Assessment** because this is a sounds recognition phonemic awareness test.










Directions, Grading, Recording

Pass out the **Syllable Rhyming Assessment** to students. The teacher may play the audio file: [Syllable Rhyming Assessment](#) or administer the assessment using this script: Say—"This is a short test to see if you hear which words rhyme and which words do not. Let's practice together. If the words rhyme, show me a "thumbs up;" if the words do not rhyme, show me a "thumbs down." The words are *match* and *catch*. Say the words. [Wait for student response.] Thumbs up or thumbs down? Shhh. Don't say it. Show it. [Wait for student response.] The correct answer is "thumbs up," because the two words rhyme. Let's try another pair. The words are *late* and *page*. Say the words. [Wait for student response.] Thumbs up or thumbs down? [Wait for student response.] The correct answer is "thumbs down," because the two words do not rhyme.

On your test, find the Example and point to it. [Confirm that students have pointed to the Example.] The words are *fort* and *sport*. Repeat. [Wait for student response.] Circle the "thumbs up" if the words rhyme or circle the "thumbs down" if the words do not rhyme. [Wait for students to circle their answers.] The "thumbs up" should be circled because *fort* and *sport* rhyme. Let's start with Number One. Ready? The words are *sad* and *bad*. Say the words. Circle your answer." Follow this script for the rest of the test.

Once the assessments have been scored, record a / on the **Phonemic Awareness and Phonics Mastery Matrix** for each student not meeting the mastery criteria of 80%.

Test Items/Answers

- | | | | |
|-----|-------|------|---|
| 1. | sad | bad |  |
| 2. | red | head |  |
| 3. | bit | lip |  |
| 4. | off | soft |  |
| 5. | tub | foot |  |
| 6. | may | day |  |
| 7. | eat | seat |  |
| 8. | smile | wide |  |
| 9. | broke | soak |  |
| 10. | cute | lose |  |

Syllable Rhyming Assessment

Name _____

Example



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



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Phonemic Isolation Assessment

The purpose of this whole-class assessment is to determine whether students can hear isolated vowel sounds and identify placement within words. The words are not printed on the **Phonemic Isolation Assessment** because this is a sounds recognition phonemic awareness test.

Directions/Recording/Mastery

Pass out the **Phonemic Isolation Assessment** to students. The teacher may play the audio file: [Phonemic Isolation Assessment](#) or administer the assessment using this script: Say—"This is a short test to see if you can hear the same sound in a pair of words and tell if that sound is at the beginning, middle, or end of both words. Let's practice together. The words are *map* and *cat*. Is the same sound at the beginning, middle, or end of the words? *map* and *cat* [Wait for student response.] The correct answer is "middle," because the /ă/ sound is in the middle of the two words *map* and *cat*. Let's try another pair. The words are *blow* and *throw*. Is the same sound at the beginning, middle, or end of the words? *blow* and *throw* [Wait for student response.] The correct answer is "end," because the long /ō/ sound is at the end of the two words *blow* and *throw*.

On your test, find the Example and point to it. [Confirm that all students have pointed to the Example.] Shade in the beginning circle, middle circle, or end circle to show where the same sound is located. The words are *eat* and *east*—Circle beginning, middle, or end—*eat* and *east*. [Wait for students to shade in their answers.] You should have shaded in the beginning circle because the /ē/ sound is at the beginning of the word. Let's start with Number One. Ready? The words are *stay* and *weigh*. Circle beginning, middle, or end—*stay* and *weigh*." Follow this script for the rest of the test.

Once the assessments have been scored, record a / on the **Phonemic Awareness and Phonics Mastery Matrix** for each student not meeting the mastery criteria of 80%.

Test Items/Answers

1.	stay	weigh	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2.	cube	mute	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.	act	ask	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	grew	threw	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5.	odd	off	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	sit	kick	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7.	sigh	try	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8.	egg	edge	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	bread	stretch	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10.	doubt	loud	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Phonemic Isolation Assessment

Name _____

Example **B** **M** **E**
 ○ ○ ○

- | | B | M | E |
|------------|----------|----------|----------|
| 1. | ○ | ○ | ○ |
| 2. | ○ | ○ | ○ |
| 3. | ○ | ○ | ○ |
| 4. | ○ | ○ | ○ |
| 5. | ○ | ○ | ○ |
| 6. | ○ | ○ | ○ |
| 7. | ○ | ○ | ○ |
| 8. | ○ | ○ | ○ |
| 9. | ○ | ○ | ○ |
| 10. | ○ | ○ | ○ |

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Phonemic Blending Assessment

The purpose of this whole-class assessment is to determine whether students can recognize words from blended letter sounds. The words are not printed on the **Phonemic Blending Assessment** because this is a sounds recognition phonemic awareness test.

Directions, Grading, Recording

Pass out the **Phonemic Blending Assessment** to students. The teacher may play the audio file: [Phonemic Blending Assessment](#) or administer the assessment using this script: Say—“This is a short test to see if you can hear words from the letter sounds that I say out loud. Let’s practice one together. The sounds are /t/ /r/ /ī/ /d/ [Do not add on the *uh* sound to the consonants/t/ /r/ /ī/ /d/. What is the word? [Wait for student response.] The word is *tried*, because /t/ /r/ /ī/ /d/ forms the word *tried*. Let’s practice another. This time, I will give you the sounds and two word choices. You tell me which word is formed from the sounds—the first or the second word I say. The sounds are /c/ /r/ /ī/ /d/. Is the word *light* or *cried*? [Wait for student response.] The second word is correct, because /c/ /r/ /ī/ /d/ forms the word *cried*.

On your test, find the Example and point to it. [Confirm that students have pointed to the Example.] Do not say the sounds or words out loud. Shade in the circle marked ①, if the sounds form the first word I say, or ②, if the sounds form the second word I say. The sounds are /b/ /l/ /ā/ /s/ /t/. Is it *blast* or *clap*? [Wait for students to shade in their answers.] You should have shaded in the bubble marked ① because /b/ /l/ /ā/ /s/ /t/ forms the word *blast*. Let’s start Number One. Ready? The sounds are /g/ /r/ /ā/ /t/. Is it *great* or *skate*? Shade in 1 or 2. Follow this script for the rest of the test.

Once the assessments have been scored, record a / on the **Phonemic Awareness and Phonics Mastery Matrix** for each student not meeting the mastery criteria of 80%.

Test Items/Answers

1. The sounds are /g/ /r/ /ā/ /t/. Is it *great* or *skate*? ①
2. The sounds are /p/ /l/ /ē/ /z/. Is it *street* or *please*? ②
3. The sounds are /n/ /ō/ /z/. Is it *most* or *nose*? ②
4. The sounds are /ū/ /z/ /d/. Is it *used* or *huge*? ①
5. The sounds are /b/ /r/ /ī/ /t/. Is it *bright* or *dried*? ①
6. The sounds are /f/ /r/ /ě/ /n/ /d/. Is it *sled* or *friend*? ②
7. The sounds are /wh/ /ī/ /ch/. Is it *which* or *thick*? ①
8. The sounds are /c/ /l/ /ā/ /s/. Is it *crash* or *class*? ②
9. The sounds are /t/ /r/ /ū/ /k/. Is it *luck* or *truck*? ②
10. The sounds are /s/ /t/ /ō/ /p/. Is it *stop* or *spot*? ①

Phonemic Blending Assessment

Name _____

Example ① ②

1. ① ②
2. ① ②
3. ① ②
4. ① ②
5. ① ②
6. ① ②
7. ① ②
8. ① ②
9. ① ②
10. ① ②

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Phonemic Segmenting Assessment

The purpose of this whole-class assessment is to determine whether students can count the number of letter sounds in a given word. The words are not printed on the **Phonemic Segmenting Assessment** because this is a sounds recognition phonemic awareness test.

Directions, Grading, Recording

Pass out the **Phonemic Segmentation Assessment** to students. The teacher may play the audio file: [Phonemic Segmenting Assessment](#) or administer the assessment using this script: Say—“This is a short test to see if you can count the number of letter sounds in each of the words I say out loud. Let’s practice one together. The word is *pan*. [Do not isolate the letter sounds.] Say the word. [Wait for student response.] How many letter sounds did you hear? [Wait for student response.] There are three letter sounds in *pan*.”

On your test, find the Example and point to it. [Confirm that all students have pointed to the Example.] The word is *child*. Say the word. [Wait for student response.] Shade in the number of letter sounds. [Wait for students to shade in their answers.] You should have shaded in the circle marked ④ because there are four letter sounds in *child*. All the words I will say have two, three, or four letter sounds. Let’s start with Number One. Ready? The word is *lie*. Say the word. Shade in 2, 3, or 4.” Follow this script for the rest of the test.

Once the assessments have been scored, record a / on the **Phonemic Awareness and Phonics Mastery Matrix** for each student not meeting the mastery criteria of 80%.

Test Items/Answers

- | | | |
|-----|--------|---|
| 1. | lie | ② |
| 2. | bought | ③ |
| 3. | way | ② |
| 4. | stuck | ④ |
| 5. | cute | ③ |
| 6. | see | ② |
| 7. | belt | ④ |
| 8. | click | ④ |
| 9. | past | ④ |
| 10. | hole | ③ |

Phonemic Segmenting Assessment

Name _____

Example ② ③ ④

1. ② ③ ④
2. ② ③ ④
3. ② ③ ④
4. ② ③ ④
5. ② ③ ④
6. ② ③ ④
7. ② ③ ④
8. ② ③ ④
9. ② ③ ④
10. ② ③ ④

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Phonemic Awareness Lessons

The daily phonemic awareness activities are designed to fill in the gaps indicated by the mid-year diagnostic phonemic awareness assessments. For students still learning the names of the alphabetic symbols and how to print the lower and upper case alphabetic letters, activities are provided at the end of this section and alphabetic cards are included for practice.

Spend about 10 minutes leading students in oral practice.

Phonemic Awareness Instructional Sequence

After completing the phonemic awareness assessments, grade and record any unmastered phonemic awareness components for each student on the **Reading Mastery Matrix**. Mastery criteria are 80%. Then, establish small groups to teach the Phonemic Awareness in this order:

- ✓ Rhyming Awareness
- ✓ Syllable Awareness and Syllable Manipulation
- ✓ Phonemic Isolation
- ✓ Phonemic Blending
- ✓ Phonemic Segmentation
- ✓ Alphabetic Awareness (technically not phonemic awareness)

*Spanish pronounces vowels as the following: *a* as /aw/, *e* as /ā/ or /ě/, *i* as /ē/, *o* as /ō/, *u* as long /oo/ (rooster).

** Spanish pronounces consonants as the following: *g* as /g/ or /h/, *j* as /h/, *q* as /k/, /y/ as /ē/. The *h* is silent.

*** The only vowel teams in Spanish are diphthongs. There are no Vowel Teams. Every written vowel is pronounced except for the *u* after *g* before *e* or *i*, “gue” or “gui” in which the *u* is usually silent.

****Spanish does not have *r* and *l*-controlled vowels.

Rhyming Awareness

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	had, mad, bed	ham, gum, jam
cap, up, gap	cash, lash, hush	men, can, fan
send, band, hand	dunk, sank, tank	got, at, cat
bed, led, sad	bell, doll, fell	men, ten, can
last, rest, test	rat, met, net	kick, sick, duck
kid, bad, lid	hill, mill, fall	been, chin, win
pop, lip, ship	it, pit, sat	tub, job, rob
pack, lock, sock	cod, God, bad	tip, mop, pop
hot, lot, cat	mug, pig, rug	bump, chimp, dump
ranch, bunch, hunch	tank, bunk, junk	cut, hut, put
fade, made, tide	fell, pail, rail	chain, bone, gain
bait, set, wait	bake, cake, soak	tell, bale, sale
gate, sight, late	pay, boy, say	bead, paid, lead
deal, heal, mile	rate, cheat, neat	feed, seed, load
goose, dice, nice	side, tide, food	wheat, fight, sight
dine, tune, line	kite, goat, site	oak, soak, bike
fine, loan, moan	choke, bake, woke	bold, cold, held
bone, main, cone	row, show, new	meat, boot, root
cute, sweet, mute	bar, car, fur	bark, dark, work
chart, hurt, dart	more, chair, fair,	care, dare, rear
sure, bear, wear	hear, near, sir	car, deer, cheer
earn, born, learn	fir, sir, door	snarl, girl, whirl
dirt, sort, shirt	chore, core, pure	yarn, born, corn
fort, cart, sort	churn, torn, burn	boy, say, joy
oil, boil, tall	cow, show, now	paw, claw, tow

A Bean May Be Green

Teacher says, “I’m going to say a little poem, but leave off the last word for you to rhyme. Let’s try one. A *bean* may be *green*, but a *hat* is not *fat*. See how both *bean* and *green* sound the same? We call that rhyming. The words *hat* and *fat* are rhymes, too. Let’s try some on your own. A *bean* may be *green*, but a (word selected from list below) is not...” Nonsense words are accepted, but real words are encouraged. Give only the first word in the pair. Rhymed words are provided to prompt students, if necessary, or as a second round of the activity.

back, rack	had, mad	ham, jam	cap, gap
cash, lash	can, fan	band, hand	sank, tank
at, cat	bed, led	bell, fell	men, ten
rest, test	met, net	kick, sick	kid, lid
hill, mill	chin, win	lip, ship	it, pi
job, rob	lock, sock	cod, God	mop, pop
hot, lot	mug, rug	bump, dump	bunch, hunch
bunk, junk	cut, hut	fade, made	pail, rail
chain, gain	bait, wait	bake, cake	bale, sale
gate, late	pay, say	bead, lead	deal, heal
cheat, neat	feed, seed	dice, nice	side, tide
fight, sight	dine, line	kite, site	oak, soak
loan, moan	choke, woke	bold, cold	bone, cone
row, show	boot, root	cute, mute	bar, car
bark, dark	chart, dart	chair, fair	care, dare
bear, wear	hear, near	deer, cheer	earn, learn
fir, sir	girl, whirl	dirt, shirt	chore, core
born, corn	fort, sort	churn, burn	boy, joy
oil, boil	cow, now	paw, claw	low, grow

Rhyme Out

Shuffle the Rime Study cards and pick the first card. Teacher creates a word to be rhymed from the selected rime and calls on the first student to produce a rhyme. If the rhyme is correct, the teacher calls on the next student for a rhyme. If the student says a word that is not a rhyme, the teacher suggests another rhyme of the word and then calls on the next student. The last student to produce a rhyme is the winner.

Picture Pick-up

Have students cut out pictures from magazines and cooperatively pair pictures that represent words that rhyme. Continue until at least 12 rhyming pairs are found. Then, place pictures face up, but scattered, on a table. Students take turns picking up pairs. If a student correctly selects a rhyming pair, he or she must say the rhyming words, then picks again. Proceed to the next student, etc. until all pairs are selected. Make sure to save good rhyming pair pictures for future games.

Limerick Challenge

Teach students the rhyming format of a limerick with the following **Example:** from Edward Lear:

Limericks are short poems that consist of five lines.
Lines 1, 2, and 5 have seven to ten syllables and rhyme with one another.
Lines 3 and 4 have five to seven syllables and also rhyme with each other.

There was a Young Lady whose eyes,
Were unique as to color and size;
When she opened them wide,
People all turned aside,
And started away in surprise.

Teacher supplies the first line of a limerick in oral and written forms. Individual students add on the second line and the group decides on the best to be added onto the written form. Next, teacher supplies the third line and individual students add on the fourth line with the group deciding on the favorite. Finally, individual students add on the fifth line in the same manner. Teacher should freely edit to assist with meter and grammar to make the limerick work. Chorally read through the completed limerick several times. Finish by writing down and practicing the rhyming words. Students can individually perform the limericks.

Example::

Teacher: There once was a frog named Lou
Student: who didn't have nothing to do.
Teacher: I gave him a job,
Student: but my money he rob,
Student: so I cooked up his frog legs, it's true.

Picture Quick Picks

Have students cut out pictures from magazines and cooperatively pair pictures that represent words that rhyme. Continue until at least 12 rhyming pairs are found. Then, place pictures face up, but scattered, on a table. Teacher says, "Ready, quick pick." Students pick up rhyming pairs. If a student correctly selects a rhyming pair, he or she must say the rhyming words, and the student is awarded one point. If the student incorrectly selects a pair that does not rhyme, he or she loses a point. Scatter the cards and play at least twice more; then tally the points and declare a winner. Make sure to save good rhyming pair pictures for future games.

Rap Rhymes

Have students bring in their favorite rhyming raps and write down and rehearse lines that rhyme. Students can individually or chorally perform the rap lines that rhyme.

Picture Concentration

Have students cut out pictures from magazines and cooperatively pair pictures that represent words that rhyme. Continue until at least 12 rhyming pairs are found. Then, place pictures face down and scattered on a table. Students take turns picking up pairs. If a student correctly selects a rhyming pair, he or she must say the rhyming words, then picks again. Proceed to the next student, etc. until all pairs are selected. Make sure to save good rhyming pair pictures for future games.

Pattern Books and Nursery Rhymes

Read rhyming pattern books such as those by Dr. Seuss and nursery rhymes. Leave off end rhyming words and have students produce the answers. Encourage alternative rhymes for fun.

Example:

Little Jack Horner sat in a corner,
eating his Christmas pie.
He put in his thumb and pulled out a plum
and said, "What a good boy am I!"

Syllable Awareness and Syllable Manipulation

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”

Say and Divide

Teacher: “I’m going to say a whole word and ask you to divide it into syllables. Let’s practice. I’ll say the word and you repeat it. The word is *table*.” [Do not isolate the syllables.]

Students: “table”

Teacher: “Say and clap.”

Students: “ta-ble” [clap-clap]

Drop It

Teacher: “I’m going to say a word, ask you to drop one of its syllables, and then say what remains. Let’s practice. I’ll say the word and you repeat it. The word is *table*.” [Do not isolate the syllables.]

Students: “table”

Teacher: “Drop the ‘ta’ and what remains?”

Students: “ble”

Add it to the Start

Teacher: “I’ll say a word part and you add on a word part to the beginning. A beginning word part is called a *prefix*. Let’s practice. The word part is *fix*. Add on ‘pre’ and what’s the word?”

Students: “prefix”

ab-tract	ac-tion	arch-way	ad-ding
be-fore	cir-cle	col-umn	com-ment
con-vince	cur-rent	de-feat	dif-fer
dis-pute	du-et	en-ter	ex-it
pro-tect	quad-plex	re-peat	sub-tract
sum-mit	sur-vive	trans-port	tri-bal
un-der	with-out	fac-tion	for-give
im-prove	mid-dle	mis-use	pan-cake

Add it to the End

Teacher: “I’ll say a word part and you add on a word part to the end. An ending word part is called a *suffix*. Let’s practice. The word part is *suf*. Add on ‘fix’ and what’s the word?”

Students: “suffix”

lime-ade	ad-age	a-ble	par-tial
cra-dle	free-dom	col-lect	eat-en
ap-pear	mut-ant	smart-est	fin-ess
dark-en	blank-et	traf-fic	mis-fit
hand-ful	de-fied	gar-gle	child-hood
pan-ic	rad-ish	ac-tive	wrin-kle
hope-less	out-let	slow-ly	pave-ment
full-ness	joy-ous	debt-or	ma-ple

Phonemic Isolation

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** 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** 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

What's Missing?

Teacher says, "Let's see if you can hear the sound that is missing. I will say a word and then the sounds that make up that word, but I will leave one sound out. You say the sound that is missing."

me	/m/	drain	/d/ /a/ /n/	when	/ɛ/ /n/
say	/a/	chalk	/ch/ /aw/	go	/o/
start	/s/ /ar/ /t/	hog	/ɔ/ /g/	she	/sh/
desk	/d/ /ɛ/ /k/	fox	/f/ /ɔ/	when	/wh/ /ɛ/
far	/f/	thank	/a/ /n/ /k/	mount	/m/ /ow/ /t/
sir	/er/	sat	/s/ /ă/	oil	/oi/
game	/a/ /m/	vent	/v/ /ɛ/ /t/	her	/er/
yell	/ɛ/ /l/	ant	/ă/ /n/	bleed	/b/ /e/ /d/
end	/ɛ/ /n/	fleck	/l/ /ɛ/ /k/	inch	/i/ /ch/

Beginning, Middle, or End?

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

Teacher says, "Let's see if you can hear the sounds in these words. I will say a sound and a word that has that sound. You move the beginning marker if the sound is at the beginning of the word. Move the middle marker if the sound is in the middle of the word. Move the end marker if the sound is at the end of the word."

Where do you hear the /a/ in *x-ray*?
Where do you hear the /b/ in *bear*?
Where do you hear the /d/ in *toad*?
Where do you hear the /ɛ/ in *ferret*?
Where do you hear the /g/ in *frog*?
Where do you hear the /h/ in *hyena*?
Where do you hear the /i/ in *cricket*?
Where do you hear the /l/ in *camel*?
Where do you hear the /n/ in *panda*?
Where do you hear the /ɔ/ in *ostrich*?
Where do you hear the /q/ in *quail*?
Where do you hear the /s/ in *bison*?
Where do you hear the /u/ in *mule*?
Where do you hear the /v/ in *vulture*?
Where do you hear the /x/ in *ox*?
Where do you hear the /z/ in *zebra*?
Where do you hear the /oi/ in *oyster*?
Where do you hear the /ow/ in *mouse*?
Where do you hear the /or/ in *condor*?
Where do you hear the /sh/ in *fish*?
Where do you hear the /wh/ in *whale*?

Where do you hear the /ă/ in *elephant*?
Where do you hear the /s/ in *centipede*?
Where do you hear the /e/ in *eagle*?
Where do you hear the /f/ in *giraffe*?
Where do you hear the /j/ in *jackrabbit*?
Where do you hear the /i/ in *ibex*?
Where do you hear the /k/ in *kangaroo*?
Where do you hear the /m/ in *chimpanzee*?
Where do you hear the /o/ in *okapi*?
Where do you hear the /p/ in *leopard*?
Where do you hear the /r/ in *parrot*?
Where do you hear the /t/ in *cheetah*?
Where do you hear the /ū/ in *seagull*?
Where do you hear the /w/ in *wolf*?
Where do you hear the /y/ in *yak*?
Where do you hear the /oo/ in *woodpecker*?
Where do you hear the /oo/ in *raccoon*?
Where do you hear the /er/ in *tiger*?
Where do you hear the /aw/ in *jackdaw*?
Where do you hear the /ar/ in *armadillo*?
Where do you hear the /ch/ in *chicken*?

Phonemic Isolation Boxes

Fruit

Nut

Vegetable

Phonemic Isolation Boxes

Beginning

Middle

End

Phonemic Blending

Form a group of students who did not achieve mastery (80%) on the **Phonemic Blending Assessment**. Tell students that they will practice putting together and breaking apart words. The purpose of this whole class assessment is to determine whether students can recognize words from blended letter sounds. The words are not printed on the Phonemic Blending Student Answer Sheet because this is a sounds recognition phonological awareness test.

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 have been divided by pronunciation or inflected endings (e.g., start-ed), and some of the syllables have been 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

Consonant Onset-Rime Blending

Teacher: “Now we are going to work on blending, in which you will put together sounds to make words. I will say the sounds; you put them together into a word. As I say each sound, I will move my hand about six inches from your left-to-right. For **Example:**, after I say ‘/b/ “ang”’ I say ‘Word?’ and you say *bang*.”

/r/-ack, /m/-ock	/m/-ad, /b/-ed	/j/-am, /g/-um	/g/-ap, /p/-up
/l/-ash, /m/-esh	/f/-an, /m/-en	/h/-and, /b/-end	/t/-ank, /d/-unk
/c/-at, /b/-et	/r/-od, /s/-ad	/f/-ell, /m/-all	/t/-en, /s/-un
/t/-est, /l/-ast	/n/-et, /f/-at	/s/-ick, /d/-uck	/l/-id, /r/-ude
/h/-ill, /m/-ale	/w/-ipe, /t/-ape	/p/-it, /h/-ot	/r/-ib, /c/-ab
/l/-ock, /s/-ack	/p/-od, /h/-id	/m/-op, /p/-ipe	/l/-ot, /c/-at
/p/-ig, /r/-ug	/l/-imp, /d/-ump	/r/-anch, /h/-unch	/h/-ut, /p/-it
/m/-ade, /t/-ide	/r/-ail, /t/-ool	/b/-one, /g/-ain	/w/-ait, /c/-oat
/c/-ake, /s/-oak	/s/-ight, /m/-eat	/b/-oy, /s/-ay	/l/-ead, /p/-ike
/h/-eal, /m/-ile	/s/-eed, /l/-oad	/d/-ense, /n/-ice	/f/-ood, /f/-eud
/t/-une, /l/-ine	/g/-oat, /c/-ute	/b/-ike, /b/-ake	/m/-oon, /m/-oan
/b/-ake, /r/-eak	/c/-old, /h/-eld	/m/-ain, /l/-ean	/l/-ow, /n/-ew
/r/-oot, /m/-ute	/c/-ar, /f/-ur	/d/-ark, /w/-ork	/h/-urt, /d/-art
/d/-are, /r/-ear	/b/-ore, /s/-ir	/b/-orn, /l/-earn	/g/-irl, /c/-url
/d/-irt, /c/-art,	/p/-ure, /f/-ar	/b/-arn, /c/-orn	/s/-ang, /s/-ong

Sound-by-Sound Blending

Teacher: “Now we are going to work on blending, in which you will put together sounds to make words. I will say the sounds; you put them together into a word. As I say each sound, I will move my hand about six inches from your left-to-right. For **Example:**, after I say ‘/sss/ /äää/ /t/...’ I say ‘Word?’ and you say *sat*.”

/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/ /ā/ /t/	sat	/h/ /ō/ /g/	hog	/ī/ /n/ /ch/	inch
/f/ /ō/ /x/	fox	/ā/ /n/ /t/	ant	/wh/ /ě/ /n/	when
/th/ /a/ /n/ /k/	thank	/d/ /ě/ /s/ /k/	desk	/v/ /ě/ /n/ /t/	vent
/ch/ /aw/ /l/ /k/	chalk	/s/ /t/ /ar/ /t/	start	/b/ /l/ /e/ /d/	bleed
/d/ /r/ /a/ /n/	drain	/f/ /l/ /ě/ /k/	fleck	/m/ /ow/ /n/ /t/	mount

I See Something You Don't See

Find items in the room that are clearly visible. Say the sounds and students silently blend and then point to the object.

Examples:

/b/ /aw/ /l/	-ball	/c/ /r/ /a/ /ō/ /n/	-crayon
/p/ /ě/ /n/ /s/ /ī/ /l/	-pencil	/p/ /a/ /p/ /er/	-paper
/d/ /ě/ /s/ /k/	-desk	/t/ /e/ /ch/ /er/	-teacher
/m/ /ar/ /k/ /er/	-marker	/s/ /m/ i/ /l/	-smile
/c/ /l/ /ō/ /k/	-clock	/s/ /t/ /oo as in food /l/	-stool

Say the Word

Teacher says the first two rhyming words, then the phoneme. Students respond by blending the phoneme and rime.

back, rack, /sh/ _____	had, mad, /s/ _____	ram, jam, /j/ _____
cap, gap, /l/ _____	cash, lash, /d/ _____	can, fan, /r/ _____
band, hand, /s/ _____	sank, tank, /th/ _____	at, cat, /th/ _____
bed, led, /r/ _____	bell, fell, /sh/ _____	men, ten, /wh/ _____
rest, test, /b/ _____	met, net, /b/ _____	tick, sick, /k/ _____
kid, lid, /r/ _____	hill, mill, /w/ _____	chin, win, /sh/ _____
lip, ship, /wh/ _____	it, pit, /f/ _____	mob, rob, /j/ _____
lock, sock, /d/ _____	cod, God, /p/ _____	mop, pop, /sh/ _____
hot, lot, /p/ _____	mug, rug, /h/ _____	bump, dump, /l/ _____
bunch, hunch, /m/ _____	bunk, junk, /s/ _____	cut, hut, /sh/ _____
fade, made, /w/ _____	pail, rail, /t/ _____	rain, gain, /ch/ _____
bake, cake, /t/ _____	bale, sale, /g/ _____	gate, late, /d/ _____
pay, say, /w/ _____	bead, lead, /r/ _____	deal, heal, /m/ _____
cheat, neat, /h/ _____	feed, seed, /d/ _____	dice, nice, /r/ _____
side, tide, /w/ _____	fight, sight, /l/ _____	dine, line, /f/ _____
kite, site, /wh/ _____	poke, woke, /ch/ _____	bold, cold, /m/ _____
bone, cone, /l/ _____	row, show, /b/ _____	boot, root, /sh/ _____
bar, car, /f/ _____	bark, dark, /sh/ _____	tart, dart, /ch/ _____
chair, fair, /h/ _____	care, dare, /sh/ _____	tear, wear, /b/ _____
hear, near, /t/ _____	fir, sir, /wh/ _____	girl, whirl, /g/ _____
dirt, flirt, /sh/ _____	sore, core, /ch/ _____	born, corn, /h/ _____
fort, sort, /sh/ _____	churn, burn, /t/ _____	boy, joy, /c/ _____
oil, boil, /c/ _____	cow, now, /ch/ _____	paw, claw, /th/ _____

Phonemic Segmentation

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	/ī/ /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
/ch/ /aw/ /l/ /k/	chalk	/s/ /t/ /ar/ /t/	start	/b/ /l/ /e/ /d/	bleed
/d/ /r/ /a/ /n/	drain	/f/ /l/ /ě/ /k/	fleck	/m/ /ow/ /n/ /t/	mount

Is There?

The teacher says, “Let’s see if you can hear sounds in different parts of a word. Give a thumbs up if you hear the sound and a thumbs down if you don’t. I will first say the sound and then the word. Let’s try one together. /c/ cat. You should have your thumbs up because there is a /c/ in *cat*. Let’s try another. /d/ frog. You should have your thumbs down because there is no /d/ in *frog*.”

long /a/	ape, x-ray, sheep	short /a/	elephant, slug, anteater
/b/	bear, rooster, duck	/c/	hawk, camel, centipede
/d/	toad, dog, bear	long /e/	iguana, chimpanzee, eagle
short /e/	elephant, ibex, yak	/f/	fox, gorilla, vulture
/g/	goose, frog, giraffe	/h/	camel, horse, frog
long /i/	ibex, seal, goat	short /i/	jackrabbit, iguana, cheetah
/j/	jackrabbit, badger, rat	/l/	lion, seagull, parrot
/m/	cobra, mouse, newt	/n/	lion, newt, coyote
long /o/	okapi, armadillo, beaver	short /o/	otter, gazelle, python
/p/	antelope, pig, cat	/q/	quail, duck, wolverine
/r/	tiger, raccoon, gnu	/s/	seagull, goose, penguin
/t/	turtle, tiger, elephant	long /u/	mule, ape, orangutan
short /u/	umbrella, seagull, deer	/v/	vulture, panda, anaconda
/w/	wolf, vulture, muskrat	/x/	x-ray, ibex, moose
/y/	yak, monkey, salmon	/z/	zebra, bees, tuna
long /oo/	raccoon, rooster, lizard	short /oo/	otter, woodpecker, dog
/oi/	coy, oyster, ox	/ow/	cow, mouse, robin
/er/	tiger, ermine, raven	/aw/	hawk, stork, eel
/or/	orca, tiger, condor	/ar/	armadillo, shark, leopard
/sh/	goldfish, sheep, squirrel	/hw/	whale, wolf, bat
/ch/	cheetah, chimp, aardvark	/th/	python, chipmunk, bat

Toward the Start or Toward the End?

Teacher: “Let’s see if you can hear where sounds are located in a word. I will tell you a sound and then a word. If it’s toward the start of the word, say ‘start;’ if it’s at the end of a word, say ‘end.’ Let’s try one: long /i/ ibex.”

Students: “Start.”

Teacher: “Correct. Let’s try another one: long /oo/ cockatoo.”

Students: “End.”

Teacher: “Correct. Here are some more words.”

long /a/	ape, x-ray	short /a/	elephant, anteater
/b/	bear, caribou	/k/	hawk, camel
/d/	cod, dog	long /e/	chimpanzee, eagle
short /e/	elephant, ibex	d/	toad, dog
/f/	fox, wolf	/g/	goose, frog
long /i/	bison, crocodile	short /i/	jackrabbit, iguana
/j/	jackrabbit, badger	/l/	lion, seagull
/m/	ram, mouse	/n/	lion, newt
long /o/	okapi, armadillo	short /o/	otter, python
/p/	ape, pig	/r/	tiger, raccoon
/s/	seagull, goose	/t/	tiger, elephant
short /u/	umbrella, seagull	/x/	x-ray fish, ibex
long /oo/	raccoon, rooster	/or/	orca, condor
/er/	tiger, ermine	/aw/	hawk, macaw
/ar/	armadillo, jaguar	/sh/	goldfish, sheep
/ch/	leech, cheetah	/th/	python, sloth

Which Sound Begins and Which Sound Ends?

Teacher shares **Example:** and then uses the same script for the following word pairs. Students answer out loud.

Example: Which sound begins *turtle* and *tooth*? Answer: /t/

yell, yes	egg, end	gas, game	sad, same
no, not	inch, it	fox, foam	ant, axe
ouch, out	chin, cheek	pull, poke	ate, aid
own, oak	hot, hike	kick, kite	tall, take
zoo, zoom	what, when	less, light	run, rake
desk, dart	us, up	urge, urn	oink, oil
quack, quake	cake, cast	eat, eek	wait, went
that, then	shake, shin	mouse, make	base, bought
ice, isle	vent, vase	old, oats	jump, jack
use, you	on, odd	thank, thought	or, orb

Example: Which sound ends *lake* and *clock*?

Answer: /k/

rack, mock	mad, bed	jam, gum	gap, up
lash, mesh	fan, men	hand, end	tank, dunk
cat, bet	led, rod	fell, mall	ten, sun
test, last	net, fat	sick, duck	lid, rude
hill, male	chin, won	ship, wipe	pit, hot
rib, cab	lock, sack	God, hid	mop, pipe
lot, cat	pig, rug	chimp, dump	ranch, hunch
bank, junk	hut, pit	made, tide	pale, rail
bone, gain	set, wait	cake, soak	ball, sale
sight, late	boy, say	paid, lead	heal, mile
cheat, night	seed, load	dense, nice	tide, food
fought, sight	tune, line	goat, site	soak, bike
line, moan	bake, woke	cold, held	main, cone
show, new	boat, root	sweet, mute	car, fur
dark, work	hurt, dart	chair, far	dare, rear
bore, wear	near, sir	far, cheer	born, learn
sir, door	girl, whirl	sort, shirt	core, pure
barn, corn	cart, sort	torn, burn	say, joy
boil, tall	show, now	claw, tow	sang, song

How Many?

Let's see if you can count the number of letter sounds in each of the words I say out loud. Let's practice one together. The word is *pan*. [Do not isolate the letter sounds.] Repeat the word. [Wait for student response.] How many letter sounds did you hear? [Wait for student response.] There are three letter sounds in *pan*.

The word is *child*. Repeat the word. [Wait for student response.] Quietly count the number of letter sounds. [Wait for students to quietly count.] How Many? [Wait for student response.] The answer is four, because there are four letter sounds in *child*. All the words I will say have two, three, or four letter sounds.

me (2) /m/ /e/	drain (4) /d/ /r/ /a/ /n/	when (3) /wh/ /ě/ /n/
say (2) /s/ /a/	chalk (4) /ch/ /aw/ /l/ /k/	go (2) /g/ /o/
start (4) /s/ /t/ /ar/ /t/	hog (3) /h/ /ō/ /g/	she (2) /sh/ /e/
desk (4) /d/ /ě/ /s/ /k/	fox (3) /f/ /ō/ /x/	when (3) /wh/ /ě/ /n/
far (2) /f/ /ar/	thank (4) /th/ /a/ /n/ /k/	mount (4) /m/ /ow/ /n/ /t/
sir (2) /s/ /er/	sat (3) /s/ /ă/ /t/	oil (2) /oi/ /l/
game (3) /g/ /a/ /m/	vent (4) /v/ /ě/ /n/ /t/	her (2) /h/ /er/
yell (3) /y/ /ě/ /l/	ant (3) /ă/ /n/ /t/	bleed (4) /b/ /l/ /e/ /d/
end (3) /ě/ /n/ /d/	fleck (4) /f/ /l/ /ě/ /k/	inch (3) /ĩ/ /n/ /ch/

Say em'!

Teacher says, "Let's see if you can say each of the sounds in these words. I say the word and you say the sounds. Let's try one: What sounds do you hear in the word *pig*?" Students should answer /p/ /i/ /g/.

me	/m/	drain	/d/ /a/ /n/	when	/ɛ/ /n/
say	/a/	chalk	/ch/ /aw/	go	/o/
start	/s/ /ar/ /t/	hog	/ɔ/ /g/	she	/sh/
desk	/d/ /ɛ/ /k/	fox	/f/ /ɔ/	when	/wh/ /ɛ/
far	/f/	thank	/a/ /n/ /k/	mount	/m/ /ow/ /t/
sir	/er/	sat	/s/ /ă/	oil	/oi/
game	/a/ /m/	vent	/v/ /ɛ/ /t/	her	/er/
yell	/ɛ/ /l/	ant	/ă/ /n/	bleed	/b/ /e/ /d/
end	/ɛ/ /n/	fleck	/l/ /ɛ/ /k/	inch	/i/ /ch/

Change the Beginning

Teacher says, "What would the word sound like if you changed the first sound in *hen* to an /m/?" Students should answer *men*. "Let's try some more. I will say a word and then a new sound. You replace the first sound in the word with the new sound."

Teacher: "cat-/b/"

Students: "bat"

Teacher: Correct. Let's try some more.

rack-/sh/ (shack)	mad-/s/ (sad)	ram-/j/ (jam)	gap-/l/ (lap)
lash-/d/ (dash)	fan-/r/ (ran)	hand-/s/ (sand)	tank-/th/ (thank)
cat-/th/ (that)	led-/r/ (red)	fell-/sh/ (shell)	ten-/wh/ (when)
test-/b/ (best)	net-/b/ (bet)	sick-/k/ (kick)	lid-/r/ (rid)
mill-/w/ (will)	win-/sh/ (shin)	ship-/wh/ (whip)	pit-/f/ (fit)
rob-/j/ (job)	sock-/d/ (dock)	cod-/p/ (pod)	pop-/sh/ (shop)
lot-/p/ (pot)	rug-/h/ (hug)	dump-/l/ (lump)	hunch-/m/ (munch)
junk-/s/ (sunk)	cut-/sh/ (shut)	made-/w/ (wade)	rail-/t/ (tail)
gain-/ch/ (chain)	cake-/t/ (take)	sale-/g/ (gale)	late-/d/ (date)
say-/w/ (way)	lead-/r/ (read)	heal-/m/ (meal)	neat-/h/ (heat)
seed-/d/ (deed)	nice-/r/ (rice)	tide-/w/ (wide)	sight-/l/ (light)
line-/f/ (fine)	site-/wh/ (white)	woke-/ch/ (choke)	cold-/m/ (mold)
cone-/l/ (lone)	show-/b/ (bow)	root-/sh/ (shoot)	bar-/f/ (far)
bark-/sh/ (shark)	tart-/ch/ (chart)	chair-/h/ (hair)	dare-/sh/ (share)
wear-/b/ (bear)	near-/t/ (tear)	sir-/wh/ (whir)	whirl-/g/ (girl)
dirt-/sh/ (shirt)	sore-/ch/ (chore)	corn-/h/ (horn)	fort-/sh/ (short)
burn-/t/ (turn)	boil-/c/ (coil)	now-/ch/ (chow)	claw-/th/ (thaw)

Change the Middle

Teacher says, “What would the word sound like if you changed the middle vowel sound in *send* to an /ă/?” Students should answer *sand*. “Let’s try some more. I will say a word and then a new sound. You replace the middle vowel sound in the word with the new sound.”

Teacher: “bat /ĕ/”

Students: “bet”

Teacher: Correct. Let’s try some more.

rack-/ĕ/	mad-/ŭ/	ram-/ĩ/	trap-/ĩ/	fan-/ŭ/	write-/o/
pled-/ō/	tall-/a/	ten-/o/	sick-/ă/	lid-/e/	mill-/u/
swim-/ă/	rob-/ĩ/	sock-/ĩ/	dump-/ă/	gain-/ŭ/	sale-/o/
lead-/o/	woke-/a/	heal-/a/	tide-/o/	sight-/oo/	line-/a/
show-/oo/	star-/er/	chair-/or/	fuel-/oi/	stark-/or/	barn-/er/
clean-/ow/	hawk-/i/	fought-/oo/	still-/aw/	shun-/i/	coil-/aw/

Change the End

Teacher says, “What would the word sound like if you changed the ending sound in *send* to an /t/?” Students should answer *sent*. “Let’s try some more. I will say a word and then a new sound. You replace the ending sound in the word with the new sound.”

Teacher: “mail /d/”

Students: “made”

Teacher: Correct. Let’s try some more.

rack-/t/	mad-/n/	ram-/p/	gap-/sh/	lash-/w/	fan-/d/
hand-/g/	led-/t/	fell-/ch/	stick-/ch/	win-/th/	rob-/d/
sock-/b/	cod-/n/	pop-/t/	lot-/g/	rug-/b/	dump-/b/
hunch-/t/	junk-//	gain-/t/	say-/e/	lead-/f/	heal-/r/
neat-/r/	seed-/k/	show-/oo/	root-/d/	bar-/oi/	sir-/oo/
corn-/d/	fort-/k/	now-/e/	claw-/a/	shark-/p/	rain-/d/

Take Away

Teacher says, “What would the word sound like if you took away the /h/ in *hen*?” Students should answer /ɛn/. “Let’s try some more. I will say a word and then a sound. You say the word without the sound.”

Teacher: “fine-/f/”

Students: “ine”

Teacher: Correct. Let’s try another. “fine-/n/”

Students: “fi”

rack-/r/	mad-/d/	ram-/r/	gap-/g/	lash-/sh/	fan-/f/
handshake-/k/	tank-/n/	chatter-/er/	led-/l/	fellow-/o/	claw-/c/
tense-/s/	network-/n/	sickly-/k/	test-/s/	lid-/l/	illness-/s/
wind-/n/	ship-/sh/	pity-/e/	problem-/b/	socket-/s/	modern-/er/
popcorn-/r/	plot-/l/	shrug-/r/	dump-/m/	hunch-/n/	junk-/j/
cut-/c/	made-/m/	trail-/r/	grain-/n/	cake-/k/	sale-/s/
crate-/t/	say-/s/	lead-/d/	heal-/h/	neat-/n/	seed-/d/
nice-/s/	tide-/d/	insight-/s/	line-/n/	site-/t/	awoke-/k/
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start-/s/	chair-/ch/	dare-/d/	wear-/w/	boil-/l/	now-/n/
clear-/c/	stir-/t/	whirl-/l/	dirt-/r/	store-/s/	corn-/n/

Vowel, Consonant, and Consonant Blend Card Games

Print the following game cards on heavy duty cardstock for each student according to the following directions. Make sure to print extras for normal wear and tear.

I recommend letting the experts at office supply stores print, cut, and collate your cards. The per-copy price will be comparable to that of your school printer, and you have better things to do with your time. Also, most office stores have business card cutters. Ask for business card boxes with your print order. Tell the associate to set the printing to “Actual Size,” and check the color and margins of a printed sample before placing your order.

Cards 1–45: Animal Cards

The Animal Cards are the same phoneme-grapheme cards introduced in the first 6 lessons of the program. Teachers may choose to use these cards only or add the consonant blend cards for additional games.

- **Concentration:** Divide students into groups of four or five. Two students select the 25 color Animal Cards, shuffle, and place face down on a desk or table. The other students mix the card placements. Players take turns turning two cards face-up to find and collect matches. If a match is found, the player must point to picture and say the animal name to pick up the cards. If no match is found or the student doesn't say the name, the cards are turned over and the next player selects. Winner of the game has the most matches. When finished, two students select the 20 black Animal Cards for the next round.
- **Names and Sounds:** Students spread out the Animal Cards face up and in order on their desks or tables.
 - Round 1** The teacher says a name; students pick up and show the card.
 - Round 2** The teacher says a sound; students pick up and show the card.
 - Round 3** The teacher says a name or a sound; students pick up and show the card.
- **Names, Sounds, and Spellings:** Students spread out the Animal Cards face up and in order on their desks or tables.
 - Round 1** The teacher says a name or a sound; students pick up and show the card.
 - Round 2** The teacher says a spelling (say “blank” for a blank); students pick up and show the card.
 - Round 3** The teacher says a name, sound, or spelling; students pick up and show the card.
- **Bingo:** Students pick any 25 of the #s 1–45 Animal Cards and shuffle this deck. Students arrange these cards on desks or tables in 5 rows x 5 columns, except for a student that the group appoints as *Reader*. The Reader picks the card from the top of the deck and says the animal name, sound, or spelling and students turn over the corresponding card, etc. The first student turning over 5 in a row horizontally, vertically, or diagonally says “Bingo!” and wins the game. Spread the cards out and play again!

Cards 1–45: Animal Cards

- **Plus (+) and Minus (-):** Pick out and shuffle the #s 1–45 Animal Cards. The object of the game is to form words, using the most cards. For the first round, players draw three cards from the top of their shuffled decks, place them horizontal (left to right) on the desk or table, and rearrange the cards if they spell a word.

For the rest of the rounds, players draw and play one card per turn, but they can rearrange their cards at any time to form and re-form words. Players can add cards onto existing words to form vertical (up and down) words. When players have finished going through the Animal Card deck, the game ends and players count the number of cards they used to form words to declare the winner.

- **Compounds:** Students spread out the yellow *r*-controlled vowel cards and the purple vowel team cards face up on their desks or tables; the teacher says a word with two of these vowel sounds. Students pick up and show the corresponding cards.

Examples: starter, newborn, author, power, afternoon, bloodhound, cowgirl, marshal, founder, boomtown, cowherd, sisterhood, footstool, gooseberry, screwball, harpoon, twirler, asteroid, hoopskirt, schoolbook, literal, moonflower, directory, overcooks, waterproof, border, armor, daughter, dirtier, harbor, darker, powder, newsboy, housework, tutor, normal, broiler, brutal, overall, turmoil, eternally, bluebird, saucer

Cards 1–90: Animal Cards and Consonant Blend Cards

- **Pick from the Pot:** Students take out binder paper. The group appoints a *Reader* to select a green short vowel card and a consonant blend card, which are laid side by side on a desk or table. Students write as many words as possible within one minute, using the sounds of both of the cards and any other letters. The student with the most words is the winner for that round. Choose two more cards and play again!
- **Say the Word:** The teacher shows a Consonant Blend Card, and the students say the sounds in unison. Make sure that your students pronounce each phoneme. For example, /b//l/ for “bl_” as in *black*. The teacher calls on a few students who can identify a word using the consonant blend.
- **Find the Card:** Students spread out the Consonant Blend Cards #s 46–89 face up and in order on their desks or tables. The teacher says a word using a consonant blend sound, and students pick up and show the corresponding card.
- **What’s Missing:** The teacher spreads out the Animal Cards and Consonant Blend Cards face up on the projector, board, or table to form a word with 1 card missing. Students say the sound and identify the card that is missing. The teacher adds the missing card to the word.

Cards 1–90: Animal Cards and Consonant Blend Cards

- **5–10–10:** Select the 5 green short vowels, 10 black consonants, and 10 consonant blends and display on the board, projector, or table. Students take out binder paper and write as many words as possible using these cards within 5 minutes. Students say each word—1 point for each word and 5 points for a word that no other student has written.
- **Scrabbled:** The teacher selects the 5 green short vowels, 10 black consonants, and 10 consonant blends. The teacher uses the cards to form a long word on the board, projector, or table. Students take out the same 25 cards from their game card decks and form that same word in the center of their desks or tables. Students add on as many words as possible to the long word within 5 minutes in “scrabbled” format. The winner uses the most letters. Thus a “str” counts as 3.
- **Boggle the Mind:** The teacher selects the 5 green short vowels, 10 black consonants, and 10 consonant blends and displays these cards on the board, projector, or table in a 5 x 5 grid of 25 cards. Students take out binder paper and write as many words as possible within 3 minutes from the horizontal, vertical, or diagonal placements. Shuffle and recreate the grid so students can play again.
- **Word Knock Out:** The students form 2 equal lines. The teacher picks a green short vowel card and a consonant blend card and displays these cards on the board, projector, or table. The front 2 students each form a word from both cards. Students may reverse the order. Note that some word pairs will not form any words, so a bit of luck is involved. The student who comes up with a word first goes to the end of the line; the other student sits down. The last student in line wins.
- **Bookends:** The teacher displays 1 of the 5 green short vowel cards from the Animal Cards on the projector, board, or table. Students place the same card in the center of their desks or tables and find a beginning and ending consonant blend to complete a syllable or word. The first student to form a syllable or word shouts “Bookends!” and adds the 2 consonant blend cards to the display to form the word.
- **Black and Purple:** Students spread out the black consonant Animal and the Consonant Blend Cards #s 46–90 face up on their desks or tables. The teacher displays a purple vowel team card from the Animal Cards. Then students pick up and show the card(s) that adds to the purple vowel team to form a word. Students spell the words out loud.
- **Sentence Making:** The teacher says a short sentence. The students select the Animal Cards #s 1–45 and Consonant Blend Cards #s 46–90 that represent the sounds and lay them out on their desks in correct order. Students use their fingers to point underneath the correct spellings and the teacher checks and corrects for accuracy.

/ɛ/ 

as in eagle
e [c]ei ea



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ie

2

/ō/ 

as in okapi

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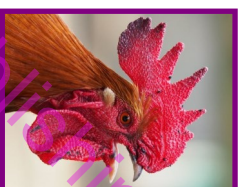
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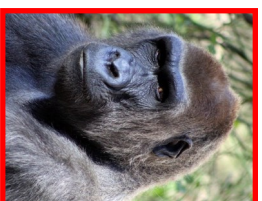
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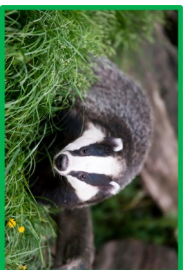
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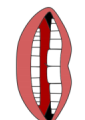
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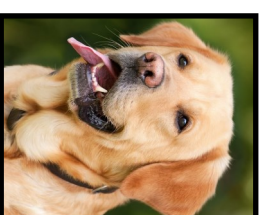
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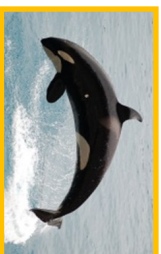
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17

/b/ 

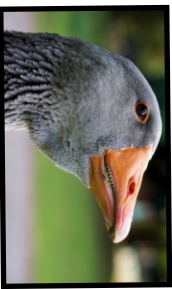
as in
bear
b




19

/g/ 

as in goose
g[ɑ, o, u]



22

/j/ 

as in
jackrabbit
j g[e, i, y]
_ge
_dge



24

/l/ 

as in lion

l



26

/n/ 

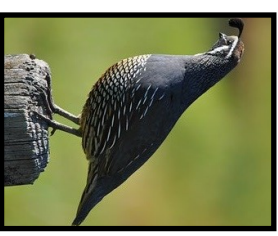
as in newt
n kn_



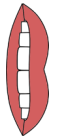
28

/q/  

as in quail
qu



30

/f/ 

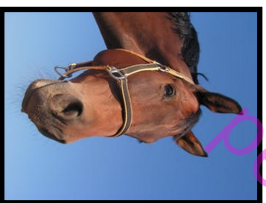
as in ferret
f ph



21

/h/ 

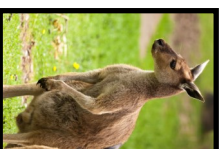
as in horse
h



23

/k/ 

as in
kangaroo
k[i, e]
_c
_ck
c[ɑ, o, u]



25

/m/ 

as in mouse
m



27

/p/ 

as in
puffin
p



29

/s/ 

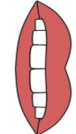
as in

seagull

s [c,e,i,y]



32

/v/ 

as in

vulture

v



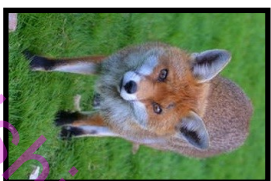
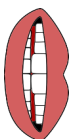
34

/x/ 



as in

fox



36

/z/ 

as in

zebra

z

z_s



38

/wh/ 

as in

whale

wh_



40

/r/ 

as in

raccoon

r

wr_



31

/t/ 

as in

tiger

t



33

/w/ 


as in

wolf

w



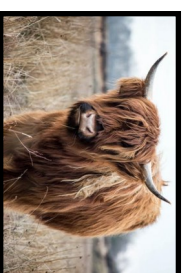
35

/y/ 

as in

yak

y_



37

/sh/ 

as in

sheep

sh

ci

si

ti



39

/tʰ/ 

unvoiced

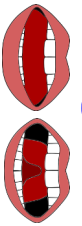
as in sloth

th



42

/ŋg/ 



as in

lemming

-ng

_n



44

bl_

as in **black**

46

cl_

as in **close**

48

dr_

as in **draw**

50

/tʰ/ 

voiced as in

python

th_



41

/tʃ/ 

as in

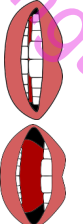
cheetah

ch _tch



43

/zʒ/ 



as in

television

-ge

s



45

br_

as in **brown**

47

cr_

as in **crow**

49

fr _

as in **frame**

52

gr _

as in **green**

54

pr _

as in **print**

56

scr _

as in **screw**

58

sk _

as in **skirt**

60

fl _

as in **flower**

51

gl _

as in **glass**

53

pl _

as in **play**

55

sc _

as in **scope**

57

shr _

as in **shrunk**

59

sm_

as in **small**

62

sp_

as in **spell**

64

spr_

as in **spray**

66

st_

as in **start**

68

sw_

as in **swim**

70

sl_

as in **slide**

61

sn_

as in **snack**

63

spl_

as in **splash**

65

squ_

as in **squid**

67

str_

as in **street**

69

tr_

as in **try**

72

_ft

as in **lift**

74

_lk

as in **elk**

76

_lp

as in **help**

78

_mp

as in **pump**

80

thr_

as in **threat**

71

tw_

as in **twin**

73

_ld

as in **child**

75

_lm

as in **film**

77

_lt

as in **belt**

79

_nd

as in **sand**

82

_nt

as in **point**

84

_sk

as in **ask**

86

_st

as in **first**

88

_xt

as in **next**

90

_nch

as in **lunch**

81

_nk

as in **trunk**

83

_pt

as in **kept**

85

_sp

as in **crisp**

87

_wn

as in **clown**

89