



Reading Done Right  
Practical, Effective Support

# **Sounds First**

## **Phonemic Awareness Program**

Grade 1  
Weeks 11–24

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Week 11, Day 1



**Phoneme Identification:** Locate the Sound.

Skill: Listen to a word and identify the location of a specific phoneme (sound).

**Directions:** Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>Where do you hear /gr/ in grow?</i>  <b>S:</b> grow, beginning  <b>T:</b> <i>Yes, /gr/ is at the beginning of grow.</i></p>	<ol style="list-style-type: none"> <li>1. <u>progress</u> (/gr/ in the middle)</li> <li>2. ground (/gr/ at the beginning)</li> <li>3. green (/gr/ at the beginning)</li> <li>4. <u>program</u> (/gr/ at the middle)</li> </ol>



**Manipulating Syllables Activity:** Clap Away the Beat.

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable). Ex: *Barbecue* to *becue*.

**Important Note:** By the Mastering stage, most students should be doing this manipulation automatically (in less than 2 seconds). A short Whip Around assessment is provided to determine this. It should be administered to students throughout the week during a time that is convenient to pull them.

Example of procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>barbecue</i>.  <b>S:</b> repeat</p> <p><b>T:</b> Say <i>barbecue</i> without <b>bar</b>.  <b>S:</b> becue</p>	<p><b>d</b>ynasty  <b>a</b>rchitect  <b>a</b>dvocate  <b>m</b>agnify  <b>e</b>mbassy</p>	<p><b>a</b>tmosphere  <u><b>m</b>arvelous</u>  <b>a</b>ltitude  <u><b>p</b>lentiful</u>  <b>a</b>ctivate</p>



## E

### **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

Students must be able to isolate the final sound in a blend with two phonemes, delete that sound, and then say the new word.

**Important Note:** Lessons in the Experiencing stage scaffold towards eventual phoneme deletion by making the familiar curve motion outward, then isolating the targeted sound (at the end of the curve) with verbal and physical cues.

Verbal Cues: Ending sound (i.e. sound to be deleted) is repeated. Physical Cues: Fist shake and snipping motion.

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

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

1. Say the sentence with rhythm and expression.
2. Tell the students to repeat.
3. Say the targeted word. Explain that this “is the word on the curve.”
4. Tell students to watch you as you show the word on the familiar curve.
  - Be sure to pronounce each sound clearly and cleanly as you stretch the word.
  - Repeat the final sound while gently shaking your fist at the end of the curve.
5. **Your turn!** Tell the students to repeat.
6. Prompt the students for the deletion. Ex: *Now say \_\_\_\_\_ but cut off the \_\_\_\_\_.* Make a snipping motion with your fingers.
7. Invite them to do it with you.
8. Say the new word.
9. As an extension, you can have students use the new word in a sentence.

The column to the left in the table below shows the entire procedure:

Do this one first. Practice and model with the students:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>It's time to go to bed. Please turn off the <b>lamp</b>.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i><b>Lamp</b> is the word on the curve.</i></p> <p><b>T:</b> <i><b>Watch me!</b></i></p> <p><b>T:</b> <i>lam/p/ /p/ /p/ (curve motion, stretch the word, pronouncing each sound clearly, shake fist at end of curve)</i></p> <p><b>Your turn!</b></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Now say lamp but cut off the /p/. (snipping action)</i></p> <p><b>T:</b> <i><b>Do it with me!</b></i></p> <p><b>T and S:</b> <i>lam (curve) /p/ (snipping action)</i></p> <p><b>T:</b> <i>Now lamb is the new word on the curve!</i></p>	<p><i>His pants are too loose, so he put on a <b>belt</b> to hold them up. (bell)</i></p> <p><i>My sister loves to <b>build</b> cities with her blocks. (bill)</i></p> <p><i>It is my job to water our house <b>plant</b> every week. (plan)</i></p> <p><i>I heard a <b>bird</b> chirp outside my window. (burr)</i></p>



**Alliteration: Silly Stories.**

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story: Jaime jammed with Julia on the drums.**





**Phoneme Identification:** Locate the Sound.

Skill: Listen to a word and identify the location of a specific phoneme (sound).

**Directions:** Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>Where do you hear /t/ in told?</i>  <b>S:</b> told, beginning  <b>T:</b> <i>Yes, /t/ is at the beginning of told.</i></p>	<ol style="list-style-type: none"> <li>1. hitting (/t/ in the middle)</li> <li>2. print (/t/ at the end)</li> <li>3. team (/t/ at the beginning)</li> <li>4. sport (/t/ at the end)</li> <li>5. hotdog (/t/ in the middle)</li> </ol>



**Manipulating Syllables Activity:** Clap Away the Beat.

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable). Ex: *Barbecue* to *becue*.

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

Example of procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>barbecue</i>.  <b>S:</b> repeat</p> <p><b>T:</b> Say <i>barbecue</i> without <i>bar</i>.  <b>S:</b> becue</p>	<p><u>mockingbird</u>  <u>instantly</u>                      optional                      pentagon                      infinite</p>	<p>conference                      influence  <u>interview</u>                      primary  <u>properly</u></p>



# E

## Manipulating Phonemes: Cut Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

Students must be able to isolate the final sound in a blend with two phonemes, delete that sound, and then say the new word.

Remember, it can be very difficult for students to feel and hear the seams between the sounds, especially in blends, so be sure to pronounce each sound clearly and cleanly as you stretch the word.

The column to the left in the table below shows the entire procedure:

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>My mom always keeps hand sanitizer in her <b>purse</b>.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i><b>Purse</b> is the word on the curve.</i></p> <p><b>T:</b> <i><b>Watch me!</b></i></p> <p><b>T:</b> <i>pur/s/ /s/ /s/ (curve motion, stretch the word, pronouncing each sound clearly, shake fist at end of curve)</i></p> <p><b>Your turn!</b></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Now say purse but cut off the /s/. (snipping action)</i></p> <p><b>T:</b> <i><b>Do it with me!</b></i></p> <p><b>T and S:</b> <i>pur (curve) /s/ (snipping action)</i></p> <p><b>T:</b> <i>Now purr is the new word on the curve!</i></p>	<p><i>I <b>can't</b> find my bookbag and it's time to go to school. (can)</i></p> <p><i>Let's go to the playground at the <b>park</b>. (par)</i></p> <p><i>Please cut out and then <b>paste</b> it onto the picture. (pace)</i></p> <p><i>I just can't make up my <b>mind</b> about which one to get! (mine)</i></p>



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2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Jaime jammed with Julia on the drums. **Jolly Jasper cooked jambalaya.**







**Phoneme Identification:** Locate the Sound.

Skill: Listen to a word and identify the location of a specific phoneme (sound).

**Directions:** Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>Where do you hear /pr/ in price?</i>  <b>S:</b> price, beginning  <b>T:</b> <i>Yes, /pr/ is at the beginning of price.</i></p>	<ol style="list-style-type: none"> <li>1. surprise (/pr/ in the middle)</li> <li>2. promise (/pr/ at the beginning)</li> <li>3. <u>supreme</u> (/sp/ at the middle)</li> <li>4. <u>praise</u> (/pr/ at the beginning)</li> </ol>



**Manipulating Syllables Activity:** Clap Away the Beat.

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable). Ex: *Barbecue* to *becue*.

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

Example of procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>barbecue</i>.  <b>S:</b> repeat</p> <p><b>T:</b> Say <i>barbecue</i> without <i>bar</i>.  <b>S:</b> <i>becue</i></p>	<p><b>concentrate</b>  <b>sensible</b>  <b>multitude</b>  <u><b>rodeo</b></u>  <u><b>wolverine</b></u></p>	<p><u><b>confident</b></u>  <b>consequence</b>  <b>testify</b>  <u><b>certainty</b></u>  <b>aggravate</b></p>



# E

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Students must be able to isolate the final sound in a blend with two phonemes, delete that sound, and then say the new word.

Remember, it can be very difficult for students to feel and hear the seams between the sounds, especially in blends, so be sure to pronounce each sound clearly and cleanly as you stretch the word.

The column to the left in the table below shows the entire procedure:

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>It is cold out. You will need a <b>scarf</b> and gloves.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i><b>Scarf</b> is the word on the curve.</i></p> <p><b>T:</b> <i><b>Watch me!</b></i></p> <p><b>T:</b> <i>scar/f/ /f/ /f/ (curve motion, stretch the word, pronouncing each sound clearly, shake fist at end of curve)</i></p> <p><b>T:</b> <i><b>Your turn!</b></i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Now say scarf but cut off the /f/. (snipping action)</i></p> <p><b>T:</b> <i><b>Do it with me!</b></i></p> <p><b>T and S:</b> <i>scar (curve) /f/ (snipping action)</i></p> <p><b>T:</b> <i>Now scar is the new word on the curve!</i></p>	<p><i>I had steak with a side dish of <b>corn</b> for dinner. (core)</i></p> <p><i>When I grow up, I want to be a <b>world</b> traveler! (whirl)</i></p> <p><i>I used a <b>worm</b> as fishing bait. (were)</i></p> <p><i>My neighbor asked me to feed her <b>cats</b> while she was on vacation. (cat)</i></p>



**Alliteration:** Silly Stories.

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**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Jaime jammed with Julia on the drums. Jolly Jasper cooked jambalaya. **Jean jelled giant jars of jam.**





**Phoneme Identification:** Locate the Sound.

Skill: Listen to a word and identify the location of a specific phoneme (sound).

**Directions:** Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>Where do you hear /m/ in map?</i>  <b>S:</b> map, beginning  <b>T:</b> <i>Yes, /m/ is at the beginning of map.</i></p>	<ol style="list-style-type: none"> <li>1. Summer (/m/ in the middle)</li> <li>2. boom (/m/ at the end)</li> <li>3. marble (/m/ at the beginning)</li> <li>4. ram (/m/ at the end)</li> <li>5. tumble (/m/ in the middle)</li> </ol>



**Manipulating Syllables Activity:** Clap Away the Beat.

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable). Ex: *Barbecue* to *becue*.

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

Example of procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>barbecue</i>.  <b>S:</b> repeat</p> <p><b>T:</b> Say <i>barbecue</i> without <i>bar</i>.  <b>S:</b> becue</p>	<p><b>p</b>ublisher  <b>o</b>rnament  <u><b>v</b></u>ictory  <b>r</b>adiant  <b>e</b>mphasis</p>	<p><b>a</b>rtery  <b>c</b>ounselor  <b>d</b>estiny  <b>i</b>nfantry  <b>v</b>ertebrate</p>



**Manipulating Phonemes:** Cut Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

Students must be able to isolate the final sound in a blend with two phonemes, delete that sound, and then say the new word.

Remember, it can be very difficult for students to feel and hear the seams between the sounds, especially in blends, so be sure to pronounce each sound clearly and cleanly as you stretch the word.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>We have a rocking chair on our front <u>porch</u>.</i>  <b>S:</b> repeat  <b>T:</b> <i><b>Porch</b> is the word on the curve.</i></p> <p><b>Watch me!</b>  <b>T:</b> <i>por/ch/ /ch/ /ch/</i> (curve motion, stretch the word, pronouncing each sound clearly, shake fist at end of curve)  <b>T:</b> <i><b>Your turn!</b></i>  <b>S:</b> repeat</p> <p><b>T:</b> <i>Now say porch but cut off the /ch/.</i> (snipping action)</p> <p><b>T:</b> <i><b>Do it with me!</b></i>  <b>T and S:</b> <i>por</i> (curve) <i>/ch/</i> (snipping action)</p> <p><b>T:</b> <i>Now poor is the new word on the curve!</i></p>	<p><i>I <b>went</b> to the park with mom.</i> (when)  <i>We learned how to paint a <u>portrait</u> in <b>art</b> class.</i> (are)  <i>I made a <b>card</b> for my mom for Mother's Day.</i> (car)  <i>Please get some apples and put them in the shopping <b>cart</b>.</i>  (car)</p>



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Jaime jammed with Julia on the drums. Jolly Jasper cooked jambalaya. Jean jelled giant jars of jam. **Jaime joked about the jam.**





**Phoneme Identification:** Locate the Sound.

Skill: Listen to a word and identify the location of a specific phoneme (sound).

**Directions:** Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>Where do you hear /sh/ in splash?</i>  <b>S:</b> splash, end  <b>T:</b> <i>Yes, /sh/ is at the end of splash.</i></p>	<ol style="list-style-type: none"> <li>1. shower (/sh/ at the beginning)</li> <li>2. ramshackle (/sh/ in the middle)</li> <li>3. flush (/sh/ at the end)</li> <li>4. <u>shuttle</u> (/sh/ at the beginning)</li> <li>5. smash (/sh/ at the end)</li> </ol>



**Manipulating Syllables Activity:** Clap Away the Beat.

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable). Ex: *Barbecue* to *becue*.

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

Example of procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>barbecue</i>.  <b>S:</b> repeat</p> <p><b>T:</b> Say <i>barbecue</i> without <i>bar</i>.  <b>S:</b> becue</p>	<p><u>company</u>                      almanac                      studio                      drapery                      perfectly</p>	<p>yesterday  <u>customer</u>  <u>abdomen</u>                      bravery                      video</p>



**E**

**Manipulating Phonemes:** Cut Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

Students must be able to isolate the final sound in a blend with two phonemes, delete that sound, and then say the new word.

Remember, it can be very difficult for students to feel and hear the seams between the sounds, especially in blends, so be sure to pronounce each sound clearly and cleanly as you stretch the word.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> We ate <b>corn</b> on the cob at the picnic.</p> <p><b>S:</b> repeat</p> <p><b>T:</b> <b>Corn</b> is the word on the curve.</p> <p><b>T: Watch me!</b></p> <p><b>T:</b> <i>cor/n/</i> (curve motion, stretch the word, pronouncing each sound clearly, shake fist at end of curve)</p> <p><b>T: Your turn!</b></p> <p><b>S:</b> repeat</p> <p><b>T:</b> Now say corn but cut off the /n/. (snipping action)</p> <p><b>T: Do it with me!</b></p> <p><b>T and S:</b> cor (curve) /n/ (snipping action)</p> <p><b>T:</b> Now core is the new word on the curve!</p>	<p>The <b>kids</b> love to play on the swings. (kid)</p> <p>I have a <b>bunch</b> of extra books in my closet. (bun)</p> <p>I ate <b>part</b> of my sandwich for lunch. (<u>par</u>)</p> <p>We <b>fished</b> all afternoon, but we didn't catch anything. (fish)</p>





**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Jaime jammed with Julia on the drums. Jolly Jasper cooked jambalaya. Jean jelled giant jars of jam. Jaime joked about the jam. **Jean juiced jellybeans and jumped rope with Jasper.**





**Phoneme Identification:** Locate the Sound.

Skill: Listen to a word and identify the location of a specific phoneme (sound).

**Directions:** Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>Where do you hear /sp/ in spice?</i> <b>S:</b> spice, beginning <b>T:</b> <i>Yes, /sp/ is at the beginning of spice.</i></p>	<ol style="list-style-type: none"><li>1. whisper (/sp/ in the middle)</li><li>2. wasp (/sp/ at the end)</li><li>3. spot (/sp/ at the beginning)</li><li>4. crisp (/sp/ at the end)</li><li>5. inspect (/sp/ in the middle)</li></ol>



**Manipulating Syllables Activity:** Clap Away the Beat (Part 2)

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *iday*.

**Important Note:** Like the last series in the manipulating syllables skills sequence, this one involves deleting the first syllable in a three-syllable word that has the accent on the first syllable. What makes this new series more challenging is that the remaining middle syllable is made up of only a vowel sound (no consonant sounds). Say the word “holiday.” Do you hear how the syllable “hol” is accented or stressed in comparison to the other two syllables? Do you hear how the second syllable is made up of only a vowel sound? (/i/)

To support this manipulation, you will continue to have students feel and hear the stressed and unstressed syllables through actions; clap on the accented syllable, a gentle thigh slap for each unaccented syllable. An optional extension of this activity

has students identifying the vowel sound in the second syllable; capitalizing on a natural opportunity to review and reinforce vowel sounds. Remember, the focus is sounds, not letters. In some cases that might mean that you are hearing a vowel sound that is different from the letter you see and that is okay.

As in the prior series, we have underlined words many students are not likely to know that can be explained fairly easily and quickly. However, there are a number of words that cannot be explained so easily or quickly and consequently, these are not underlined. Further explanation is optional.

**Directions:**

1. Say the sentence rhythmically. As you reach the targeted word, clap when saying the first (accented) syllable, then gently slap each thigh in turn while saying the other two (unaccented) syllables. It's important that you retain and carefully model the pronunciation from the targeted word as you say the syllables. This word should be spoken at almost normal speed (just slightly stretching the syllables to support students in hearing each).
2. Invite students to repeat the sentence with you, making the movements when speaking the targeted word. You may need to slow it down when students do it with you the first few times until they get used to it.
3. Tell students to watch (**My turn!**) as you prompt for the deletion. Ex: *What's animal without **an**?* Immediately "show" the result with the clap (no voice), followed by the quick successive thigh slaps while speaking the remaining two syllables. In this way, you, and in the next step, the students, effectively speak the word without the first syllable.
4. Invite students to do this too (**Your turn!**)

Do this one first. (The word is animal):	Repeat the procedure using these sentences:
<p><b>T:</b> That <b>an</b> (clap) i (thigh slap) mal (thigh slap) is a zebra.  <b>S:</b> repeat</p> <p><b>T: My turn!</b>  <b>T:</b> What's animal without <b>an</b>?  <b>T:</b> (clap) imal (two successive thigh slaps)</p> <p><b>T: Your turn!</b>  <b>T:</b> What's animal without <b>an</b>?  <b>S:</b> (clap) imal (thigh slaps)</p> <p><b>T:</b> Yes, animal without <b>an</b> is imal.</p>	<p><i>My favorite book character has <b>magical</b> powers.</i>  <i>My sister plays a <u>clarinet</u> in the band.</i>  <i>I didn't like the movie. It was <b>terrible</b>.</i>  <i>Is it <b>possible</b> to run a mile in five minutes?</i>  <i>I like to put <u>vinegar</u> on my french fries.</i>  <i>You can use a <u>telescope</u> to look at the moon.</i>  <i>My grandma lives in <b>Florida</b>.</i></p>

**Optional:** After deleting the first syllable, ask students to identify the first sound they hear in the rest of the word.

**T:** *What is the first sound you hear in /i/day? Or What is the second syllable in holiday?*

**S:** /i/ **T:** *Yes! We hear the vowel sound /i/.*



### **Manipulating Phonemes:** Cut Off a Sound (to Make a New Word)

**Skill:** Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

Remember, it can be very difficult for students to feel and hear the seams between the sounds, especially in blends, so be sure to pronounce each sound clearly and cleanly as you stretch the word.

**Begin Gradual Release:** prompt the students to cut off the sound on their own. (See below ***Go ahead, show me how!***)

<b>Do this one first:</b>	<b>Repeat the procedure using these sentences:</b>
<p><b>T:</b> <i>I got a mosquito bite on my <b>arm</b>.</i> <b>S:</b> repeat <b>T:</b> <b>Arm</b> is the word on the curve.</p> <p><b>T: Watch me!</b> <b>T:</b> <i>ar/m/ /m/ /m/</i> (curve motion, stretch the word, pronouncing each sound clearly, shake fist at end of curve) <b>T: Your turn!</b> <b>S:</b> repeat</p> <p><b>T:</b> <i>Now say arm but cut off the /m/.</i> (snipping action)</p> <p><b>T: Go ahead, show me how!</b></p>	<p><i>We sat on a park <b>bench</b> to eat our lunch.</i> (been) <i>Please put your books away on the <b>shelf</b>.</i> (shell) <i>The <b>Fourth</b> of July is one of my favorite holidays.</i> (four) <i>I watched the <b>ant</b> carry a crumb to its ant hill.</i> (an)</p>

**S:** ar (curve) /m/ (snipping action)

**T:** *Now what's the new word on the curve?*

**S:** Are is the new word on the curve!



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Barry built a boat from bamboo.





**Phoneme Identification:** Locate the Sound.

Skill: Listen to a word and identify the location of a specific phoneme (sound).

**Directions:** Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>Where do you hear /k/ in cart?</i>  <b>S:</b> cart, beginning  <b>T:</b> <i>Yes, /k/ is at the beginning of cart.</i></p>	<ol style="list-style-type: none"> <li>1. barking (/k/ in the middle)</li> <li>2. stick (/k/ at the end)</li> <li>3. carpet (/k/ at the beginning)</li> <li>4. <u>peak</u> (/k/ at the end)</li> <li>5. market (/k/ in the middle)</li> </ol>



**Manipulating Syllables Activity:** Clap Away the Beat (Part 2)

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *iday*.

Do this one first. (The word is area):	Repeat the procedure using these sentences:
<p><b>T:</b> <i>Please clean up the <b>ar</b> (clap) e (thigh slap) a (thigh slap) where you played.</i>  <b>S:</b> repeat  <b>T:</b> <i>My turn!</i></p>	<p><i>We saw an <b>elephant</b> at the zoo.</i>  <i>I will call my cousin on the <b>telephone</b>.</i>  <i>We will <b>celebrate</b> my sister's birthday next week.</i>  <i>My teacher loves to read <b>poetry</b> to our class.</i></p>

<p>T: What's area without <b>ar</b>?</p> <p>T: (clap) ea</p> <p>T: <b>Your turn!</b></p> <p>T: What's area without <b>ar</b>?</p> <p>S: (clap) ea</p> <p>T: Yes, area without <b>ar</b> is ea.</p>	<p>I like to eat <b>celery</b> with blue cheese.</p> <p>My dog can <b>easily</b> find me when he wants to go out.</p> <p>That movie is a <b>comedy</b>. That means it is funny.</p>
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**Optional:** After deleting the first syllable, ask students to identify the first sound they hear in the rest of the word.  
**T:** What is the first sound you hear in 'ea?' Or What is the second syllable in 'area?'  
**S:** /ē/ **T:** Yes! We hear the vowel sound /ē/.



**Manipulating Phonemes:** Cut Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

**Gradual Release:** You prompt the students to cut off the sound on their own. (See below **Go ahead, show me how!**)

Do this one first:	Repeat the procedure using these sentences:
<p>T: The horses usually sleep in the <b>barn</b>.</p> <p>S: repeat</p> <p>T: <b>Barn</b> is the word on the curve.</p> <p>T: <b>Watch me!</b></p> <p>T: <i>bar/n/ /n/ /n/</i> (curve motion, stretch the word, pronouncing each sound clearly, shake fist at end of curve)</p> <p>T: <b>Your turn!</b></p> <p>S: repeat</p>	<p>We pitched our <b>tent</b> in the woods. (ten)</p> <p>You will need a spoon and a <b>fork</b> for the meal. (for)</p> <p>My brother plays the saxophone in the <b>band</b>. (ban)</p> <p>I finally found my <b>lost</b> sock. (loss)</p>

**T:** Now say barn but cut off the /n/. (snipping action)

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

**S:** bar (curve) /n/ (snipping action)

**T:** Now what's the new word on the curve?

**S:** Bar is the new word on the curve!



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Barry built a boat from bamboo. **Ben bagged bagels for Barry and Brenda.**







**Phoneme Identification:** Locate the Sound.

Skill: Listen to a word and identify the location of a specific phoneme (sound).

**Directions:** Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>Where do you hear /v/ in vase?</i>  <b>S:</b> vase, beginning  <b>T:</b> <i>Yes, /v/ is at the beginning of vase.</i></p>	<ol style="list-style-type: none"> <li>1. <u>clever</u> (/v/ in the middle)</li> <li>2. glove (/v/ at the end)</li> <li>3. <u>victory</u> (/v/ at the beginning)</li> <li>4. have (/v/ at the end)</li> <li>5. giver (/v/ in the middle)</li> </ol>



**Manipulating Syllables Activity:** Clap Away the Beat (Part 2)

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *iday*.

Do this one first. (The word is paradise):	Repeat the procedure using these sentences:
<p><b>T:</b> <i>This place is beautiful. It looks like <b>par</b> (clap) a (thigh slap) <b>dise</b> (thigh slap)!</i>  <b>S:</b> repeat  <b>T:</b> <i><b>My turn!</b></i></p>	<p><i>We can't go skiing today. They're calling for an <b>avalanche!</b></i>  <i>Please walk quietly down the <b>corridor</b> when you go to the lunchroom.</i>  <i>I'm going to write a book. I'll <b>dedicate</b> it to my mother.</i></p>

<p>T: <i>What's paradise without <b>par</b>?</i>  T: (clap) <i>adise</i></p> <p><b>T: Your turn!</b>  T: <i>What's paradise without <b>par</b>?</i>  <b>S:</b> (clap) <i>adise</i>  T: <i>Yes, paradise without par is adise.</i></p>	<p>A <u>pelican</u> landed on our boat this morning!  I go to the <u>pharmacy</u> to get medicine when I'm sick.  My little brother likes to <u>irritate</u> me!  My brother plays the <u>saxophone</u> in a band.</p>
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**Optional:** After deleting the first syllable, ask students to identify the first sound they hear in the rest of the word.  
**T:** *What is the first sound you hear in 'adise?'* Or *What is the second syllable in 'paradise?'*  
**S:** /u/ **T:** *Yes! We hear the vowel sound /u/.*



**Manipulating Phonemes:** Cut Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>The <b>storm</b> was so loud that it woke me up.</i>  <b>S:</b> repeat  <b>T:</b> <i><b>Storm</b> is the word on the curve.</i></p> <p><b>T: Watch me!</b>  <b>T:</b> <i>stor/m/ /m/ /m/ (curve motion, stretch the word, pronouncing each sound clearly, shake fist at end of curve)</i>  <b>T: Your turn!</b>  <b>S:</b> repeat</p> <p><b>T:</b> <i>Now say storm but cut off the /m/. (snipping action)</i></p>	<p><i>The ball did not float. It <b>sunk</b> down to the bottom of the pool.</i>  (sun)</p> <p><i>Please <b>fold</b> and put away your laundry before you go outside to play.</i> (foal)</p> <p><i>My sister is about to start <b>ninth</b> grade.</i> (nine)</p> <p><i>Our new car has a <u>dent</u> on the side, but we are not sure how it happened.</i> (den)</p>

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

**S:** stor (curve) /m/ (snipping action)

**T: Now what's the new word on the curve?**

**S:** Store is the new word on the curve!



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Barry built a boat from bamboo. Ben bagged bagels for Barry and Brenda. **Ben bellowed, "but bamboo is bad for a boat!"**





**Phoneme Identification:** Locate the Sound.

Skill: Listen to a word and identify the location of a specific phoneme (sound).

**Directions:** Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>Where do you hear /st/ in stand?</i>  <b>S:</b> stand, beginning  <b>T:</b> <i>Yes, /st/ is at the beginning of stand.</i></p>	<ol style="list-style-type: none"> <li>1. plastic (/st/ in the middle)</li> <li>2. best (/st/ at the end)</li> <li>3. store (/st/ at the beginning)</li> <li>4. almost (/st/ at the end)</li> <li>5. mister (/st/ in the middle)</li> </ol>



**Manipulating Syllables Activity:** Clap Away the Beat (Part 2)

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *iday*.

Do this one first. (The word is patio):	Repeat the procedure using these sentences:
<p><b>T:</b> <i>Let's sit outside on the <b>pat</b> (clap) i (thigh slap) o (thigh slap).</i>  <b>S:</b> repeat</p> <p><b>T:</b> <i>My turn!</i>  <b>T:</b> <i>What's patio without <b>pat</b>?</i></p>	<p><i>Your backpack almost looks like mine. They are very <b>similar</b>.</i>  <i>Sing the baby a <b>lullaby</b>.</i>  <i>I'm going to watch the next <b>episode</b> of the show tonight.</i></p>

<p>T: (clap) <i>io</i></p> <p><b>T: Your turn!</b></p> <p>T: <i>What's patio without <b>pat</b>?</i></p> <p>S: (clap) <i>io</i></p> <p>T: <i>Yes, patio without <b>pat</b> is io.</i></p>	<p><i>My mom and I like to get a <b>manicure</b>.</i></p> <p><i>Put the boxes in the <b>cabinet</b> by the door.</i></p> <p><i>My baby brother eats a lot. He has a big <b>appetite</b>.</i></p> <p><i>An <b>oriole</b> made a nest in that tree!</i></p>
<p><b>Optional:</b> After deleting the first syllable, ask students to identify the first sound they hear in the rest of the word.</p> <p>T: <i>What is the first sound you hear in 'io?'</i> Or <i>What is the second syllable in 'patio?'</i></p> <p>S: <i>/ē/</i> T: <i>Yes! We hear the vowel sound /ē/.</i></p>	



**E**

**Manipulating Phonemes: Cut Off a Sound (to Make a New Word)**

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

<p><b>Do this one first:</b></p>	<p><b>Repeat the procedure using these sentences:</b></p>
<p>T: <i>My grandfather gave me a special <b>gold</b> coin.</i></p> <p>S: repeat</p> <p>T: <b>Gold</b> <i>is the word on the curve.</i></p> <p><b>T: Watch me!</b></p> <p>T: <i>gol/d/ /d/ /d/</i> (curve motion, stretch the word, pronouncing each sound clearly, shake fist at end of curve)</p> <p><b>T: Your turn!</b></p> <p>S: repeat</p> <p>T: <i>Now say gold but cut off the /d/.</i> (snipping action)</p>	<p><i>When I am at the beach, I love to <b>surf</b> the waves. (sir)</i></p> <p><i>If you do not water the plants enough they will <b>wilt</b> or die. (will)</i></p> <p><i>My mom is a <b>sixth</b> grade teacher. (six)</i></p> <p><i>It's very sunny out today. You should pick one of your baseball <b>hats</b> to wear. (hat)</i></p>

<p><b>T: Go ahead, show me how!</b> <b>S: gol (curve) /d/ (snipping action)</b></p>	
<p><b>T: Now what's the new word on the curve?</b> <b>S: Goal is the new word on the curve!</b></p>	



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Barry built a boat from bamboo. Ben bagged bagels for Barry and Brenda. Ben bellowed, "but bamboo is bad for a boat!" **But Barry and Brenda believe bamboo builds boats best.**





**Phoneme Identification:** Locate the Sound.

Skill: Listen to a word and identify the location of a specific phoneme (sound).

**Directions:** Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>Where do you hear /z/ in zoom?</i>  <b>S:</b> zoom, beginning  <b>T:</b> <i>Yes, /z/ is at the beginning of zoom.</i></p>	<ol style="list-style-type: none"> <li>1. buzzer (/z/ in the middle)</li> <li>2. fizz (/z/ at the end)</li> <li>3. zoo (/z/ at the beginning)</li> <li>4. <u>whiz</u> (/z/ at the end)</li> <li>5. <u>dozen</u> (/z/ in the middle)</li> </ol>



**Manipulating Syllables Activity:** Clap Away the Beat (Part 2)

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *iday*.

Do this one first. (The word is cereal):	Repeat the procedure using these sentences:
<p><b>T:</b> <i>My brother always has <b>cer</b> (clap) e (thigh slap) al (thigh slap) for breakfast.</i>  <b>S:</b> repeat  <b>T:</b> <i>My turn!</i></p>	<p><i>My sister wants to put a <b>canopy</b> over her bed.  I can't read your handwriting. It isn't <b>legible</b>.  The rabbit's fur helps him <b>camouflage</b> in the bushes.  I went to the movie <b>theater</b> and had some popcorn.</i></p>

<p>T: <i>What's cereal without <b>cer</b>?</i>  T: (clap) <i>ea</i></p> <p>T: <b>Your turn!</b>  T: <i>What's cereal without <b>cer</b>?</i>  S: (clap) <i>ea</i>  T: <i>Yes, cereal without <b>cer</b> is ea.</i></p>	<p>Next week a <b>visitor</b> will come to my house.  I didn't mean to spill my milk. It was an <b>accident</b>.</p>
<p><b>Optional:</b> After deleting the first syllable, ask students to identify the first sound they hear in the rest of the word.  T: <i>What is the first sound you hear in 'ea?'</i> Or <i>What is the second syllable in 'cereal?'</i>  S: <i>/ē/</i> T: <i>Yes! We hear the vowel sound /ē/.</i></p>	



**E**

**Manipulating Phonemes:** Cut Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

<p><b>Do this one first:</b></p>	<p><b>Repeat the procedure using these sentences:</b></p>
<p>T: <i>I thought I <b>heard</b> a noise, but it was just my imagination.</i>  S: repeat  T: <b>Heard</b> is the word on the curve.</p> <p>T: <b>Watch me!</b>  T: <i>hear/d/ /d/ /d/</i> (curve motion, stretch the word, pronouncing each sound clearly, shake fist at end of curve)  T: <b>Your turn!</b>  S: repeat</p> <p>T: <i>Now say heard but cut off the /d/. (snipping action)</i></p>	<p><i>I <b>think</b> I gave her the message, but I'm not sure. (thin)</i>  <i>I am <b>tenth</b> in line to buy tickets for the movie. (ten)</i>  <i>The house was <b>sold</b> after just a few days. (<u>sole</u>)</i>  <i>I can't wait to see the rocket <b>launch!</b> (lawn)</i></p>



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

**S:** hear (curve) /d/ (snipping action)

**T: Now what's the new word on the curve?**

**S:** Her is the new word on the curve!



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Barry built a boat from bamboo. Ben bagged bagels for Barry and Brenda. Ben bellowed, "but bamboo is bad for a boat!" But Barry and Brenda believe bamboo builds boats best. **Barry beat Ben by building a bamboo boat!**





**Phoneme Identification:** Locate the Sound.

Skill: Listen to a word and identify the location of a specific phoneme (sound).

**Directions:** Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>Where do you hear /b/ in bed?</i>  <b>S:</b> bed, beginning  <b>T:</b> <i>Yes, /b/ is at the beginning of bed.</i></p>	<ol style="list-style-type: none"> <li>1. cable (/b/ in the middle)</li> <li>2. tub (/b/ at the end)</li> <li>3. best (/b/ at the beginning)</li> <li>4. <u>sob</u> (/b/ at the end)</li> <li>5. <u>wobble</u> (/b/ in the middle)</li> </ol>



**Manipulating Syllables Activity:** Clap Away the Beat (Part 2)

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *iday*.

**Important Note:** There is one week of lessons in the Knowing stage for this skill. The words are no longer embedded in sentences and students provide the response independently. This is meant to provide repeated practice towards the goal of automaticity.

Example of procedure (for reference):	Repeat the procedure using these words:
<p><b>T:</b> Say <i>animal</i>.  <b>S:</b> repeat</p>	<p><u>tele</u>vis<u>e</u>                      <b>animate</b>  <b>form</b>ula                        <b>skele</b>ton</p>

<p><b>T:</b> Say <i>animal</i> without <b>an</b>.</p> <p><b>S:</b> imal</p>	<p>evident                    <u>baritone</u></p> <p>various                    <u>caribou</u></p> <p><u>glorious</u>                    curious</p>
<p>Use the scaffolding actions from the Experiencing stage as needed.</p>	



**Manipulating Phonemes:** Cut Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

**Important Note:** Lessons in the Experiencing stage scaffolded students towards eventual deletion of the final phoneme in a word with a final blend by isolating it and removing it through verbal (emphasizing and repeating the sound) and physical cues (cutting motion). As students enter the Knowing stage, they should be comfortable deleting this sound, but may not be doing it automatically yet.

There are two weeks in the Knowing stage for this skill to provide students with repeated practice with the goal of automaticity. Note that lessons no longer have the words embedded in sentences.

<p><b>Do this one first:</b></p>	<p><b>Repeat the procedure with these words:</b></p>
<p><b>T:</b> <i>art</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Now say art without /t/.</i></p> <p><b>S:</b> are</p> <p><b>T:</b> <i>Yes, art without /t/ is are.</i></p>	<p>and (without /d/ = an), felt (without /t/ = fell)</p> <p>lost (without /t/ = loss), barn (without /n/ = bar)</p> <p>mist (without /t/ = miss), toes (without /z/ = toe)</p> <p>cars (without /z/ = car), inch (without /ch/ = <u>in</u>)</p>
<p>Use the scaffolds from the Experiencing stage as needed.</p>	



**Alliteration:** Silly Stories.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Millie made marvelous maize muffins.





**Phoneme Identification:** Locate the Sound.

Skill: Listen to a word and identify the location of a specific phoneme (sound).

**Directions:** Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>Where do you hear /f/ in farm?</i>  <b>S:</b> farm, beginning  <b>T:</b> Yes, /f/ is at the beginning of farm.</p>	<ol style="list-style-type: none"> <li>1. sniffle (/f/ in the middle)</li> <li>2. roof (/f/ at the end)</li> <li>3. fox (/f/ at the beginning)</li> <li>4. puff (/f/ at the end)</li> <li>5. waffle (/f/ in the middle)</li> </ol>



**Manipulating Syllables Activity:** Clap Away the Beat (Part 2)

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *iday*.

Example of procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>animal</i>.  <b>S:</b> repeat</p> <p><b>T:</b> Say <i>animal</i> without <i>an</i>.  <b>S:</b> imal</p>	<p><u>modify</u>  <u>terrier</u>  <u>navigate</u>  <u>jealousy</u>  <u>furious</u></p>	<p><u>telegram</u>  <u>purify</u>  <u>finally</u>  <u>hurricane</u>  <u>luckily</u></p>
<p>Use the scaffolding actions from the Experiencing stage as needed.</p>		



**Manipulating Phonemes:** Cut Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

Do this one first:	Repeat the procedure with these words:
<p><b>T:</b> <i>farm</i>  <b>S:</b> repeat</p> <p><b>T:</b> <i>Now say farm without /m/.</i></p> <p><b>S:</b> far  <b>T:</b> <i>Yes, farm without /m/ is far.</i></p>	<p>arc (without /k/ = are), force (without /s/ = for)  bent (without /t/ = been), <u>port</u> (without /t/ = poor)  starred (without /d/ = star), herd (without /d/ = her)  <u>clamp</u> (without /p/ = clam), cord (without /d/ = core)</p>
<p>Use the scaffolds from the Experiencing stage as needed.</p>	



**Alliteration:** Silly Stories.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Millie made marvelous maize muffins. **Mabel made marvelous matzoh meals.**





**Phoneme Identification:** Locate the Sound.

Skill: Listen to a word and identify the location of a specific phoneme (sound).

**Directions:** Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: <i>Where do you hear /g/ in give?</i>                      S: give, beginning                      T: <i>Yes, /g/ is at the beginning of give.</i></p>	<ol style="list-style-type: none"> <li>1. begin (/g/ in the middle)</li> <li>2. ghost (/g/ at the beginning)</li> <li>3. get (/g/ at the beginning)</li> <li>4. big (/g/ at the end)</li> <li>5. biggest (/g/ in the middle)</li> </ol>



**Manipulating Syllables Activity:** Clap Away the Beat (Part 2)

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *iday*.

Example of procedure (for reference):	Repeat the procedure using these words:										
<p>T: Say <i>animal</i>.                      S: repeat</p> <p>T: Say <i>animal</i> without <i>an</i>.                      S: imal</p>	<table style="width: 100%; border: none;"> <tr> <td style="border: none;"><u>manager</u></td> <td style="border: none;"><u>parachute</u></td> </tr> <tr> <td style="border: none;"><u>violet</u></td> <td style="border: none;"><u>president</u></td> </tr> <tr> <td style="border: none;"><u>quality</u></td> <td style="border: none;"><u>educate</u></td> </tr> <tr> <td style="border: none;"><u>document</u></td> <td style="border: none;"><u>cavity</u></td> </tr> <tr> <td style="border: none;"><u>magazine</u></td> <td style="border: none;"><u>opposite</u></td> </tr> </table>	<u>manager</u>	<u>parachute</u>	<u>violet</u>	<u>president</u>	<u>quality</u>	<u>educate</u>	<u>document</u>	<u>cavity</u>	<u>magazine</u>	<u>opposite</u>
<u>manager</u>	<u>parachute</u>										
<u>violet</u>	<u>president</u>										
<u>quality</u>	<u>educate</u>										
<u>document</u>	<u>cavity</u>										
<u>magazine</u>	<u>opposite</u>										
<p>Use the scaffolding actions from the Experiencing stage as needed.</p>											



**Manipulating Phonemes:** Cut Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

Do this one first:	Repeat the procedure with these words:
<p><b>T:</b> <i>bolt</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Now say bolt without /t/.</i></p> <p><b>S:</b> bowl</p> <p><b>T:</b> <i>Yes, bolt without /t/ is bowl.</i></p>	<p><u>slump</u> (without /p/ = slum), <u>tend</u> (without /d/ = ten)</p> <p>past (without /t/ = pass), starve (without /v/ = star)</p> <p><u>gulp</u> (without /p/ = <u>gull</u>), pinch (without /ch/ = pin)</p> <p>search (without /ch/ = sir), sort (without /t/ = sore)</p>
<p>Use the scaffolds from the Experiencing stage as needed.</p>	



**Alliteration:** Silly Stories.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Millie made marvelous maize muffins. Mabel made marvelous matzoh meals. **Mario made magnificent meatballs.**







**Phoneme Identification:** Locate the Sound.

Skill: Listen to a word and identify the location of a specific phoneme (sound).

**Directions:** Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>Where do you hear /ch/ in chicken?</i>  <b>S:</b> chicken, beginning  <b>T:</b> <i>Yes, /ch/ is at the beginning of chicken.</i></p>	<ol style="list-style-type: none"> <li>1. watching (/ch/ in the middle)</li> <li>2. much (/ch/ at the end)</li> <li>3. <u>ch</u>ore (/ch/ at the beginning)</li> <li>4. cr<u>ch</u>nch (/ch/ at the end)</li> <li>5. teacher (/ch/ in the middle)</li> </ol>



**Manipulating Syllables Activity:** Clap Away the Beat (Part 2)

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *iday*.

Example of procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>animal</i>.  <b>S:</b> repeat</p> <p><b>T:</b> Say <i>animal</i> without <i>an</i>.  <b>S:</b> imal</p>	<p><b>classical</b>  <b>heavily</b>  <b><u>serious</u></b>  <b><u>enemy</u></b>  <b><u>terrible</u></b></p>	<p><b><u>vinegar</u></b>  <b><u>evidence</u></b>  <b><u>possible</u></b>  <b><u>flexible</u></b>  <b><u>celebrate</u></b></p>
<p>Use the scaffolding actions from the Experiencing stage as needed.</p>		



**Manipulating Phonemes:** Cut Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

Do this one first:	Repeat the procedure with these words:
<p><b>T:</b> <i>bald</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Now say bald without /d/.</i></p> <p><b>S:</b> ball</p> <p><b>T:</b> <i>Yes, bald without /d/ is ball.</i></p>	<p>brand (without /d/ = <u>bran</u>), worst (without /t/ = worse)</p> <p><u>crisp</u> (without /p/ = Chris), guest (without /t/ = guess)</p> <p><u>serve</u> (without /v/ = sir), range (without /j/ = rain)</p> <p>short (without /t/ = shore), bark (without /k/ = bar)</p>
<p>Use the scaffolds from the Experiencing stage as needed.</p>	



**Alliteration:** Silly Stories.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Millie made marvelous maiz muffins. Mabel made marvelous matzoh meals. Mario made magnificent meatballs. **My, my! My mother mumbled. Many marvelous makers!**





**Phoneme Identification:** Locate the Sound.

Skill: Listen to a word and identify the location of a specific phoneme (sound).

**Directions:** Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>Where do you hear /sh/ in shape?</i>  <b>S:</b> shape, beginning  <b>T:</b> <i>Yes, /sh/ is at the beginning of shape.</i></p>	<ol style="list-style-type: none"> <li>1. <i><u>fashion</u> (/sh/ in the middle)</i></li> <li>2. <i>fish (/sh/ at the end)</i></li> <li>3. <i>shoes (/sh/ at the beginning)</i></li> <li>4. <i>push (/sh/ at the end)</i></li> <li>5. <i>sunshine (/sh/ in the middle)</i></li> </ol>



**Manipulating Syllables Activity:** Clap Away the Beat (Part 2)

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *iday*.

Example of procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>animal</i>.  <b>S:</b> repeat</p> <p><b>T:</b> Say <i>animal</i> without <b>an</b>.  <b>S:</b> <i>imal</i></p>	<p><b>l</b>ollipop  <b>a</b>venue  <b>d</b>efinite  <b>e</b>vidence  <b>v</b>isible</p>	<p><b>s</b>atellite  <b>a</b>ntelope  <b>p</b>oetry  <b>v</b>isual  <b>r</b>elative</p>
<p>Use the scaffolding actions from the Experiencing stage as needed.</p>		



### Manipulating Phonemes: Cut Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

Do this one first:	Repeat the procedure with these words:
<p><b>T:</b> <u>carve</u> <b>S:</b> repeat</p> <p><b>T:</b> <i>Now say carve without /v/.</i></p> <p><b>S:</b> car <b>T:</b> <i>Yes, carve without /v/ is car.</i></p>	<p>pant (without /t/ = pan), born (without /n/ = bore) mark (without /k/ = <u>mar</u>), hurt (without /t/ = her) burn (without /n/ = <u>burr</u>), warmth (without /th/ = warm) can't (without /t/ = can), tops (without /s/ = top)</p>
Use the scaffolds from the Experiencing stage as needed.	



### Alliteration: Silly Stories.

#### Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Millie made marvelous maiz muffins. Mabel made marvelous matzoh meals. Mario made magnificent meatballs. My, my!  
My mother mumbled. Many marvelous makers! **My mother made magical maple miracles!**



## Week 14, Day 1



### **Phoneme Identification:** Mix it Up!

**Skill:** Listen to a word and identify the location of a specific phoneme (sound).

This is a week of Mix it Up! activities. You will lead students through quick exercises that contain a review of the skills they worked in weeks 10-13.

**Directions:** Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

<b>Do this one first. Practice and model with the students:</b>	<b>Repeat the procedure using these words:</b>
<p><b>T:</b> <i>Where do you hear /ch/ in chalk?</i> <b>S:</b> chalk, beginning <b>T:</b> <i>Yes, /ch/ is at the beginning of chalk.</i></p>	<ol style="list-style-type: none"><li>1. touching (/ch/ in the middle)</li><li>2. fresh (/sh/ at the end)</li><li>3. those (/th/ at the beginning)</li><li>4. <u>porch</u> (/ch/ at the end)</li><li>5. lunchroom (/ch/ in the middle)</li></ol>



### **Manipulating Syllables Activity:** Clap Away the Beat (Part 2)

**Skill:** Delete the first syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *iday*.

**Important Note:** By the Mastering stage, most students should be doing this manipulation automatically (in less than 2 seconds). A short Whip Around assessment is provided to determine this. It should be administered to students throughout the week during a time that is convenient to pull them.

Example of procedure (for reference):	Repeat the procedure using these words:										
<p><b>T:</b> Say <i>animal</i>.</p> <p><b>S:</b> repeat</p> <p><b>T:</b> Say <i>animal without an</i>.</p> <p><b>S:</b> imal</p>	<table border="0"> <tr> <td>holiday</td> <td>chemical</td> </tr> <tr> <td><u>fabulous</u></td> <td>platinum</td> </tr> <tr> <td><u>difficult</u></td> <td>colony</td> </tr> <tr> <td>finally</td> <td><u>daffodil</u></td> </tr> <tr> <td>imitate</td> <td><u>janitor</u></td> </tr> </table>	holiday	chemical	<u>fabulous</u>	platinum	<u>difficult</u>	colony	finally	<u>daffodil</u>	imitate	<u>janitor</u>
holiday	chemical										
<u>fabulous</u>	platinum										
<u>difficult</u>	colony										
finally	<u>daffodil</u>										
imitate	<u>janitor</u>										



**Manipulating Phonemes: Cut Off a Sound (to Make a New Word)**

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

Do this one first:	Repeat the procedure with these words:
<p><b>T:</b> <i>tops</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Now say tops without /s/.</i></p> <p><b>S:</b> top</p> <p><b>T:</b> <i>Yes, tops without /s/ is top.</i></p>	<p>went (without /t/ = when), bunch (without /ch/ = bun)</p> <p>fished (without /d/ = fish), warm (without /m/ = war)</p> <p><u>source</u> (without /s/ = sore), <u>torch</u> (without /ch/ = tore)</p> <p><u>tense</u> (without /s/ = ten), torn (without /n/ = tore)</p>
<p>Use the scaffolds from the Experiencing stage as needed.</p>	



**Alliteration:** Silly Stories.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Karl likes candy and cookies.



Week 14, Day 2



**Phoneme Identification: Mix it Up!**

Skill: Listen to a word and identify the location of a specific phoneme (sound).

**Directions:** Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>Where do you hear /s/ in slipper?</i>  <b>S:</b> slipper, beginning  <b>T:</b> <i>Yes, /s/ is at the beginning of slipper.</i></p>	<ol style="list-style-type: none"> <li>1. between (/tw/ in the middle)</li> <li>2. task (/sk/ at the end)</li> <li>3. twinkle (/tw/ at the beginning)</li> <li>4. cast (/st/ at the end)</li> <li>5. extra (/tr/ in the middle)</li> </ol>



**Manipulating Syllables Activity: Clap Away the Beat (Part 2)**

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *iday*.

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

Example of procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>animal</i>.  <b>S:</b> repeat  <b>T:</b> Say <i>animal</i> without <b>an</b>.  <b>S:</b> imal</p>	<p><u>resident</u>                      miracle  <u>minimum</u>                      visual</p>	<p>monitor                      element                      negative                      ligament</p>





**Manipulating Phonemes:** Cut Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

Do this one first:	Repeat the procedure with these words:
<p><b>T:</b> <i>charm</i>  <b>S:</b> repeat</p> <p><b>T:</b> <i>Now charm art without /m/.</i></p> <p><b>S:</b> char  <b>T:</b> <i>Yes, charm without /m/ is <u>char</u>.</i></p>	<p>shirt (without /t/ = sure), branch (without /ch/ = <u>bran</u>)  form (without /m/ = for), <u>forge</u> (without /j/ = for)  spark (without /k/ = <u>spar</u>), <u>wince</u> (without /s/ = win)  worth (without /th/ = were), <u>lest</u> (without /t/ = less)</p>
<p>Use the scaffolds from the Experiencing stage as needed.</p>	



**Alliteration:** Silly Stories.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Karl likes candy and cookies. **Carol likes cream and cocoa.**



Week 14, Day 3



**Phoneme Identification:** Mix it Up!

Skill: Listen to a word and identify the location of a specific phoneme (sound).

**Directions:** Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>Where do you hear /st/ in stomp?</i>  <b>S:</b> stomp, beginning  <b>T:</b> <i>Yes, /st/ is at the beginning of stomp.</i></p>	<ol style="list-style-type: none"> <li>1. twine (/tw/ in the beginning)</li> <li>2. nest (/st/ at the end)</li> <li>3. <u>g</u>avity (/gr/ at the beginning)</li> <li>4. wrist (/st/ at the end)</li> <li>5. <u>e</u>scape (/sc/ in the middle)</li> </ol>



**Manipulating Syllables Activity:** Clap Away the Beat (Part 2)

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *iday*.

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

Example of procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>animal</i>.  <b>S:</b> repeat    <b>T:</b> Say <i>animal</i> without <i>an</i>.  <b>S:</b> imal</p>	<p><u>serious</u>  <b>enemy</b>  <u>nominate</u>  <b>carrier</b>  <b>resident</b></p>	<p><u>terrify</u>  <b>catapult</b>  <u>Michigan</u>  <b>parallel</b>  <b>manual</b></p>



**Manipulating Phonemes:** Cut Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

Do this one first:	Repeat the procedure with these words:
<p><b>T:</b> <i>fished</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Now say fished without /t/.</i></p> <p><b>S:</b> fish</p> <p><b>T:</b> <i>Yes, fished without /t/ is fish.</i></p>	<p>built (without /t/ = bill), dance (without /s/ = Dan)</p> <p><u>dorm</u> (without /m/ = door), course (without /s/ = core)</p> <p>mold (without /d/ = mole), <u>pierce</u> (without /s/ = pier)</p> <p><u>mourn</u> (without /n/ = more), <u>least</u> (without /t/ = lease)</p>
<p>Use the scaffolds from the Experiencing stage as needed.</p>	



**Alliteration:** Silly Stories.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Karl likes candy and cookies. Carol likes cream and cocoa. **Carol crumbled Karl's candy into her cocoa.**



Week 14, Day 4



**Phoneme Identification: Mix it Up!**

Skill: Listen to a word and identify the location of a specific phoneme (sound).

**Directions:** Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>Where do you hear /tw/ in twist?</i>  <b>S:</b> twist, beginning  <b>T:</b> Yes, /tw/ is at the beginning of twist.</p>	<ol style="list-style-type: none"> <li>1. <u>retreat</u> (/tr/ in the middle)</li> <li>2. <u>assist</u> (/st/ at the end)</li> <li>3. front (/fr/ at the beginning)</li> <li>4. beach (/ch/ at the end)</li> <li>5. <u>applaud</u> (/pl/ in the middle)</li> </ol>



**Manipulating Syllables Activity: Clap Away the Beat (Part 2)**

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *iday*.

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

Example of procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>animal</i>.  <b>S:</b> repeat</p> <p><b>T:</b> Say <i>animal</i> without <i>an</i>.  <b>S:</b> imal</p>	<p>clarity  aerospace  <u>salary</u>  <u>hesitant</u>  heavily</p>	<p>platinum  diagram  <u>citizen</u>  <u>elegant</u>  suitable</p>



**Manipulating Phonemes:** Cut Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

Example (for reference):	Repeat the procedure with these words:
<p><b>T:</b> <i>limp</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Now say art without /p/.</i></p> <p><b>S:</b> limb</p> <p><b>T:</b> <i>Yes, limp without /p/ is <u>limb</u>.</i></p>	<p>spilt (without /t/ = spill), lined (without /d/ = line)</p> <p><u>tar</u>p (without /p/ = tar), <u>men</u>d (without /d/ = men)</p> <p>quilt (without /t/ = <u>quill</u>), word (without /d/ = were)</p> <p><u>fun</u>d (without /d/ = fun), mild (without /d/ = mile)</p>
<p>Use the scaffolds from the Experiencing stage as needed.</p>	



**Alliteration:** Silly Stories.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Karl likes candy and cookies. Carol likes cream and cocoa. Carol crumbled Karl's candy into her cocoa. **Karl complained to Kora.**



Week 14, Day 5



**Phoneme Identification: Mix it Up!**

Skill: Listen to a word and identify the location of a specific phoneme (sound).

**Directions:** Tell students they are going to listen to a word and identify the location of a specific phoneme (sound) within the word. Students repeat the word and identify where they hear the phoneme (sound), the beginning, middle, or end of the word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>Where do you hear /fr/ in free?</i>  <b>S:</b> free, beginning  <b>T:</b> <i>Yes, /fr/ is at the beginning of free.</i></p>	<ol style="list-style-type: none"> <li>1. twenty (/tw/ in the beginning)</li> <li>2. stop (/p/ at the end)</li> <li>3. bunk (/b/ at the beginning)</li> <li>4. itch (/ch/ at the end)</li> <li>5. buzzed (/z/ in the middle)</li> </ol>



**Manipulating Syllables Activity: Clap Away the Beat (Part 2)**

Skill: Delete the first syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *iday*.

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

Example of procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>animal</i>.  <b>S:</b> repeat    <b>T:</b> Say <i>animal</i> without <i>an</i>.  <b>S:</b> imal</p>	<p><u>b</u>arricade  <u>f</u>ormula  t<u>e</u>lephone  <u>a</u>rrogant  <u>c</u>ereal</p>	<p><u>p</u>arasol  <u>p</u>urify  <u>d</u>urable  <u>g</u>lossary  t<u>e</u>ater</p>



### Manipulating Phonemes: Cut Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

Example (for reference):	Repeat the procedure with these words:
<p><b>T:</b> <i>arch</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Now say arch without /ch/.</i></p> <p><b>S:</b> are</p> <p><b>T:</b> <i>Yes, arch without /ch/ is are.</i></p>	<p>self (without /f/ = sell), cart (without /t/ = car)</p> <p>hats (without /s/ = hat), eyes (without /z/ = eye)</p> <p><u>grasp</u> (without /p/ = grass), <u>malt</u> (without /t/ = mall)</p> <p><u>false</u> (without /s/ = fall), Ford (without /d/ = for)</p>
Use the scaffolds from the Experiencing stage as needed.	



**Alliteration:** Silly Stories.

#### Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Karl likes candy and cookies. Carol likes cream and cocoa. Carol crumbled Karl's candy into her cocoa. **Kora called Carol a candy cruncher. Carol cried.**



Week 15, Day 1



**Word Categorization:** Which One Doesn't Belong? Rhyming.

Skill: Compare and contrast words by their sounds. Identify the word that does not rhyme with the other words.

**Important Note:** Each day, students will listen for different identifying features to determine which word doesn't belong. Promote a sense of wonder and exploration when looking at each word set.

Optional Extension: Have students play "which one doesn't belong" with other things, such as letter sounds, words, or categories of words (animals, colors, etc).

**Directions:** Tell students to listen carefully for which word doesn't belong. This means that some words will have the same characteristics, but one word will be different.

1. Tell students to listen to the words to determine which word doesn't sound the same as the others.
2. Say three words, one of which doesn't belong with the other two words because two of them rhyme and one doesn't not.
3. Tell students to say which word doesn't belong because it doesn't rhyme.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which one doesn't belong? <b>T:</b> brave, cave, <b>crop</b> <b>S:</b> Crop doesn't belong. <b>T:</b> Yes, crop doesn't belong because it doesn't rhyme with brave and cave.</p>	<ol style="list-style-type: none"><li>1. trip, <b>smog</b>, dip</li><li>2. <b>print</b>, <b>frail</b>, trail</li><li>3. fry, sky, <b>crib</b></li><li>4. <b>pale</b>, <b>stamp</b>, nail</li></ol>



**Manipulating Syllables Activity:** Stomp Out the Beat.

Skill: Delete the last syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *holi*.



**Important Note:** This series in the manipulating syllables sequence involves deleting the **last** syllable from a three-syllable word. It uses **the same words** as those used in the previous series (Weeks 13-15). So the first syllable is accented or stressed, and the second syllable is made up of only a vowel sound (no consonant sounds). You will recognize the sentences and word lists used in these daily activities, as they are the same as those used in Weeks 13-15, but you will note that instead of deleting the first syllable, students now delete the **last** syllable.

To support this manipulation, students will mark the first two syllables with quick successive thigh slaps, and mark the final syllable with a foot stomp. It's important that you retain and carefully model the pronunciation from the targeted word as you say the syllables.

As in the prior series, we have underlined words many students are not likely to know that can be explained fairly easily and quickly. However, there are a number of words that cannot be explained so easily or quickly and consequently, these are not underlined. Further explanation is optional.

**Directions:** Tell the students that you will be playing another game with words with three syllables (beats) but that they will need to listen carefully, because this time they will notice something a little different.

1. Say the sentence rhythmically. As you reach the targeted word, gently slap each thigh in turn while saying the first two syllables and stomping one foot while saying the final syllable. It's important that you retain and carefully model the pronunciation from the targeted word as you say the syllables. This word should be spoken at just about normal speed.
2. Invite students to repeat the sentence with you, making the movements when speaking the targeted word. You may need to slow it down when students do it with you the first few times until they get used to it.
3. Tell students to watch (**My turn!**) as you prompt for the deletion. Ex: *What's animal without mal?* Immediately "show" the result the two quick thigh slaps in succession while speaking the first two syllables and deleting the final syllable by marking it with a foot stomp.

Do this one first. (The word is animal):	Repeat the procedure using these sentences:
<p><b>T:</b> <i>That an (thigh slap) i (thigh slap) <b>mal</b> (stomp) is a zebra.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <b>My turn!</b></p> <p><b>T:</b> <i>What's animal without <b>mal</b>?</i></p> <p><b>T:</b> <i>ani (two quick successive thigh slaps) ____ (stomp)</i></p>	<p><i>My favorite book character has <b>magical</b> powers.</i></p> <p><i>My sister plays a <b>clarinet</b> in the band.</i></p> <p><i>I didn't like the movie. It was <b>terrible</b>.</i></p> <p><i>Is it <b>possible</b> to run a mile in five minutes?</i></p> <p><i>I like to put <b>vinegar</b> on my french fries.</i></p> <p><i>You can use a <b>telescope</b> to look at the moon.</i></p>

<p><b>T: Your turn!</b>  <b>T:</b> What's animal without <b>mal</b>?  <b>S:</b> ani (two quick successive thigh slaps) ____ (clap)  <b>T:</b> Yes, animal without <b>mal</b> is ani.</p>	<p><i>My grandma lives in Florida.</i></p>
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**M**

**Manipulating Phonemes: Cut Off a Sound (to Make a New Word)**

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

**Important Note:** By the Mastering stage, most students should be deleting the final phoneme in a one syllable word with a final blend automatically (in less than 2 seconds). The Whip Around assessment should be administered by the end of the week.

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <u>joint</u>  <b>S:</b> repeat    <b>T:</b> Now say joint without /t/.    <b>S:</b> join  <b>T:</b> Yes, joint without /t/ is join.</p>	<p>bench (without /ch/ = Ben), shelf (without /f/ = shell)  guilt (without /t/ = <u>gill</u>), sixth (without /th/ = six)  <u>York</u> (without /k/ = your), <u>tend</u> (without /d/ = ten)  <u>stork</u> (without /k/ = store), Gramp (without /p/ = <u>gram</u>)</p>



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new sentence will be added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Zach the zebra got zapped.



Week 15, Day 2



**Word Categorization:** Which One Doesn't Belong? Rhyming.

Skill: Compare and contrast words by their sounds. Identify the word that does not rhyme with the other words.

**Directions:** Tell students to listen carefully for which word doesn't belong.

1. Tell students to listen to the words to determine which word doesn't sound the same as the others.
2. Say three words, one of which doesn't belong with the other two words because two of them rhyme and one doesn't not.
3. Tell students to say which word doesn't belong because it doesn't rhyme.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which one doesn't belong?  <b>T:</b> free, <b>crumb</b>, tree  <b>S:</b> Crumb doesn't belong.  <b>T:</b> Yes, crumb doesn't belong because it doesn't rhyme with free and tree.</p>	<ol style="list-style-type: none"> <li>1. <b>grew</b>, gray, tray</li> <li>2. block, <u>f</u>lock, <b>freeze</b></li> <li>3. grape, <u>d</u>rape, <b>dot</b></li> <li>4. truck, <b>tag</b>, stuck</li> </ol>



**Manipulating Syllables Activity:** Stomp Out the Beat.

Skill: Delete the last syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *holi*.

Do this one first. (The word is area):	Repeat the procedure using these sentences:
<p><b>T:</b> Please clean up the <b>ar</b> (thigh slap) <b>e</b> (thigh slap) <b>a</b> (stomp) where you played.</p>	<p>We saw an <b>elephant</b> at the zoo.</p>

<p><b>S:</b> repeat</p> <p><b>T:</b> <i><b>My turn!</b></i>  <b>T:</b> <i>What's area without <b>a</b>?</i>  <b>T:</b> are (two quick successive thigh slaps) _____ (stomp)</p> <p><b>T:</b> <i><b>Your turn!</b></i>  <b>T:</b> <i>What's area without <b>a</b>?</i>  <b>S:</b> are (two quick successive thigh slaps) _____ (stomp)  <b>T:</b> Yes, area without <b>a</b> is are.</p>	<p><i>I will call my cousin on the tele<b>phone</b>.</i>  <i>We will cele<b>brate</b> my sister's birthday next week.</i>  <i>My teacher loves to read poe<b>try</b> to our class.</i>  <i>I like to eat cel<b>ery</b> with blue cheese.</i>  <i>My dog can easi<b>ly</b> find me when he wants to go out.</i>  <i>That movie is a <u>comedy</u>. That means it is funny.</i></p>
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**M**

**Manipulating Phonemes: Cut Off a Sound (to Make a New Word)**

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.  
Remember to administer the Whip Around by the end of the week.

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <i><u>joint</u></i>  <b>S:</b> repeat</p> <p><b>T:</b> <i>Now say joint without /t/.</i></p> <p><b>S:</b> join  <b>T:</b> Yes, joint without /t/ is join.</p>	<p>film (without /m/ = fill), mild (without /d/ = mile)  board (without /d/ = <u>boar</u>), sold (without /d/ = <u>sole</u>)  gold (without /d/ = goal), <u>dorm</u> (without /m/ = door)  <u>rink</u> (without /k/ = ring), <u>mist</u> (without /t/ = miss)</p>



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. A new sentence will be added each day.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Zach the zebra got zapped. **Zelda zipped open the xylophone bag.**



Week 15, Day 3



**Word Categorization:** Which One Doesn't Belong? Rhyming.

Skill: Compare and contrast words by their sounds. Identify the word that does not rhyme with the other words.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which one doesn't belong?  <b>T:</b> slice, price, <b>puddle</b>  <b>S:</b> Puddle doesn't belong.  <b>T:</b> Yes, puddle doesn't belong because it doesn't rhyme with slice, price.</p>	<ol style="list-style-type: none"> <li>1. drag, <b>drip</b>, <u>brag</u></li> <li>2. shy, fly, <b>pole</b></li> <li>3. now, <u>chow</u>, <b>nip</b></li> <li>4. <b>eat</b>, low, show</li> </ol>



**Manipulating Syllables Activity:** Stomp Out the Beat.

Skill: Delete the last syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *holi*.

Do this one first. (The word is paradise):	Repeat the procedure using these sentences:
<p><b>T:</b> This place is beautiful. It looks like par (thigh slap) a (thigh slap) <b>dise</b> (stomp)!  <b>S:</b> repeat</p> <p><b>T: My turn!</b>  <b>T:</b> What's paradise without <b>dise</b>?  <b>T:</b> para (two quick successive thigh slaps) ____ (stomp)</p>	<p><i>We can't go skiing today. They're calling for an <u>avalanche</u>!</i>  <i>Please walk quietly down the <u>corridor</u> when you go to the lunchroom.</i>  <i>I'm going to write a book. I'll <u>dedicate</u> it to my mother.</i>  <i>A <u>pelican</u> landed on our boat this morning!</i>  <i>I go to the <u>pharmacy</u> to get medicine when I'm sick.</i></p>

<p><b>T: Your turn!</b>  <b>T:</b> What's paradise without <b>dise</b>?  <b>S:</b> para (two quick successive thigh slaps) _____ (stomp)  <b>T:</b> Yes, paradise without <b>dise</b> is para.</p>	<p>My little brother likes to <u>irritate</u> me!  My brother plays the <u>saxophone</u> in a band.</p>
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**Manipulating Phonemes:** Cut Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.  
Remember to administer the Whip Around by the end of the week.

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <u>joint</u>  <b>S:</b> repeat    <b>T:</b> Now say <i>joint</i> without /t/.    <b>S:</b> join  <b>T:</b> Yes, <i>joint</i> without /t/ is <i>join</i>.</p>	<p><u>crisp</u> (without /p/ = Chris), once (without /s/ = one)  paint (without /t/ = pain), think (without /k/ = thing)  belt (without /t/ = bell), <u>yelp</u> (without /p/ = yell)  starve (without /v/ = star), scant (without /t/ = <u>scan</u>)</p>



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.



**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a sentence will be added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Zach the zebra got zapped. Zelda zipped open the xylophone bag. **Ziamara played the xylophone zannily.**



Week 15, Day 4



**Word Categorization:** Which One Doesn't Belong? Rhyming.

Skill: Compare and contrast words by their sounds. Identify the word that does not rhyme with the other words.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which one doesn't belong?  <b>T:</b> thank, <u>prank</u>, <b>top</b>  <b>S:</b> Top doesn't belong.  <b>T:</b> Yes, top doesn't belong because it doesn't rhyme with thank and prank.</p>	<ol style="list-style-type: none"> <li>1. chin, press, chess</li> <li>2. flop, <b>sun</b>, stop</li> <li>3. skate, plate, <b>please</b></li> <li>4. <u>ship</u>, clip, <b>toy</b></li> </ol>



**Manipulating Syllables Activity:** Stomp Out the Beat.

Skill: Delete the last syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *holi*.

Do this one first. (The word is patio).	Repeat the procedure using these sentences:
<p><b>T:</b> Let's sit outside on the pat (thigh slap) i (thigh slap) o (stomp).  <b>S:</b> repeat</p> <p><b>T:</b> <b>My turn!</b>  <b>T:</b> What's patio without o?  <b>T:</b> pati (two quick successive thigh slaps) ____ (stomp)  <b>T:</b> <b>Your turn!</b></p>	<p>Your backpack almost looks like mine. They are very <b>similar</b>.</p> <p>Sing the baby a lullaby.</p> <p>I'm going to watch the next <b>episode</b> of the show tonight.</p> <p>My mom and I like to get a <b>manicure</b>.</p> <p>Put the boxes in the <b>cabinet</b> by the door.</p>

T: What's patio without o?

S: pati (two quick successive thigh slaps) \_\_\_\_ (stomp)

T: Yes, patio without o is pati.

My baby brother eats a lot. He has a big appetite.

An oriole made a nest in that tree!



### Manipulating Phonemes: Cut Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.

Remember to administer the Whip Around by the end of the week.

Example for reference:	Repeat the procedure using these words:
<p>T: <u>joint</u></p> <p>S: repeat</p> <p>T: Now say joint without /t/.</p> <p>S: join</p> <p>T: Yes, joint without /t/ is join.</p>	<p><u>mulch</u> (without /ch/ = <u>mull</u>), shirt (without /t/ = sure)</p> <p>inch (without /ch/ = in), scarf (without /f/ = scar)</p> <p>dance (without /s/ = Dan), punch (without /ch/ = pun)</p> <p><u>gasp</u> (without /p/ = gas), ranch (without /ch/ = <u>ran</u>)</p>



### Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

### Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a sentence will be added.

2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Zach the zebra got zapped. Zelda zipped open the xylophone bag. Ziamara played the xylophone zannily. **Zach the Zebra launched his zephyr.**



Week 15, Day 5



**Word Categorization:** Which One Doesn't Belong? Rhyming.

Skill: Compare and contrast words by their sounds. Identify the word that does not rhyme with the other words.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which one doesn't belong?  <b>T:</b> glow, blow, <b>bag</b>  <b>S:</b> Bag doesn't belong.  <b>T:</b> Yes, bag doesn't belong because it doesn't rhyme with glow and blow.</p>	<ol style="list-style-type: none"> <li>1. brick, stick, <b>bubble</b></li> <li>2. twice, <b>twin</b>, ice</li> <li>3. <b>crab</b>, shake, bake</li> <li>4. crush, <b>crow</b>, brush</li> </ol>



**Manipulating Syllables Activity:** Stomp Out the Beat.

Skill: Delete the last syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *holi*.

Do this one first. (The word is cereal):	Repeat the procedure using these sentences:
<p><b>T:</b> My brother always has cer (thigh) e (thigh slap) <b>al</b> (stomp) for breakfast.  <b>S:</b> repeat</p> <p><b>T:</b> <b>My turn!</b>  <b>T:</b> What's cereal without <b>al</b>?  <b>T:</b> cere (two quick successive thigh slaps) ____ (stomp)</p>	<p><i>My sister wants to put a canopy over her bed.  I can't read your handwriting. It isn't <u>legible</u>.  The rabbit's fur helps him <u>camouflage</u> in the bushes.  I went to the movie theater and had some popcorn.  Next week a visitor will come to my house.  I didn't mean to spill my milk. It was an <b>accident</b>.</i></p>

<p><b>T: Your turn!</b>  <b>T: What's cereal without <i>al</i>?</b>  <b>S: cere</b> (two quick successive thigh slaps) ____ (stomp)  <b>T: Yes, cereal without <i>al</i> is cere.</b></p>	
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**Manipulating Phonemes: Cut Off a Sound (to Make a New Word)**

Skill: Delete the final phoneme in a one-syllable word with a final blend. Ex: *Lamp* to *lamb*.  
Remember to administer the Whip Around by the end of the week.

Example for reference:	Repeat the procedure using these words:
<p><b>T: <u>joint</u></b>  <b>S: repeat</b></p> <p><b>T: Now say joint without /t/.</b></p> <p><b>S: join</b>  <b>T: Yes, joint without /t/ is join.</b></p>	<p>milk (without /k/ = mill), notes (without /s/ = note)  bears (without /z/ = bear), torn (without /n/ = tore)  mind (without /d/ = mine), <u>shelve</u> (without /v/ = shell)  storm (without /m/ = store), <u>mend</u> (without /d/ = men)</p>



**Alliteration: Silly Stories.**

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

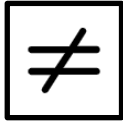
**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a sentence will be added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Zach the zebra got zapped. Zelda zipped open the xylophone bag. Ziamara played the xylophone zannily. Zach the Zebra launched his zephyr. **Zach, Zelda, and Ziomara all zoomed away in the zephyr.**



Week 16, Day 1



**Word Categorization:** Which One Doesn't Belong? Syllables.

Skill: Compare and contrast words by the number of syllables they contain. Identify the word that has a *different* number of syllables than the other words.

**Important Note:** Each day, students will listen for different identifying features to determine which word doesn't belong. Promote a sense of wonder and exploration when looking at each word set.

Optional Extension: Have students play "which one doesn't belong" with other things, such as letter sounds, words, or categories of words (animals, colors, etc).

**Directions:** Tell students to listen carefully for which word doesn't belong. This means that some words will have the same characteristics, but one word will be different.

1. Tell students to listen to the words to determine which word doesn't sound the same as the others.
2. Say three words, one of which doesn't belong with the other two words because they won't have the same amount of syllables. Remind students that one-syllable words have one vowel sound and two-syllable words have two vowel sounds. If students struggle, clap out each syllable to count the syllables in each word.
3. Tell students to say which word doesn't belong because it is different.

<b>Do this one first. Practice and model with the students:</b>	<b>Repeat the procedure using these words:</b>
<p><b>T:</b> Listen to these words, which word doesn't belong? <b>T:</b> walk, hook, <b>dentist</b> <b>S:</b> Dentist doesn't belong. <b>T:</b> Yes, dentist doesn't belong because it has two syllables and walk and hook have one syllable.</p>	<ol style="list-style-type: none"><li>1. quick, bad, <b>thirsty</b></li><li>2. <b>greasy</b>, cat, dog</li><li>3. good, spoon, <b>paper</b></li><li>4. moth, <b>pilot</b>, flat</li></ol>





# K

## Manipulating Syllables Activity: Stomp Out the Beat.

Skill: Delete the last syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *holi*.

**Important Note:** There is one week of lessons in the Knowing stage for this skill. The words are no longer embedded in sentences and students provide the response independently. This is meant to provide repeated practice towards the goal of automaticity.

Example of procedure (for reference):	Repeat the procedure using these words:
T: Say <i>animal</i> . S: repeat	televise          animate formula          skeleton evident          baritone
T: Say <i>animal</i> without <i>mal</i> . S: ani	various          caribou glorious          curious
Use the scaffolding actions from the Experiencing stage as needed.	



# E

## Manipulating Phonemes: Snatch off a Sound to Make a New Word.

Skill: Delete the final phoneme in a one-syllable word. Ex: *Seed* to *see*.

Students must be able to isolate the final sound in a word, delete that sound, and then say the new word.

**Important Note:** The skill in this series of activities is very similar to the last (weeks 11-15). The difference is that now, the words used do not have a final blend. While it may seem that deleting the final sound from a word with a final blend may be more difficult than deleting it from a word that doesn't end in a blend, most students find it easier to do the first. That may be because the remaining word is a closed syllable (ex: lamp to lamb) as opposed to an open syllable (ex: seed to see).

Lessons in the Experiencing stage for this skill scaffold towards eventual phoneme deletion by making the familiar curve motion outward, then isolating the targeted sound (at the end of the curve) with verbal and physical cues. Verbal Cues: Ending sound (i.e. sound to be deleted) is spoken with more emphasis. Physical Cues: Shake fist once and make a snatching (i.e. grabbing) motion with hand.

An optional extension of this activity has students identifying the vowel sound at the end of the remaining word; capitalizing on a natural opportunity to review and reinforce vowel sounds. Remember, the focus is sounds, not letters spelling patterns.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch a sound off (show snatching motion with hand) to make a new word. They may notice that the procedure is similar to that used for weeks 11-15. Explain that these words are more challenging!

1. Say the sentence with rhythm and expression.
2. Tell the students to repeat.
3. Say the targeted word. Explain that this “is the word on the curve.”
4. Tell students to watch you as you show the word on the familiar curve.
  - Be sure to pronounce each sound clearly as you stretch the word.
  - Say the final sound with emphasis while shaking your fist once at the end of the curve. This draws students’ attention to the sound that will be manipulated.
5. **Your turn!** Tell the students to repeat.
6. Prompt the students for the deletion. Ex: *Now say \_\_\_\_ but snatch off the \_\_\_\_.* Make a snatching motion with your hand. Tell them not to pronounce the sound they are snatching off (**Be careful, don’t say it!**) They can mouth it as a scaffold if needed.
7. Do this together.
8. Say the new word.

Do this one first. Model and practice with students:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>The gas station is a few miles down the <b>road</b>.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <b>Road</b> is the word on the curve.</p> <p><b>T: Watch me!</b></p> <p><b>T:</b> <i>roa /d/</i> (curve motion, stretch the word, pronouncing each</p>	<p><i>Can you <b>teach</b> me how to ride a bike?</i> (tea)</p> <p><i>We had to cover the food so the <b>flies</b> would not get to it.</i> (fly)</p> <p><i>The vet checked my dog’s <b>weight</b> during the appointment.</i> (way)</p> <p><i>My grandmother always watches the evening <b>news</b>.</i> (new)</p>

sound clearly, shake fist once at the end of the curve & emphasize the final sound)

**T: Your turn!**

**S:** repeat

**T:** Now say road but snatch off the /d/. (snatching motion)

**T: Be careful, don't say it!**

**T: Do it with me!**

**T & S:** roa (curve) /d/ (mouthing the sound, snatching motion)

**T & S:** Now row is the new word on the curve!

We made two apple **pies** for the party. (pie)

**Optional:** After deleting the first syllable, ask students to identify the final sound they hear in the new word.



**Alliteration: Silly Stories.**

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story: Rowdy Ronnie rocked the rodeo.**



Week 16, Day 2



**Word Categorization:** Which One Doesn't Belong? Syllables.

Skill: Compare and contrast words by the number of syllables they contain. Identify the word that has a *different* number of syllables than the other words.

**Directions:** Tell students to listen carefully for which word doesn't belong. This means that some words will have the same characteristics, but one word will be different.

1. Tell students to listen to the words to determine which word doesn't sound the same as the others.
2. Say three words, one of which doesn't belong with the other two words because they won't have the same amount of syllables. Remind students that one-syllable words have one vowel sound and two-syllable words have two vowel sounds. If students struggle, clap out each syllable to count the syllables in each word.
3. Tell students to say which word doesn't belong because it is different.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which word doesn't belong? <b>T:</b> <i>shred, pot, after</i> <b>S:</b> <i>After doesn't belong.</i> <b>T:</b> <i>Yes, after doesn't belong because it has two syllables and shred and pot have one syllable.</i></p>	<ol style="list-style-type: none"><li>1. sleep, mouse, <b>dessert</b></li><li>2. <b>baby</b>, flip, men</li><li>3. lost, sad, <b>stolen</b></li><li>4. list, <b>season</b>, clean</li></ol>



**Manipulating Syllables Activity:** Stomp Out the Beat.

Skill: Delete the last syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *holi*.

**Important Note:** There is one week of lessons in the Knowing stage for this skill. The words are no longer embedded in sentences and students provide the response independently. This is meant to provide repeated practice towards the goal of automaticity.

Example of procedure (for reference):	Repeat the procedure using these words:										
<p><b>T:</b> Say <i>animal</i>.</p> <p><b>S:</b> repeat</p> <p><b>T:</b> Say <i>animal without mal</i>.</p> <p><b>S:</b> ani</p>	<table border="0"> <tr> <td>modify</td> <td>telegram</td> </tr> <tr> <td>terrier</td> <td>purify</td> </tr> <tr> <td>navigate</td> <td>finally</td> </tr> <tr> <td>jealousy</td> <td>hurricane</td> </tr> <tr> <td>furios</td> <td>luckily</td> </tr> </table>	modify	telegram	terrier	purify	navigate	finally	jealousy	hurricane	furios	luckily
modify	telegram										
terrier	purify										
navigate	finally										
jealousy	hurricane										
furios	luckily										
<p>Use the scaffolding actions from the Experiencing stage as needed.</p>											



**E**

**Manipulating Phonemes: Snatch Off a Sound (to Make a New Word)**

Skill: Delete the final phoneme in a one-syllable word. Ex: *Seed* to *see*.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> The <b>team</b> did a cheer after they won the game.</p> <p><b>S:</b> repeat</p> <p><b>T:</b> <b>Team</b> is the word on the curve.</p> <p><b>T: Watch me!</b></p> <p><b>T:</b> Tea /m/ (curve motion, stretch the word, pronouncing each sound clearly, shake fist once at the end of the curve &amp; emphasize the final sound)</p> <p><b>T: Your turn!</b></p> <p><b>S:</b> repeat</p>	<p>You will <b>need</b> a spoon and a fork for the meal. (knee)</p> <p>My brother <b>plays</b> the saxophone in the band. (play)</p> <p>Please <b>raise</b> your hand if you want to share. (ray)</p> <p>Will you <b>trade</b> your card with mine? (tray)</p> <p>It is so warm outside; it does not <b>seem</b> like winter! (see)</p> <p>I need somebody to <b>drive</b> me to baseball practice. (dry)</p>

**T:** Now say team but snatch off the /m/. (snatching motion)

**T:** *Be careful, don't say it!*

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

**T & S:** tea (curve) /m/ (mouthing the sound, snatching motion)

**T & S:** *Now tea is the new word on the curve!*

**Optional:** After deleting the first syllable, ask students to identify the final sound they hear in the new word.



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

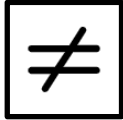
**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Rowdy Ronnie rocked the rodeo. **Rhonda rode Rainbow, the rickety rhino.**



Week 16, Day 3



**Word Categorization:** Which One Doesn't Belong? Syllables.

Skill: Compare and contrast words by the number of syllables they contain. Identify the word that has a *different* number of syllables than the other words.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which word doesn't belong?  <b>T:</b> <i>clap, sip, rabbit</i>  <b>S:</b> <i>Rabbit doesn't belong.</i>  <b>T:</b> <i>Yes, rabbit doesn't belong because it has two syllables and clap and sip have one syllable.</i></p>	<ol style="list-style-type: none"> <li>1. met, game, <b>pepper</b></li> <li>2. <b>picnic</b>, no, yes</li> <li>3. crust, float, <b>problem</b></li> <li>4. ground, <b>thunder</b>, <u>bolt</u></li> </ol>



**Manipulating Syllables Activity:** Stomp Out the Beat.

Skill: Delete the last syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *holi*.

**Important Note:** There is one week of lessons in the Knowing stage for this skill. The words are no longer embedded in sentences and students provide the response independently. This is meant to provide repeated practice towards the goal of automaticity.

Example of procedure (for reference):	Repeat the procedure using these words:
<p><b>T:</b> Say <i>animal</i>.  <b>S:</b> repeat</p>	<p>manager                  parachute  violet                        president</p>

<p><b>T:</b> Say <i>animal</i> without <b>mal</b>.</p> <p><b>S:</b> ani</p>	<table> <tr> <td>quality</td> <td>educate</td> </tr> <tr> <td>document</td> <td>cavity</td> </tr> <tr> <td>magazine</td> <td>opposite</td> </tr> </table>	quality	educate	document	cavity	magazine	opposite
quality	educate						
document	cavity						
magazine	opposite						
<p>Use the scaffolding actions from the Experiencing stage as needed.</p>							



**Manipulating Phonemes:** Snatch Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word. Ex: *Seed* to *see*.

**Gradual Release:** Prompt the students to silence the sound on their own (see below, **Go ahead, show me how!**).

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>I still <b>need</b> two more ingredients for the recipe.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <b>Need</b> is the word on the curve.</p> <p><b>T: Watch me!</b></p> <p><b>T:</b> <i>Nee /d/</i> (curve motion, stretch the word, pronouncing each sound clearly, shake fist once at the end of the curve &amp; emphasize the final sound)</p> <p><b>T: Your turn!</b></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Now say need but snatch off the /d/.</i> (snatching motion)</p> <p><b>T:</b> <b>Be careful, don't say it!</b></p>	<p><i>The ball did not <b>float</b>. It sunk down to the bottom of the pool.</i> (flow)</p> <p><i>We will <b>rake</b> up all the leaves this weekend.</i> (ray)</p> <p><i>My uncle always brings me a <b>treat</b>.</i> (tree)</p> <p><b>You'd</b> better clean up your room before your mom gets home. (you)</p> <p><i>I had steak with a <b>side</b> dish of corn for dinner.</i> (sigh)</p> <p><i>I used a worm as fishing <b>bait</b>.</i> (bay)</p>



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

**S:** nee (curve) /d/ (mouthing the sound, snatching motion)

**T & S:** *Now knee is the new word on the curve!*

**Optional:** After deleting the first syllable, ask students to identify the final sound they hear in the new word.



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

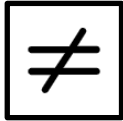
**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Rowdy Ronnie rocked the rodeo. Rhonda rode Rainbow, the rickety rhino. **Rainbow the Rhino raced rapidly to the river.**



Week 16, Day 4



**Word Categorization:** Which One Doesn't Belong? Syllables.

Skill: Compare and contrast words by the number of syllables they contain. Identify the word that has a *different* number of syllables than the other words.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which word doesn't belong?  <b>T:</b> close, far, <b>winter</b>  <b>S:</b> Winter doesn't belong,  <b>T:</b> Yes, winter doesn't belong because it has two syllables and close and far have one syllable.</p>	<ol style="list-style-type: none"> <li>1. brown, green, <b>tennis</b></li> <li>2. <b>slipper</b>, light, dark</li> <li>3. chair, rug, <b>pillow</b></li> <li>4. drink <b>water</b>, glass</li> </ol>



**Manipulating Syllables Activity:** Stomp Out the Beat.

Skill: Delete the last syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *holi*.

**Important Note:** There is one week of lessons in the Knowing stage for this skill. The words are no longer embedded in sentences and students provide the response independently. This is meant to provide repeated practice towards the goal of automaticity.

Example of procedure (for reference):	Repeat the procedure using these words:
<p><b>T:</b> Say <i>animal</i>.  <b>S:</b> repeat</p>	<p>classical      vinegar  heavily        evidence</p>

<p><b>T:</b> Say <i>animal</i> without <b>mal</b>.</p> <p><b>S:</b> ani</p>	<p>serious      possible</p> <p>enemy        flexible</p> <p>terrible      celebrate</p>
<p>Use the scaffolding actions from the Experiencing stage as needed.</p>	



**E**

**Manipulating Phonemes:** Snatch Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word. Ex: *Seed* to *see*.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>I <b>tried</b> to open the door, but it was stuck.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i><b>Tried</b> is the word on the curve.</i></p> <p><b>T: Watch me!</b></p> <p><b>T:</b> <i>trie /d/ (curve motion, stretch the word, pronouncing each sound clearly, shake fist once at the end of the curve &amp; emphasize the final sound)</i></p> <p><b>T: Your turn!</b></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Now say tried but snatch off the /d/. (snatching motion)</i></p> <p><i>Be careful, don't say it!</i></p> <p><b>T: Go ahead, show me how!</b></p>	<p><i>When I am at the <b>beach</b>, I love to surf the waves. (bee)</i></p> <p><i>My mom is a sixth <b>grade</b> teacher. (gray)</i></p> <p><i>He slid down the <b>slide</b> so fast! (sly)</i></p> <p><i>We decided to take a <b>train</b> instead of driving. (tray)</i></p> <p><i>I have brown <b>eyes</b>, just like my mom. (eye)</i></p> <p><i>I <b>made</b> a card for my mom for Mother's Day. (may)</i></p>

<b>S:</b> trie (curve) /d/ (mouthing the sound, snatching motion)	
<b>T &amp; S:</b> <i>Now try is the new word on the curve!</i>	
<b>Optional:</b> After deleting the first syllable, ask students to identify the final sound they hear in the new word.	



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

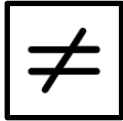
**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud and repeated by the students, sentence by sentence.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Rowdy Ronnie rocked the rodeo. Rhonda rode Rainbow, the rickety rhino. Rainbow the Rhino raced rapidly to the river. **"No!" roared Rowdy Ronnie." Remain with the rodeo!"**



Week 16, Day 5



**Word Categorization:** Which One Doesn't Belong? Syllables.

Skill: Compare and contrast words by the number of syllables they contain. Identify the word that has a *different* number of syllables than the other words.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which word doesn't belong?  <b>T:</b> grape, plum, <b>kiwi</b>  <b>S:</b> Kiwi doesn't belong.  <b>T:</b> Yes, kiwi doesn't belong because it has two syllables and grape and plum have one syllable.</p>	<ol style="list-style-type: none"> <li>1. clean, crisp, <b>neatly</b></li> <li>2. <b>balloon</b>, ball, string</li> <li>3. shark, fish, <b>starfish</b></li> <li>4. play, <b>football</b>, team</li> </ol>



**Manipulating Syllables Activity:** Stomp Out the Beat.

Skill: Delete the last syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *holi*.

**Important Note:** There is one week of lessons in the Knowing stage for this skill. The words are no longer embedded in sentences and students provide the response independently. This is meant to provide repeated practice towards the goal of automaticity.

Example of procedure (for reference):	Repeat the procedure using these words:
<p><b>T:</b> Say <i>animal</i>.  <b>S:</b> repeat</p>	<p>lollipop                      satellite  avenue                         antelope</p>

<p><b>T:</b> Say <i>animal</i> without <b>mal</b>.  <b>S:</b> ani</p>	<table> <tr> <td>definite</td> <td>poetry</td> </tr> <tr> <td>evidence</td> <td>visual</td> </tr> <tr> <td>visible</td> <td>relative</td> </tr> </table>	definite	poetry	evidence	visual	visible	relative
definite	poetry						
evidence	visual						
visible	relative						
<p>Use the scaffolding actions from the Experiencing stage as needed.</p>							



**E**

**Manipulating Phonemes:** Snatch Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word. Ex: *Seed* to *see*.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>I went to the doctor because I had a sore <b>throat</b>.</i>  <b>S:</b> repeat  <b>T:</b> <b>Throat</b> is the word on the curve.</p> <p><b>T: Watch me!</b>  <b>T:</b> <i>throa /t/</i> (curve motion, stretch the word, pronouncing each sound clearly, shake fist once at the end of the curve &amp; emphasize the final sound)  <b>T: Your turn!</b>  <b>S:</b> repeat</p> <p><b>T:</b> <i>Now say throat but snatch off the /t/. (snatching motion)</i>  <i>Be careful, don't say it!</i></p> <p><b>T: Go ahead, show me how!</b></p>	<p><i>I am tenth in <b>line</b> to buy tickets for the movie. (lie)</i>  <i>The house was sold after just a few <b>days</b>. (day)</i>  <i>I can't <b>wait</b> to see the rocket launch! (way)</i>  <i>Please answer the <b>phone</b> for me. (foe)</i>  <i>My parents taught me to always say "<b>please</b>" and "thank you."</i>            (plea)  <i>It was hard to <b>wake</b> in the morning up after I stayed up so late.</i>            (way)</p>

<b>S:</b> throa (curve) /t/ (mouthing the sound, snatching motion)	
<b>T &amp; S:</b> <i>Now throw is the new word on the curve!</i>	
<b>Optional:</b> After deleting the first syllable, ask students to identify the final sound they hear in the new word.	



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

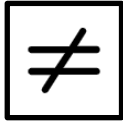
**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Rowdy Ronnie rocked the rodeo. Rhonda rode Rainbow, the rickety rhino. Rainbow the Rhino raced rapidly to the river. "No!" roared Rowdy Ronnie." Remain with the rodeo!" **Rowdy Ronnie, Rhonda, and Rainbow the Rickety Rhino returned to the rodeo and wrestled.**



Week 17, Day 1



**Word Categorization:** Which One Doesn't Belong? Syllables.

Skill: Compare and contrast words by the number of syllables they contain. Identify the word that has a *different* number of syllables than the other words.

**Directions:** Tell students to listen carefully for which word doesn't belong. This means that some words will have the same characteristics, but one word will be different.

1. Tell students to listen to the words to determine which word doesn't sound the same as the others.
2. Say three words, one of which doesn't belong with the other two words because they won't have the same amount of syllables. Remind students that one-syllable words have one vowel sound and two-syllable words have two vowel sounds. If students struggle, clap out each syllable to count the syllables in each word.
3. Tell students to say which word doesn't belong because it is different.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which word doesn't belong? <b>T:</b> <i>packet, pocket, dress</i> <b>S:</b> <i>Dress doesn't belong.</i> <b>T:</b> <i>Yes, dress doesn't belong because it has one syllable and packet and pocket have two syllables.</i></p>	<ol style="list-style-type: none"><li>1. actress, actor, <b>play</b></li><li>2. <b>drum</b>, singer, trumpet</li><li>3. napkin, manners, <b>slouch</b></li><li>4. cable, <b>train</b>, caboose</li></ol>



**Manipulating Syllables Activity:** Stomp Out the Beat.

Skill: Delete the last syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *holi*.

**Important Note:** By the Mastering stage, most students should be doing this manipulation automatically (in less than 2 seconds). A short Whip Around assessment is provided to determine this. It should be administered to students throughout the



week during a time that is convenient to pull them.

Example of procedure (for reference):	Repeat the procedure using these words:										
<p><b>T:</b> Say <i>animal</i>.</p> <p><b>S:</b> repeat</p> <p><b>T:</b> Say <i>animal without mal</i>.</p> <p><b>S:</b> ani</p>	<table border="0"> <tr> <td>holiday</td> <td>chemical</td> </tr> <tr> <td>fabulous</td> <td>platinum</td> </tr> <tr> <td>difficult</td> <td>colony</td> </tr> <tr> <td>finally</td> <td>daffodil</td> </tr> <tr> <td>imitate</td> <td>janitor</td> </tr> </table>	holiday	chemical	fabulous	platinum	difficult	colony	finally	daffodil	imitate	janitor
holiday	chemical										
fabulous	platinum										
difficult	colony										
finally	daffodil										
imitate	janitor										



**Manipulating Phonemes: Snatch Off a Sound (to Make a New Word)**

Skill: Delete the final phoneme in a one-syllable word. Ex: *Seed* to *see*.

**Important Note:** Lessons in the Experiencing stage scaffolded students towards eventual deletion of the final phoneme by isolating it and removing it through verbal (emphasizing the sound, and then just mouthing the sound) and physical cues (snatching motion). As students enter the Knowing stage, they should be comfortable deleting this sound, but may not be doing it automatically yet.

There are two weeks in the Knowing stage for this skill to provide students with repeated practice with the goal of automaticity. Note, that lessons no longer have the words embedded in sentences.

Do this one first:	Repeat the procedure with these words:
<p><b>T:</b> <i>bake</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Now say bake without /k/.</i></p>	<p>skies (without /z/ = sky), rake (without /k/ = ray)</p> <p>nose (without /z/ = no), slide (without /d/ = sly)</p> <p>tried (without /d/ = try), weak (without /k/ = we)</p> <p>wave (without /v/ = way), teeth (without /th/ = tea)</p> <p>rose (without /z/ = row)</p>

**S:** bay

**T:** Yes, *bake* without /k/ is bay.

Use the scaffolds from the Experiencing stage as needed. The goal is to provide repeated practice over time towards automaticity. This skill will be assessed during the Mastering stage.



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

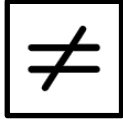
**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Wild Wonderful Wendy went to Wisconsin.



Week 17, Day 2



**Word Categorization:** Which One Doesn't Belong? Syllables.

Skill: Compare and contrast words by the number of syllables they contain. Identify the word that has a *different* number of syllables than the other words.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which word doesn't belong?  <b>T:</b> <i>reptile, cartoon, <b>bug</b></i>  <b>S:</b> <i>Bug doesn't belong.</i>  <b>T:</b> <i>Yes, bug doesn't belong because it has one syllable and reptile and cartoon have two syllables.</i></p>	<ol style="list-style-type: none"> <li>1. thirsty, hungry, <b>food</b></li> <li>2. <b>ball</b>, playing, bouncing</li> <li>3. bigger, little, <b>star</b></li> <li>4. body, <b>foot</b>, acorn</li> </ol>



**Manipulating Syllables Activity:** Stomp Out the Beat.

Skill: Delete the last syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *holi*.

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

Example of procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>animal</i>.  <b>S:</b> repeat</p> <p><b>T:</b> Say <i>animal</i> without <i>mal</i>.  <b>S:</b> ani</p>	<p>resident  miracle  minimum  visual  happiness</p>	<p>monitor  element  negative  cavity  ligament</p>



### Manipulating Phonemes: Snatch Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word. Ex: *Seed* to *see*.

Example (for reference):	Repeat the procedure with these words:
<p><b>T:</b> <i>bake</i>  <b>S:</b> repeat</p> <p><b>T:</b> <i>Now say bake without /k/.</i></p> <p><b>S:</b> bay  <b>T:</b> <i>Yes, bake without /k/ is bay.</i></p>	<p>paid (without /d/ = pay), trace (without /s/ = tray)  moose (without /s/ = moo), <u>quote</u> (without /t/ = <u>quo</u>)  tune (without /n/ = too), <u>tote</u> (without /t/ = toe)  <u>tribe</u> (without /b/ = try), <u>fleece</u> (without /s/ = <u>flee</u>)  time (without /m/ = tie)</p>
<p>Use the scaffolds from the Experiencing stage as needed. The goal is to provide repeated practice over time towards automaticity. This skill will be assessed during the Mastering stage.</p>	



### Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

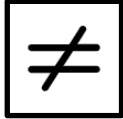
### Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Wild Wonderful Wendy went to Wisconsin. **Joaquin and Wilbur were in Wisconsin whispering about Wendy.**



Week 17, Day 3



**Word Categorization:** Which One Doesn't Belong? Syllables.

Skill: Compare and contrast words by the number of syllables they contain. Identify the word that has a *different* number of syllables than the other words.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which word doesn't belong?  <b>T:</b> mattress, blanket, sheet  <b>S:</b> Sheet doesn't belong.  <b>T:</b> Yes, sheet doesn't belong because it has one syllable and blanket and mattress have two syllables.</p>	<ol style="list-style-type: none"> <li>1. racket, basket, <b>shoe</b></li> <li>2. <b>smile</b>, sadness, fastest,</li> <li>3. sister, brother, <b>child</b></li> <li>4. hello, <b>wave</b>, goodbye</li> </ol>



**Manipulating Syllables Activity:** Stomp Out the Beat.

Skill: Delete the last syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *holi*.

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

Example of procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>animal</i>.  <b>S:</b> repeat</p> <p><b>T:</b> Say <i>animal</i> without <i>mal</i>.  <b>S:</b> ani</p>	<p>serious                      enemy                      nominate                      carrier                      resident</p>	<p>terrify                      catapult                      Michigan                      parallel                      manual</p>





### Manipulating Phonemes: Snatch Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word. Ex: *Seed* to *see*.

Do this one first:	Repeat the procedure with these words:
<p><b>T:</b> <i>bake</i>  <b>S:</b> repeat</p> <p><b>T:</b> <i>Now say bake without /k/.</i></p> <p><b>S:</b> bay  <b>T:</b> <i>Yes, bake without /k/ is bay.</i></p>	<p>wave (without /v/ = way), <u>plead</u> (without /d/ = <u>plea</u>)  pain (without /n/ = pay), weave (without /v/ = we)  ties (without /z/ = tie), teen (without /n/ = tee)  you've (without /v/ = you), <u>weak</u> (without /k/ = we)  beak (without /k/ = bee)</p>
<p>Use the scaffolds from the Experiencing stage as needed. The goal is to provide repeated practice over time towards automaticity. This skill will be assessed during the Mastering stage.</p>	



#### Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

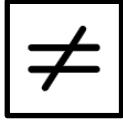
#### Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Wild Wonderful Wendy went to Wisconsin. Joaquin and Wilbur were in Wisconsin whispering about Wendy. **Wendy was wondering what Joaquin and Wilbur were whispering about.**



Week 17, Day 4



**Word Categorization:** Which One Doesn't Belong? Syllables.

Skill: Compare and contrast words by the number of syllables they contain. Identify the word that has a *different* number of syllables than the other words.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which word doesn't belong?  <b>T:</b> <i>pretzel, picnic, <b>ring</b></i>  <b>S:</b> <i>Ring doesn't belong.</i>  <b>T:</b> <i>Yes, ring doesn't belong because it has one syllable and pretzel and picnic have two syllables.</i></p>	<ol style="list-style-type: none"> <li>1. racoon, color, <b>shirt</b></li> <li>2. <b>pop</b>, chipmunk, tiger</li> <li>3. bacon, pony, <b>horse</b></li> <li>4. <u>rotate</u>, <b>twist</b>, <u>swivel</u></li> </ol>



**Manipulating Syllables Activity:** Stomp Out the Beat.

Skill: Delete the last syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *holi*.

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

Example of procedure (for reference):	Repeat the procedure using these words:										
<p><b>T:</b> Say <i>animal</i>.  <b>S:</b> repeat</p> <p><b>T:</b> Say <i>animal</i> without <b>mal</b>.  <b>S:</b> ani</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">clarity</td> <td style="width: 50%; border: none;">platinum</td> </tr> <tr> <td style="border: none;">aerospace</td> <td style="border: none;">diagram</td> </tr> <tr> <td style="border: none;">salary</td> <td style="border: none;">citizen</td> </tr> <tr> <td style="border: none;">hesitant</td> <td style="border: none;">elegant</td> </tr> <tr> <td style="border: none;">heavily</td> <td style="border: none;">suitable</td> </tr> </table>	clarity	platinum	aerospace	diagram	salary	citizen	hesitant	elegant	heavily	suitable
clarity	platinum										
aerospace	diagram										
salary	citizen										
hesitant	elegant										
heavily	suitable										



### Manipulating Phonemes: Snatch Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word. Ex: *Seed* to *see*.

Do this one first:	Repeat the procedure with these words:
<p><b>T:</b> <i>bake</i> <b>S:</b> repeat</p> <p><b>T:</b> <i>Now say bake without /k/.</i></p> <p><b>S:</b> bay <b>T:</b> <i>Yes, bake without /k/ is bay.</i></p>	<p>tube (without /b/ = two), praise (without /z/ = pray) sheep (without /p/ = she), note (without /t/ = no) same (without /m/ = say), zoom (without /m/ = zoo) size (without /z/ = sigh), meet (without /t/ = me) feed (without /d/ = fee)</p>
<p>Use the scaffolds from the Experiencing stage as needed. The goal is to provide repeated practice over time towards automaticity. This skill will be assessed during the Mastering stage.</p>	



### Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

#### Directions:

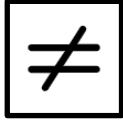
1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Wild Wonderful Wendy went to Wisconsin. Joaquin and Wilbur were in Wisconsin whispering about Wendy. Wendy was wondering what Joaquin and Wilbur were whispering about. **Wacky and wonderful Willy Wonka was wondering as well.**





Week 17, Day 5



**Word Categorization:** Which One Doesn't Belong? Syllables.

Skill: Compare and contrast words by the number of syllables they contain. Identify the word that has a *different* number of syllables than the other words.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which word doesn't belong?  <b>T:</b> butter, <b>salt</b>, pepper  <b>S:</b> Salt doesn't belong.  <b>T:</b> Yes, salt doesn't belong because it has one syllable, and butter and pepper have two syllables.</p>	<ol style="list-style-type: none"> <li>1. explode, update <b>stay</b></li> <li>2. <b>cook</b>, garden, flower</li> <li>3. blacktop, playground, <b>rose</b></li> <li>4. <b>book</b>, teacher, purple</li> </ol>



**Manipulating Syllables Activity:** Stomp Out the Beat.

Skill: Delete the last syllable from a 3-syllable word (accent on the first syllable, second syllable is just a vowel sound). Ex: *Holiday* to *holi*.

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

Example of procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>animal</i>.  <b>S:</b> repeat</p> <p><b>T:</b> Say <i>animal</i> without <b>mal</b>.  <b>S:</b> ani</p>	<p>barricade                      formula                      telephone                      arrogant                      cereal</p>	<p>parasol                      purify                      durable                      glossary                      theater</p>



**Manipulating Phonemes:** Snatch Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word. Ex: *Seed* to *see*.

Do this one first:	Repeat the procedure with these words:
<p><b>T:</b> <i>bake</i>  <b>S:</b> repeat  <b>T:</b> <i>Now say bake without /k/.</i>  <b>S:</b> bay  <b>T:</b> <i>Yes, bake without /k/ is bay.</i></p>	<p>boat (without /t/ = bow), safe (without /f/ = say)  mine (without /n/ = my), <u>hoop</u> (without /p/ = who)  hide (without /d/ = high), seat (without /t/ = see)  toad (without /d/ = toe), niece (without /s/ = knee)  please (without /z/ = <u>plea</u>)</p>
<p>Use the scaffolds from the Experiencing stage as needed. The goal is to provide repeated practice over time towards automaticity. This skill will be assessed during the Mastering stage.</p>	



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Wild Wonderful Wendy went to Wisconsin. Joaquin and Wilbur were in Wisconsin whispering about Wendy. Wendy was wondering what Joaquin and Wilbur were whispering about. Wacky and wonderful Willy Wonka was wondering as well.

**Joaquin and Wilbur were wondering whether Wendy would wish for watermelon.**



Week 18, Day 1



**Word Categorization:** Which One Doesn't Belong? Short Vowels.

Skill: Compare and contrast words by their vowel sound. Identify the word that has a *different* vowel sound than the other words.

**Important Note:** Each week, students will look for different identifying features to determine which word doesn't belong. Promote a sense of wonder and exploration when looking at each word set.

Optional Extension: Have students play "which one doesn't belong" with other things, such as letter sounds, words, or categories of words (animals, colors, etc.).

**Directions:** Tell students to listen carefully for which word doesn't belong. This means that some words will have the same characteristics, but one word will be different.

1. Tell students to listen to three words to determine which word doesn't sound the same as the others.
2. Say three words, one of which doesn't belong with the other two words because they have different vowel sounds. Remind students to listen to the vowel sound in the middle of the word. Use the **curve** with your arm to support students if needed.
3. Tell students to say which word doesn't belong because it is different.

**Note:** This week focuses on short vowel sounds.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which word doesn't belong? <b>T:</b> hat, cap, <b>him</b> <b>S:</b> Him doesn't belong. <b>T:</b> Yes, him doesn't belong because it has the short i sound, and hat and cap have the short a sound.</p>	<ol style="list-style-type: none"><li>1. rush, <b>roll</b>, tub</li><li>2. <b>net</b>, not, sock</li><li>3. slid, zip, <b>hat</b></li><li>4. shop, <b>part</b>, cot</li></ol>





### Manipulating Phonemes: Snatch Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word. Ex: *Seed* to *see*.

Do this one first:	Repeat the procedure with these words:
<p><b>T:</b> <i>bake</i>  <b>S:</b> repeat</p> <p><b>T:</b> <i>Now say bake without /k/.</i></p> <p><b>S:</b> bay  <b>T:</b> <i>Yes, bake without /k/ is bay.</i></p>	<p><i>l've</i> (without /v/ = eye), rhyme (without /m/ = <u>rye</u>)  <i>paid</i> (without /d/ = pay), <i>trace</i> (without /s/ = tray)  <i>shown</i> (without /n/ = show), <i>page</i> (without /j/ = pay)  <i>feet</i> (without /t/ = fee), <i>rope</i> (without /p/ = row)  <i>soup</i> (without /p/ = Sue)</p>
<p>Use the scaffolds from the Experiencing stage as needed. The goal is to provide repeated practice over time towards automaticity. This skill will be assessed during the Mastering stage.</p>	



### Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

### Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

Story: **Patty prepared paella for her parents.**



Week 18, Day 2



**Word Categorization:** Which One Doesn't Belong? Short Vowels.

Skill: Compare and contrast words by their vowel sound. Identify the word that has a *different* vowel sound than the other words.

**Note:** This week focuses on short vowel sounds.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which word doesn't belong?  <b>T:</b> well, bed, fit  <b>S:</b> Fit doesn't belong.  <b>T:</b> Yes, fit doesn't belong because it has the short i sound, and well and bed have the short e sound.</p>	<ol style="list-style-type: none"> <li>1. <b>job</b>, zap, <u>sap</u></li> <li>2. <b>hen</b>, clock, <u>stock</u></li> <li>3. <u>script</u>, lip, <b>pad</b></li> <li>4. fed, <b>hot</b>, web</li> </ol>



**Manipulating Phonemes:** Snatch Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word. Ex: *Seed* to *see*.

Do this one first:	Repeat the procedure with these words:
<p><b>T:</b> <i>bake</i>  <b>S:</b> repeat  <b>T:</b> Now say <i>bake</i> without /k/.</p>	<p>guide (without /d/ = <u>guy</u>), tied (without /d/ = <u>tie</u>)  rise (without /z/ = <u>rye</u>), truth (without /th/ = <u>true</u>)  sign (without /n/ = <u>sigh</u>), robe (without /b/ = <u>row</u>)  whose (without /z/ = <u>who</u>), cube (without /b/ = <u>cue</u>)  make (without /k/ = <u>may</u>)</p>

**S:** bay

**T:** Yes, *bake without /k/ is bay.*

Use the scaffolds from the Experiencing stage as needed. The goal is to provide repeated practice over time towards automaticity. This skill will be assessed during the Mastering stage.



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Patty prepared paella for her parents. **Patty's parents played piano while Patty paused.**



Week 18, Day 3



**Word Categorization:** Which One Doesn't Belong? Short Vowels.

Skill: Compare and contrast words by their vowel sound. Identify the word that has a *different* vowel sound than the other words.

**Note:** This week focuses on short vowel sounds.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which word doesn't belong?  <b>T:</b> chip, <u>twig</u>, <b>plan</b>  <b>S:</b> Plan doesn't belong.  <b>T:</b> Yes, plan doesn't belong because it has the short a sound, and chip and twig have the short i sound.</p>	<ol style="list-style-type: none"> <li>1. cub, hug, <b>lot</b></li> <li>2. big, <b>map</b>, <u>flick</u></li> <li>3. <b>pen</b>, nap, <u>sag</u></li> <li>4. ten, <b>pan</b>, spell</li> </ol>



**Manipulating Phonemes:** Snatch Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word. Ex: *Seed* to *see*.

Do this one first:	Repeat the procedure with these words:
<p><b>T:</b> <i>bake</i>  <b>S:</b> repeat  <b>T:</b> Now say <i>bake</i> without /k/.</p>	<p>ride (without /d/ = <u>rye</u>), bead (without /d/ = bee)            grape (without /p/ = gray), bloom (without /m/ = blue)            fries (without /z/ = fry), both (without /th/ = bow)            freeze (without /z/ = free), trees (without /z/ = tree)            house (without /s/ = how)</p>

**S:** bay

**T:** Yes, *bake* without /k/ is bay.

Use the scaffolds from the Experiencing stage as needed. The goal is to provide repeated practice over time towards automaticity. This skill will be assessed during the Mastering stage.



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud and repeated by the students, sentence by sentence.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Patty prepared paella for her parents. Patty's parents played piano while Patty paused. **The paella was perfect.**





Week 18, Day 4



**Word Categorization:** Which One Doesn't Belong? Short Vowels.

Skill: Compare and contrast words by their vowel sound. Identify the word that has a *different* vowel sound than the other words.

**Note:** This week focuses on short vowel sounds.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which word doesn't belong?  <b>T:</b> <i>kit, rip, ton</i>  <b>S:</b> <i>Ton doesn't belong.</i>  <b>T:</b> <i>Yes, ton doesn't belong because it has the short o sound, and kit and rip have the short i sound.</i></p>	<ol style="list-style-type: none"> <li>1. shed, <b>hush</b>, wed</li> <li>2. ash, chat, <b>whiz</b></li> <li>3. <b>leg</b>, <b>flap</b>, tap</li> <li>4. fog, <b>pod</b>, <b>spent</b></li> </ol>



**Manipulating Phonemes:** Snatch Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word. Ex: *Seed* to *see*.

Example (for reference):	Repeat the procedure with these words:
<p><b>T:</b> <i>bake</i>  <b>S:</b> repeat  <b>T:</b> <i>Now say bake without /k/.</i></p>	<p>cried (without /d/ = cry), flute (without /t/ = flew)  dried (without /d/ = dry), those (without /z/ = though)  shine (without /n/ = shy), growth (without /th/ = grow)  plane (without /n/ = play), wait (without /t/ = way)  <u>beam</u> (without /m/ = bee)</p>

**S:** bay

**T:** Yes, *bake without /k/ is bay.*

Use the scaffolds from the Experiencing stage as needed. The goal is to provide repeated practice over time towards automaticity. This skill will be assessed during the Mastering stage.



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Patty prepared paella for her parents. Patty's parents played piano while Patty paused. The paella was perfect.

**Perfectly pleased, Patty's parents applauded Patty.**



Week 18, Day 5



**Word Categorization:** Which One Doesn't Belong? Short Vowels.

**Note:** This week focuses on short vowel sounds.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which word doesn't belong?  <b>T:</b> ran, van, <b>log</b>  <b>S:</b> Log doesn't belong.  <b>T:</b> Yes, log doesn't belong because it has the short o sound, and ran and van have the short a sound.</p>	<ol style="list-style-type: none"> <li>1. <b>pig</b>, pup, dug</li> <li>2. <u>b</u>eg, sled, <b>fan</b></li> <li>3. <b>jog</b>, bin, slip</li> <li>4. wag, <u>m</u>ug, gap</li> </ol>



**Manipulating Phonemes:** Snatch Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word. Ex: *Seed* to *see*.

Example (for reference):	Repeat the procedure with these words:
<p><b>T:</b> <i>bake</i>  <b>S:</b> repeat  <b>T:</b> Now say <i>bake</i> without /k/.  <b>S:</b> bay  <b>T:</b> Yes, <i>bake</i> without /k/ is bay.</p>	<p>neat (without /t/ = knee), drive (without /v/ = dry)                      loss (without /s/ = law), grade (without /d/ = gray)                      Dave (without /v/ = day), lime (without /m/ = lie)                      flown (without /n/ = flow), keep (without /p/ = key)  <u>globe</u> (without /b/ = glow)</p>
<p>Use the scaffolds from the Experiencing stage as needed. The goal is to provide repeated practice over time towards automaticity. This skill will be assessed during the Mastering stage.</p>	



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

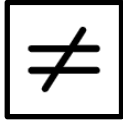
**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Patty prepared paella for her parents. Patty's parents played piano while Patty paused. The paella was perfect. Perfectly pleased, Patty's parents applauded Patty. **Patty purred with pleasure - perfect paella!**



Week 19, Day 1



**Word Categorization:** Which One Doesn't Belong? Long Vowels.

Skill: Compare and contrast words by their vowel sound. Identify the word that has a *different* vowel sound than the other words.

**Directions:** Tell students to listen carefully for which word doesn't belong. This means that some words will have the same characteristics, but one word will be different.

1. Tell students to listen to three words to determine which word doesn't sound the same as the others.
2. Say three words, one of which doesn't belong with the other two words because they have different vowel sounds. Remind students to listen to the vowel sound in the middle of the word. Use the *curve* with your arm to support students if needed.
3. Tell students to say which word doesn't belong because it is different.

**Note:** This week focuses on long vowel sounds.

<b>Do this one first. Practice and model with the students:</b>	<b>Repeat the procedure using these words:</b>
<p><b>T:</b> Listen to these words, which word doesn't belong? <b>T:</b> feet, <b>boat</b>, meet <b>S:</b> Boat doesn't belong. <b>T:</b> Yes, boat doesn't belong because it has the long o sound, and feet and meet have the long e sound.</p>	<ol style="list-style-type: none"><li>1. <b>deep</b>, lake, <u>flame</u></li><li>2. dive, life, <b>neat</b></li><li>3. <b>bean</b>, stove, note</li><li>4. gate, save, <b>pride</b></li></ol>



**Manipulating Phonemes:** Snatch Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word. Ex: *Seed* to *see*.

**Important Note:** By the Mastering stage, most students should be deleting the final phoneme in a one-syllable word automatically (in less than 2 seconds). The Whip Around assessment should be administered to students by the end of the week.

Example for reference:	Repeat the procedure using these words:
<p>T: <i>bake</i>  S: repeat</p> <p>T: <i>Now say bake without /k/.</i></p> <p>S: bay  T: <i>Yes, bake without /k/ is bay.</i></p>	<p>group (without /p/ = grew), <u>sane</u> (without /n/ = say)  <u>pawn</u> (without /n/ = paw), <u>suede</u> (without /d/ = <u>sway</u>)  <u>troop</u> (without /p/ = true), <u>groom</u> (without /m/ = grew)  <u>pace</u> (without /s/ = pay), <u>stake</u> (without /k/ = stay)  heat (without /t/ = he)</p>



**Alliteration: Silly Stories.**

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

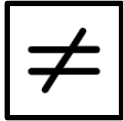
**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story: Mariachi is marvelous Mexican music.**



Week 19, Day 2



**Word Categorization:** Which One Doesn't Belong? Long Vowels.

Skill: Compare and contrast words by their vowel sound. Identify the word that has a *different* vowel sound than the other words.

**Note:** This week focuses on long vowel sounds.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which word doesn't belong?  <b>T:</b> bone, <b><i>pine</i></b>, <u>dome</u>  <b>S:</b> Pine doesn't belong.  <b>T:</b> Yes, pine doesn't belong because it has the long i sound, and dome and bone have the long o sound.</p>	<ol style="list-style-type: none"> <li>1. rule, line, slide</li> <li>2. same, cane, <b>woke</b></li> <li>3. weed, <u>seam</u>, <b>zone</b></li> <li>4. <u>blame</u>, <b>time</b>, tape</li> </ol>



**Manipulating Phonemes:** Snatch Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word. Ex: *Seed* to *see*.

**Important Note:** By the Mastering stage, most students should be deleting the final phoneme in a one-syllable word automatically (in less than 2 seconds). The Whip Around assessment should be administered to students by the end of the week.

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <i>bake</i>  <b>S:</b> repeat</p>	<p>bait (without /t/ = bay), groan (without /n/ = grow)                      skies (without /z/ = sky), seek (without /k/ = see)</p>

**T:** Now say *bake* without /k/.

**S:** bay

**T:** Yes, *bake* without /k/ is bay.

moat (without /t/ = mow), truce (without /s/ = true)  
pave (without /v/ = pay), claim (without /m/ = clay)  
seed (without /d/ = see)



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

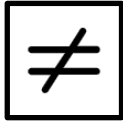
1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Mariachi is marvelous Mexican music. **Maribel and Mikaela are merry mariachi band members.**





Week 19, Day 3



**Word Categorization:** Which One Doesn't Belong? Long Vowels.

Skill: Compare and contrast words by their vowel sound. Identify the word that has a *different* vowel sound than the other words.

Do this one first. Practice and model with the students	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which word doesn't belong?  <b>T:</b> date, wake, <b>sign</b>  <b>S:</b> Sign doesn't belong  <b>T:</b> Yes, sign doesn't belong because it has the long i sound, and date and wake have the long a sound.</p>	<ol style="list-style-type: none"> <li>1. <b>fake</b>, poke, rope</li> <li>2. dream, <u>heap</u>, <b>pain</b></li> <li>3. nice, <b>name</b>, right</li> <li>4. role, toll, <b>bike</b></li> </ol>



**Manipulating Phonemes:** Snatch Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word. Ex: *Seed* to *see*.

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

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <i>bake</i>  <b>S:</b> repeat  <b>T:</b> Now say <i>bake</i> without /k/.</p>	<p>loan (without /n/ = low), soak (without /k/ = sew)  <u>tide</u> (without /d/ = tie), wise (without /z/ = why)  <u>gloom</u> (without /m/ = glue), <u>dome</u> (without /m/ = dough)  <u>sown</u> (without /n/ = sew), <u>sage</u> (without /j/ = say)</p>

**S:** bay

**T:** Yes, *bake* without /k/ is bay.

tooth (without /th/ = too)



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Mariachi is marvelous Mexican music. Maribel and Mikaela are merry mariachi band members. **"Make mostly merry music, Maribel," moaned Mikaela.**





**Word Categorization:** Which One Doesn't Belong? Long Vowels.

Skill: Compare and contrast words by their vowel sound. Identify the word that has a *different* vowel sound than the other words.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which word doesn't belong?  <b>T:</b> <i>nine, nope, fine</i>  <b>S:</b> <i>Nope doesn't belong.</i>  <b>T:</b> <i>Yes, nope doesn't belong because it has the long o sound, and nine and fine have the long i sound.</i></p>	<ol style="list-style-type: none"> <li>1. late, <u>sage</u>, <b>joke</b></li> <li>2. case, make, <b>hole</b></li> <li>3. <b>take</b>, <u>soak</u>, code</li> <li>4. <u>fame</u>, tale, <b>mice</b></li> </ol>



**Manipulating Phonemes:** Snatch Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word. Ex: *Seed* to *see*.

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

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <i>bake</i>  <b>S:</b> repeat  <b>T:</b> <i>Now say bake without /k/.</i></p>	<p>teeth (without /th/ = tea), pause (without /z/ = paw)  <u>tone</u> (without /n/ = toe), <u>sake</u> (without /k/ = say)  <u>graze</u> (without /z/ = gray), drawn (without /n/ = draw)  phone (without /n/ = <u>foe</u>), wake (without /k/ = way)  wheat (without /t/ = wee)</p>

<b>S:</b> bay	
<b>T:</b> Yes, <i>bake</i> without /k/ is bay.	



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

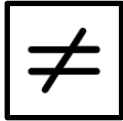
**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Mariachi is marvelous Mexican music. Maribel and Mikaela are merry mariachi band members. "Make mostly merry music, Maribel," moaned Mikaela. "**Mariachi is music for all moods, Mikaela! Not mostly merry.**"



Week 19, Day 5



**Word Categorization:** Which One Doesn't Belong? Long Vowels.

Skill: Compare and contrast words by their vowel sound. Identify the word that has a *different* vowel sound than the other words.

**Note:** This week focuses on long vowel sounds.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> Listen to these words, which word doesn't belong?  <b>T:</b> <u>prime</u>, lime, nose  <b>S:</b> Nose doesn't belong  <b>T:</b> Yes, nose doesn't belong because it has the long o sound, and prime and lime have the long i sound.</p>	<ol style="list-style-type: none"> <li>1. rice, sight, <b>cope</b></li> <li>2. <b>wide</b>, beep, greet</li> <li>3. cape, <b>side</b>, rate</li> <li>4. wait, paid, <b>beat</b></li> </ol>



**Manipulating Phonemes:** Snatch Off a Sound (to Make a New Word)

Skill: Delete the final phoneme in a one-syllable word. Ex: *Seed* to *see*.

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

Example for reference:	Repeat the procedure using these words:
<p><b>T:</b> <i>bake</i>  <b>S:</b> repeat</p>	<p>wave (without /v/ = way), <u>meek</u> (without /k/ = me)  globe (without /b/ = glow), treat (without /t/ = tree)  raise (without /z/ = ray), <u>seize</u> (without /z/ = see)</p>

<p><b>T:</b> Now say <i>bake</i> without /k/.</p> <p><b>S:</b> bay</p> <p><b>T:</b> Yes, <i>bake</i> without /k/ is bay.</p>	<p>bake (without /k/ = bay), wheat (without /t/ = we)  moon (without /n/ = moo)</p>
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**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Mariachi is marvelous Mexican music. Maribel and Mikaela are merry mariachi band members. "Make mostly merry music, Maribel," moaned Mikaela. "Mariachi is music for all moods, Mikaela! Not mostly merry. **Make more mariachi melodies, Maribel and Mikaela!**"



Week 20, Day 1



**Make a Word:** Add Syllables.

Skill: Add syllables to the end of root words to create a new word. Remind students that each syllable has a vowel sound.

**Directions:** Tell students to listen carefully to the root word. They will add an ending sound to make a new word.

1. Tell students to listen to a root word and add a syllable to the end of the word to make a new word.
2. Students respond by saying the word aloud with the new ending.

**Note:** The suffix /ful/ means to be full of something. Ex: Full of help. (helpful)

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
T: <i>help</i> S: repeat T: <i>What is the word when you add /ful/ to the end of help?</i> S: helpful	1. pain - add /ful/ (painful) 2. color - add /ful/ (colorful) 3. thank - add /ful/ (thankful) 4. peace - add /ful/ (peaceful)



**Manipulating Phonemes:** Change the Sound (Medial Vowel)

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

Students must be able to identify and isolate the phoneme to be changed. Then they must replace it with the new phoneme. Finally, they must pronounce the new word.

**Important Note:** Lessons in the Experiencing stage scaffold towards eventual quick phoneme substitution by making the familiar curve motion outward, isolating the targeted sound (at the top of the curve) with verbal and physical cues.

Verbal Cues: Medial vowel sound is stretched. Physical Cues: Fist shake at the top of the curve.

Remember, it can be very difficult for students to feel and hear the seams between the sounds. Try it. Pronounce the word

“hat.” While you can feel your mouth change position from one sound to the next, it is so quick, it almost feels imperceptible. Slow the process down. Can you feel how with each sound there is a physical change happening?

Because this activity involves the medial vowel sound in words, it is particularly important that you clearly and cleanly model that sound. You can capitalize on the opportunity to reinforce with students how to articulate vowel sounds. Try it with the change from “hat” to “hot.” What is the mouth doing when pronouncing “hat?” The tongue? How is the original sound /a/ different from the new sound /o/?

Optional Extension: Have students use the new word in a sentence.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to *change* a sound they hear to make a new word.

1. Say the sentence with rhythm and expression.
2. Tell the students to repeat.
3. Say the targeted word. Explain that this “is the word on the curve.”
4. Say and show the word on the familiar curve. Be sure to pronounce each sound clearly and cleanly. When you reach the top of the curve, stretch the vowel sound and shake your fist.
5. Prompt for the substitution.
6. Make the substitution with the students.
7. As an extension, invite students to use the new word in a sentence.

In the table below, the column to the left shows the entire procedure. That procedure is repeated with the sentences in the column to the right. Note that all of the vowels in words used for this first lesson are short vowels. After this lesson, there will be a mix of long and short vowel sounds.

<b>Do this one first. Practice and model with the students:</b>	<b>Repeat the procedure using these sentences.</b>
<p><b>T:</b> <i>My mother wears a <b>hat</b> when she works in the garden.</i></p> <p><b>S:</b> repeat</p> <p><b>T:</b> <i>Hat is the word on the curve.</i></p> <p><b>T:</b> <i>Say haaaaat. (curve motion, stretch vowel sound and shake fist at top of curve)</i></p>	<p><i>My <b>cat</b> loves to play with string.</i> (change /a/ to /o/ = <u>cot</u>)</p> <p><i>My bike is broken. I need to <b>fix</b> it so I can go for a ride.</i> (change /i/ to /o/ = fox)</p> <p><i>We got lost, so we looked at the <b>map</b> to see where to go.</i></p>



<p><b>S:</b> repeat</p> <p><b>T:</b> <i>Change aaaaa to ooooo.</i></p> <p><b>T:</b> <i>Do it with me!</i></p> <p><b>T &amp; S:</b> (curve motion) <i>hoooot</i> (shake fist at top of curve)</p> <p><b>T:</b> <i>Hot is the new word on the curve!</i></p>	<p>(change /a/ to /o/ = mop)</p> <p><i>It was <b>hot</b> outside, so we jumped in the pool.</i></p> <p>(change /o/ to /i/ = hit)</p> <p><i>My dog likes to sit in my <b>lap</b>.</i></p> <p>(change /a/ to /i/ = lip)</p>
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**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Ollie Octopus was an optometrist.



Week 20, Day 2



**Make a Word:** Add Syllables.

Skill: Add syllables to the end of root words to create a new word. Remind students that each syllable has a vowel sound.

**Directions:** Tell students to listen carefully to the root word. They will add an ending sound to make a new word.

1. Tell students to listen to a root word and add a syllable to the end of the word to make a new word.
2. Students respond by saying the word aloud with the new ending.

**Note:** The suffix “y” changes the meaning to a description. (adjective)

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>dirt</i> <b>S:</b> repeat <b>T:</b> <i>What is the word when you add /ē/ to the end of dirt?</i> <b>S:</b> dirty</p>	<ol style="list-style-type: none"><li>1. rain- add /ē/ (rainy)</li><li>2. cloud - add /ē/ (cloudy)</li><li>3. rain - add /ē/ (rainy)</li><li>4. spook - add /ē/ (spooky)</li></ol>



**Manipulating Phonemes:** Change the Sound (Medial Vowel)

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

Students must be able to identify and isolate the phoneme to be changed. Then they must replace it with the new phoneme. Finally, they must pronounce the new word.

**Important Note:** Lessons in the Experiencing stage scaffold towards eventual quick phoneme substitution by making the familiar curve motion outward, isolating the targeted sound (at the top of the curve) with verbal and physical cues.

Verbal Cues: Medial vowel sound is stretched. Physical Cues: Fist shake at the top of the curve.

Do this one first:	Repeat the procedure using these sentences.
<p><b>T:</b> Yesterday I <b>met</b> a new friend on the playground.  <b>S:</b> repeat</p>	<p>Please shut the <b>gate</b> so the dog doesn't get out.  (change /ā/ to /ō/ = goat)</p>
<p><b>T:</b> Met is the word on the curve.</p>	<p>I forgot my umbrella so I got all <b>wet</b>.  (change /e/ to /u/ = what)</p>
<p><b>T:</b> Say meeeeet. (curve motion, stretch vowel sound and shake fist at top of curve)  <b>S:</b> repeat</p>	<p>I tried to move the big rock, but it wouldn't <b>budge</b>.  (change /u/ to /a/ = badge)</p>
<p><b>T:</b> Change eeeee to iiii.  <b>T:</b> Do it with me!</p>	<p>My mom said she has to <b>chop</b> the onions.  (change /o/ to /i/ = chip)</p>
<p><b>T &amp; S:</b> (curve motion) miiiiit (shake fist at top of curve)  <b>T:</b> Mitt is the new word on the curve!</p>	<p>We can get <b>some</b> ice cream after dinner.  (change /u/ to /ā/ = same)</p>



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Ollie Octopus was an optometrist. **Octopi** have eight open eyes.



Week 20, Day 3



**Make a Word:** Add Syllables.

Skill: Add syllables to the end of root words to create a new word. Remind students that each syllable has a vowel sound.

**Note:** The suffix /ing/ changes the meaning to an action.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>park</i>  <b>S:</b> repeat  <b>T:</b> <i>What is the word when you add /ing/ to the end of park?</i>  <b>S:</b> parking</p>	<ol style="list-style-type: none"> <li>1. sleep - add /ing/ (sleeping)</li> <li>2. count - add /ing/ (counting)</li> <li>3. see - add /ing/ (seeing)</li> <li>4. play - add /ing/ (playing)</li> </ol>



**Manipulating Phonemes:** Change the Sound (Medial Vowel)

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

Do this one first:	Repeat the procedure using these sentences.
<p><b>T:</b> <i>I love to <b>read</b> books about animals.</i>  <b>S:</b> repeat</p> <p><b>T:</b> <i>Read is the word on the curve.</i></p> <p><b>T:</b> <i>Say rēēēēd. (curve motion, stretch vowel sound and shake fist at top of curve)</i>  <b>S:</b> repeat</p>	<p><i>My little brother rides his <b>bike</b> all around the driveway.</i>                      (change /ī/ to /ā/ = bake)</p> <p><i>My new hat keeps my <b>head</b> warm.</i>                      (change /e/ to /a/ = had)</p> <p><i>My sister always has good <b>luck</b>.</i>                      (change /u/ to /ī/ = like)</p>

**T:** Change ēēēēē to TTTTT.

**T:** Do it with me!

**T & S:** (curve motion) ṛTTTTḏ (shake fist at top of curve)

**T:** Ride is the new word on the curve!

I **think** I'll go outside and play.

(change /i/ to /a/ = thank)

My mom **got** me a new coat.

(change /o/ to /e/ = get)



### Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

### Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Ollie Octopus was an optometrist. Octopi have eight open eyes. **Ollie observed opportunities.**



Week 20, Day 4



**Make a Word:** Add Syllables.

Skill: Add syllables to the end of root words to create a new word. Remind students that each syllable has a vowel sound.

**Note:** The suffix /er/ changes the meaning to describe a person. (adjective)

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>teach</i>  <b>S:</b> repeat  <b>T:</b> <i>What is the word when you add /er/ to the end of teach?</i>  <b>S:</b> teache4</p>	<ol style="list-style-type: none"> <li>1. run - add /er/ (runner)</li> <li>2. dance - add /er/ (dancer)</li> <li>3. write - add /er/ (writer)</li> <li>4. swim - add /er/ (swimmer)</li> </ol>



**Manipulating Phonemes:** Change the Sound (Medial Vowel)

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

Do this one first.	Repeat the procedure using these sentences.
<p><b>T:</b> <i>My sister drinks juice from her favorite <b>cup</b>.</i>  <b>S:</b> repeat</p> <p><b>T:</b> <i>Cup is the word on the curve.</i></p> <p><b>T:</b> <i>Say cuuuuup. (curve motion, stretch vowel sound and shake fist at top of curve)</i>  <b>S:</b> repeat</p>	<p><i>Let's take a <b>spoon</b> and mix up the cookie dough.</i>                      (change /oo/ to /i/ = spine)</p> <p><i>My sister and I have the same curly <b>hair</b>!</i>                      (change /ā/ to /ē/ = here)</p> <p><i>After dinner, let's go for a <b>ride</b>.</i>                      (change /ī/ to /ō/ = rode)</p>

**T:** Change uuuuu to aaaaa.

**T:** Do it with me!

**T & S:** (curve motion) caaaaap (shake fist at top of curve)

**T:** Cap is the new word on the curve!

We can go to the post office and pick up our **mail**.

(change /ā/ to /ī/ = mile)

My mom got me a new **coat**.

(change /ō/ to /ī/ = kite)



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Ollie Octopus was an optometrist. Octopi have eight open eyes. Ollie observed opportunities. **Obviously oceans of open eyes keep Ollie the Octopus occupied.**



Week 20, Day 5



**Make a Word:** Add Syllables.

Skill: Add syllables to the end of root words to create a new word. Remind students that each syllable has a vowel sound.

**Note:** The suffix /est/ changes the meaning to describe something as the most. (adjective)

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>cool</i>  <b>S:</b> repeat  <b>T:</b> <i>What is the word when you add /est/ to the end of cool?</i>  <b>S:</b> coolest</p>	<ol style="list-style-type: none"> <li>1. short - add /est/ (shortest)</li> <li>2. hot - add /est/ (hottest)</li> <li>3. strong - add /est/ (strongest)</li> <li>4. young - add /est/ (youngest)</li> </ol>



**Manipulating Phonemes:** Change the Sound (Medial Vowel)

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

Do this one first:	Repeat the procedure using these sentences.
<p><b>T:</b> <i>My sister loves to dance and <b>sing</b>.</i>  <b>S:</b> repeat</p> <p><b>T:</b> <i>Sing is the word on the curve.</i></p> <p><b>T:</b> <i>Say <b>siiiiing</b>.</i> (curve motion, stretch vowel sound and shake fist at top of curve)  <b>S:</b> repeat</p>	<p><i>When I turned on the light, a <b>moth</b> flew toward it.</i>                      (change /au/ to /a/ = math)</p> <p><i>I bought a piece of gum for a <b>dime</b>.</i>                      (change /ī/ to /ō/ = dome)</p> <p><i>My dad used some <b>rope</b> to pull the wagon.</i>                      (change /ō/ to /ī/ = ripe)</p>



**T:** Change *iiii* to *uuuu*.

**T:** Do it with me!

**T & S:** (curve motion) *suuuuung* (shake fist at top of curve)

**T:** Sung is the new word on the curve!

My sister puts extra **cheese** on her pizza.

(change /ē/ to /ō/ = chose)

My **niece** will come to visit me next week.

(change /ē/ to /ī/ = nice)



### Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

### Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Ollie Octopus was an optometrist. Octopi have eight open eyes. Ollie observed opportunities. Obviously oceans of open eyes keep Ollie the Octopus occupied. **Ollie was occupied by oodles of octopi eyes.**



Week 21, Day 1



**Make a Word:** Add Syllables.

Skill: Add syllables to the end of root words to create a new word. Remind students that each syllable has a vowel sound.

**Directions:** Tell students to listen carefully to the root word. They will add an ending sound to make a new word.

1. Tell students to listen to a root word and add a syllable to the end of the word to make a new word.
2. Students respond by saying the word aloud with the new ending.

**Note:** The suffix /y/ changes the meaning to a description. (adjective)

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>fun</i> <b>S:</b> repeat <b>T:</b> <i>What is the word when you add /ē/ to the end of fun?</i> <b>S:</b> funny</p>	<ol style="list-style-type: none"><li>1. speed - add /ē/ (speedy)</li><li>2. fluff - add /ē/ (fluffy)</li><li>3. mess - add /ē/ (messy)</li><li>4. itch - add /ē/ (itchy)</li></ol>



**Manipulating Phonemes:** Change the Sound (Medial Vowel)

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

**Gradual Release:** Students make the substitution on their own (see below, **Show me how!**) and say the new word.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> Please make sure your clothes are <b>neat</b> and clean.  <b>S:</b> repeat</p> <p><b>T:</b> Neat is the word on the curve.</p> <p><b>T:</b> Say <i>nēēēēt</i>. (curve motion, stretch vowel sound and shake fist at top of curve)  <b>S:</b> repeat</p> <p><b>T:</b> Change <i>ēēēēē</i> to <i>TTTTT</i>.</p> <p><b>T: Show me how!</b>  <b>S:</b> (curve motion) <i>nī T T T Tīt</i> (shake fist at top of curve)  <b>S:</b> Night is the new word on the curve!</p>	<p><i>After lunch, let's take our <b>sled</b> up to the big hill.</i>  (change /e/ to /ī/ = slide)</p> <p><i>My <u>niece</u> will come to visit me next <b>week</b>.</i>  (change /ē/ to /ō/ = woke)</p> <p><i>My mom said we have to <b>shop</b> for a new jacket.</i>  (change /o/ to /i/ = ship)</p> <p><i>My dad said I can fly my <b>kite</b> in our backyard.</i>  (change /ī/ to /a/ = cat)</p> <p><i>My friends and I like to play <b>hide</b> and seek.</i>  (change /ī/ to /i/ = hid)</p>



**Alliteration: Silly Stories.**

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story: Drake danced, darting in doubletime.**



Week 21, Day 2



**Make a Word:** Add Syllables.

Skill: Add syllables to the end of root words to create a new word. Remind students that each syllable has a vowel sound.

**Note:** The suffix /ing/ changes the meaning to an action.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>snow</i>  <b>S:</b> repeat  <b>T:</b> <i>What is the word when you add /ing/ to the end of snow?</i>  <b>S:</b> snowing</p>	<ol style="list-style-type: none"> <li>1. walk - add /ing/ (walking)</li> <li>2. rain - add /ing/ (raining)</li> <li>3. sing - add /ing/ (singing)</li> <li>4. melt - add /ing/ (melting)</li> </ol>



**Manipulating Phonemes:** Change the Sound (Medial Vowel)

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

Students must be able to identify and isolate the phoneme to be changed. Then they must replace it with the new phoneme. Finally, they must pronounce the new word.

**Remember:** Students make the substitution on their own (see below, **Show me how!**) and say the new word.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>I found a beautiful <b>rock</b> by the stream yesterday.</i>  <b>S:</b> repeat  <b>T:</b> <i>Rock is the word on the curve.</i></p>	<p><i>My friend had to stop when I yelled <b>freeze!</b></i>                      (change /ē/ to /ī/ = fries)  <i>My friends and I like to play hide and <b>seek.</b></i></p>

<p><b>T:</b> Say <i>roooooock</i>. (curve motion, stretch vowel sound and shake fist at top of curve)  <b>S:</b> repeat</p> <p><b>T:</b> Change <i>ooooo</i> to <i>aaaaa</i>.</p> <p><b>T: Show me how!</b>  <b>S:</b> (curve motion) <i>raaaaack</i> (shake fist at top of curve)  <b>S:</b> Rack is the new word on the curve!</p>	<p>(change /ē/ to /ō/ = soak)  <i>Please put the <b>jug</b> of juice in the refrigerator.</i>  (change /u/ to /o/ = jog)</p> <p><i>My sister can <b>hop</b> on one leg.</i>  (change /o/ to /i/ = hip)</p> <p><i>Every summer we go fishing in the <b>lake</b>.</i>  (change /ā/ to /oo/ = look)</p>
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**Alliteration: Silly Stories.**

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Drake danced, darting in doubletime. **Dori didn't dance doubletime.**



Week 21, Day 3



**Make a Word:** Add Syllables.

Skill: Add syllables to the end of root words to create a new word. Remind students that each syllable has a vowel sound.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>wind</i>  <b>S:</b> repeat  <b>T:</b> <i>What is the word when you add /ō/ to the end of wind?</i>  <b>S:</b> window</p>	<ol style="list-style-type: none"> <li>1. fell - add /ō/ (fellow)</li> <li>2. yell - add /ō/ (yellow)</li> <li>3. pill - add /ō/ (pillow)</li> <li>4. jell - add /ō/ (jello)</li> </ol>



**Manipulating Phonemes:** Change the Sound (Medial Vowel)

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

**Remember:** Students make the substitution on their own (see below, **Show me how!**) and say the new word.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>I can <b>dash</b> across the yard.</i>  <b>S:</b> repeat</p> <p><b>T:</b> <i>Dash is the word on the curve.</i></p> <p><b>T:</b> <i>Say daaaaash. (curve motion, stretch vowel sound and shake fist at top of curve)</i></p>	<p><i>Yesterday we <b>drove</b> to the store to get some eggs.</i>                      (change /ō/ to /ī/ = drive)</p> <p><i>Be careful not to <b>drop</b> the dishes!</i>                      (change /o/ to /i/ = drip)</p> <p><i>I think that book is <b>mine</b>.</i></p>

**S:** repeat

**T:** Change aaaaa to iiiii.

**T: Show me how!**

**S:** (curve motion) diiiish (shake fist at top of curve)

**S:** Dish is the new word on the curve!

(change /ī/ to /ā/ = main)

Will you **tell** me a story?  
(change /e/ to /oo/ = tool)

My best friend has a **pet** hamster.  
(change /e/ to /i/ = pit)



### Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

#### Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Drake danced, darting in doubletime. Dori didn't dance doubletime. Dori decided to dance dizzily with Drake. **Dance, Dori, dance!**



Week 21, Day 4



**Make a Word:** Add Syllables.

Skill: Add syllables to the end of root words to create a new word. Remind students that each syllable has a vowel sound.

**Note:** The suffix /ed/ means the past.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>melt</i>  <b>S:</b> repeat  <b>T:</b> <i>What is the word when you add /ed/ to the end of melt?</i>  <b>S:</b> melted</p>	<ol style="list-style-type: none"> <li>1. lift - add /ed/ (lifted)</li> <li>2. rent - add /ed/ (rented)</li> <li>3. twist - add /ed/ (twisted)</li> <li>4. plant - add /ed/ (planted)</li> </ol>



**Manipulating Phonemes:** Change the Sound (Medial Vowel)

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

**Remember:** Students make the substitution on their own (see below, **Show me how!**) and say the new word.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>My brother can draw a very straight <b>line</b>.</i>  <b>S:</b> repeat    <b>T:</b> <i>Line is the word on the curve.</i></p>	<p><i>My mom will <b>braid</b> my sister's hair!</i>                      (change /ā/ to /ī/ = bride)    <i>My sister can <b>float</b> on her back in the pool!</i>                      (change /ō/ to /ī/ = flight)</p>



**T:** Say *l̄TTTT̄ne*. (curve motion, stretch vowel sound and shake fist at top of curve)

**S:** repeat

**T:** Change *TTTT̄* to *āāāā*.

**T: Show me how!**

**S:** (curve motion) *lāāāān* (shake fist at top of curve)

**S:** Lane is the new word on the curve!

*The summer **heat** made me sleepy.*  
(change /ē/ to /ī/ = height)

*A little **bug** crawled up a tree.*  
(change /u/ to /a/ = bag)

*My mom will **pack** extra snacks for our trip.*  
(change /a/ to /i/ = pick)



### Alliteration: Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

### Directions:

1. Tell students to listen to the story that will be told bit by bit over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud and repeated by the students, sentence by sentence.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Drake danced, darting in doubletime. Dori didn't dance doubletime. Dori decided to dance dizzily with Drake. Dance, Dori, dance! **Demonstrate doubletime!**



Week 21, Day 5



**Make a Word:** Add Syllables.

Skill: Add syllables to the end of root words to create a new word. Remind students that each syllable has a vowel sound.

**Note:** The suffix /ing/ changes the meaning to an action.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>jump</i>  <b>S:</b> repeat  <b>T:</b> <i>What is the word when you add /ing/ to the end of jump?</i>  <b>S:</b> jumping</p>	<ol style="list-style-type: none"> <li>1. mix - add /ing/ (mixing)</li> <li>2. grab - add /ing/ (grabbing)</li> <li>3. kick - add /ing/ (kicking)</li> <li>4. fish - add /ing/ (fishing)</li> </ol>



**Manipulating Phonemes:** Change the Sound (Medial Vowel)

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

**Remember:** Students make the substitution on their own (see below, **Show me how!**) and say the new word.

Do this one first:	Repeat the procedure using these sentences:
<p><b>T:</b> <i>I heard that cute little duck say “quack.”</i>  <b>S:</b> repeat   <b>T:</b> <i>Quack is the word on the curve.</i></p>	<p><i>My cousin’s <b>flight</b> got canceled so they won’t be coming to visit.</i>                      (change /ī/ to /ō/ = float)   <i>I’m so full. I had too <b>much</b> to eat!</i>                      (change /u/ to /a/ = match)</p>

**T:** Say *quaaaaack*. (curve motion, stretch vowel sound and shake fist at top of curve)

**S:** repeat

**T:** Change *aaaaa* to *iiii*

**T: Show me how!**

**S:** (curve motion) *quiiiiick* (shake fist at top of curve)

**S:** Quick is the new word on the curve!

*My mom will pack extra snacks for our **trip**.*  
(change /i/ to /a/ = trap)

*My brother was **sad** because he dropped his ice cream.*  
(change /a/ to /e/ = said)

*My mom said I can keep the book you **gave** me.*  
(change /ā/ to /i/ = give)



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Drake danced, darting in doubletime. Dori didn't dance doubletime. Dori decided to dance dizzily with Drake. Dance, Dori, dance! Demonstrate doubletime! **Drake and Dori danced and dazzled the doubters.**



Week 22, Day 1



**Make a Word:** Add Phonemes.

Skill: Add a phoneme (sound) to the beginning of a rime to create a word.

**Directions:** Tell students to listen carefully to each rime. They will add a *beginning* sound to make a word.

1. Tell students to listen to a rime and add a phoneme (sound).
2. Students respond by saying the word aloud with all sounds.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> /ō/ <b>S:</b> repeat <b>T:</b> <i>What is the word when you add /g/ before /ō/?</i> <b>S:</b> go</p>	<ol style="list-style-type: none"><li>1. /ī/ - add /t/ (tie)</li><li>2. /ī/- add /b/ (bye)</li><li>3. /ā/ - add /d/ (day)</li><li>4. /ā/ - add /s/ (say)</li></ol>



**Manipulating Phonemes:** Change a Sound (Medial Vowel) to Make a New Word.

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

**Important Note:** Lessons in the Experiencing stage scaffolded students towards eventual phoneme substitution by isolating and changing the targeted sound through actions (shaking fist fist), and oral cues (stretching the sound).

As students enter the Knowing stage, they should be comfortable with substituting the medial vowel sound but may not be doing it automatically yet. There are two weeks of lessons in the Knowing stage for this skill. These weeks are designed to provide repeated practice aimed at developing automaticity with medial vowel phoneme substitution. Lessons for this skill no longer have the words embedded in sentences.

**Directions:** Tell students that you'll be practicing so that they become automatic at being able to change a sound to make a new word.

Do this one first:	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>hat</i>.</p> <p><b>S:</b> hat</p> <p><b>T:</b> Change /a/ to /o/.</p> <p><b>T:</b> Now what's the new word on the curve?</p> <p><b>S:</b> Hot is the new word on the curve!</p>	<p>get (change /e/ to /o/ = got)</p> <p>men (change /e/ to /a/ = man)</p> <p>paste (change /ā/ to /ō/ = post)</p> <p>pet (change /e/ to /a/ = pat)</p> <p>net (change /e/ to /ē/ = neat)</p>	<p>sick (change /i/ to /o/ = sock)</p> <p>cape (change /ā/ to /ē/ = keep)</p> <p>mean (change /ē/ to /a/ = man)</p> <p>plan (change /a/ to /ā/ = plane)</p> <p>shock (change /o/ to /a/ = shack)</p>
<p>Use the cues from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity. This skill will be assessed during the Mastering stage.</p>		



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Tammy Tamarind talked to Tan Tiger.



Week 22, Day 2



**Make a Word:** Add Phonemes.

Skill: Add a phoneme (sound) to the beginning of a rime to create a word.

**Directions:** Tell students to listen carefully to each rime. They will add a beginning sound to make a word.

1. Tell students to listen to a rime and add a phoneme (sound).
2. Students respond by saying the word aloud with all sounds.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
T: /ō/ S: repeat T: <i>What is the word when you add /m/ before /ō/?</i> S: mow	1. /ī/ - add /kr/ (cry) 2. /ī/- add /wh/ (why) 3. /ā/ - add /w/ (way) 4. /ā/ - add /p/ (pay)



**Manipulating Phonemes:** Change a Sound (Medial Vowel) to Make a New Word.

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

**Important Note:** Lessons in the Experiencing stage scaffolded students towards eventual phoneme substitution by isolating and changing the targeted sound through actions (shaking fist fist), and oral cues (stretching the sound).

As students enter the Knowing stage, they should be comfortable with substituting the medial vowel sound but may not be doing it automatically yet. There are two weeks of lessons in the Knowing stage for this skill. These weeks are designed to provide repeated practice aimed at developing automaticity with medial vowel phoneme substitution. Lessons for this skill no longer have the words embedded in sentences.

Example of the procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>hat</i>.</p> <p><b>S:</b> hat</p> <p><b>T:</b> Change /a/ to /o/.</p> <p><b>T:</b> Now <i>what's the new word on the curve?</i></p> <p><b>S:</b> Hot is the new word on the curve!</p>	<p>wish (change /i/ to /aw/ = wash)</p> <p>doll (change /o/ to /u/ = <u>dull</u>)</p> <p><u>lane</u> (change /ā/ to /ō/ = <u>loan</u>)</p> <p>rise (change /ī/ to /ā/ = raise)</p> <p>trip (change /i/ to /a/ = trap)</p>	<p>like (change /ī/ to /i/ = lick)</p> <p>neat (change /ē/ to /ō/ = note)</p> <p>hop (change /o/ to /ō/ = hope)</p> <p>rain (change /ā/ to /a/ = ran)</p> <p>climb (change /ī/ to /a/ = clam)</p>
<p>Use the cues from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity. This skill will be assessed during the Mastering stage.</p>		



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Tammy Tamarind talked to Tan Tiger. **Tan is tall and tawny.**



Week 22, Day 3



**Make a Word:** Add Phonemes.

Skill: Add a phoneme (sound) to the beginning of a rime to create a word.

Do this one first. Practice and model with the students	Repeat the procedure using these words:
<p><b>T:</b> /oo/  <b>S:</b> repeat  <b>T:</b> <i>What is the word when you add /z/ before /oo/?</i>  <b>S:</b> zoo</p>	<ol style="list-style-type: none"> <li>1. /ē/ - add /b/ (be)</li> <li>2. /ē/ - add /h/ (he)</li> <li>3. /ī/- add /p/ (pie)</li> <li>4. /ī/ - add /m/ (my)</li> </ol>



**Manipulating Phonemes:** Change a Sound (Medial Vowel) to Make a New Word.

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

Example of the procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>hat</i>.  <b>S:</b> hat    <b>T:</b> <i>Change /a/ to /o/.</i>  <b>T:</b> <i>Now what's the new word on the curve?</i>    <b>S:</b> Hot is the new word on the curve!</p>	<p><u>spice</u> (change /ī/ to /ā/ = space)  less (change /e/ to /ē/ = <u>lease</u>)  fin (change /i/ to /ō/ = phone)  trap (change /a/ to /i/ = trip)  gym (change /i/ to /e/ = gem)</p>	<p>note (change /ō/ to /o/ = not)  fill (change /i/ to /e/ = fell)  chose (change /ō/ to /ē/ = cheese)  snack (change /a/ to /ē/ = sneak)  froze (change /ō/ to /ē/ = freeze)</p>

Use the cues from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity. This skill will be assessed during the Mastering stage.





**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Tammy Tamarind talked to Tan Tiger. Tan is tall and tawny. **Tammy Tamarind is tiny and timid.**





**Make a Word:** Add Phonemes.

Skill: Add a phoneme (sound) to the beginning of a rime to create a word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> /ō/  <b>S:</b> repeat  <b>T:</b> <i>What is the word when you add /t/ before /ō/?</i>  <b>S:</b> toe</p>	<ol style="list-style-type: none"> <li>1. /ō/ - add /b/ (bow)</li> <li>2. /oo/- add /b/ (boo)</li> <li>3. /ē/ - add /tr/ (tree)</li> <li>4. /ē/ - add /s/ (see)</li> </ol>



**Manipulating Phonemes:** Change a Sound (Medial Vowel) to Make a New Word.

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

Example of the procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> <i>Say hat.</i>  <b>S:</b> hat    <b>T:</b> <i>Change /a/ to /o/.</i>  <b>T:</b> <i>Now what's the new word on the curve?</i>    <b>S:</b> Hot is the new word on the curve!</p>	<p>seed (change /ē/ to /ī/ = side)  weed (change /ē/ to /ī/ = wide)  stone (change /ō/ to /ā/ = <u>stain</u>)  run (change /u/ to /ā/ = rain)  check (change /e/ to /i/ = chick)</p>	<p>stop (change /o/ to /e/ = step)  snack (change /a/ to /ā/ = snake)  chop (change /o/ to /i/ = chip)  dive (change /ī/ to /ō/ = dove)  hid (change /i/ to /a/ = had)</p>

Use the cues from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity. This skill will be assessed during the Mastering stage.



**Alliteration:** Silly Stories.

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**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
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3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Tammy Tamarind talked to Tan Tiger. Tan is tall and tawny. Tammy Tamarind is tiny and timid.

**“Tan Tiger, so talented, tell me a tall tale.”**





**Make a Word:** Add Phonemes.

Skill: Add a phoneme (sound) to the beginning of a rime to create a word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> /ō/  <b>S:</b> repeat  <b>T:</b> <i>What is the word when you add /l/ before /ō/?</i>  <b>S:</b> low</p>	<ol style="list-style-type: none"> <li>1. /oo/ - add /y/ (you)</li> <li>2. /oo/ - add /t/ (<u>too</u>)</li> <li>3. /ā/ - add /kl/ (<u>clay</u>)</li> <li>4. /ā/ - add /r/ (<u>ray</u>)</li> </ol>



**Manipulating Phonemes:** Change a Sound (Medial Vowel) to Make a New Word.

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

Example of the procedure (for reference):	Repeat the procedure using these words:										
<p><b>T:</b> <i>Say hat.</i>  <b>S:</b> hat    <b>T:</b> <i>Change /a/ to /o/.</i>  <b>T:</b> <i>Now what's the new word on the curve?</i>    <b>S:</b> Hot is the new word on the curve!</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">lot (change /o/ to /e/ = let)</td> <td style="width: 50%; border: none;">neck (change /e/ to /o/ = knock)</td> </tr> <tr> <td style="border: none;">bake (change /ā/ to /ē/ = beak)</td> <td style="border: none;">fell (change /e/ to /ē/ = feel)</td> </tr> <tr> <td style="border: none;">bite (change /ī/ to /ā/ = bait)</td> <td style="border: none;">Sam (change /a/ to /u/ = some)</td> </tr> <tr> <td style="border: none;">hope (change /ō/ to /o/ = hop)</td> <td style="border: none;">snack (change /a/ to /ē/ = sneak)</td> </tr> <tr> <td style="border: none;">quick (change /i/ to /a/ = quack)</td> <td style="border: none;">rap (change /a/ to /ō/ = rope)</td> </tr> </table>	lot (change /o/ to /e/ = let)	neck (change /e/ to /o/ = knock)	bake (change /ā/ to /ē/ = beak)	fell (change /e/ to /ē/ = feel)	bite (change /ī/ to /ā/ = bait)	Sam (change /a/ to /u/ = some)	hope (change /ō/ to /o/ = hop)	snack (change /a/ to /ē/ = sneak)	quick (change /i/ to /a/ = quack)	rap (change /a/ to /ō/ = rope)
lot (change /o/ to /e/ = let)	neck (change /e/ to /o/ = knock)										
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Use the cues from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity. This skill will be assessed during the Mastering stage.



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Tammy Tamarind talked to Tan Tiger. Tan is tall and tawny. Tammy Tamarind is tiny and timid. "Tan Tiger, so talented, tell me a tall tale." **Tan Tiger told Tammy a terrific tale about Tasty Tots.**



Week 23, Day 1



**Make a Word:** Add Phonemes.

Skill: Add a phoneme (sound) to the beginning of a rime to create a word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> /oat/  <b>S:</b> repeat  <b>T:</b> <i>What is the word when you add /k/ before /oat/?</i>  <b>S:</b> coat</p>	<ol style="list-style-type: none"> <li>1. /ite/ - add /k/ (kite)</li> <li>2. /ift/ - add /g/ (gift)</li> <li>3. /erm/ - add /j/ (germ)</li> <li>4. /ud/ - add /m/ (mud)</li> </ol>



**Manipulating Phonemes:** Change a Sound (Medial Vowel) to Make a New Word.

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

Example of the procedure (for reference):	Repeat the procedure using these words:		
<p><b>T:</b> Say <i>hat</i>.  <b>S:</b> hat    <b>T:</b> <i>Change /a/ to /o/.</i>  <b>T:</b> <i>Now what's the new word on the curve?</i>    <b>S:</b> Hot is the new word on the curve!</p>	<table style="width: 100%; border: none;"> <tr> <td style="border: none; vertical-align: top;"> <p><u>w</u>reck (change /e/ to /o/ = rock)  leg (change /e/ to /a/ = <u>l</u>ag)  love (change /u/ to /ē/ = leave)  shin (change /i/ to /ī/ = shine)  spit (change /i/ to /o/ = spot)</p> </td> <td style="border: none; vertical-align: top;"> <p>six (change /i/ to /o/ = socks)  lock (change /o/ to /i/ = lick)  him (change /i/ to /a/ = ham)  red (change /e/ to /i/ = rid)  <u>s</u>ap (change /a/ to /ō/ = soap)</p> </td> </tr> </table>	<p><u>w</u>reck (change /e/ to /o/ = rock)  leg (change /e/ to /a/ = <u>l</u>ag)  love (change /u/ to /ē/ = leave)  shin (change /i/ to /ī/ = shine)  spit (change /i/ to /o/ = spot)</p>	<p>six (change /i/ to /o/ = socks)  lock (change /o/ to /i/ = lick)  him (change /i/ to /a/ = ham)  red (change /e/ to /i/ = rid)  <u>s</u>ap (change /a/ to /ō/ = soap)</p>
<p><u>w</u>reck (change /e/ to /o/ = rock)  leg (change /e/ to /a/ = <u>l</u>ag)  love (change /u/ to /ē/ = leave)  shin (change /i/ to /ī/ = shine)  spit (change /i/ to /o/ = spot)</p>	<p>six (change /i/ to /o/ = socks)  lock (change /o/ to /i/ = lick)  him (change /i/ to /a/ = ham)  red (change /e/ to /i/ = rid)  <u>s</u>ap (change /a/ to /ō/ = soap)</p>		



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Isabel was an intense iguana.



Week 23, Day 2



**Make a Word:** Add Phonemes.

Skill: Add a phoneme (sound) to the beginning of a rime to create a word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> /ing/  <b>S:</b> repeat  <b>T:</b> <i>What is the word when you add /k/ before /ing/?</i>  <b>S:</b> king</p>	<ol style="list-style-type: none"> <li>1. /eat/ - add /s/ (seat)</li> <li>2. /unk/ - add /j/ (<u>j</u>unk)</li> <li>3. /ut/ - add /n/ (nut)</li> <li>4. /iks/ - add /f/ (fix)</li> </ol>



**Manipulating Phonemes:** Change a Sound (Medial Vowel) to Make a New Word.

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

Example of the procedure (for reference):	Repeat the procedure using these words:										
<p><b>T:</b> Say <i>hat</i>.  <b>S:</b> hat    <b>T:</b> <i>Change /a/ to /o/.</i>  <b>T:</b> <i>Now what's the new word on the curve?</i>    <b>S:</b> Hot is the new word on the curve!</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">win (change /i/ to /u/ = won)</td> <td style="width: 50%; border: none;">past (change /a/ to /ā/ = paste)</td> </tr> <tr> <td style="border: none;">sweat (change /e/ to /ē/ = sweet)</td> <td style="border: none;">not (change /o/ to /e/ = net)</td> </tr> <tr> <td style="border: none;">huff (change /u/ to /a/ = half)</td> <td style="border: none;">laugh (change /a/ to /ō/ = loaf)</td> </tr> <tr> <td style="border: none;">ring (change /i/ to /aw/ = wrong)</td> <td style="border: none;">let (change /e/ to /ā/ = late)</td> </tr> <tr> <td style="border: none;">room (change /oo/ to /ī/ = rhyme)</td> <td style="border: none;">woke (change /ō/ to /ā/ = wake)</td> </tr> </table>	win (change /i/ to /u/ = won)	past (change /a/ to /ā/ = paste)	sweat (change /e/ to /ē/ = sweet)	not (change /o/ to /e/ = net)	huff (change /u/ to /a/ = half)	laugh (change /a/ to /ō/ = loaf)	ring (change /i/ to /aw/ = wrong)	let (change /e/ to /ā/ = late)	room (change /oo/ to /ī/ = rhyme)	woke (change /ō/ to /ā/ = wake)
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**Alliteration: Silly Stories.**

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Isabel was an intense iguana. **Insects irritated intense Isabel.**



Week 23, Day 3



**Make a Word:** Add Phonemes.

Skill: Add a phoneme (sound) to the beginning of a rime to create a word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> /ed/  <b>S:</b> repeat  <b>T:</b> <i>What is the word when you add /b/ before /ed/?</i>  <b>S:</b> bed</p>	<ol style="list-style-type: none"> <li>1. /ug/ - add /r/ (rug)</li> <li>2. /ook/ - add /l/ (look)</li> <li>3. /eat/ - add /n/ (neat)</li> <li>4. /oat/ - add /n/ (note)</li> </ol>



**Manipulating Phonemes:** Change a Sound (Medial Vowel) to Make a New Word.

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

Example of the procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>hat</i>.  <b>S:</b> hat    <b>T:</b> <i>Change /a/ to /o/.</i>  <b>T:</b> <i>Now what's the new word on the curve?</i>    <b>S:</b> Hot is the new word on the curve!</p>	<p>same (change /ā/ to /ē/ = seem)                      him (change /i/ to /ō/ = home)                      lot (change /o/ to /e/ = let)                      leaf (change /ē/ to /ō/ = loaf)                      nine (change /ī/ to /ō/ = known)</p>	<p>sack (change /a/ to /ō/ = soak)                      rock (change /o/ to /ā/ = rake)                      get (change /e/ to /ā/ = gate)                      rug (change /u/ to /i/ = rig)                      pan (change /a/ to /i/ = pin)</p>



**Alliteration: Silly Stories.**

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**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Isabel was an intense iguana. Insects irritated intense Isabel. "**Insects are icky,**" **indicated** Isabel.





**Make a Word:** Add Phonemes.

Skill: Add a phoneme (sound) to the beginning of a rime to create a word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> /ok/  <b>S:</b> repeat  <b>T:</b> <i>What is the word when you add /l/ before /ok/?</i>  <b>S:</b> lock</p>	<ol style="list-style-type: none"> <li>1. /each/ - add /p/ (peach)</li> <li>2. /at/ - add /s/ (sat)</li> <li>3. /and/ - add /h/ (hand)</li> <li>4. /ump/ - add /d/ (dump)</li> </ol>



**Manipulating Phonemes:** Change a Sound (Medial Vowel) to Make a New Word.

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

Example of the procedure (for reference):	Repeat the procedure using these words:		
<p><b>T:</b> Say <i>hat</i>.  <b>S:</b> hat  <b>T:</b> <i>Change /a/ to /o/.</i>  <b>T:</b> <i>Now what's the new word on the curve?</i>  <b>S:</b> Hot is the new word on the curve!</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">                     mean (change /ē/ to /ō/ = <u>moan</u>)  <u>hut</u> (change /u/ to /i/ = hit)                      nod (change /o/ to /ē/ = need)                      wet (change /e/ to /u/ = what)                      stem (change /e/ to /ē/ = steam)                 </td> <td style="width: 50%; border: none;">                     rope (change /ō/ to /a/ = rap)                      head (change /e/ to /ī/ = hide)                      ride (change /ī/ to /ō/ = rode)                      zip (change /i/ to /a/ = zap)                      tip (change /i/ to /o/ = top)                 </td> </tr> </table>	mean (change /ē/ to /ō/ = <u>moan</u> ) <u>hut</u> (change /u/ to /i/ = hit) nod (change /o/ to /ē/ = need) wet (change /e/ to /u/ = what) stem (change /e/ to /ē/ = steam)	rope (change /ō/ to /a/ = rap) head (change /e/ to /ī/ = hide) ride (change /ī/ to /ō/ = rode) zip (change /i/ to /a/ = zap) tip (change /i/ to /o/ = top)
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**Alliteration: Silly Stories.**

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Isabel was an intense iguana. Insects irritated intense Isabel. "Insects are icky," indicated Isabel. "**Insects are endearing, not icky,**" said Idris.





**Make a Word:** Add Phonemes.

Skill: Add a phoneme (sound) to the beginning of a rime to create a word.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> /aim/  <b>S:</b> repeat  <b>T:</b> <i>What is the word when you add /g/ before /aim/?</i>  <b>S:</b> game</p>	<ol style="list-style-type: none"> <li>1. /at/ - add /b/ (bat)</li> <li>2. /ouch/ - add /p/ (<u>p</u>ouch)</li> <li>3. /eat/ - add /f/ (fe<u>t</u>)</li> <li>4. /all/ - add /w/ (wa<u>l</u>)</li> </ol>



**Manipulating Phonemes:** Change a Sound (Medial Vowel) to Make a New Word.

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

Example of the procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>hat</i>.  <b>S:</b> hat    <b>T:</b> <i>Change /a/ to /o/.</i>  <b>T:</b> <i>Now what's the new word on the curve?</i>    <b>S:</b> Hot is the new word on the curve!</p>	<p><u>ledge</u> (change /e/ to /o/ = <u>lodge</u>)  sing (change /i/ to /a/ = sang)  fix (change /i/ to /a/ = <u>fax</u>)  soon (change /oo/ to /ē/ = seen)  <u>lame</u> (change /ā/ to /ī/ = lime)</p>	<p><u>soot</u> (change /oo/ to /a/ = sat)  rip (change /i/ to /ī/ = ripe)  nose (change /ō/ to /ē/ = knees)  let (change /e/ to /o/ = lot)  <u>hem</u> (change /e/ to /u/ = hum)</p>



**Alliteration: Silly Stories.**

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Isabel was an intense iguana. Insects irritated intense Isabel. "Insects are icky," indicated Isabel. "Insects are endearing, not icky," said Idris. **Isabel the Intense Iguana is now into insects.**



**Week 24, Day 1**



**Make a Word: Mix it Up!**

Skill: Add a phoneme (sound) to the beginning of a rime to create a word. Add syllables to the end of root words to create a new word.

This is a week of Mix it Up! activities. You will continue to lead students through quick exercises that contain a review of the skills they worked on in weeks 20 - 23.

**Directions:** Tell students to listen carefully to each word or word part. They will add a syllable or phoneme (sound) to the beginning or ending of the word or word part.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>ed</i> <b>S:</b> repeat <b>T:</b> <i>What is the word when you add /sh/ before /ed/?</i> <b>S:</b> shed</p>	<ol style="list-style-type: none"><li>1. /monk/ - add /ē/ to the end. (monkey)</li><li>2. /grate/ - add /ful/ to the end. (<u>grateful</u>)</li><li>3. /ing/ - add /th/ before /ing/. (thing)</li><li>4. /ooze/ - add /ch/ before /ooze/. (choose)</li></ol>



**Manipulating Phonemes:** Change a Sound (Medial Vowel) to Make a New Word.

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

**Important Note:** By the Mastering stage, most students should be substituting the medial vowel sound in a one-syllable word automatically (in less than 2 seconds). The Whip Around assessment should be administered individually to students by the end of the week.



Example of the procedure (for reference):	Repeat the procedure using these words:
<p><b>T:</b> Say <i>hat</i>.</p> <p><b>S:</b> hat</p> <p><b>T:</b> Now say <i>hat</i> but change /a/ to /o/.</p> <p><b>S:</b> hot</p>	<p>sneak (change /ē/ to /ā/ = snake)    hop (change /o/ to /ō/ = hope)</p> <p>lawn (change /aw/ to /ā/ = lane)    coach (change /ō/ to /a/ = catch)</p> <p>kick (change /i/ to /ā/ = cake)    name (change /ā/ to /u/ = <u>numb</u>)</p> <p>rain (change /ā/ to /a/ = ran)    race (change /ā/ to /ī/ = rice)</p> <p>ring (change /i/ to /u/ = rung)    tone (change /ō/ to /a/ = tan)</p>



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Penguins playfully push and pull.



**Week 24, Day 2**



**Make a Word: Mix it Up!**

Skill: Add a phoneme (sound) to the beginning of a rime to create a word. Add syllables to the end of root words to create a new word.

This is a week of Mix it Up! activities. You will continue to lead students through quick exercises that contain a review of the skills they worked on in weeks 20 - 23.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> fly  <b>S:</b> repeat  <b>T:</b> What is the word when you add /ing/ to the end of /fly/?  <b>S:</b> flying</p>	<ol style="list-style-type: none"> <li>1. /ash/ - add /d/ before /ash/. (<u>dash</u>)</li> <li>2. /ish/ - add /w/ before /ish/. (wish)</li> <li>3. /hand/ - add /ful/ to the end. (<u>handful</u>)</li> <li>4. /sleep/ - add /ē/ to the end. (sleepy)</li> </ol>



**Manipulating Phonemes: Change a Sound (Medial Vowel) to Make a New Word.**

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

**Important Note:** The Whip Around assessment should be administered individually to students by the end of the week.

Example of the procedure (for reference):	Repeat the procedure using these words:		
<p><b>T:</b> Say <i>hat</i>.  <b>S:</b> hat  <b>T:</b> Now say <i>hat</i> but change /a/ to /o/.  <b>S:</b> hot</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">                     some (change /u/ to /ā/ = same)                      when (change /e/ to /i/ = win)                      toad (change /ō/ to /ī/ = tied)                      knit (change /i/ to /o/ = knot)                      tone (change /ō/ to /a/ = tan)                 </td> <td style="width: 50%; border: none;">                     leak (change /ē/ to /ā/ = lake)                      goes (change /ō/ to /ī/ = guys)                      rid (change /i/ to /e/ = red)                      heat (change /ē/ to /a/ = hat)                      sick (change /i/ to /a/ = sack)                 </td> </tr> </table>	some (change /u/ to /ā/ = same) when (change /e/ to /i/ = win) toad (change /ō/ to /ī/ = tied) knit (change /i/ to /o/ = knot) tone (change /ō/ to /a/ = tan)	leak (change /ē/ to /ā/ = lake) goes (change /ō/ to /ī/ = guys) rid (change /i/ to /e/ = red) heat (change /ē/ to /a/ = hat) sick (change /i/ to /a/ = sack)
some (change /u/ to /ā/ = same) when (change /e/ to /i/ = win) toad (change /ō/ to /ī/ = tied) knit (change /i/ to /o/ = knot) tone (change /ō/ to /a/ = tan)	leak (change /ē/ to /ā/ = lake) goes (change /ō/ to /ī/ = guys) rid (change /i/ to /e/ = red) heat (change /ē/ to /a/ = hat) sick (change /i/ to /a/ = sack)		



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Penguins playfully push and pull. **Pouncing puffins pop upon the playful penguins.**



**Week 24, Day 3**



**Make a Word: Mix it Up!**

Skill: Add a phoneme (sound) to the beginning of a rime to create a word. Add syllables to the end of root words to create a new word.

This is a week of Mix it Up! activities. You will continue to lead students through quick exercises that contain a review of the skills they worked on in weeks 20 - 23.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>ink</i>  <b>S:</b> repeat  <b>T:</b> <i>What is the word when you add /th/ before /ink/?</i>  <b>S:</b> think</p>	<ol style="list-style-type: none"> <li>1. /est/ - add /ch/ before /est/. (chest)</li> <li>2. /um/ - add /th/ before /um/. (thumb)</li> <li>3. /bright/ - add /est/ to the end. (<u>brightest</u>)</li> <li>4. /filth/ - add /ē/ to the end. (<u>filthy</u>)</li> </ol>



**Manipulating Phonemes: Change a Sound (Medial Vowel) to Make a New Word.**

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

**Important Note:** The Whip Around assessment should be administered individually to students by the end of the week.

Example of the procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> <i>Say hat.</i>  <b>S:</b> hat    <b>T:</b> <i>Now say hat but change /a/ to /o/.</i>  <b>S:</b> hot</p>	<p>spin (change /i/ to /ī/ = <u>spine</u>)                      woke (change /ō/ to /ē/ = week)                      made (change /ā/ to /a/ = mad)                      moose (change /oo/ to /ī/ = mice)                      when (change /e/ to /u/ = won)</p>	<p>tool (change /oo/ to /ī/ = <u>tile</u>)                      spoke (change /ō/ to /ē/ = speak)                      sick (change /i/ to /o/ = sock)                      name (change /ā/ to /u/ = numb)                      lawn (change /aw/ to /ā/ = lane)</p>



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Penguins playfully push and pull. Pouncing puffins pop upon the playful penguins. **Playful penguins pouted.**



**Week 24, Day 4**



**Make a Word: Mix it Up!**

Skill: Add a phoneme (sound) to the beginning of a rime to create a word. Add syllables to the end of root words to create a new word.

This is a week of Mix it Up! activities. You will continue to lead students through quick exercises that contain a review of the skills they worked on in weeks 20 - 23.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p><b>T:</b> <i>ouch</i>  <b>S:</b> repeat  <b>T:</b> <i>What is the word when you add /k/ before /ouch/?</i>  <b>S:</b> couch</p>	<ol style="list-style-type: none"> <li>1. /itch/ - add /d/ before /itch/. (<u>d</u>itch)</li> <li>2. /ish/ - add /d/ before /ish/. (d<u>i</u>sh)</li> <li>3. /<u>b</u>liss/ - add /ful/ to the end. (<u>b</u>lissful)</li> <li>4. /sleep/ - add /ē/ to the end. (slee<u>p</u>y)</li> </ol>



**Manipulating Phonemes: Change a Sound (Medial Vowel) to Make a New Word.**

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

**Important Note:** The Whip Around assessment should be administered individually to students by the end of the week.

Example of the procedure (for reference):	Repeat the procedure using these words:	
<p><b>T:</b> Say <i>hat</i>.  <b>S:</b> hat  <b>T:</b> Now say <i>hat</i> but change /a/ to /o/.  <b>S:</b> hot</p>	<p>tap (change /a/ to /ā/ = tape)  ride (change /ī/ to /ē/ = read)  peek (change /ē/ to /ō/ = poke)  stem (change /e/ to /ē/ = steam)  <u>wreck</u> (change /e/ to /a/ = rack)</p>	<p><u>soot</u> (change /oo/ to /i/ = sit)  sad (change /a/ to /ī/ = side)  <u>tame</u> (change /ā/ to /ī/ = time)  late (change /ā/ to /ī/ = light)  hide (change /ī/ to /i/ = hid)</p>



**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Add a new sentence each day.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Penguins playfully push and pull. Pouncing puffins pop upon the playful penguins. Playful penguins pouted. **Puffy pouncing puffins, please pop popcorn, not penguins!**



**Week 24, Day 5**



**Make a Word: Mix it Up!**

Skill: Add a phoneme (sound) to the beginning of a rime to create a word. Add syllables to the end of root words to create a new word.

This is a week of Mix it Up! activities. You will continue to lead students through quick exercises that contain a review of the skills they worked on in weeks 20 - 23.

Do this one first. Practice and model with the students:	Repeat the procedure using these words:
<p>T: <i>loss</i>                      S: repeat                      T: <i>What is the word when you add /g/ before /loss/?</i>                      S: <u>gloss</u></p>	<ol style="list-style-type: none"> <li>1. /lump/ - add /ē/ to the end. (<u>lumpy</u>)</li> <li>2. /lane/ - add /p/ before /lane/. (<u>plane</u>)</li> <li>3. /limp/ - add /b/ before /limp/. (<u>blimp</u>)</li> <li>4. /power/ - add /ful/ to the end. (<u>powerful</u>)</li> </ol>



**Manipulating Phonemes: Change a Sound (Medial Vowel) to Make a New Word.**

Skill: Substitute the medial vowel in a one-syllable word. Ex: *Hat* to *hot*, *weed* to *wide*.

**Important Note:** The Whip Around assessment should be administered individually to students by the end of the week.

Example of the procedure (for reference):	Repeat the procedure using these words:	
<p>T: <i>Say hat.</i>                      S: hat                      T: <i>Now say hat but change /a/ to /o/.</i>                      S: hot</p>	<p>sit (change /i/ to /a/ = sat)                      plan (change /a/ to /ā/ = plain)                      ranch (change /a/ to /e/ = wrench)                      band (change /a/ to /e/ = bend)                      crush (change /u/ to /a/ = crash)</p>	<p>coach (change /ō/ to /a/ = catch)                      slip (change /i/ to /a/ = slap)                      sand (change /a/ to /e/ = send)  <u>mast</u> (change /a/ to /i/ = <u>mist</u>)                      spill (change /i/ to /e/ = spell)</p>





**Alliteration:** Silly Stories.

Support students' ability to recognize the repeated initial sound in multiple words within a story while playing with words and sounds for fun.

**Directions:**

1. Tell students to listen to the story that will be told bit by bit over the week. Add a new sentence each day.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Have students say what the repeated initial sound is and repeat it rhythmically (as many times as you'd like).

**Story:** Penguins playfully push and pull. Pouncing puffins pop upon the playful penguins. Playful penguins pouted. Puffy pouncing puffins, please pop popcorn, not penguins! **The pouncing puffins provided popcorn to the playful penguins.**

