

Grades K-2

Sampler

# The Superkids

## Phonemic Awareness

### Daily Lessons and Intervention



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Phonemic Awareness

Daily Lessons and Intervention

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A Highlights Company



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# Welcome to Your K–2 Sampler

The *Superkids Phonemic Awareness* curriculum provides daily lessons and intervention for phonological and phonemic awareness skills.

This comprehensive sampler combines pages extracted from each grade level Teacher’s Guide and includes the following types of samples:

- Lessons for whole-group instruction (two full units per grade)
- Assessment materials
- Intervention activities completed in small groups



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# Introduction to *The Superkids* Phonemic Awareness Curriculum

*The Superkids Phonemic Awareness* curriculum provides 180 daily lessons for building the phonological and phonemic awareness skills students need to become successful readers. Lessons are fun and playful, take 10–12 minutes, follow consistent routines, and complement any literacy curriculum.

For more intensive instruction and practice with small groups or individual students, the curriculum includes intervention activities for all grade-level skills *and* precursor skills. Progress monitoring and periodic assessment help teachers identify which students need this extra support.

## Foundational

Phonemic proficiency is critical for literacy development. Students hone their sensitivity to the sound structure of language, which prepares them to make connections between spoken and written language.

## Explicit and Systematic

Using a gradual release of responsibility model, instruction builds from simple to complex and moves from large chunks, such as sentences and words, to phonemes.

## Engaging

Instruction is designed to spark curiosity and encourage experimentation with language. Playful hand motions and simple manipulatives support short, completely oral lessons.



# Components

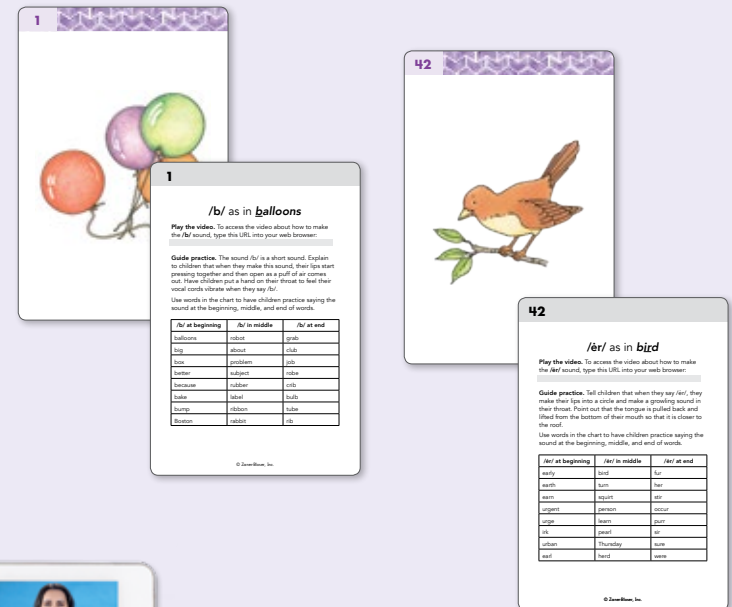
**Teacher's Guide** Each Teacher's Guide provides the instruction to teach phonological awareness, phonemic awareness, and other foundational language skills for the grade level.

- 180 daily lessons
- Assessment resources
- Intervention activities and reproducible masters
- English Learner support resources



**Phoneme Articulation Cards** The set of 46 cards is used to teach students to listen for and correctly produce the 44 phonemes of the English language and two blends.

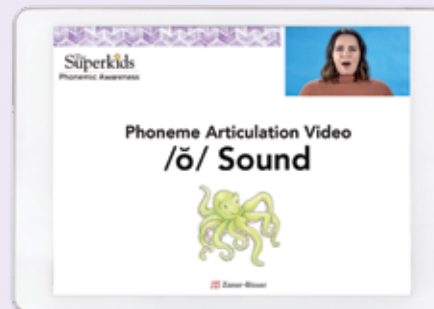
- Illustration represents the featured sound
- Access to Phoneme Articulation Video
- List of words to practice saying the sound in initial, final, and medial position



## Online Access to Phoneme Articulation and Hand Motion Videos

Phoneme Articulation Videos demonstrate and explain to students how to correctly use the tongue, lips, teeth, vocal box, and breath to form sounds.

Hand Motion Videos are for teachers. Models in the videos demonstrate how to create the hand motions described throughout the Teacher's Guide.



# Curriculum Overview

The *Superkids Phonemic Awareness lessons* are meant to be taught whole-class to provide 180 days of phonological and phonemic awareness practice for all students. Each daily lesson contains 2–3 activities that generally progress in difficulty. The lessons include English Learner Support, Teaching Tips, Connect to Phonics features that reinforce the connection between sounds and letters, and Progress Monitoring opportunities to informally assess students throughout the year.

Activities in the lessons may also be used as informal **assessments** to monitor students' progress. Each grade-level Teacher's Guide also includes five formal assessments: three longer assessments for use at the beginning, middle, and end of year, as well as two shorter assessments to use in the middle of each semester. These formal assessments,

coupled with regular progress monitoring, help ensure a firm understanding of how students are progressing.

Each Teacher's Guide includes small-group **intervention** activities for students who need additional instruction or practice with skills taught in the whole-class lessons. The Diagnose and Intervene chart provided guides teachers to appropriate activities to use with students who are struggling with specific skills.

To help teachers support **English Learners**, *The Superkids Phonemic Awareness* curriculum provides tips throughout the lessons as well as guidance on instructional best practices and difficult phonemes for students whose first language is Spanish, Mandarin, Tagalog, Vietnamese, Korean, French, German, Hindi, or Arabic.

## Teaching Skill Lessons

Daily lessons cover 2–3 skills including Pre-Phoneme, Basic Phoneme, and Advanced Phoneme Skills. Skills are introduced explicitly and systematically, starting with basic skills in kindergarten such as listening for environmental sounds. Skills become progressively more difficult in each grade level and among grades. (See page 10 for an overview of skills.)

The instruction for all skills follows an “I Do/We Do/You Do” gradual release of responsibility model. Once skills have been practiced a number of times, the routine is shortened.

The kinesthetic scaffolds and lesson features on the following page appear throughout the lessons.

**Lesson 2**

**Teaching Tip**  
Identifying environmental sounds involves active listening, a fundamental skill for success in school and beyond. Listening to environmental sounds also helps students train their ears to listen attentively so that they'll soon be able to move on to listening to more discrete and specific sounds.

**1. Listening Environmental Sounds**

**Materials:** a hard-cover book, piece of paper, stapler, and pencil sharpener

Say to children: "Sounds are all around us, like the squeak of wet shoes or the knock on a door. By listening carefully for sounds, we will learn how to listen for the sounds in the words we say. Today we're going to practice listening carefully to sounds in our classroom."

**I Do**

- "My turn first. I will turn the pages of this book and listen for a sound. [Flip pages in a book.]
- I had to listen carefully to hear the soft sound. I heard the sound of turning pages.
- Now, listen as I close the book. [Close book loudly.]
- That sound was easy to hear. I heard the sound of the book closing.

- Listen as I close it again. [Open the book and close it less forcefully.]
- I still heard a book closing, but the sound was softer."

**We Do**

- "Let's try listening together. I have a piece of paper. [Shake the paper back and forth.]
- Raise your hand if you heard the sound of the paper moving. [Wait for children to listen and raise their hands. Then, tear part of the paper.]
- Did you hear the sound of the paper ripping? (Yes)
- Listen to the paper now. [Crumple the paper.]
- What sound did you hear? (paper crumpling)
- Yes, we heard the sound of the paper crumpling."

**You Do**

- "Now it's your turn. Close your eyes while you listen to the sounds. This will help you listen very carefully.
- Listen to this sound. [Staple paper together.] What did you hear? (a stapler)
- Yes, it was a stapler. Keep your eyes closed and listen for another sound. [Sharpen a pencil.]
- What did you hear? (a pencil sharpener)
- Yes, I sharpened a pencil. Listen carefully with your eyes closed again. [Close the door.]
- Now what did you hear? (a door closing)
- Open your eyes. You're right. I did close the door."

4 UNIT 1 • LESSON 2

**Hand Motions** Hand motions are introduced at point of use in the lessons as scaffolds for students when they learn new skills. After students have practiced the skills a number of times, the motions are taken away. Video models of hand motions are provided.


**Manipulatives** Directions for using Elkonin Boxes, Star Cards, and Star Markers are provided to kinesthetically reinforce the auditory lessons. Blackline masters for these manipulatives are in the Teacher's Guides.

**English Learner Support** These tips at point of use target phonemes that can be difficult for students to produce, build students' background knowledge, or connect to students' first language.

**Connect to Phonics** This feature allows students to connect the sound they are hearing to its spelling by writing a letter-sound correspondence in the air or writing a word on paper.


**Teaching Tips** These tips provide useful information about why certain activities are important for students' skill development, when to eliminate or bring back scaffolding, and how to intervene.

**Progress Monitoring** Informal assessment opportunities help teachers identify students in need of specific intervention.





**Hand Motions**

Hold your left hand up in a fist (palm facing out) as you say the whole word. When you break the word into sounds, hold up your thumb for the first sound and your other fingers in sequence for each of the next sounds. Fold your thumb into your palm to illustrate taking away the first sound. Re-form your fist when you say the new word. Have children watch your hand motions without doing them with you.



**Manipulatives**

Display Elkonin Boxes Master 2 or draw four boxes on the board as shown below. Mark each box going from left to right as children say each sound in a word. To review the sounds, point to each box in order and ask children to say the sound. Quickly slide a finger under the boxes from left to right as children say the whole word again at the end.



**English Learner Support**

English Learners might have difficulty repeating sentences with unfamiliar vocabulary. Support them by explaining vocabulary words and sentence meanings before the start of the lesson. This will make it easier for students to focus on the sounds of each word they need to repeat.

**Connect to Phonics**

Have children sing the alphabet song. Using alphabet cards or chart, point to each letter as children say it in the song. Then point to *c*, *g*, and *o* again and ask what sound each letter stands for.

**Teaching Tip**

Having children listen to and recite nursery rhymes is a fun way to build language awareness. The activity provides children with more practice listening for individual words in sentences. It also helps attune their ears to hearing rhyme, or the same ending sounds in words.

**Progress Monitoring**

Teach the lesson in small groups so you can informally assess each child's skills. See the chart on the Intervention tab for activities you can use later to address difficulties children might be having.

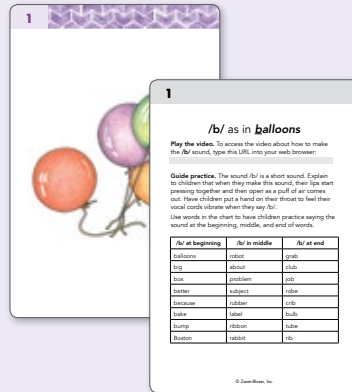
## Using Phoneme Articulation Cards and Videos

The Phoneme Articulation Cards and Videos are used to introduce new phonemes during the skill lessons. They are also helpful to use during small-group intervention activities.

### Phoneme Articulation Cards

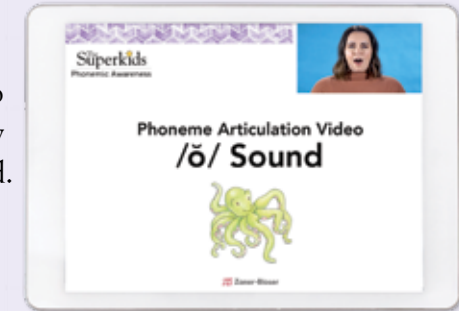
On the front of each card is an object or person that depicts the sound represented. The back of the card has the following information:

- The sound and the object or person pictured on the card (/b/ as in *balloon*)
- A reference to the accompanying Phoneme Articulation Video with the URL to access
- A description of how to make the sound
- A list of words with the sound at the beginning, middle, or end of words for students to listen to and repeat to hear the sound



### Phoneme Articulation Videos

A Phoneme Articulation Video accompanies each card to show how each phoneme is produced. Each video can be accessed by visiting one shared URL and choosing the sound you would like to review.



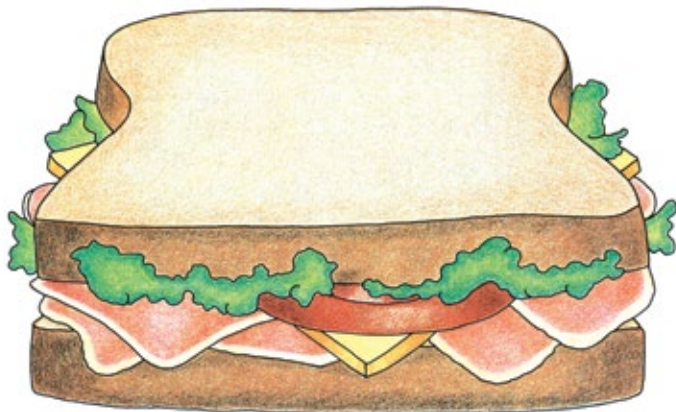
The videos were created to show students how to correctly form sounds. The models in the videos explain how to correctly position the tongue, lips, teeth, vocal box, and breath to form the sound correctly.

Visit [go.zaner-bloser.com/PAV-sample](https://www.zaner-bloser.com/PAV-sample) to preview a sample video.

Note that each phoneme is indicated on the cards by the letter(s) enclosed in slashes, as in /b/. This denotes the *sound* that is produced, not the letter of the alphabet. There are 46 cards: one for each of 44 phonemes in the English language and two blends, the sounds for *q* and *x*. (The blends are included to help kindergartners associate sounds to these spellings.)

See a larger rendering of the front and back of a sample card on page 9.

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Actual size: 6" x 9"

14

## /s/ as in sandwich

**Play the video.** To access the video about how to make the /s/ sound, type this URL into your web browser:

**Guide practice.** This is a small sound. It is a hisser. Tell children that when they say /s/, the tip of their tongue does not touch their teeth and they are pushing air through partly closed teeth. Point out that the sides of their tongue are touching their teeth and that their teeth are slightly apart.

Use words in the chart to have children practice saying the sound at the beginning, middle, and end of words.

/s/ at beginning	/s/ in middle	/s/ at end
sandwich	messy	bus
sentence	castle	mouse
city	popsicle	grass
seven	dinosaur	place
cereal	princess	octopus
soap	bicycle	nice
Saturday	baseball	chips
Seattle	sister	Texas

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# Grades K–2 Skills Overview

The phonological and phonemic awareness activities in *The Superkids Phonemic Awareness* curriculum are quick in nature and follow a sequence that progresses from larger to smaller units of sound. At the beginning of kindergarten, students start with language readiness skills such as

identifying environmental sounds or breaking sentences into words. By the end of second grade, students can manipulate phonemes by substituting or deleting phonemes in initial or final blends within a word.

	Skill Type	Skill	Grade K	Grade 1	Grade 2
PRE-PHONEME SKILLS	Sound & Language	Identifying Environmental Sounds	Unit 1		
		Recognizing Same or Different Sounds	Unit 1		
		Breaking Sentences Into Words	Unit 1		
		Identifying Beginning, Middle, End	Unit 1	Intervention	Intervention
		Learning the Alphabet	Unit 1		
		Reciting a Nursery Rhyme	Unit 2		
	Compound Words & Syllables	Blending to Make Compound Words	Unit 2		
		Segmenting Compound Words	Unit 2	Intervention	Intervention
		Identifying Same Word in Compound Words	Unit 3	Intervention	Intervention
		Recognizing and Counting Syllables	Unit 3	Intervention	Intervention
		Blending Syllables	Unit 3	Intervention	Intervention
		Segmenting Syllables	Unit 3	Intervention	Intervention
		Deleting Initial Syllables	Unit 4	Intervention	Intervention
		Deleting Final Syllables	Unit 5	Intervention	Intervention
		Adding Final Syllables	Unit 6	Intervention	Intervention
	Onset & Rime	Blending Onset and Rime	Unit 5	Intervention	Intervention
		Segmenting Onset and Rime	Unit 5	Intervention	Intervention
		Recognizing Same Rime in Rhyming Words	Unit 6	Intervention	Intervention

Following a scope and sequence that allows students first to practice listening skills and understand concepts such as directionality or beginning, middle, and end before moving on to more sophisticated skills helps students to “train their ears”

with larger units of sound. Note that skills not covered in grades 1 or 2 in the regular lessons may be covered in the Intervention section. The chart on these pages show where to find the first introduction of a skill in a grade level.

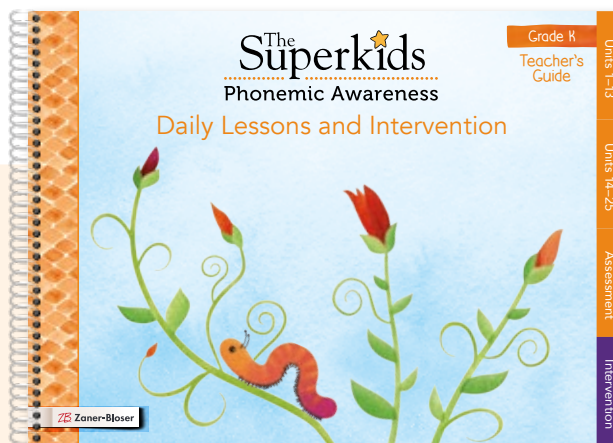
PHONEME SKILLS	Skill Type	Skill	Grade K	Grade 1	Grade 2
	Basic Level		Articulating Phonemes	Unit 1	Review Unit
		Recognizing Alliteration	Unit 7		
		Isolating Initial Phonemes	Unit 7	Review Unit	Warm-Up Unit
		Isolating Final Phonemes	Unit 8	Review Unit	Warm-Up Unit
		Isolating Medial Phonemes	Unit 9	Review Unit	Warm-Up Unit
		Identifying Same Initial Phonemes	Unit 7	Unit 4	Warm-Up Unit
		Identifying Same Final Phonemes	Unit 8	Unit 5	Warm-Up Unit
		Identifying Same Medial Phonemes		Unit 11	Warm-Up Unit
		Categorizing Initial Phonemes		Unit 7	Warm-Up Unit
		Categorizing Final Phonemes		Unit 8	Warm-Up Unit
		Locating Phonemes		Unit 12	Warm-Up Unit
		Blending Phonemes	Unit 10	Unit 1	Unit 1
		Segmenting Phonemes	Unit 10	Unit 1	Unit 1
Advanced Level			Deleting Initial Phonemes	Unit 16	Unit 5
		Deleting Final Phonemes	Unit 18	Unit 6	Unit 5
		Adding Initial Phonemes	Unit 20	Unit 7	Unit 6
		Adding Final Phonemes	Unit 21	Unit 8	Unit 7
		Substituting Initial Phonemes	Unit 22	Unit 9	Unit 8
		Substituting Final Phonemes	Unit 23	Unit 10	Unit 9
		Substituting Medial Phonemes	Unit 24	Unit 11	Unit 10
		Deleting Second Phoneme in Initial Blends		Unit 16	Unit 14
		Substituting Second Phoneme in Initial Blends			Unit 15
		Deleting First Phoneme in Final Blends			Unit 16
	Substituting First Phoneme in Final Blends			Unit 17	



# Kindergarten Samples

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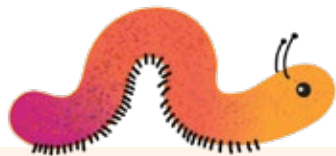
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# Kindergarten, Unit 6

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## 1. Articulating Phonemes: /s/

Say to children: “Words are made of sounds. Today we’re going to learn how the sound /s/ is made. Then we’ll practice saying the sound.”

Show the Phoneme Articulation Card and Video for /s/. After the video, have children practice saying /s/ with you as explained on the back of the card.



### English Learner Support

Spanish words more often begin with /es/, as in *escuela* (school), rather than /s/. If needed, have native Spanish speakers practice pronouncing words with initial /s/ by making a hissing sound and then articulating the rime (for example: /sss...un/). Then have them shorten the initial sound to /s/ and say the words again.

## 2. Adding Final Syllables

Say to children: “We’ve learned how to take a syllable away from a word. Today we’ll learn how to add one syllable to another to make a word.”

### I Do

- “My turn first. I will add a syllable to a word to make a compound word. Watch my hands as you listen.
- The first syllable is **rain**.
- I will add a second syllable. The syllable is **bow**.
- The new word is **rainbow**.
- I started with **rain**. I added **bow** to the end. I made the compound word **rainbow**.
- I can use the word in a sentence: *We saw a rainbow in the sky!*”



### Hand Motions

Hold up your right hand (palm facing children) as you say the first syllable. Hold your left hand up the same way as you say the second syllable. To add the syllables, bring your palms together and say the word. Have children watch your hand motions without doing them with you.

## We Do

---

- “Let’s try it together. I’ll do the hand motions for you to watch.
- The first syllable is **gold**. Say it with me: **gold**.
- Let’s add **fish** to the end of **gold**. Say the word with me: **goldfish**.
- Yes, the word is **goldfish**.
- Here’s the word in a sentence: *The goldfish swam in the bowl.*”

## You Do

---

- “Now it’s your turn. I’ll do the hand motions for you.
- The first syllable is **flash**. Say it. (*flash*)
- Add **light**. What’s the word? (*flashlight*)
- That’s right, the word is **flashlight**.
- Here’s the word in a sentence: *We’ll need a flashlight if the lights go out.*”

## Teaching Tip

Compound words are used in this first Adding Syllables activity because it’s easier for children to hold in their minds and then add together syllables that are complete words. Lesson 4 introduces children to adding syllables that are not complete words. If your students catch on to the skill quickly, you can have them start adding syllables in non-compound words sooner.

## 1. Blending Onset and Rime

Say to children: “I’ll say an onset and rime and you’ll repeat them. Then you’ll blend the parts to make a word. Do the hand motions along with me.” [See Hand Motions on page 53.]

“Say each part after me: /sss/...ock. (/sss/...ock) What word?” (sock) Repeat using these words:

/mmm/...an	(man)	/fff/...ake	(fake)
/sss/...ide	(side)	/sss/...ay	(say)
/d/...ay	(day)	/g/...oal	(goal)
/sss/...ell	(sell)	/nnn/...eat	(neat)

## 2. Recognizing Same Rime in Rhyming Words

Say to children: “We’ve learned how to break apart a word into its onset and rime. Today we’ll break apart two words and listen for the rime in each word. If the words have the same rime, then they are rhyming words.”

### I Do

- “My turn first. Watch my hand as you listen.
- The first word is **hat**. I’ll break **hat** into its onset and rime: /h/...at.
- The second word is **sat**. I’ll break **sat** into its onset and rime: /s/...at/.
- I noticed **hat** and **sat** begin with different onset sounds, but they have the same rime at the end. They both end with **-at**. This means **hat** and **sat** rhyme with each other.”



### Hand Motions

Hold your hand in a fist (thumb on top) and say the whole word. Stick your thumb up as you say the onset. Open your fist as you say the rime. Repeat with the second word. Children should know these hand motions if you taught them the motions for segmenting onset and rime.

### We Do

- “Let’s try it together. Do the hand motions along with me.
- The first word is **cap**. Break into onset and rime. (/k/...ap)
- The second word is **lap**. Break into onset and rime. (/l/...ap)
- Did you notice **cap** and **lap** have the same rime? (yes) So they are rhyming words.
- Let’s try two more. First word: **dot**. Say it. (dot) Onset and rime? (/d/...ot)
- Second word: **rug**. Say it. (rug) Onset and rime? (/r/...ug)
- Did you notice **dot** and **rug** do not have the same rime? (yes) Do they rhyme?” (no)

## You Do

- “Now it’s your turn. Do the hand motions along with me.
- First word: **mat**. Onset and rime? (/m/...at)
- Second word: **dig**. Onset and rime? (/d/...ig)
- Same rime in **mat** and **dig**? (no) Do they rhyme? (no)
- Let’s try two more words.
- First word: **sock**. Onset and rime? (/s/...ock)
- Second word: **lock**. Onset and rime? (/l/...ock)
- Do **sock** and **lock** have the same rime? (yes) Do they rhyme?” (yes)

## English Learner Support

Recognizing rhyme can be difficult for English Learners because they don’t always hear the subtle differences in English vowel sounds or between certain consonant sounds. Support students by giving them extra practice listening to and saying words in word families. For example, show pictures of things or physical objects whose names end in -at, such as *cat*, *bat*, *hat*. Have children repeat the names several times and identify the sounds that are the same in each word.

## 3. Adding Final Syllables

Say to children: “We’ve learned how to take a syllable away from a word. Today we’ll learn how to add one syllable to another to make a word.”

## We Do

- “Let’s try it together. I’ll do the hand motions for you to watch. [See Hand Motions on page 62.]
- The first syllable is **sun**. Say it with me: **sun**.
- Let’s add **set** to the end of **sun**. Say the word with me: **sunset**.
- Yes, the word is **sunset**.
- Here’s the word in a sentence: *It begins to get dark outside at sunset.*”

## You Do

- “Now it’s your turn. I’ll do the hand motions for you.
- The first syllable is **book**. Say it. (*book*)
- Add **shelf**. What’s the word? (*bookshelf*)
- That’s right, the word is **bookshelf**.
- Here’s the word in a sentence: *The books are on the bookshelf.*”

## 1. Blending Onset and Rime

Say to children: “I’ll say an onset and rime and you’ll repeat them. Then you’ll blend the parts to make a word. Do the hand motions along with me.” [See Hand Motions on page 53.]

“Say each part after me: /mmm/...iss. (/mmm/...iss) What word?” (*miss*) Repeat using these words:

/sss/...eat	( <i>seat</i> )	/fff/...eel	( <i>feel</i> )
/sss/...afe	( <i>safe</i> )	/sss/...ign	( <i>sign</i> )
/lll/...ate	( <i>late</i> )	/b/...us	( <i>bus</i> )
/k/...ab	( <i>cab</i> )	/d/...ot	( <i>dot</i> )

## 2. Recognizing Same Rime in Rhyming Words

Say to children: “Today we’ll review how to break apart two words and listen for the rime in each word. If the words have the same rime, then they are rhyming words.”

### We Do

- “Let’s try it together. Watch as I do the hand motions. [See Hand Motions on page 64.]
- The first word is **pack**. Break into onset and rime. (/p/...ack)
- The second word is **sack**. Break into onset and rime. (/s/...ack)
- Did you notice **pack** and **sack** have the same rime? (*yes*) So they are rhyming words.”

- Let’s try two more. First word: **dog**. Say it. (*dog*) Onset and rime? (/d/...og)
- Second word: **run**. Say it. (*run*) Onset and rime? (/r/...un)
- Did you notice **dog** and **run** do not have the same rime? (*yes*) Do they rhyme?” (*no*)

### You Do

- “Now it’s your turn. Do the hand motions along with me.
- First word: **map**. Onset and rime? (/m/...ap)
- Second word: **sun**. Onset and rime? (/s/...un)
- Same rime in **map** and **sun**? (*no*) Do they rhyme? (*no*)
- Let’s try two more words.
- First word: **hit**. Onset and rime? (/h/...it)
- Second word: **sit**. Onset and rime? (/s/...it)
- Do **hit** and **sit** have the same rime? (*yes*) Do they rhyme?” (*yes*)

## Teaching Tip

Having children recognize the same rime in words will help them fully understand what it means for words to rhyme. For more practice, read aloud rhyming books, such as those by Dr. Seuss or Bill Martin Jr., and ask children to identify the rhyming words. Challenge children to produce rhymes with rhyming games, such as *Willaby Wallaby Woo*. In this game, you change the rhyming words in the phrase “Willaby Wallaby Woo/An elephant sat on you!” to produce new rhymes, such as “Willaby Wallaby Wavid/An elephant sat on David!” or “Willaby Wallaby Wat/An elephant sat on the cat!”

## 3. Adding Final Syllables

Say to children: “I’ll say a syllable and you’ll repeat it. Then you’ll add a syllable to the end to make a word. Watch my hand motions.” [See Hand Motions on page 62.]

“First syllable: **rain**. Say it. (**rain**) Add **drop**. What word?” (**raindrop**) Repeat using these words:

<b>sun</b>	add <b>rise</b>	( <b>sunrise</b> )
<b>back</b>	add <b>pack</b>	( <b>backpack</b> )
<b>cook</b>	add <b>book</b>	( <b>cookbook</b> )
<b>foot</b>	add <b>ball</b>	( <b>football</b> )
<b>mail</b>	add <b>box</b>	( <b>mailbox</b> )
<b>pan</b>	add <b>cake</b>	( <b>pancake</b> )
<b>sail</b>	add <b>boat</b>	( <b>sailboat</b> )
<b>sand</b>	add <b>box</b>	( <b>sandbox</b> )

## Connect to Phonics

Have children sing the alphabet song. Using the alphabet cards or chart, point to each letter as children say it in the song. Then point to *a, c, d, g, o,* and *s* again and ask what sound each letter stands for.

## 1. Blending Onset and Rime

Say to children: “I’ll say an onset and rime and you’ll repeat them. Then you’ll blend the parts to make a word. Do the hand motions along with me.” [See Hand Motions on page 53.]

“Say each part after me: /sss/...**ame**. (/sss/...*ame*) What word?” (*same*) Repeat using these words:

/sss/... <b>ick</b>	( <i>sick</i> )	/k/... <b>ake</b>	( <i>cake</i> )
/nnn/... <b>ine</b>	( <i>nine</i> )	/fff/... <b>ace</b>	( <i>face</i> )
/sss/... <b>ave</b>	( <i>save</i> )	/rrr/... <b>ed</b>	( <i>red</i> )
/g/... <b>um</b>	( <i>gum</i> )	/sss/... <b>ight</b>	( <i>sight</i> )

## 2. Recognizing Same Rime in Rhyming Words

Say to children: “I’ll say two words and you’ll break each into onset and rime. Then you’ll tell me if the words have the same rime and are rhyming words. Do the hand motion along with me.” [See Hand Motions on page 64.]

“First word: **sun**. Onset and rime? (/s/...*un*) Second word: **run**. Onset and rime? (/r/...*un*) Same rime in **sun** and **run**? (yes) Do they rhyme?” (yes) Repeat using these words:

<b>bin</b>	(/b/... <i>in</i> )	<b>lot</b>	(/l/... <i>ot</i> )	( <i>no</i> )
<b>sad</b>	(/s/... <i>ad</i> )	<b>bad</b>	(/b/... <i>ad</i> )	( <i>yes</i> )
<b>big</b>	(/b/... <i>ig</i> )	<b>pig</b>	(/p/... <i>ig</i> )	( <i>yes</i> )
<b>cat</b>	(/k/... <i>at</i> )	<b>hog</b>	(/h/... <i>og</i> )	( <i>no</i> )
<b>rock</b>	(/r/... <i>ock</i> )	<b>mud</b>	(/m/... <i>ud</i> )	( <i>no</i> )
<b>sip</b>	(/s/... <i>ip</i> )	<b>lip</b>	(/l/... <i>ip</i> )	( <i>yes</i> )
<b>lot</b>	(/l/... <i>ot</i> )	<b>dot</b>	(/d/... <i>ot</i> )	( <i>yes</i> )
<b>cup</b>	(/k/... <i>up</i> )	<b>sag</b>	(/s/... <i>ag</i> )	( <i>no</i> )

## 3. Adding Final Syllables

Say to children: “We’ve learned how to add two syllables to make a compound word. Today we’ll learn how to add one syllable to another to make a word that’s not a compound word.”

### We Do

- “Let’s try it together. I’ll do the hand motions for you to watch. [See Hand Motions on page 62.]
- The first syllable: **rab-**. Say it with me: **rab-**.
- Let’s add **-bit** to the end of **rab-**. Say the word with me: **rabbit**.
- Yes, the word is **rabbit**.
- Here’s the word in a sentence: *The rabbit has soft fur.*”

### You Do

- “Now it’s your turn. I’ll do the hand motions for you.
- The first syllable is **win-**. Say it. (*win*)
- Add **-ter**. What’s the word? (*winter*)
- That’s right, the word is **winter**.”

## 1. Blending Onset and Rime

Say to children: “I’ll say an onset and rime and you’ll repeat them. Then you’ll blend the parts to make a word. Do the hand motions along with me.” [See Hand Motions on page 53.]

“Say each part after me: /sss/...**ip**. (/sss/...*ip*) What word?”  
(*sip*) Repeat using these words:

/rrr/... <b>an</b>	( <i>ran</i> )	/mmm/... <b>ess</b>	( <i>mess</i> )
/k/... <b>ut</b>	( <i>cut</i> )	/fff/... <b>ine</b>	( <i>fine</i> )
/sss/... <b>oap</b>	( <i>soap</i> )	/g/... <b>oat</b>	( <i>goat</i> )
/d/... <b>ig</b>	( <i>dig</i> )	/sss/... <b>ail</b>	( <i>sail</i> )

## 2. Recognizing Same Rime in Rhyming Words

Say to children: “I’ll say two words and you’ll break each into onset and rime. Then you’ll tell me if the words have the same rime and are rhyming words. Do the hand motion along with me.” [See Hand Motions on page 64.]

“First word: **hill**. Onset and rime? (/h/...*ill*) Second word: **will**. Onset and rime? (/w/...*ill*) Same rime in **hill** and **will**? (yes) Do they rhyme?” (yes) Repeat using these words:

<b>dog</b>	(/d/... <i>og</i> )	<b>log</b>	(/l/... <i>og</i> )	( <i>yes</i> )
<b>bake</b>	(/b/... <i>ake</i> )	<b>make</b>	(/m/... <i>ake</i> )	( <i>yes</i> )
<b>pin</b>	(/p/... <i>in</i> )	<b>tap</b>	(/t/... <i>ap</i> )	( <i>no</i> )
<b>hope</b>	(/h/... <i>ope</i> )	<b>sun</b>	(/s/... <i>un</i> )	( <i>no</i> )
<b>lick</b>	(/l/... <i>ick</i> )	<b>pick</b>	(/p/... <i>ick</i> )	( <i>yes</i> )
<b>met</b>	(/m/... <i>et</i> )	<b>miss</b>	(/m/... <i>iss</i> )	( <i>no</i> )
<b>rat</b>	(/r/... <i>at</i> )	<b>sat</b>	(/s/... <i>at</i> )	( <i>yes</i> )
<b>time</b>	(/t/... <i>ime</i> )	<b>feet</b>	(/f/... <i>eet</i> )	( <i>no</i> )

## 3. Adding Final Syllables

Say to children: “I’ll say a syllable and you’ll repeat it. Then you’ll add a syllable to the end to make a word. Watch my hand motions.” [See Hand Motions on page 62.]

“First syllable: *pā*-. Say it. (*pā*) Add **-per**. What word?”  
(*paper*) Repeat using these words:

<b>pen-</b>	add <b>-cil</b>	( <i>pencil</i> )
<b>spī-</b>	add <b>-der</b>	( <i>spider</i> )
<b>mū-</b>	add <b>-sic</b>	( <i>music</i> )
<b>rō-</b>	add <b>-bot</b>	( <i>robot</i> )
<b>mag-</b>	add <b>-net</b>	( <i>magnet</i> )
<b>tur-</b>	add <b>-tle</b>	( <i>turtle</i> )
<b>bas-</b>	add <b>-ket</b>	( <i>basket</i> )
<b>el-</b>	add <b>-bōw</b>	( <i>elbow</i> )

### Connect to Phonics

Gather letter cards for **s**, **d**, **a**, **g**, **o**, and **c**. Show children one letter at a time. Ask them to name the letter and say the sound it stands for. For vowels, ask for the short-vowel sound. Repeat a few times until children can name each letter and sound without hesitating.

## 1. Articulating Phonemes: /ū/

Say to children: “Words are made of sounds. Today we’re going to learn how the sound /ū/ is made. Then we’ll practice saying the sound.”

Show the Phoneme Articulation Card and Video for /ū/. After the video, have children practice saying /ū/ with you as explained on the back of the card. Provide corrective feedback as needed.



## 2. Recognizing Same Rime in Rhyming Words

Say to children: “I’ll say two words and you’ll break each into onset and rime. Then you’ll tell me if the words have the same rime and are rhyming words. Do the hand motion along with me.” [See Hand Motions on page 64.]

“First word: **hop**. Onset and rime? (/h/...op) Second word: **top**. Onset and rime? (/t/...op) Same rime in **hop** and **top**? (yes) Do they rhyme?” (yes) Repeat using these words:

<b>sat</b>	(/s/...at)	<b>bug</b>	(/b/...ug)	(no)
<b>tag</b>	(/t/...ag)	<b>pad</b>	(/p/...ad)	(no)
<b>bin</b>	(/b/...in)	<b>pin</b>	(/p/...in)	(yes)
<b>hot</b>	(/h/...ot)	<b>dot</b>	(/d/...ot)	(yes)
<b>dip</b>	(/d/...ip)	<b>late</b>	(/l/...ate)	(no)
<b>time</b>	(/t/...ime)	<b>lime</b>	(/l/...ime)	(yes)
<b>bun</b>	(/b/...un)	<b>rock</b>	(/r/...ock)	(no)
<b>same</b>	(/s/...ame)	<b>name</b>	(/n/...ame)	(yes)

## 3. Adding Final Syllables

Say to children: “I’ll say a syllable and you’ll repeat it. Then you’ll add a syllable to the end to make a word. Watch my hand motions.” [See Hand Motions on page 62.]

“First syllable: **sim-**. Say it. (sim) Add **-ple**. What word?” (simple) Repeat using these words:

<b>doc-</b>	add <b>-tor</b>	(doctor)	<b>riv-</b>	add <b>-er</b>	(river)
<b>wri-</b>	add <b>-ter</b>	(writer)	<b>tar-</b>	add <b>-get</b>	(target)
<b>tur-</b>	add <b>-key</b>	(turkey)	<b>lad-</b>	add <b>-der</b>	(ladder)
<b>fōl-</b>	add <b>-der</b>	(folder)	<b>crā-</b>	add <b>-dle</b>	(cradle)

## 1. Blending Onset and Rime

Say to children: “I’ll say an onset and rime and you’ll repeat them. Then you’ll blend the parts to make a word. Do the hand motions along with me.” [See Hand Motions on page 53.]

“Say each part after me: /**rrr**/...**ead**. (/rrr/...**ead**) What word?” (*read*) Repeat using these words:

/sss/...ack	(sack)	/lll/...ess	(less)
/k/...ap	(cap)	/rrr/...oad	(road)
/rrr/...ide	(ride)	/sss/...eal	(seal)
/g/...old	(gold)	/d/...ate	(date)

## 2. Recognizing Same Rime in Rhyming Words

Say to children: “I’ll say two words and you’ll break each into onset and rime. Then you’ll tell me if the words have the same rime and are rhyming words. Do the hand motion along with me.” [See Hand Motions on page 64.]

“First word: **seed**. Onset and rime? (/s/...**eed**) Second word: **need**. Onset and rime? (/n/...**eed**) Same rime in **seed** and **need**? (yes) Do they rhyme?” (yes) Repeat using these words:

<b>sail</b>	(/s/... <b>ail</b> )	<b>mail</b>	(/m/... <b>ail</b> )	(yes)
<b>date</b>	(/d/... <b>ate</b> )	<b>road</b>	(/r/... <b>oad</b> )	(no)
<b>cub</b>	(/k/... <b>ub</b> )	<b>tub</b>	(/t/... <b>ub</b> )	(yes)
<b>sob</b>	(/s/... <b>ob</b> )	<b>sit</b>	(/s/... <b>it</b> )	(no)
<b>tip</b>	(/t/... <b>ip</b> )	<b>pot</b>	(/p/... <b>ot</b> )	(no)
<b>boat</b>	(/b/... <b>oat</b> )	<b>coat</b>	(/k/... <b>oat</b> )	(yes)
<b>cake</b>	(/k/... <b>ake</b> )	<b>sad</b>	(/s/... <b>ad</b> )	(no)
<b>rug</b>	(/r/... <b>ug</b> )	<b>bug</b>	(/b/... <b>ug</b> )	(yes)

## 3. Adding Final Syllables

Say to children: “I’ll say a syllable and you’ll repeat it. Then you’ll add a syllable to the end to make a word. Watch my hand motions.” [See Hand Motions on page 62.]

“First syllable: **tā**-. Say it. (**tā**) Add **-ble**. What word?” (*table*) Repeat using these words:

<b>sev</b> -	add <b>-en</b>	( <i>seven</i> )
<b>tī</b> -	add <b>-ger</b>	( <i>tiger</i> )
<b>sum</b> -	add <b>-mer</b>	( <i>summer</i> )
<b>mō</b> -	add <b>-tel</b>	( <i>motel</i> )
<b>nap</b> -	add <b>-kin</b>	( <i>napkin</i> )
<b>pur</b> -	add <b>-ple</b>	( <i>purple</i> )
<b>ham</b> -	add <b>-ster</b>	( <i>hamster</i> )
<b>mar</b> -	add <b>-ker</b>	( <i>marker</i> )

## Assessment

Use the First-Semester Progress Test (on page 233) to formally assess children’s developing phonological and phonemic awareness skills. See the chart on the Intervention tab for activities you can use later to address difficulties children might be having.

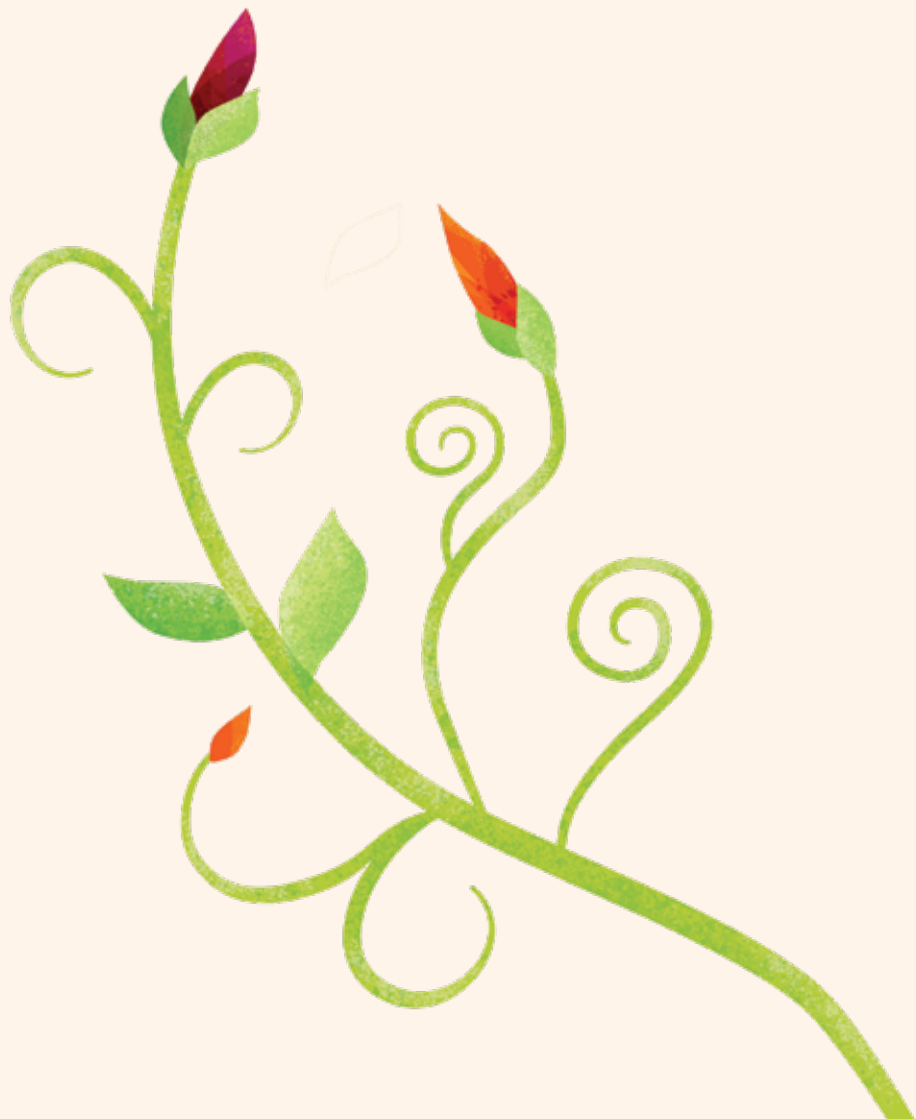


# Kindergarten, Unit 16

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## 1. Articulating Phonemes: /n/

Say to children: “Today we’re going to learn how the sound /n/ is made. Then we’ll practice saying the sound.”

Show the Phoneme Articulation Card and Video for /n/. After the video, have children practice saying /n/ with you as explained on the back of the card. Provide corrective feedback as needed.



### English Learner Support

Speakers of Chinese and Arabic languages might confuse the /n/ and /ng/ sounds at the ends of words. To help children distinguish these sounds, provide extra practice with the /n/ and /ng/ articulation videos and with pronunciation of the final /n/ and /ng/ example words on the phoneme cards.

## 2. Blending Phonemes

Say to children: “I’ll say the sounds of a word slowly. Then you’ll say the sounds fast to make the word. Watch my hand motions.” [See Hand Motions on page 99.]

“Listen to the sounds: /nnn-ěěě-t/. What’s the word?” (*net*)  
Repeat using these words:

/nnn-ĩĩĩ-p/	( <i>nip</i> )	/d-rrr-ōōō-v/	( <i>drove</i> )
/nnn-ōōō-t/	( <i>note</i> )	/b-rrr-īīī-t/	( <i>bright</i> )
/nnn-ōōō-t/	( <i>not</i> )	/nnn-īīī-t/	( <i>night</i> )
/d-rrr-ōōō-p/	( <i>drop</i> )	/nnn-īīī-s/	( <i>nice</i> )

## 3. Deleting Initial Phonemes

Say to children: “We know how to break words apart into their sounds. Today we’ll learn how to take away the sound at the beginning of a word to make a new word.”

### I Do

- “My turn first. Watch my hand as you listen. [See Hand Motions on page 146.]
- The word is **cat**. I can break **cat** into sounds: /k/.../ă/.../t/.
- The first sound in **cat** is /k/.
- I can take /k/ away from **cat**. The new word is **at**.
- So **cat** without /k/ is **at**.
- **At** is a word I know. I can use **at** in a sentence: *The kids are at school.*”



## Hand Motions

Hold your left hand up in a fist (palm facing out) as you say the whole word. When you break the word into sounds, hold up your thumb for the first sound and your other fingers in sequence for each of the next sounds. Fold your thumb into your palm to illustrate taking away the first sound. Re-form your fist when you say the new word. Have children watch your hand motions without doing them with you.

## We Do

- “Let’s try it together. I’ll do the hand motions for you to watch.
- The word is **sit**. Say it with me: **sit**.
- Let’s say the sounds in **sit**: /s/.../ĭ/.../t/.
- What’s the first sound in **sit**? (/s/)
- We can take away /s/. Say the new word with me: **it**.
- Yes, **sit** without /s/ is **it**.
- Here’s **it** in a sentence: *It was cold outside.*”

## You Do

- “Now it’s your turn. I’ll do the hand motions for you.
- The word is **fill**. Say it. (*fill*)
- Say the sounds with me: /f/.../ĭ/.../l/.
- Take away /f/. New word? (*ill*)
- That’s right. Here’s **ill** in a sentence: *She was ill with the flu.*”

## Teaching Tip

Phoneme deletion activities help children recognize that different words have different sounds and that taking away a sound changes a word. These are essential concepts to understand when learning to read and spell.

## 1. Isolating Initial Phonemes

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll tell me the first sound in the word.”

“The word is **new**. Say it. (*new*) First sound? (/n/) What word?” (*new*) Repeat using these words:

<b>raw</b>	(/r/)	<b>time</b>	(/t/)
<b>far</b>	(/f/)	<b>soon</b>	(/s/)
<b>near</b>	(/n/)	<b>now</b>	(/n/)
<b>next</b>	(/n/)	<b>late</b>	(/l/)

## 2. Segmenting Phonemes in Elkonin Boxes



### Manipulatives

Display Elkonin Boxes Master 2 or draw four boxes on the board as shown below. Mark each box going from left to right as children say each sound in a word. To review the sounds, point to each box in order and ask children to say the sound. Quickly slide a finger under the boxes from left to right as children say the whole word again at the end.



Say to children: “I’ll say a word and you’ll repeat it. Then you’ll break the word into sounds, and I’ll mark a box for each sound.”

“The word is **braid**. Say it. (*braid*) First sound? (/b/) Next sound? (/r/) Next sound? (/ā/) Last sound? (/d/) Say each sound again. (/b.../r.../ā.../d/) What word?” (*braid*)

Repeat the steps using these words:

<b>drop</b>	/d.../r.../ō.../p/
<b>knock</b>	/n.../ō.../k/
<b>neck</b>	/n.../ē.../k/
<b>frame</b>	/f.../r.../ā.../m/
<b>name</b>	/n.../ā.../m/
<b>trade</b>	/t.../r.../ā.../d/
<b>need</b>	/n.../ē.../d/
<b>broke</b>	/b.../r.../ō.../k/

### 3. Deleting Initial Phonemes

Say to children: “Today we’ll continue to take away the sound at the beginning of a word to make a new word.”

#### We Do

- “Let’s try it together. I’ll do the hand motions for you to watch. [See Hand Motions on page 146.]
- The word is **neat**. Say it with me: **neat**.
- Let’s say the sounds in **neat**: /n/.../ē/.../t/.
- What’s the first sound in **neat**? (/n/)
- We can take away /n/. Say the new word with me: **eat**.
- Yes, **neat** without /n/ is **eat**.
- Here’s **eat** in a sentence: *We eat lunch in the cafeteria.*”

#### You Do

- “Now it’s your turn. I’ll do the hand motions for you.
- The word is **bus**. Say it. (*bus*)
- Say the sounds with me: /b/.../ŭ/.../s/.
- Take away /b/. New word? (*us*)
- That’s right. Here’s **us** in a sentence: *The principal talked to us.*”

#### Connect to Phonics

Ask children to listen again to the sounds in **drop**: /d/.../r/.../ŏ/.../p/. Then tell them to write in the air the letters that stands for the first two sounds in the word. Write the letters on the board after them. Confirm with children that *d* and *r* stand for the sounds /d/.../r/ at the beginning of **drop**. Repeat the steps with **broke**.

## 1. Isolating Final Phonemes

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll tell me the last sound in the word.”

“The word is **down**. Say it. (*down*) Last sound? (/n/) What word?” (*down*) Repeat using these words:

<b>shade</b>	(/d/)	<b>town</b>	(/n/)
<b>barn</b>	(/n/)	<b>sun</b>	(/n/)
<b>house</b>	(/s/)	<b>math</b>	(/th/)

## 2. Segmenting Phonemes in Elkonin Boxes



### Manipulatives

Use Elkonin Boxes Master 2 and a dry-erase pen as explained in the Manipulatives box on page 147.

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll break the word into sounds, and I’ll mark a box for each sound.”

“The word is **sniff**. Say it. (*sniff*) First sound? (/s/) Next sound? (/n/) Next sound? (/ɪ/) Last sound? (/f/) Say each sound again. (/s/.../n/.../ɪ/.../f/) What word?” (*sniff*) Repeat the steps using these words:

<b>knife</b>	/n/.../ɪ/.../f/	<b>nine</b>	/n/.../ɪ/.../n/
<b>nail</b>	/n/.../ā/.../l/	<b>snake</b>	/s/.../n/.../ā/.../k/
<b>snail</b>	/s/.../n/.../ā/.../l/	<b>sneak</b>	/s/.../n/.../ē/.../k/
<b>nut</b>	/n/.../ū/.../t/	<b>sneeze</b>	/s/.../n/.../ē/.../z/

## 3. Deleting Initial Phonemes

Say to children: “We’ll say a word and its sounds. Then you’ll take away the first sound to make a new word. Watch my hand motions.” [See Hand Motions on page 146.]

“The word is **feet**. Say it. (*feet*) Say the sounds with me: /f/.../ē/.../t/. Take away /f/. New word?” (*eat*) Repeat using these words:

<b>bat</b>	/b/.../ā/.../t/	take away /b/	( <i>at</i> )
<b>lake</b>	/l/.../ā/.../k/	take away /l/	( <i>ache</i> )
<b>seal</b>	/s/.../ē/.../l/	take away /s/	( <i>eel</i> )
<b>mice</b>	/m/.../ī/.../s/	take away /m/	( <i>ice</i> )
<b>pin</b>	/p/.../ī/.../n/	take away /p/	( <i>in</i> )
<b>ram</b>	/r/.../ā/.../m/	take away /r/	( <i>am</i> )
<b>fox</b>	/f/.../ō/.../ks/	take away /f/	( <i>ox</i> )
<b>cape</b>	/k/.../ā/.../p/	take away /k/	( <i>ape</i> )

### Connect to Phonics

Ask children to say the last sound in **sun**. (/n/) Then tell them to write in the air the letter that stands for the sound. Write the letter on the board and confirm with children that **n** stands for /n/ at the end of **sun**.

## 1. Blending Phonemes

Say to children: “I’ll say the sounds of a word slowly. Then you’ll say the sounds fast to make the word. Watch my hand motions.” [See Hand Motions on page 99.]

“Listen to the sounds: /fff-lll-āāā-g/. What’s the word?”

(flag) Repeat using these words:

/p-lll-ēēē-zzz/	(please)	/k-lll-ēēē-nnn/	(clean)
/b-lll-āāā-k/	(black)	/sss-lll-āāā-p/	(slap)
/fff-lll-īīī/	(fly)	/g-lll-āāā-d/	(glad)
/k-lll-īīī-fff/	(cliff)	/fff-lll-ōōō-p/	(flop)

## 2. Segmenting Phonemes in Elkonin Boxes

### ★ Manipulatives

Use Elkonin Boxes Master 2 and a dry-erase pen as explained in the Manipulatives box on page 147.

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll break the word into sounds, and I’ll mark a box for each sound.”

“The word is **clock**. Say it. (clock) First sound? (/k/) Next sound? (/l/) Next sound? (/ɔ/) Last sound? (/k/) Say each sound again. (/k/.../l/.../ɔ/.../k/) What word?” (clock)

Repeat the steps using these words:

<b>black</b>	/b/.../l/.../ā/.../k/	<b>flight</b>	/f/.../l/.../ī/.../t/
<b>glide</b>	/g/.../l/.../ī/.../d/	<b>sleep</b>	/s/.../l/.../ē/.../p/
<b>plan</b>	/p/.../l/.../ā/.../n/	<b>clean</b>	/k/.../l/.../ē/.../n/
<b>plane</b>	/p/.../l/.../ā/.../n/	<b>blow</b>	/b/.../l/.../ō/

## 3. Deleting Initial Phonemes

Say to children: “We’ll say a word and its sounds. Then you’ll take away the first sound to make a new word. Watch my hand motions.” [See Hand Motions on page 146.]

“The word is **name**. Say it. (name) Say the sounds with me:

/n/.../ā/.../m/. Take away /n/. New word?” (aim) Repeat using these words:

<b>sat</b>	/s/.../ā/.../t/	take away /s/	(at)
<b>beg</b>	/b/.../ē/.../g/	take away /b/	(egg)
<b>beat</b>	/b/.../ē/.../t/	take away /b/	(eat)
<b>late</b>	/l/.../ā/.../t/	take away /l/	(ate)
<b>chin</b>	/ch/.../ī/.../n/	take away /ch/	(in)
<b>rice</b>	/r/.../ī/.../s/	take away /r/	(ice)
<b>nod</b>	/n/.../ō/.../d/	take away /n/	(odd)
<b>made</b>	/m/.../ā/.../d/	take away /m/	(aid)

## 1. Blending Phonemes

Say to children: “I’ll say the sounds of a word slowly. Then you’ll say the sounds fast to make the word. Watch my hand motions.” [See Hand Motions on page 99.]

“Listen to the sounds: /sss-lll-äää-mmm/. What’s the word?” (*slam*)

/g-lll-äää-sss/	( <i>glass</i> )	/g-lll-ōōō/	( <i>glow</i> )
/fff-lll-äää-sh/	( <i>flash</i> )	/b-lll-ōōō-k/	( <i>block</i> )
/sss-lll-īīī-d/	( <i>slide</i> )	/k-lll-ūūū-b/	( <i>club</i> )
/fff-lll-äää-t/	( <i>flat</i> )	/sss-lll-īīī-p/	( <i>slip</i> )

## 2. Segmenting Phonemes in Elkonin Boxes

### ★ Manipulatives

Use Elkonin Boxes Master 2 and a dry-erase pen as explained in the Manipulatives box on page 147.

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll break the word into sounds, and I’ll mark a box for each sound.”

“The word is **flop**. Say it. (*flop*) First sound? (/f/) Next sound? (/l/) Next sound? (/ō/) Last sound? (/p/) Say each sound again. (/f.../l.../ō.../p/) What word?” (*flop*)

Repeat the steps using these words:

<b>glad</b>	/g.../l.../ā.../d/	<b>plate</b>	/p.../l.../ā.../t/
<b>click</b>	/k.../l.../ī.../k/	<b>slide</b>	/s.../l.../ī.../d/
<b>slim</b>	/s.../l.../ī.../m/	<b>float</b>	/f.../l.../ō.../t/
<b>block</b>	/b.../l.../ō.../k/	<b>globe</b>	/g.../l.../ō.../b/

## 3. Deleting Initial Phonemes

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll take away the first sound to make a new word. Watch my hand motions.” [See Hand Motions on page 146.]

“The word is **chill**. Say it. (*chill*) Listen to the sounds: /ch.../ī.../l/. Take away /ch/. New word?” (*ill*) Repeat using these words:

<b>heat</b>	/h.../ē.../t/	take away /h/	( <i>eat</i> )
<b>nice</b>	/n.../ī.../s/	take away /n/	( <i>ice</i> )
<b>tape</b>	/t.../ā.../p/	take away /t/	( <i>ape</i> )
<b>box</b>	/b.../ō.../ks/	take away /b/	( <i>ox</i> )
<b>thin</b>	/th.../ī.../n/	take away /th/	( <i>in</i> )
<b>jam</b>	/j.../ā.../m/	take away /j/	( <i>am</i> )

### Connect to Phonics

Ask children to listen again to the sounds in **flop**: /f.../l.../ō.../p/. Then tell them to write in the air the letters that stand for the first two sounds in the word. Write the letters on the board after them. Confirm with children that **f** and **l** stand for the sounds /f.../l/ at the beginning of **flop**.

## 1. Blending Phonemes

Say to children: “I’ll say the sounds of a word slowly. Then you’ll say the sounds fast to make the word. Watch my hand motions.” [See Hand Motions on page 99.]

“Listen to the sounds: /sss-p-āā-s/. What’s the word?”  
(*space*)

/k-lll-āā-p/	(clap)	/g-rrr-īī-nnn/	(grin)
/p-rrr-īī-zzz/	(prize)	/t-rrr-āā-k/	(track)
/sss-lll-ēē-p/	(sleep)	/fff-lll-āā-mmm/	(flame)
/b-rrr-īī-k/	(brick)	/d-rrr-īī-vvv/	(drive)

## 2. Segmenting Phonemes in Elkonin Boxes



### Manipulatives

Use Elkonin Boxes Master 2 and a dry-erase pen as explained in the Manipulatives box on page 147.

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll break the word into sounds, and I’ll mark a box for each sound.”

“The word is **plum**. Say it. (*plum*) First sound? (/p/) Next sound? (/l/) Next sound? (/ū/) Last sound? (/m/) Say each sound again. (/p.../l.../ū.../m/) What word?” (*plum*)

Repeat the steps using these words:

<b>place</b>	/p.../l.../ā.../s/	<b>please</b>	/p.../l.../ē.../z/
<b>flat</b>	/f.../l.../ā.../t/	<b>sweep</b>	/s.../w.../ē.../p/
<b>dress</b>	/d.../r.../ē.../s/	<b>clip</b>	/k.../l.../ī.../p/
<b>sled</b>	/s.../l.../ē.../d/	<b>drip</b>	/d.../r.../ī.../p/

## 3. Deleting Initial Phonemes

Say to children: “We’ll say a word and its sounds. Then you’ll take away the first sound to make a new word. Watch my hand motions.” [See Hand Motions on page 146.]

“The word is **fan**. Say it. (*fan*) Say the sounds with me: /f.../ā.../n/. Take away /f/. New word?” (*an*) Repeat using these words:

<b>sheet</b>	/sh.../ē.../t/	take away /sh/	(eat)
<b>leg</b>	/l.../ē.../g/	take away /l/	(egg)
<b>rod</b>	/r.../ō.../d/	take away /r/	(odd)
<b>hat</b>	/h.../ā.../t/	take away /h/	(at)
<b>same</b>	/s.../ā.../m/	take away /s/	(aim)
<b>pit</b>	/p.../ī.../t/	take away /p/	(it)
<b>rise</b>	/r.../ī.../z/	take away /r/	(eyes)
<b>bake</b>	/b.../ā.../k/	take away /b/	(ache)

## Progress Monitoring

Teach the lesson in small groups so you can informally assess each child's skills. See the chart on the tabbed Intervention page for activities you can use later to address difficulties children might be having.

## 1. Isolating Initial Phonemes

Say to children: "I'll say a word and you'll repeat it. Then you'll tell me the first sound in the word."

"The word is **nurse**. Say it. (*nurse*) First sound? (/n/) What word?" (*nurse*) Repeat using these words:

<b>talk</b>	(/t/)	<b>ears</b>	(/ē/)	<b>wrist</b>	(/r/)
<b>shock</b>	(/sh/)	<b>chin</b>	(/ch/)	<b>knee</b>	(/n/)
<b>nose</b>	(/n/)	<b>neck</b>	(/n/)		

## 2. Segmenting Phonemes in Elkonin Boxes

### ★ Manipulatives

Use Elkonin Boxes Master 2 and a dry-erase pen as explained in the Manipulatives box on page 147.

Say to children: "I'll say a word and you'll repeat it. Then you'll break the word into sounds, and I'll mark a box for each sound."

"The word is **snug**. Say it. (*snug*) First sound? (/s/) Next sound? (/n/) Next sound? (/ŭ/) Last sound? (/g/) Say each sound again. (/s/.../n/.../ŭ/.../g/) What word?" (*snug*)

Repeat the steps using these words:

<b>plug</b>	/p/.../l/.../ŭ/.../g/	<b>freeze</b>	/f/.../r/.../ē/.../z/
<b>green</b>	/g/.../r/.../ē/.../n/	<b>train</b>	/t/.../r/.../ā/.../n/
<b>skin</b>	/s/.../k/.../ī/.../n/	<b>drain</b>	/d/.../r/.../ā/.../n/
<b>still</b>	/s/.../t/.../ī/.../l/	<b>snatch</b>	/s/.../n/.../ā/.../ch/

## 3. Deleting Initial Phoneme

Say to children: "We'll say a word and its sounds. Then you'll take away the first sound to make a new word. Watch my hand motions." [See Hand Motions on page 146.]

"The word is **feel**. Say it. (*feel*) Say the sounds with me: /f/.../ē/.../l/. Take away /f/. New word?" (*eel*) Repeat using these words:

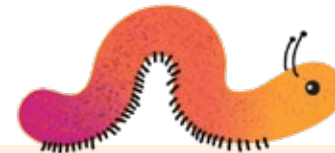
<b>tan</b>	/t/.../ā/.../n/	take away /t/	( <i>an</i> )
<b>lace</b>	/l/.../ā/.../s/	take away /l/	( <i>ace</i> )
<b>seat</b>	/s/.../ē/.../t/	take away /s/	( <i>eat</i> )
<b>wise</b>	/w/.../ī/.../z/	take away /w/	( <i>eyes</i> )
<b>pitch</b>	/p/.../ī/.../ch/	take away /p/	( <i>itch</i> )
<b>bad</b>	/b/.../ā/.../d/	take away /b/	( <i>add</i> )
<b>nail</b>	/n/.../ā/.../l/	take away /n/	( <i>ail</i> )
<b>gate</b>	/g/.../ā/.../t/	take away /g/	( <i>ate</i> )



# Kindergarten Assessment

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# Assessment Overview

Test	Skills Tested	# of Items	Items/Test
<b>Beginning-of-the-Year Test</b> Use after Unit 3	1. Breaking words into sentences	5	35
	2. Identifying beginning, middle, end	5	
	3. Blending to make compound words	5	
	4. Segmenting compound words	5	
	5. Identifying the same word in two compound words	5	
	6. Recognizing and counting syllables	5	
	7. Blending syllables	5	
<b>First-Semester Progress Test</b> Use after Unit 6	1. Segmenting syllables	5	35
	2. Deleting initial syllables	5	
	3. Deleting final syllables	5	
	4. Adding final syllables	5	
	5. Blending onset and rime	5	
	6. Segmenting onset and rime	5	
	7. Identifying same or different rimes	5	
<b>Midyear Test</b> Use after Unit 13	1. Recognizing alliteration	5	35
	2. Isolating initial phonemes	5	
	3. Identifying same initial phonemes	5	
	4. Isolating final phonemes	5	
	5. Isolating medial phonemes	5	
	6. Blending phonemes	5	
	7. Segmenting phonemes	5	
<b>Second-Semester Progress Test</b> Use after Unit 21	1. Blending phonemes	5	30
	2. Segmenting phonemes	5	
	3. Deleting initial phonemes	5	
	4. Deleting final phonemes	5	
	5. Adding initial phonemes	5	
	6. Adding final phonemes	5	
<b>End-of-Year Test</b> Use after Unit 25	1. Identifying same final phonemes	5	35
	2. Blending phonemes	5	
	3. Segmenting phonemes	5	
	4. Deleting initial phonemes	5	
	5. Substituting initial phonemes	5	
	6. Substituting final phonemes	5	
	7. Substituting medial phonemes	5	

## About the Tests

Five formal tests have been provided to assess children’s developing phonological and phonemic awareness skills throughout the year. See the Assessment Overview Chart on page xiv for details about when to administer each test and which skills are covered.

All the tests are oral and should be given to one child at a time. Each test has multiple parts, but it’s not necessary to test each child on every part. You can choose from the test parts and assess individual students on the skills you suspect are causing them difficulty.

## Administering a Test

For each test part, read aloud the general directions and have the child do the practice item. Give positive or corrective feedback. Then read aloud the test items and record the child’s answers on the test copy. If the child answers an item correctly, circle the correct answer provided in parentheses next to the item. If the child answers an item incorrectly, mark the item with a dash or record the incorrect response on the line. For example:

1. /sss-īī-p/      (sip)      \_\_\_\_\_
2. /t-ēē-lll/      (tell)      del

## Scoring a Test

Fill out the scoring line under each test part the child completed. Write the number of total correct answers on the blank. The second number is the number of total items. The number in parentheses is the recommended cutoff score for meeting expectations (represents 80% correct). Circle one of the three marks to indicate whether the child’s score exceeds (+), meets (✓), or is below (–) the cutoff score. For example:

Score: 3 /5 (4/5) + ✓ ~~–~~

## Keeping Track of Progress

Use the reproducible record forms on pages 244–247. Record individual test results on each child’s Student Record Form. Record results for the class on the Class Record Form.

The image shows two record forms. The top form is the 'Student Record Form' (page 244) for 'Phonemic Awareness Skills'. It includes a table with columns for 'Skills tested', 'Test results', and 'Notes on test re...'. Below the table is a grid for recording results for individual students. The bottom form is the 'Class Record Form' (page 246) for 'Phonemic Awareness Skills'. It includes a table with columns for 'Beginning-of-the-Year Test' and 'First-Semester Progress Test'. Below the table is a grid for recording results for the entire class. Both forms include instructions for how to use them.

# Midyear Test

Use after Unit 13

Student tested: \_\_\_\_\_ Date: \_\_\_\_\_



If you always used hand motions for blending and segmenting during whole-class lessons, use the same hand motions for those activities when giving this test. See pages 321–322 for a complete list of hand motions.

## 1. Recognizing Alliteration

Say to the child: “I’ll say a sentence and you’ll repeat it. Then you’ll tell me the sound that’s the same in most of the words.”

“Listen to the sentence: **The kids can cook.** Say it a few times. What sound is the same?” (/k/) Give positive or corrective feedback. Repeat with these test items:

1. **Felix feels fine.** (/f/) \_\_\_\_\_
2. **Did the dog dance?** (/d/) \_\_\_\_\_
3. **Lions like lemon lollipops.** (/l/) \_\_\_\_\_
4. **The horse had on a hat.** (/h/) \_\_\_\_\_
5. **Some seals sat by the sea.** (/s/) \_\_\_\_\_

Score: \_\_\_\_\_ /5 (4/5) + ✓ -

## 2. Isolating Initial Phonemes

Say to the child: “I’ll say a word and you’ll repeat it. Then you’ll tell me the first sound in the word.”

“The word is **get.** Say it. (*get*) First sound?” (/g/) Give positive or corrective feedback. Repeat with these test items:

1. **ask** (/ā/) \_\_\_\_\_
2. **sent** (/s/) \_\_\_\_\_
3. **time** (/t/) \_\_\_\_\_
4. **game** (/g/) \_\_\_\_\_
5. **chin** (/ch/) \_\_\_\_\_

Score: \_\_\_\_\_ /5 (4/5) + ✓ -

## 3. Identifying Same Initial Phonemes

Say to the child: “I’ll say two words and you’ll repeat them. Then you’ll tell me if the words have the same first sound. If they do, you’ll say the sound.”

“Say each word after me: **life, late.** (*life, late*) Same first sound? (*yes*) What sound?” (/l/) Give positive or corrective feedback. Repeat with these test items:

1. **hand, heart** (*yes, /h/*) \_\_\_\_\_
2. **off, in** (*no*) \_\_\_\_\_
3. **goat, gasp** (*yes, /g/*) \_\_\_\_\_
4. **sad, some** (*yes, /s/*) \_\_\_\_\_
5. **catch, laugh** (*no*) \_\_\_\_\_

Score: \_\_\_\_\_ /5 (4/5) + ✓ -

Student tested: \_\_\_\_\_ Date: \_\_\_\_\_

#### 4. Isolating Final Phonemes

Say to the child: "I'll say a word and you'll repeat it. Then you'll tell me the last sound in the word."

"The word is **make**. Say it. (*make*) Last sound?" (/k/)

Give positive or corrective feedback. Repeat with these test items:

1. **stay** (/ā/) \_\_\_\_\_
2. **peach** (/ch/) \_\_\_\_\_
3. **toss** (/s/) \_\_\_\_\_
4. **twig** (/g/) \_\_\_\_\_
5. **path** (/th/) \_\_\_\_\_

Score: \_\_\_\_\_ /5 (4/5) + ✓ -

#### 5. Isolating Medial Phonemes

Say to the child: "I'll say a word and you'll repeat it. Then you'll tell me the middle sound in the word."

"The word is **tub**. Say it. (*tub*) Middle sound?" (/ū/) Give positive or corrective feedback. Repeat with these test items:

1. **wish** (/ī/) \_\_\_\_\_
2. **name** (/ā/) \_\_\_\_\_
3. **luck** (/ū/) \_\_\_\_\_
4. **vote** (/ō/) \_\_\_\_\_
5. **mess** (/ě/) \_\_\_\_\_

Score: \_\_\_\_\_ /5 (4/5) + ✓ -

#### 6. Blending Phonemes

Say to the child: "I'll say the sounds of a word slowly. Then you'll say the sounds fast to make the word."

"Listen to the sounds: /fff-ěěě-lll/. What's the word?" (*fell*)

Give positive or corrective feedback. Repeat with these test items:

1. /fff-īīī-nnn/ (*fine*) \_\_\_\_\_
2. /hhh-ūūū-g/ (*hug*) \_\_\_\_\_
3. /ch-āāā-sss/ (*chase*) \_\_\_\_\_
4. /mmm-ōōō-p/ (*mop*) \_\_\_\_\_
5. /b-āāā-th/ (*bath*) \_\_\_\_\_

Score: \_\_\_\_\_ /5 (4/5) + ✓ -

#### 7. Segmenting Phonemes

Say to the child: "I'll say a word. You'll repeat it and then break the word into sounds."

"The word is **week**. Say it. (*week*) Say each sound."

(/w/.../ē/.../k/) Give positive or corrective feedback. Repeat with these test items:

1. **dig** (/d/.../ī/.../g/) \_\_\_\_\_
2. **heel** (/h/.../ē/.../l/) \_\_\_\_\_
3. **dot** (/d/.../ō/.../t/) \_\_\_\_\_
4. **cube** (/k/.../ū/.../b/) \_\_\_\_\_
5. **shape** (/sh/.../ā/.../p/) \_\_\_\_\_

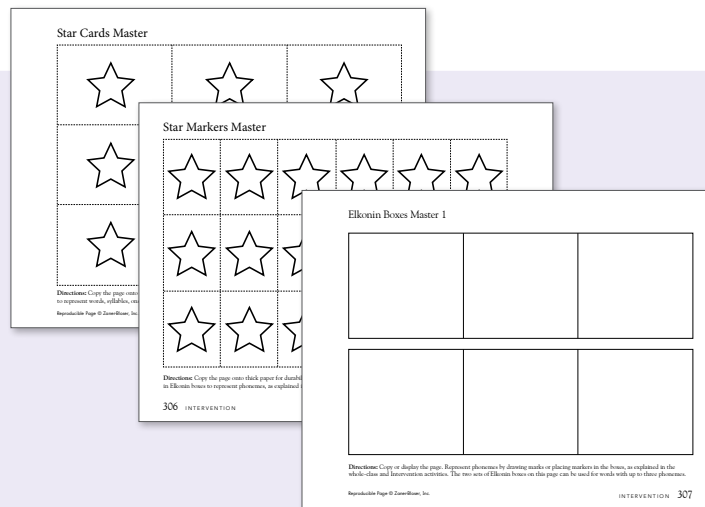
Score: \_\_\_\_\_ /5 (4/5) + ✓ -



# Kindergarten Intervention

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Manipulative masters—three- and four-box Elkonin Boxes, Star Cards, and Star Markers—and additional word lists are also provided for intervention, but they are not included in this sampler.

# Kindergarten Intervention Activities

The following intervention activities are part of the kindergarten curriculum. In grades 1 and 2, the intervention lessons are cumulative to enable targeted practice with all grade-level skills *and* precursor skills.

Pre-Phoneme Intervention Activities	Basic Phoneme Intervention Activities	Advanced Phoneme Intervention Activities
Breaking Sentences Into Words	Articulating Phonemes	Deleting Initial Phonemes
Identifying Beginning, Middle, End	Recognizing Alliteration	Deleting Final Phonemes
Blending to Make Compound Words	Isolating Initial Phonemes	Adding Initial Phonemes
Segmenting Compound Words	Isolating Final Phonemes	Adding Final Phonemes
Identifying Same Word in Two Compound Words	Isolating Medial Phonemes	Substituting Initial Phonemes
Recognizing and Counting Syllables	Identifying Same Initial Phonemes	Substituting Final Phonemes
Blending Syllables	Identifying Same Final Phonemes	Substituting Medial Phonemes
Segmenting Syllables	Blending Phonemes	Manipulating Phonemes: Mixed Practice
Deleting Initial Syllables	Segmenting Phonemes	
Deleting Final Syllables		
Adding Final Syllables		
Blending Onset and Rime		
Segmenting Onset and Rime		
Recognizing Same Rime in Rhyming Words		

# Diagnose and Intervene Chart

Note: Only select Intervention activities referenced in this chart are included in the sampler.

If a child struggles with...	Try these Intervention activities...	If a child still struggles, build skills with these activities...
<b>breaking sentences into words</b>	Breaking Sentences Into Words, p. 251	
<b>identifying beginning, middle, and end</b>	Identifying Beginning, Middle, and End, p. 252	
<b>blending compound words</b>	Blending to Make Compound Words, p. 254	
<b>segmenting compound words</b>	Segmenting Compound Words, p. 255	<ul style="list-style-type: none"> <li>• Breaking Sentences Into Words, p. 251</li> </ul>
<b>articulating phonemes</b>	Articulating Phonemes, p. 272	<ul style="list-style-type: none"> <li>• Isolating Phonemes (Initial, Final, Medial), pp. 274–276</li> </ul>
<b>isolating phonemes</b>	Isolating Phonemes (Initial, Final, Medial), pp. 274–276	<ul style="list-style-type: none"> <li>• Articulating Phonemes, p. 272</li> <li>• Recognizing Same Rime in Rhyming Words, p. 270</li> </ul>
<b>identifying same phonemes</b>	Identifying Same Phonemes (Initial, Final), pp. 276–278	<ul style="list-style-type: none"> <li>• Recognizing Same Rime in Rhyming Words, p. 270</li> <li>• Identifying Same Word in Compound Words, p. 257</li> </ul>
<b>blending phonemes</b>	Blending Phonemes, p. 279	<ul style="list-style-type: none"> <li>• Blending Onset and Rime, p. 267</li> <li>• Blending Syllables, p. 260</li> </ul>
<b>segmenting phonemes</b>	Segmenting Phonemes, p. 280	<ul style="list-style-type: none"> <li>• Segmenting Compound Words, p. 255</li> <li>• Segmenting Onset and Rime, p. 268</li> <li>• Segmenting Syllables, p. 261</li> <li>• Recognizing and Counting Syllables, p. 258</li> </ul>
<b>deleting phonemes</b>	Deleting Phonemes (Initial, Final), pp. 282–285	<ul style="list-style-type: none"> <li>• Deleting Initial Syllables, p. 263</li> <li>• Deleting Final Syllables, p. 265</li> </ul>
<b>adding phonemes</b>	Adding Phonemes (Initial, Final), pp. 286–289	<ul style="list-style-type: none"> <li>• Adding Final Syllables, p. 265</li> </ul>
<b>substituting phonemes</b>	Substituting Phonemes (Initial, Final, Medial), pp. 290–295	<ul style="list-style-type: none"> <li>• Deleting Phonemes (Initial, Final), pp. 282–285</li> </ul>
<b>manipulating phonemes (mixed)</b>	Manipulating Phonemes: Mixed Practice, p. 296	<ul style="list-style-type: none"> <li>• Substituting Phonemes (Initial, Final, Medial), pp. 290–295</li> <li>• Adding Phonemes (Initial, Final), pp. 286–289</li> <li>• Deleting Phonemes (Initial, Final), pp. 282–285</li> </ul>

## Using the Intervention Activities

The Intervention activities in this curriculum are designed to be used with small groups or individual students who need more instruction and practice with phonological or phonemic awareness skills taught in the whole-class lessons. You might observe children struggling during whole-class instruction, or you might identify skill weaknesses through assessment. Use the Diagnose and Intervene chart on the preceding page for Intervention activities to help children with specific skills. Start with the Intervention activity that is most like the activity children had trouble with during whole-class lessons or on an assessment. If children still struggle, try using the precursor activities identified in the last column of the chart. These activities build prerequisite skills that children might need to develop before they can succeed with the original grade-level skill.

In most cases, wait to teach an Intervention activity until the skill has been introduced in a whole-class lesson. That way your intervention will not get ahead of skill instruction with the whole class. Activities for precursor skills can be taught at any time.

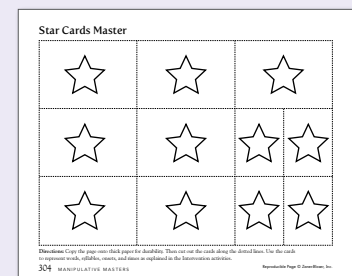
## About the Instruction

As in the whole-class lessons, instruction in the Intervention activities provides a gradual release of responsibility built around I Do, We Do, and You Do steps. The instruction also contains more continuous sounds. Continuous sounds that are meant to stretch out are written with repeated letters, as in */mmm/...ap* and *rrrug*.

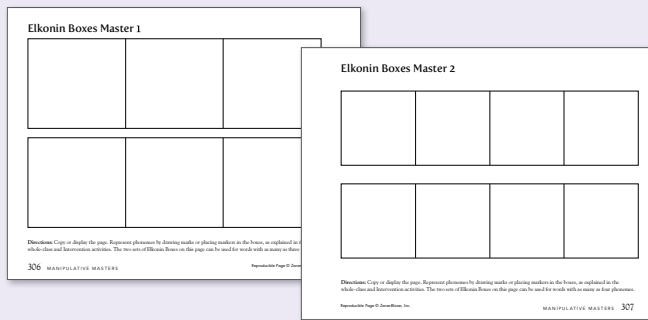
(The phonemes /f/, /h/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, /z/, and all vowel sounds are continuous sounds.) By stretching out continuous sounds, you can help struggling students hear and identify the phonemes more easily. The remaining phonemes are stop sounds, which cannot be stretched out. Some activities suggest supporting children with the more difficult stop sounds by repeating the sound a few times, as in */b/-/b/-bat*, or emphasizing it, as in *do**G***.

All Intervention activities use manipulatives to help students visualize the abstract with something more concrete. You can use manipulatives you have on hand, such as small blocks, chips, or cards. Or you can make manipulatives using these reproducible masters provided at the end of the Intervention section:

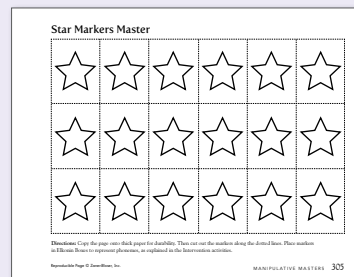
**Star Cards Master** Use this master to make 7 large cards and 4 small cards to represent words and syllables in the activities. Copy the master and cut along the dotted lines to separate the cards. Each card will have a star on one side and be blank on the other side. By placing the cards star-side up or star-side down, you can represent different words and syllables in the activities.



**Elkonin Boxes Masters** Use these masters to make Elkonin Boxes, sets of blank squares in a row that are used for keeping track of sounds in words. Master 1 has three boxes to use with words with three phonemes, and Master 2 has four boxes for words with four phonemes. Copy the masters as needed for you and children to use in activities.



**Star Markers Master** Use this master to create markers, small squares with stars, to use with the Elkonin Boxes. The markers are placed in the boxes to stand for the sounds in a word. Copy the master and cut along the dotted lines to separate the markers. Using colored paper will help the markers stand out better in the Elkonin Boxes. Markers can be placed star-side up or star-side down to represent same or different sounds. As another option, you can copy the master on different colored paper so you have sets of different colored markers.



## Providing Additional Practice

After teaching an Intervention activity, you can provide children with additional practice by repeating the We Do and You Do steps or just the You Do steps using words listed at the end of the activity. Starting on page 298, find more extensive lists with words you can use for more practice at the same level or more difficult levels. The lists are labeled so you know which words can be used with specific activities. They are generally arranged from easier types of words—such as CVC (consonant-vowel-consonant) words—to more difficult words, such as words with blends.

As children’s skills improve through practice, gradually take away the extra support provided by the manipulatives. Manipulatives in the Intervention activities are meant as a scaffold for students to help them learn the skills that are difficult for them. The goal is for children to eventually be able to do phonemic awareness activities without either manipulatives or hand motion support.



## Breaking Sentences Into Words

**Use:** Anytime after Unit 1, Lesson 1

**Materials:** Three cards of the same size for yourself and each child. You can make cards using the Star Cards Master (page 304).

Say to children: “We’ve learned that sentences tell what someone or something does or is like and that sentences are made of words. Today we’ll review how to break sentences into words.”

### I Do

- “My turn first. I’ll use these cards to stand for each word in a sentence. Watch what I do with my cards as you listen. [See directions in the Manipulatives box.]
- The sentence is **A dog barks**.
- Next, I’ll set a card down as I say each word. Listen: **A...dog...barks**.
- Watch and listen as I do it again. The sentence is **A dog barks**.
- I’ll break the sentence into words. Listen: **A...dog...barks**.
- I can say the whole sentence again: **A dog barks**.”

### ★ Manipulatives

Hold three cards for three-word sentences. Set down a card as you say each word in the sentence, going left to right (from children’s view) and leaving a space between each card. Touch each card as you repeat the word it represents. Slide a finger under the cards from left to right when you say the words as a whole sentence again. Teach children to use the cards during the We Do step. Help them maintain left-to-right directionality with their cards.



### We Do

- “Let’s try it together. [Give each child three cards.]
- Listen to the sentence: **We ate lunch**. Say it with me: **We ate lunch**.
- First word: **We**. Set a card down and say the word: **We**.
- Next word: **ate**. Set down a card and say the word: **ate**.
- Last word: **lunch**. Set down a card and say the word: **lunch**.
- What’s the first word? (*We*) Next word? (*ate*) Last word? (*lunch*)
- Slide your fingers under the cards and say the whole sentence with me: **We ate lunch**.
- Yes, the words are **We...ate...lunch**. The sentence is **We ate lunch**.

- Let's try it again. Say each word with me: **We...ate...lunch.** Again: **We...ate...lunch.**
- Say the whole sentence with me again: **We ate lunch.**"

## You Do

- "Now it's your turn. Use your cards again in the same way.
- Say the sentence after me: **My cat jumps.** (*My cat jumps.*)
- Say each word after me: **My...cat...jumps.** (*My...cat...jumps*)
- First word? (*My*) Next word? (*cat*) Last word? (*jumps*)
- Say each word again. (*My...cat...jumps*)
- Say the whole sentence again." (*My cat jumps.*)

## Additional Practice

Repeat the We Do and You Do steps or just the You Do steps using any of the words below. If you choose sentences with four words, you and the children will each need four cards.

### Three-Word Sentences

**They walk home.**  
**We are late.**  
**We run fast.**  
**Games are fun.**  
**They play music.**  
**My pencil broke.**  
**We speak softly.**  
**It is morning.**

### Four-Word Sentences

**We will help you.**  
**This is my desk.**  
**The sky is blue.**  
**He lost his bag.**  
**It will rain later.**  
**They can fix it.**  
**I finished my work.**  
**My sister is six.**

## Identifying Beginning, Middle, End

**Use:** Anytime after Unit 1, Lesson 6

**Materials:** Three cards of the same size for yourself and each child. You can make cards using the Star Cards Master (page 304).

Say to children: "Sentences are made up of words, and the order of words in a sentence is important for it to make sense. Today we'll listen to sentences and tell which word is in the beginning, middle, and end of each sentence."

## I Do

- "My turn first. I'll use these cards to stand for each word in a sentence. Watch what I do with my cards as you listen. [See directions in the Manipulatives box on page 253.]
- The first card is the beginning of the sentence.
- The last card is the end of the sentence.
- The second card is in the middle of the sentence. The middle is always between the beginning and the end.
- Here's the sentence: **My cat slept.**
- The first word, **My**, is the beginning of the sentence.
- The next word, **cat**, is the middle of the sentence.
- The last word, **slept**, is the end of the sentence.
- I'll do it again. Listen to the sentence: **My cat slept.**
- Beginning: **My**. Middle: **cat**. End: **slept**.
- Listen to the whole sentence again: **My cat slept.**"



## Manipulatives

Hold three cards for three-word sentences. Set down a card as you say each word in the sentence, going left to right (from children's view) and leaving a space between each card. Touch each card as you repeat the word it represents. Slide a finger under the cards from left to right when you say the words as a whole sentence again. Teach children to use the cards during the We Do step. Help them maintain left-to-right directionality with their cards.



My



cat



slept

## We Do

- “Let’s try a word together. [Give each child three cards.]
- Lay out your three cards like mine.
- Touch the card that is the beginning. Touch the middle card. Touch the card at the end.
- Now listen to the sentence: ***I read books.*** Say it with me: ***I read books.***
- First word: ***I.*** Touch the card at the beginning and say the word with me: ***I.***
- Next word: ***read.*** Touch the middle card and say the word with me: ***read.***
- Last word: ***books.*** Touch the last card and say the word with me: ***books.***

- Touch each card again as I ask about the word in that position. What word is at the beginning of the sentence? (*I*) Middle? (*read*) End? (*books*)
- That’s right. Let’s say the whole sentence again: ***I read books.***”

## You Do

- “Now it’s your turn. Use your cards in the same way.
- Listen to the sentence: ***We ate grapes.*** Say it. (*We ate grapes.*)
- Beginning? (*We*) Middle? (*ate*) End? (*grapes*)
- Again. Beginning? (*We*) Middle? (*ate*) End? (*grapes*)
- That’s right. What sentence?” (*We ate grapes.*)

## Additional Practice

Repeat the We Do and You Do steps or just the You Do steps using any of the sentences below. To ensure children’s full understanding, you might want to ask them to repeat words in a sentence out of order. For example, point to the middle card and ask them to say the word in the middle first.

**Birds can fly.**

**Frogs jump far.**

**They play games.**

**We ran fast.**

**I write letters.**

**Cookies taste sweet.**

**Pigs like mud.**

**Bats eat bugs.**

**I left early.**

**They walk home.**

**We ate dinner.**

**Flowers smell nice.**

## Blending Onset and Rime

**Use:** Anytime after Unit 5, Lesson 2

**Materials:** Two cards, one large and one small, for yourself and each child. You can make cards using the Star Cards Master (page 304).

Say to children: “Today we’ll review how to blend, or put together, a beginning sound with an ending part to make a word. The beginning sound is called the *onset* and the ending part is called the *rime*.”

### I Do

- “My turn first. I’ll use a small card for the beginning sound, or *onset*, and a large card for the ending part, or *rime*. Watch what I do with my cards as you listen. [See the Manipulatives box for directions.]
- The onset is **/rrr/**.
- The rime is **ip**.
- I can blend **/rrr/** with **ip** to make a word. Listen: **rrrip**.
- Watch and listen as I do it again: **/rrr/...ip, rip**. Again: **/rrr/...ip, rip**.
- **Rip** is a word I know. I can use it in a sentence: *I rip the paper into two pieces.*”

### ★ Manipulatives

Set down your small card as you say the onset of a word. Say the rime as you set down your larger card to the right (from children’s view) and a few inches away from the first card. Slide the two cards together as you blend the parts to say the whole word. Touch each card again and say the onset or rime it stands for. Teach children to use the cards during the We Do step. Help them maintain left-to-right directionality with their cards.



### We Do

- “Let’s try a word together. [Give each child a small card and a large card.] Hold a card in each hand.
- The onset is **/sss/**. Set your small card down and say the onset with me: **/sss/**.
- The rime is **it**. Set your large card down and say the rime with me: **it**. [Guide children to place the large card on the right and a bit away from the small card.]
- What’s the onset? (**/sss/**) What’s the rime? (**it**)
- Slide your cards together and blend the onset and rime with me: **sit**.
- Let’s try it again: **/sss/...it, sit**. Again: **/sss/...it, sit**.
- Here’s the word in a sentence: *I sit on the chair.*”

## You Do

- “Now it’s your turn. Use your cards again in the same way.
- Say the onset and rime after me: /**nnn**/...**ap**.  
(/nnn/...ap)
- Blend. What word? (*nap*)
- That’s right, the word is **nap**.
- Here’s the word in a sentence: *The baby took a nap.*”

## Additional Practice

Repeat the We Do and You Do steps or just the You Do steps using any of these words:

/mmm/...at	(mat)	/sss/...un	(sun)
/fff/...eet	(feet)	/rrr/...ope	(rope)
/lll/...ap	(lap)	/hhh/...ill	(hill)
/nnn/...ine	(nine)	/zzz/...ip	(zip)
/mmm/...op	(mop)	/sss/...ip	(sip)
/fff/...ace	(face)	/rrr/...un	(run)
/lll/...ike	(like)	/vvv/...et	(vet)
/nnn/...ose	(nose)	/hhh/...op	(hop)

See the word list on page 300 for more words that you can use for the Blending Onset and Rime activity. Once children are able to blend onsets with continuous sounds, have them try blending onsets in words that begin with stop sounds.

## Segmenting Onset and Rime

**Use:** *Anytime after Unit 5, Lesson 3*

**Materials:** *Two cards, one large and one small, for yourself and each child. You can make cards using the Star Cards Master (page 304).*

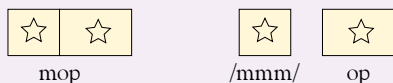
Say to children: “The beginning sound of a word is called the *onset* and the ending part is called the *rime*. Today we’ll review how to break a word apart into its onset and rime.”

## I Do

- “My turn first. I’ll use a small card for the onset and a large card for the rime. Watch what I do with my cards as you listen. [See directions in the Manipulatives box on page 269.]
- The word is **mop**.
- I can break **mop** into its onset and rime.
- The onset, or beginning sound, is /**mmm**/. [Stretch out continuous sounds.]
- The rime, or ending part, is **op**.
- Watch and listen as I do it again: **mop**, /**mmm**/...**op**.
- The onset is /**m**/. The rime is **op**. The word is **mop**.”

## ★ Manipulatives

Place your two cards next to each other with the small card on the left (from children's view). Slide a finger under the cards as you say the word. To break the word apart, slide the small card to the left as you say the onset. Slide the large card to the right as you say the rime. Slide the cards together again when you say the whole word again. Teach children to use the cards during the We Do step. Help them maintain left-to-right directionality with the cards.



## We Do

- “Let’s try a word together. [Give each child a small card and a large card.]
- Place your cards next to each other. [Guide children so they place the small card to the left of the larger card.]
- The word is **sun**. Say it: **sun**.
- Slide your small card to the side and say the onset with me: /sss/.
- Slide the large card the other way and say the rime with me: **un**.
- That’s right. The onset is /s/ and the rime is **un**.
- Slide the cards together and say the whole word again: **sun**.”

## You Do

- “Now it’s your turn. Use your cards again in the same way.
- The word is **nap**. Say it. (**nap**)
- Onset? (/nnn/) Rime? (**ap**)
- That’s right, /n/...**ap**.
- What word?” (**nap**)

## Additional Practice

Repeat the We Do and You Do steps or just the You Do steps using any of these words:

<b>lap</b>	(/lll/...ap)	<b>map</b>	(/mmm/...ap)
<b>race</b>	(/rrr/...ace)	<b>fun</b>	(/fff/...un)
<b>net</b>	(/nnn/...et)	<b>soak</b>	(/sss/...oak)
<b>like</b>	(/lll/...ike)	<b>zip</b>	(/zzz/...ip)
<b>hop</b>	(/hhh/...op)	<b>feet</b>	(/fff/...eet)
<b>name</b>	(/nnn/...ame)	<b>sit</b>	(/sss/...it)
<b>rock</b>	(/rrr/...ock)	<b>meet</b>	(/mmm/...eet)
<b>sail</b>	(/sss/...ail)	<b>hip</b>	(/hhh/...ip)

See the word list on page 300 for more words that you can use for the Segmenting Onset and Rime activity. Once children are able to segment onsets with continuous sounds, have them try segmenting onsets in words that begin with stop sounds.

## Blending Phonemes

**Use:** Anytime after Unit 10, Lesson 1

**Materials:** one rubber band

Say to children: “Words are made of sounds. Today we’re going to review how to blend sounds to make a word.”

### I Do

- “My turn first. I’ll say the sounds of a word slowly as I stretch this rubber band. [See the Manipulatives box for directions.]
- Watch and listen: /hhh-ōōō-p/. [Stretch out the continuous sounds as you say the word slowly.]
- Listen again: /hhh-ōōō-p/.
- Now I’ll say the sounds fast: **hop**. Notice when I say the sounds fast, they blend together to make a word.
- Listen again. I’ll say the sounds slowly and then fast: /hhh-ōōō-p/, **hop**.
- **Hop** is a word I know. I can use it in a sentence: *I can hop like a kangaroo.*”

### ★ Manipulatives

Using the thumb and first two fingers of both hands, hold the rubber band in front of you. Say the sounds of the word slowly, and each time you say a new sound, stretch the band a bit more. Then let the rubber band shrink back down as you say the word at a normal speed. This manipulative is for children to watch, but not use themselves.

### We Do

- “Let’s try it together. I’ll use the rubber band again.
- Watch and listen: /mmm-āāā-p/.
- Say the sounds slowly with me: /mmm-āāā-p/.
- Now say the sounds fast with me: **map**.
- Let’s try it again: /mmm-āāā-p/, **map**.
- Yes, the word is **map**. Here’s the word in a sentence: *I use a map to find my way.*”

### You Do

- “Now it’s your turn. I’ll say the sounds slowly as I stretch this rubber band. Then you’ll say the sounds fast to make a word.
- Listen: /fff-ūūū-nnn/.
- What’s the word? (*fun*) Yes, the word is **fun**.”

## Additional Practice

Repeat the We Do and You Do steps or just the You Do steps using any of these words:

/mmm-äää-nnn/	(man)
/fff-iii-nnn/	(fin)
/sss-üüü-nnn/	(sun)
/hhh-äää-mmm/	(ham)
/rrr-ööö-k/	(rock)
/nnn-äää-p/	(nap)
/zzz-iii-p/	(zip)
/d-ööö-t/	(dot)
/j-äää-mmm/	(jam)
/p-iii-lll/	(pill)
/k-üüü-p/	(cup)
/lll-äää-k/	(lake)
/w-ēēē-k/	(week)
/d-äää-t/	(date)
/fff-iii-vvv/	(five)
/k-ööö-t/	(coat)

See the word list on page 300 for more words you can use for Blending Phonemes, including words with digraphs or blends.

## Segmenting Phonemes

**Use:** Anytime after Unit 10, Lesson 2

**Materials:** Set of Elkonin Boxes and three markers for yourself and each child. You can make the materials using Elkonin Boxes Master 1 (page 306) and the Star Markers Master (page 305).

Say to children: “Words are made up of sounds. Today we’re going to review how to break words apart into their sounds. We’ll use boxes and markers to help us keep track of the sounds.”

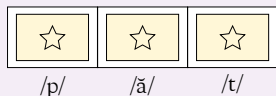
### I Do

- “My turn first. Watch how I use the boxes. [See directions in the Manipulatives box on page 281.]
- The word is **pat**. I’ll put a marker in a box for each sound.
- The first sound I hear in /p/-/p/-**pat** is /p/. [Repeat the initial stop sound a few times.]
- The next sound I hear in **paat** is /ä/. [Stretch out the middle vowel sound.]
- The last sound I hear in **paT** is /t/. [Emphasize the final stop sound.]
- I can say the sounds again: /p/.../a/.../t/. [Repeat a few times.]
- Now I’ll put the word back together. Listen: **pat**.
- Here’s the word in a sentence: I gave my dog a pat on the head.”



## Manipulatives

Put a marker in each Elkonin Box going from left to right (from children's view) as you say each sound in a word. To review the sounds, touch each box and say the sound. Quickly slide a finger under the boxes from left to right as you say the whole word. Teach children to use the manipulatives the same way.



## We Do

- “Let’s try a word together. [Distribute materials.]
- The word is: **bug**. Say it: **bug**.
- Let’s break it apart. What’s the first sound in /b/-/b/-**bug**? (/b/) Put a marker in the first box. [Guide children to start with the box on the left.]
- What’s the next sound in **buug**? (/ū/) Put a marker in the middle box.
- What’s the last sound in **buG**? (/g/) Put a marker in the last box.
- Say each sound with me: /b/.../ū/.../g/. Again: /b/.../ū/.../g/.
- Now slide a finger under all the boxes and say the word: **bug**.”

## You Do

- “Now it’s your turn Take the markers out of your boxes and use them again in the same way for the new word.
- The word is **tag**. Say it. (*tag*) Again. (*tag*)
- First sound? (/t/) Next sound? (/ā/) Last sound? (/g/)
- Say each sound. (/t/.../ā/.../g/) Again. (/t/.../ā/.../g/)
- What word?” (*tag*)

## Additional Practice

Repeat the We Do and You Do steps or just the You Do steps using any of these words:

<b>bed</b>	/b/.../ĕ/.../d/
<b>dig</b>	/d/.../ī/.../g/
<b>pot</b>	/p/.../ō/.../t/
<b>tub</b>	/t/.../ū/.../b/
<b>jam</b>	/j/.../ā/.../m/
<b>tape</b>	/t/.../ā/.../p/
<b>bike</b>	/b/.../ī/.../k/
<b>coat</b>	/k/.../ō/.../t/
<b>lap</b>	/l/.../ā/.../p/
<b>not</b>	/n/.../ō/.../t/
<b>red</b>	/r/.../ĕ/.../d/
<b>hit</b>	/h/.../ī/.../t/
<b>make</b>	/m/.../ā/.../k/
<b>home</b>	/h/.../ō/.../m/

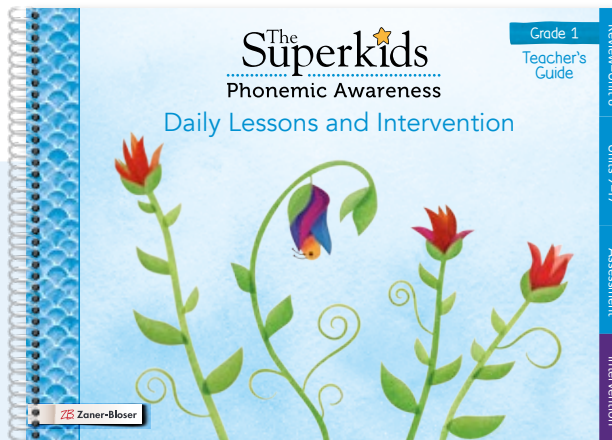
See the word list on page 300 for more words you can use for the Segmenting Phonemes activity, including words with digraphs or blends.



# Grade 1 Samples

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# Grade 1, Unit 9

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## 1. Identifying Same Initial Phonemes

Say to children: “I’ll say two words and you’ll repeat them. Then you’ll tell me if the words have the same first sound. If they do, you’ll say the sound.”

“Say each word after me: *sheep, shake*. (*sheep, shake*)  
Same first sound? (yes) What sound?” (/sh/) Repeat using these words:

state, sleep	(yes, /s/)
think, horse	(no)
friend, trip	(no)
break, blast	(yes, /b/)
chip, chair	(yes, /ch/)
zip, chance	(no)
vest, van	(yes, /v/)
plug, prop	(yes, /p/)

## 2. Substituting Initial Phonemes

Say to children: “We know how to add and take away sounds from words. Today we’ll learn how to make a new word by changing a beginning sound to a different sound.”

### I Do

- “My turn first. Watch my hand as you listen.
- The word is *mine*. I can break *mine* into sounds: /m/.../ī/.../n/.
- The first sound in *mine* is /m/.
- I can change /m/ in *mine* to /l/. The new word is *line*.
- So I changed the first sound in *mine* to make the word *line*.
- *Line* is a word I know. I can use *line* in a sentence: *Draw a line under the word.*”



### Hand Motions

Hold your left hand up in a fist (palm facing out) as you say the initial word. When you break the word into sounds, hold up your thumb for the first sound and your other fingers in sequence for each of the next sounds. Then use your other hand to tap the finger that stands for the sound you’re changing. Reform your fist when you say the new word. Have children watch your hand motions without doing them with you.

## We Do

---

- “Let’s try it together. I’ll do the hand motions for you to watch.
- The word is **line**. Say it with me: **line**.
- Let’s say the sounds in **line**: /l/.../ī/.../n/.
- What’s the first sound in **line**? (/l/)
- We can change /l/ to /v/. Say the new word with me: **vine**.
- That’s right. We changed the first sound in **line** to make **vine**.
- Here’s **vine** in a sentence: A vine grew on the wall.”

## You Do

---

- “Now it’s your turn. I’ll do the hand motions for you.
- The word is **vine**. Say it. (*vine*)
- Say the sounds with me: /v/.../ī/.../n/.
- Change /v/ to /s/. New word? (*sign*)
- That’s right. Here’s **sign** in a sentence: The sign tells the speed limit.”

## Teaching Tip

Phoneme substitution activities build awareness of the importance of individual sounds in words and how two words can differ by only one sound. This recognition can help children become more attentive to sounds as they decode and encode words.

## 1. Identifying Same Initial Phonemes

Say to children: “I’ll say two words and you’ll repeat them. Then you’ll tell me if the words have the same first sound. If they do, you’ll say the sound.”

“Say each word after me: **chalk**, **chop**. (*chalk*, *chop*)

Same first sound? (yes) What sound?” (/ch/) Repeat using these words:

<b>shook, sheep</b>	(yes, /sh/)	<b>thin, third</b>	(yes, /th/)
<b>boil, boot</b>	(yes, /b/)	<b>leaf, chef</b>	(no)
<b>small, sneak</b>	(yes, /s/)	<b>night, pouch</b>	(no)
<b>crash, mood</b>	(no)	<b>bring, blue</b>	(yes, /b/)

## 2. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **raise**. Say it. (*raise*) Say each sound. (/r/.../ā/.../z/) What word?” (*raise*) Repeat using these words:

<b>sheep</b>	/sh/.../ē/.../p/	<b>bridge</b>	/b/.../r/.../ī/.../j/
<b>mask</b>	/m/.../ā/.../s/.../k/	<b>mild</b>	/m/.../ī/.../l/.../d/
<b>sneak</b>	/s/.../n/.../ē/.../k/	<b>sunk</b>	/s/.../ũ/.../n/.../k/
<b>cloak</b>	/k/.../l/.../ō/.../k/	<b>crash</b>	/k/.../t/.../ā/.../sh/

## 3. Substituting Initial Phonemes

Say to children: “In the last lesson, we learned how to make a new word by changing a beginning sound to a different sound. We’ll practice this again today.”

### We Do

- “Let’s try it together. I’ll do the hand motions for you to watch.” [See Hand Motions on page 115.]
- The word is **cat**. Say it with me: **cat**.
- Let’s say the sounds in **cat**: /k/.../ă/.../t/.
- What’s the first sound in **cat**? (/k/)
- We can change /k/ to /m/. Say the new word with me: **mat**.
- That’s right. We changed the first sound in **cat** to make **mat**.
- Here’s **mat** in a sentence: *Put your shoes on the mat.*”

### You Do

- “Now it’s your turn. I’ll do the hand motions for you.
- The word is **mat**. Say it. (*mat*)
- Say the sounds with me: /m/.../ă/.../t/.
- Change /m/ to /Th/. New word? (*that*)
- That’s right. Here’s **that** in a sentence: *That is my desk.*”

## 1. Identifying Same Initial Phonemes

Say to children: “I’ll say two words and you’ll repeat them. Then you’ll tell me if the words have the same first sound. If they do, you’ll say the sound.”

Say each word after me: **house, hair**. (*house, hair*) Same first sound? (yes) What sound?” (/h/) Repeat using these words:

<b>quack, soon</b>	(no)	<b>slow, skit</b>	(yes, /s/)
<b>chick, chirp</b>	(yes, /ch/)	<b>crowd, claw</b>	(yes, /k/)
<b>scale, steam</b>	(yes, /s/)	<b>grew, goose</b>	(yes, /g/)
<b>ride, toys</b>	(no)	<b>they, yard</b>	(no)

## 2. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **grow**. Say it. (*grow*) Say each sound. (/g/.../r/.../ō/) What word?” (*grow*) Repeat using these words:

<b>lamp</b>	/l/.../ā/.../m/.../p/
<b>fact</b>	/f/.../ā/.../k/.../t/
<b>slope</b>	/s/.../l/.../ō/.../p/
<b>host</b>	/h/.../ō/.../s/.../t/
<b>steam</b>	/s/.../t/.../ē/.../m/
<b>shape</b>	/sh/.../ā/.../p/
<b>damp</b>	/d/.../ā/.../m/.../p/
<b>scale</b>	/s/.../k/.../ā/.../l/

## 3. Substituting Initial Phonemes

Say to children: “We’ll say a word and its sounds. Then you’ll change the first sound to make a new word. Watch my hand motions.” [See Hand Motions on page 115.]

“The word is **bake**. Say it. (*bake*) Say the sounds with me: /b/.../ā/.../k/. Change /b/ to /l/. New word?” (*lake*) Repeat using these words:

<b>lake</b>	/l/.../ā/.../k/	/l/ to /f/	( <i>fake</i> )
<b>fake</b>	/f/.../ā/.../k/	/f/ to /kw/	( <i>quake</i> )
<b>quake</b>	/kw/.../ā/.../k/	/kw/ to /t/	( <i>take</i> )
<b>take</b>	/t/.../ā/.../k/	/t/ to /sh/	( <i>shake</i> )
<b>shake</b>	/sh/.../ā/.../k/	/sh/ to /m/	( <i>make</i> )
<b>make</b>	/m/.../ā/.../k/	/m/ to /w/	( <i>wake</i> )

### Connect to Phonics

Say the sounds in **bake** as you write the word on the board. Tell children you want to change the first sound to /l/. Ask them to write in the air the letter that stands for the sound. Confirm that *l* stands for the new sound and change **b** to *l* in the word. Have them blend the sounds to read the new word, **lake**. Repeat the steps to change /l/ to /k/ to make **cake**.

## 1. Identifying Same Initial Phonemes

Say to children: “I’ll say two words and you’ll repeat them. Then you’ll tell me if the words have the same first sound. If they do, you’ll say the sound.”

“Say each word after me: **yawn, yak**. (*yawn, yak*) Same first sound? (*yes*) What sound?” (/y/) Repeat using these words:

<b>front, floss</b>	(yes, /f/)	<b>view, wept</b>	(no)
<b>cloud, coin</b>	(yes, /k/)	<b>sneeze, spoil</b>	(yes, /s/)
<b>thick, thumb</b>	(yes, /th/)	<b>hook, those</b>	(no)
<b>zipped, troop</b>	(no)	<b>child, cheer</b>	(yes, /ch/)

## 2. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **plain**. Say it. (*plain*) Say each sound. (/p/.../l/.../ā/.../n/) What word?” (*plain*) Repeat using these words:

<b>match</b>	/m/.../ā/.../ch/
<b>coats</b>	/k/.../ō/.../t/.../s/
<b>task</b>	/t/.../ā/.../s/.../k/
<b>float</b>	/f/.../l/.../ō/.../t/
<b>child</b>	/ch/.../ī/.../l/.../d/
<b>thumb</b>	/th/.../ū/.../m/
<b>belt</b>	/b/.../ē/.../l/.../t/
<b>sneeze</b>	/s/.../n/.../ē/.../z/

## 3. Substituting Initial Phonemes

Say to children: “We’ll say a word and its sounds. Then you’ll change the first sound to make a new word. Watch my hand motions.” [See Hand Motions on page 115.]

“The word is **dot**. Say it. (*dot*) Say the sounds with me: /d/.../ō/.../t/. Change /d/ to /g/. New word?” (*got*) Repeat using these words:

<b>got</b>	/g/.../ō/.../t/	/g/ to /h/	( <i>hot</i> )
<b>hot</b>	/h/.../ō/.../t/	/h/ to /p/	( <i>pot</i> )
<b>pot</b>	/p/.../ō/.../t/	/p/ to /r/	( <i>rot</i> )
<b>rot</b>	/r/.../ō/.../t/	/r/ to /l/	( <i>lot</i> )
<b>lot</b>	/l/.../ō/.../t/	/l/ to /n/	( <i>not</i> )
<b>not</b>	/n/.../ō/.../t/	/n/ to /k/	( <i>cot</i> )
<b>cot</b>	/k/.../ō/.../t/	/k/ to /sh/	( <i>shot</i> )

## English Learner Support

The /ō/ sound found in *got* and *hot* does not occur in Mandarin, so native speakers of this language might not round their lips adequately to produce this phoneme. Have them watch the articulation video for /ō/ several times. Tell them to pay special attention to the speaker’s mouth shape. Then have them practice pronouncing the example words on the phoneme card.

## 1. Identifying Same Initial Phonemes

Say to children: “I’ll say two words and you’ll repeat them. Then you’ll tell me if the words have the same first sound. If they do, you’ll say the sound.”

“Say each word after me: **fruit, flip**. (*fruit, flip*) Same first sound? (yes) What sound?” (/f/) Repeat using these words:

<b>down, dew</b>	(yes, /d/)	<b>grain, glove</b>	(yes, /g/)
<b>shawl, shove</b>	(yes, /sh/)	<b>fair, plow</b>	(no)
<b>boom, deep</b>	(no)	<b>stare, speed</b>	(yes, /s/)
<b>chain, clump</b>	(no)	<b>thank, farm</b>	(no)

## 2. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **built**. Say it. (*built*) Say each sound. (/b/.../ɪ/.../l/.../t/) What word?” (*built*) Repeat using these words:

<b>rope</b>	/r/.../ō/.../p/
<b>clump</b>	/k/.../l/.../ŭ/.../m/.../p/
<b>pitch</b>	/p/.../ɪ/.../ch/
<b>grind</b>	/g/.../r/.../ī/.../n/.../d/
<b>grain</b>	/g/.../r/.../ā/.../n/
<b>mint</b>	/m/.../ɪ/.../n/.../t/
<b>speed</b>	/s/.../p/.../ē/.../d/
<b>cube</b>	/k/.../ū/.../b/

## 3. Substituting Initial Phonemes

Say to children: “We’ll say a word and its sounds. Then you’ll change the first sound to make a new word. Watch my hand motions.” [See Hand Motions on page 115.]

“The word is **bill**. Say it. (*bill*) Say the sounds with me: /b/.../ɪ/.../l/. Change /b/ to /d/. New word?” (*dill*) Repeat using these words:

<b>dill</b>	/d/.../ɪ/.../l/	/d/ to /f/	( <i>fill</i> )
<b>fill</b>	/f/.../ɪ/.../l/	/f/ to /g/	( <i>gill</i> )
<b>gill</b>	/g/.../ɪ/.../l/	/g/ to /h/	( <i>hill</i> )
<b>hill</b>	/h/.../ɪ/.../l/	/h/ to /m/	( <i>mill</i> )
<b>mill</b>	/m/.../ɪ/.../l/	/m/ to /p/	( <i>pill</i> )
<b>pill</b>	/p/.../ɪ/.../l/	/p/ to /w/	( <i>will</i> )
<b>will</b>	/w/.../ɪ/.../l/	/w/ to /ch/	( <i>chill</i> )

### Connect to Phonics

Ask children to say the sound in the middle of **rope**. (/ō/) Tell them to write in the air the letter that stands for the middle sound and the silent letter at the end of the word. Write **ō\_\_e** on the board, and confirm with children that **o** stands for /ō/ in the middle of **rope** and **e** is the silent letter at the end. Repeat the steps with **cube**.

## 1. Categorizing Initial Phonemes

Say to children: “I’ll say three words and you’ll listen for the first sound in each word. Then you’ll say which word is different because it begins with a different sound than the others.”

“Listen to the words: **chat**, **bear**, **chief**. Which is different?”  
(*bear*) Repeat using these words:

sweep, soil, show	( <i>show</i> )
cloud, round, crown	( <i>round</i> )
hand, short, shade	( <i>hand</i> )
stain, quake, smash	( <i>quake</i> )
gnat, nice, town	( <i>town</i> )
root, three, thorn	( <i>root</i> )
pear, scout, skim	( <i>pear</i> )
good, race, gate	( <i>race</i> )

## 2. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **claim**. Say it. (*claim*) Say each sound.  
(/k/.../l/.../ā/.../m/) What word?” (*claim*) Repeat using these words:

<b>thick</b>	/th/.../ī/.../k/	<b>piece</b>	/p/.../ē/.../s/
<b>shield</b>	/sh/.../ē/.../l/.../d/	<b>fast</b>	/f/.../ā/.../s/.../t/
<b>sweep</b>	/s/.../w/.../ē/.../p/	<b>switch</b>	/s/.../w/.../ī/.../ch/
<b>soft</b>	/s/.../ō/.../f/.../t/	<b>stain</b>	/s/.../t/.../ā/.../n/

## 3. Substituting Initial Phonemes

Say to children: “We’ll say a word and its sounds. Then you’ll change the first sound to make a new word. Watch my hand motions.” [See Hand Motions on page 115.]

“The word is **dry**. Say it. (*dry*) Say the sounds with me:  
/d/.../r/.../ī/. Change /d/ to /f/. New word?” (*fry*) Repeat using these words:

<b>crab</b>	/k/.../r/.../ā/.../b/	/k/ to /g/	( <i>grab</i> )
<b>trip</b>	/t/.../r/.../ī/.../p/	/t/ to /g/	( <i>grip</i> )
<b>blot</b>	/b/.../l/.../ō/.../t/	/b/ to /p/	( <i>plot</i> )
<b>braid</b>	/b/.../r/.../ā/.../d/	/b/ to /g/	( <i>grade</i> )
<b>glow</b>	/g/.../l/.../ō/	/g/ to /f/	( <i>flow</i> )
<b>trick</b>	/t/.../r/.../ī/.../k/	/t/ to /b/	( <i>brick</i> )
<b>claim</b>	/k/.../l/.../ā/.../m/	/k/ to /f/	( <i>flame</i> )
<b>flip</b>	/f/.../l/.../ī/.../p/	/f/ to /k/	( <i>clip</i> )

### Teaching Tip

Starting in this lesson, words with initial blends are included in the Substituting Initial Phonemes activities. Children may struggle to identify and change the first sound and produce a new word with a different initial consonant blend. Make sure they are clearly pronouncing each phoneme in the initial blend with you. Consider using Elkonin Boxes to visually represent each sound and substitution.

## 1. Categorizing Initial Phonemes

Say to children: “I’ll say three words and you’ll listen for the first sound in each word. Then you’ll say which word is different because it begins with a different sound than the others.”

“Listen to the words: **globe, lake, grouch**. Which is different?” (*lake*) Repeat using these words:

blue, loop, box	(loop)	skirt, cliff, slump	(cliff)
clap, chose, cheek	(clap)	float, plane, frog	(plane)
joke, glass, join	(glass)	snail, knot, nut	(snail)
pool, proud, reach	(reach)	sway, clean, stool	(clean)

## 2. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **blank**. Say it. (*blank*) Say each sound. (/b/.../l/.../ā/.../n/.../k/) What word?” (*blank*) Repeat using these words:

wild	/w/.../ī/.../l/.../d/
breeze	/b/.../r/.../ē/.../z/
reach	/r/.../ē/.../ch/
praise	/p/.../r/.../ā/.../z/
shift	/sh/.../ī/.../f/.../t/
slump	/s/.../l/.../ŭ/.../m/.../p/
geese	/g/.../ē/.../s/
snail	/s/.../n/.../ā/.../l/

## 3. Substituting Initial Phonemes

Say to children: “We’ll say a word and its sounds. Then you’ll change the first sound to make a new word. Watch my hand motions.” [See Hand Motions on page 115.]

“The word is **glad**. Say it. (*glad*) Say the sounds with me: /g/.../l/.../ā/.../d/. Change /g/ to /p/. New word?” (*plaid*) Repeat using these words:

crack	/k/.../r/.../ā/.../k/	/k/ to /t/	(track)
blaze	/b/.../l/.../ā/.../z/	/b/ to /g/	(glaze)
class	/k/.../l/.../ā/.../s/	/k/ to /g/	(glass)
grew	/g/.../r/.../ō/	/g/ to /t/	(true)
brain	/b/.../r/.../ā/.../n/	/b/ to /d/	(drain)
drain	/d/.../r/.../ā/.../n/	/d/ to /g/	(grain)
treat	/t/.../r/.../ē/.../t/	/t/ to /g/	(greet)
brown	/b/.../r/.../ou/.../n/	/b/ to /k/	(crown)

### Connect to Phonics

Say the sounds in **brain** as you write the word on the board. Tell children you want to change the first sound to /d/. Ask them to write in the air the letter that stands for the sound. Confirm that **d** stands for the new sound and change **b** to **d** in the word. Have them blend the sounds to read the new word, **drain**. Repeat the steps to change /d/ to /g/ to make **grain**.

## 1. Categorizing Initial Phonemes

Say to children: “I’ll say three words and you’ll listen for the first sound in each word. Then you’ll say which word is different because it begins with a different sound than the others.”

“Listen to the words: **their, taught, this**. Which is different?”  
(*taught*) Repeat using these words:

duke, breeze, dusk	( <i>breeze</i> )
grasp, them, though	( <i>grasp</i> )
mow, worth, mouth	( <i>worth</i> )
glide, growl, cheap	( <i>cheap</i> )
quilt, type, quote	( <i>type</i> )
storm, coach, smart	( <i>coach</i> )
tape, tear, whale	( <i>whale</i> )
bloom, bread, vote	( <i>vote</i> )

### English Learner Support

In Spanish, the letters *b* and *v* are pronounced identically, so distinguishing between /b/ and /v/ may be difficult for some English Learners. If children struggle with these sounds, have them spend more time with the articulation videos and practice their pronunciation. Say aloud pairs of words with initial *b* and *v* (*bird/verb, boat/vote, bet/vet*) and have children repeat them, listening for the difference in the sounds.

## 2. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **swept**. Say it. (*swept*) Say each sound. (/s/.../w/.../ē/.../p/.../t/) What word?” (*swept*) Repeat using these words:

<b>cheap</b>	/ch/.../ē/.../p/	<b>hail</b>	/h/.../ā/.../l/
<b>that</b>	/Th/.../ā/.../t/	<b>camp</b>	/k/.../ā/.../m/.../p/
<b>greet</b>	/g/.../r/.../ē/.../t/	<b>coach</b>	/k/.../ō/.../ch/
<b>grasp</b>	/g/.../r/.../ā/.../s/.../p/	<b>please</b>	/p/.../l/.../ē/.../z/

## 3. Substituting Initial Phonemes

Say to children: “We’ll say a word and its sounds. Then you’ll change the first sound to make a new word. Watch my hand motions.” [See Hand Motions on page 115.]

“The word is **flea**. Say it. (*flea*) Say the sounds with me: /f/.../l/.../ē/. Change /f/ to /g/. New word?” (*glee*) Repeat using these words:

<b>cried</b>	/k/.../r/.../ī/.../d/	/k/ to /t/	( <i>tried</i> )
<b>block</b>	/b/.../l/.../ō/.../k/	/b/ to /k/	( <i>clock</i> )
<b>gray</b>	/g/.../r/.../ā/	/g/ to /t/	( <i>tray</i> )
<b>flop</b>	/f/.../l/.../ō/.../p/	/f/ to /p/	( <i>plot</i> )
<b>grape</b>	/g/.../r/.../ā/.../p/	/g/ to /d/	( <i>drape</i> )
<b>breeze</b>	/b/.../r/.../ē/.../z/	/b/ to /f/	( <i>freeze</i> )
<b>slam</b>	/s/.../l/.../ā/.../m/	/s/ to /k/	( <i>clam</i> )
<b>climb</b>	/k/.../l/.../ī/.../m/	/k/ to /s/	( <i>slime</i> )

## 1. Categorizing Initial Phonemes

Say to children: “I’ll say three words and you’ll listen for the first sound in each word. Then you’ll say which word is different because it begins with a different sound than the others.”

“Listen to the words: **shell**, **took**, **share**. Which is different?”  
(took) Repeat using these words:

chore, cash, chimp	(cash)	firm, meal, phone	(meal)
port, star, steal	(port)	plow, proof, soak	(soak)
trail, spoon, stem	(trail)	zoom, vein, view	(zoom)
club, cross, toad	(toad)	wish, wing, vest	(vest)

## 2. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **tusk**. Say it. (tusk) Say each sound.  
(/t.../ŭ.../s.../k/) What word?” (tusk) Repeat using these words:

blimp	/b.../l.../ĭ.../m.../p/
steal	/s...t.../ē.../l/
print	/p.../r.../ĭ.../n.../t/
toad	/t.../ō.../d/
drift	/d.../r.../ĭ.../f.../t/
switch	/s.../w.../ĭ.../ch/
trail	/t.../r.../ā.../l/
fright	/f.../r.../ĭ.../t/

## 3. Substituting Initial Phonemes

Say to children: “We’ll say a word and its sounds. Then you’ll change the first sound to make a new word. Watch my hand motions.” [See Hand Motions on page 115.]

“The word is **slick**. Say it. (slick) Say the sounds with me:  
/s.../l.../ĭ.../k/. Change /s/ to /k/. New word?” (click)  
Repeat using these words:

cloth	/k.../l.../ō.../th/	/k/ to /s/	(sloth)
from	/f.../r.../ŭ.../m/	/f/ to /k/	(crumb)
flick	/f.../l.../ĭ.../k/	/f/ to /s/	(slick)
plaque	/p.../l.../ā.../k/	/p/ to /b/	(black)
graze	/g.../r.../ā.../z/	/g/ to /p/	(praise)
flight	/f.../l.../ĭ.../t/	/f/ to /s/	(slight)
fleas	/f.../l.../ē.../z/	/f/ to /p/	(please)
cries	/k.../r.../ĭ.../z/	/k/ to /t/	(tries)

### Connect to Phonics

Ask children to say the sound in the middle of **steal**. (/ē/) Then tell them to write in the air the two vowels that together stand for the sound in the middle of the word. Write the letters on the board, and confirm with children that **ea** stands for /ē/ in the middle of **steal**. Repeat the steps with **toad**.

## Progress Monitoring

Teach the lesson in small groups so you can informally assess each child's skills. See the chart on the tabbed Intervention page for activities you can use later to address difficulties children may be having.

## 1. Categorizing Initial Phonemes

Say to children: "I'll say three words and you'll listen for the first sound in each word. Then you'll say which word is different because it begins with a different sound than the others."

"Listen to the words: *pest*, *gain*, *peel*. Which is different?" (*gain*) Repeat using these words:

chew, chime, seat	(seat)
spark, store, true	(true)
there, sharp, shut	(there)
hot, free, ham	(free)
brick, bright, drive	(drive)
cub, judge, gym	(cub)
ask, add, aim	(aim)
hold, out, him	(out)

## 2. Segmenting Phonemes

Say to children: "I'll say a word. You'll repeat it and then break the word into sounds."

"The word is *meet*. Say it. (*meet*) Say each sound. (/m/.../ē/.../t/) What word?" (*meet*) Repeat using these words:

shake	/sh/.../ā/.../k/	least	/l/.../ē/.../s/.../t/
brick	/b/.../r/.../ī/.../k/	tent	/t/.../ē/.../n/.../t/
cub	/k/.../ū/.../b/	song	/s/.../ō/.../ng/
tame	/t/.../ā/.../m/	faint	/f/.../ā/.../n/.../t/

## 3. Substituting Initial Phonemes

Say to children: "We'll say a word and its sounds. Then you'll change the first sound to make a new word. Watch my hand motions." [See Hand Motions on page 115.]

The word is *tree*. Say it. (*tree*) Say the sounds with me: /t/.../r/.../ē/. Change /t/ to /f/. New word?" (*free*) Repeat using these words:

sled	/s/.../l/.../ē/.../d/	/s/ to /b/	(bled)
fright	/f/.../r/.../ī/.../t/	/f/ to /b/	(bright)
tray	/t/.../r/.../ā/	/t/ to /f/	(fray)
slow	/s/.../l/.../ō/	/s/ to /f/	(flow)
crust	/k/.../r/.../ū/.../s/.../t/	/k/ to /t/	(trust)
pride	/p/.../r/.../ī/.../d/	/p/ to /b/	(bride)
flash	/f/.../l/.../ā/.../sh/	/f/ to /k/	(clash)
dress	/d/.../r/.../ē/.../s/	/d/ to /p/	(press)



# Grade 1, Unit 16

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## 1. Articulating Phonemes: /ōō/

Say to children: “Words are made of sounds. Today we’re going to learn how the sound /ōō/ is made. Then we’ll practice saying the sound.”

Show the Phoneme Articulation Card and Video for /ōō/. After the video, have children practice saying /ōō/ with you as explained on the back of the card. Provide corrective feedback as needed.



### English Learner Support

Distinguishing between long and short vowel sounds can be difficult for many non-native English speakers. For example, English Learners may confuse *pool* with *pull*. Support children by replaying the articulation videos for vowel sounds, such as /ōō/. Give them additional practice saying the phoneme in isolation and within words.

## 2. Deleting Second Phoneme in Initial Blends

**Materials:** *Elkonin Boxes Master 2* (page 300) and dry-erase pen (can use magnets or self-stick notes to represent phonemes)

Say to children: “We know how to take away the first sound in a word to make a new word. Today we’ll learn how to make a new word by taking away not the first, but the second sound in the word.”

### I Do

- “My turn first. I’ll use four boxes to keep track of the sounds in each word. [See the Manipulatives box for directions.]
- The word is **slide**. I’ll put a mark in a box as I say each sound: /s/.../l/.../ī/.../d/.
- The first sound in **slide** is /s/. The second sound in **slide** is /l/.
- Now I’ll take away /l/.
- I can blend the remaining sounds to make a new word. Listen: /s/.../īd/, **side**.
- So **slide** without /l/ is **side**.
- I can use **side** in a sentence: *Stand on the left side of the room.*”



## Manipulatives

Display Elkonin Boxes Master 2 or draw four boxes on the board as shown. Mark each box going from left to right as you say each sound in a word. Touch a marked box to review the sound it stands for. Remove the mark in the second box to illustrate taking away the second sound. When you or children blend the sounds in the new word, put a finger under the first box and then quickly slide it under the last two boxes.



## We Do

- “Let’s try it together. I’ll use the boxes again.
- The word is **spoon**. Say it with me: **spoon**.
- Say the sounds with me: /s/.../p/.../ōō/.../n/.
- What’s the first sound in **spoon**? (/s/) Second sound in **spoon**? (/p/)
- Now I’ll take away /p/.
- Let’s blend the sounds and say the new word: **soon**.
- Yes, **spoon** without /p/ is **soon**.
- Here’s **soon** in a sentence: *We will leave soon.*”

## You Do

- “Now it’s your turn. Watch the boxes again.
- The word is **plain**. Say it. (*plain*)
- Say the sounds with me: /p/.../l/.../ā/.../n/.
- Take away /l/. New word? (*pain*)
- That’s right. Here’s **pain** in a sentence: *I felt a pain in my stomach.*”

## Teaching Tip

Manipulating the second sound in an initial blend can be a challenging task. Using Elkonin Boxes to visually represent the sounds in words makes it easier for children to identify and then take away the second phoneme. As children get better at the skill throughout the unit, you should be able to do away with the extra support of the boxes.

## 1. Articulating Phonemes: /ō/

Say to children: “Words are made of sounds. Today we’re going to learn how the sound /ō/ is made. Then we’ll practice saying the sound.”

Show the Phoneme Articulation Card and Video for /ō/. After the video, have children practice saying /ō/ with you as explained on the back of the card. Provide corrective feedback as needed.



## 2. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **shook**. Say it. (*shook*) Say each sound. (/sh/.../ō/.../k/) What word?” (*shook*)

Repeat using these words:

<b>glow</b>	/g/.../l/.../ō/	<b>groom</b>	/g/.../r/.../ō/.../m/
<b>trace</b>	/t/.../r/.../ā/.../s/	<b>took</b>	/t/.../ō/.../k/
<b>snow</b>	/s/.../n/.../ō/	<b>smooth</b>	/s/.../m/.../ō/.../Th/
<b>look</b>	/l/.../ō/.../k/	<b>pounce</b>	/p/.../ou/.../n/.../s/

## 3. Deleting Second Phoneme in Initial Blends

### ★ Manipulatives

Use Elkonin Boxes Master 2 and a dry-erase pen as explained in the Manipulatives box on page 220.

Say to children: “We’ll say a word and its sounds. Then you’ll take away the second sound to make a new word. Watch how I keep track of the sounds in the boxes.”

“The word is **crab**. Say it. (*crab*) Say the sounds with me: /k/.../r/.../ā/.../b/. Take away /r/. New word?” (*cab*) Repeat using these words:

<b>stock</b>	/s/.../t/.../ō/.../k/	take away /t/	( <i>sock</i> )
<b>glow</b>	/g/.../l/.../ō/	take away /l/	( <i>go</i> )
<b>skit</b>	/s/.../k/.../ī/.../t/	take away /k/	( <i>sit</i> )
<b>smooth</b>	/s/.../m/.../ō/.../Th/	take away /m/	( <i>soothe</i> )
<b>scale</b>	/s/.../k/.../ā/.../l/	take away /k/	( <i>sail</i> )
<b>brake</b>	/b/.../r/.../ā/.../k/	take away /r/	( <i>bake</i> )
<b>stoop</b>	/s/.../t/.../ō/.../p/	take away /t/	( <i>soup</i> )
<b>snow</b>	/s/.../n/.../ō/	take away /n/	( <i>so</i> )

## 1. Isolating Medial Phonemes

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll tell me the middle vowel sound in the word.”

“The word is **ground**. Say it. (*ground*) Middle vowel sound? (/ou/) What word?” (*ground*) Repeat using these words:

<b>proof</b>	(/ōo/)	<b>grown</b>	(/ō/)
<b>space</b>	(/ā/)	<b>stood</b>	(/ōō/)
<b>page</b>	(/ā/)	<b>hook</b>	(/ōō/)
<b>spoil</b>	(/oi/)	<b>swoop</b>	(/ōō/)

## 2. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **pledge**. Say it. (*pledge*) Say each sound. (/p/.../l/.../ĕ/.../j/) What word?” (*pledge*) Repeat using these words:

<b>house</b>	/h/.../ou/.../s/
<b>proof</b>	/p/.../t/.../ōō/.../f/
<b>shown</b>	/sh/.../ō/.../n/
<b>wood</b>	/w/.../ōō/.../d/
<b>broil</b>	/b/.../t/.../oi/.../l/
<b>stood</b>	/s/.../t/.../ōō/.../d/
<b>slice</b>	/s/.../l/.../ī/.../s/
<b>swoop</b>	/s/.../w/.../ōō/.../p/

## 3. Deleting Second Phoneme in Initial Blends

### ★ Manipulatives

Use Elkonin Boxes Master 2 and a dry-erase pen as explained in the Manipulatives box on page 220.

Say to children: “We’ll say a word and its sounds. Then you’ll take away the second sound to make a new word. Watch how I keep track of the sounds in the boxes.”

“The word is **please**. Say it. (*please*) Say the sounds with me: /p/.../l/.../ĕ/.../z/. Take away /l/. New word?” (*peas*) Repeat using these words:

<b>brook</b>	/b/.../r/.../ōō/.../k/	take away /r/	( <i>book</i> )
<b>stay</b>	/s/.../t/.../ā/	take away /t/	( <i>say</i> )
<b>swoop</b>	/s/.../w/.../ōō/.../p/	take away /w/	( <i>soup</i> )
<b>bread</b>	/b/.../r/.../ĕ/.../d/	take away /r/	( <i>bed</i> )
<b>proof</b>	/p/.../t/.../ōō/.../f/	take away /r/	( <i>poof</i> )
<b>crane</b>	/k/.../r/.../ā/.../n/	take away /r/	( <i>cane</i> )
<b>skip</b>	/s/.../k/.../ī/.../p/	take away /k/	( <i>sip</i> )
<b>glide</b>	/g/.../l/.../ī/.../d/	take away /l/	( <i>guide</i> )

### Connect to Phonics

Ask children to say the sound in the middle of **proof**. (/ōō/) Then tell them to write in the air the letters that stand for the sound. Write the letters on the board, and confirm with children that **oo** stands for /ōō/ in the middle of **proof**. Repeat with **stood** and **house**.

## 1. Isolating Medial Phonemes

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll tell me the middle vowel sound in the word.”

“The word is **bridge**. Say it. (*bridge*) Middle vowel sound? (/ī/) What word?” (*bridge*) Repeat using these words:

cloud	(/ou/)	bloom	(/ōō/)
brace	(/ā/)	blown	(/ō/)
scoop	(/ōō/)	huge	(/ū/)
good	(/ōō/)	growl	(/ou/)

## 2. Manipulating Phonemes: Mixed Practice

Say to children: “I’ll say a word and you’ll repeat it. Then I’ll ask you to add, take away, or change a sound to make a new word. Then we’ll start again with another word.”

“The word is **gym**. Say it. (*gym*) Change /ī/ to /ē/. New word?” (*gem*) Repeat using these words:

good	change /g/ to /w/	( <i>wood</i> )
throw	change /ō/ to /ē/	( <i>three</i> )
bloom	take away /m/	( <i>blue</i> )
pouch	change /ou/ to /ā/	( <i>patch</i> )
flow	change /ō/ to /ī/	( <i>fly</i> )
scoop	change /p/ to /t/	( <i>scoot</i> )
ridge	add first sound /f/	( <i>fridge</i> )
foot	change /ōō/ to /ē/	( <i>feet</i> )

## 3. Deleting Second Phoneme in Initial Blends

### ★ Manipulatives

Use Elkonin Boxes Master 2 and a dry-erase pen as explained in the Manipulatives box on page 220.

Say to children: “We’ll say a word and its sounds. Then you’ll take away the second sound to make a new word. Watch how I keep track of the sounds in the boxes.”

“The word is **breeze**. Say it. (*breeze*) Say the sounds with me: /b/.../r/.../ē/.../z/. Take away /r/. New word?” (*bes*) Repeat using these words:

place	/p/.../l/.../ā/.../s/	take away /l/	( <i>pace</i> )
bloom	/b/.../l/.../ōō/.../m/	take away /l/	( <i>boom</i> )
crash	/k/.../r/.../ā/.../sh/	take away /r/	( <i>cash</i> )
stack	/s/.../t/.../ā/.../k/	take away /t/	( <i>sack</i> )
crook	/k/.../r/.../ōō/.../k/	take away /r/	( <i>cook</i> )
slide	/s/.../l/.../ī/.../d/	take away /l/	( <i>side</i> )
scoop	/s/.../k/.../ōō/.../p/	take away /k/	( <i>soup</i> )
swing	/s/.../w/.../ī/.../ng/	take away /w/	( <i>sing</i> )

## 1. Isolating Medial Phonemes

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll tell me the middle vowel sound in the word.”

“The word is **brown**. Say it. (*brown*) Middle vowel sound? (/ou/) What word?” (*brown*) Repeat using these words:

germ	(/ɛr/)	broom	(/oō/)
bowl	(/ō/)	count	(/ou/)
goose	(/oō/)	took	(/oō/)
spice	(/ī/)	brook	(/oō/)

## 2. Manipulating Phonemes: Mixed Practice

Say to children: “I’ll say a word and you’ll repeat it. Then I’ll ask you to add, take away, or change a sound to make a new word. Then we’ll start again with another word.”

“The word is **crown**. Say it. (*crown*) Change /n/ to /d/. New word?” (*crowd*) Repeat using these words:

chance	change /s/ to /t/	(chant)
fudge	change /f/ to /n/	(nudge)
broom	take away /b/	(room)
show	change /ō/ to /oō/	(shoe)
took	change /oō/ to /ā/	(take)
nic	change /s/ to /t/	(night)
brook	change /oō/ to /ī/	(brick)
pool	add first sound /s/	(spool)

## 3. Deleting Second Phoneme in Initial Blends

### ★ Manipulatives

Use Elkonin Boxes Master 2 and a dry-erase pen as explained in the Manipulatives box on page 220.

Say to children: “We’ll say a word and its sounds. Then you’ll take away the second sound to make a new word. Watch how I keep track of the sounds in the boxes.”

“The word is **sneak**. Say it. (*sneak*) Say the sounds with me: /s/.../n/.../ē/.../k/. Take away /n/. New word?” (*seek*) Repeat using these words:

crumb	/k/.../r/.../ŭ/.../m/	take away /r/	(come)
clap	/k/.../l/.../ă/.../p/	take away /l/	(cap)
broom	/b/.../r/.../oō/.../m/	take away /r/	(boom)
sting	/s/.../t/.../ī/.../ng/	take away /t/	(sing)
twin	/t/.../w/.../ī/.../n/	take away /w/	(tin)
blow	/b/.../l/.../ō/	take away /l/	(bow)

### Connect to Phonics

Ask children to say the sound in the middle of **took**. (/oō/) Then tell them to write in the air the letters that stand for the sound. Write the letters on the board, and confirm with children that **oo** stands for /oō/ in the middle of **took**. Repeat the steps with **brown** and **broom**.

## 1. Articulating Phonemes: /ā̄r/

Say to children: “Words are made of sounds. Today we’re going to learn how the sound /ā̄r/ is made. Then we’ll practice saying the sound.”

Show the Phoneme Articulation Card and Video for /ā̄r/. After the video, have children practice saying /ā̄r/ with you as explained on the back of the card. Provide corrective feedback as needed.



## 2. Manipulating Phonemes: Mixed Practice

Say to children: “I’ll say a word and you’ll repeat it. Then I’ll ask you to add, take away, or change a sound to make a new word. Then we’ll start again with another word.”

“The word is **house**. Say it. (*house*) Change /s/ to /l/. New word?” (*howl*) Repeat using these words:

<b>chair</b>	change /ch/ to /b/	( <i>bear</i> )
<b>sneeze</b>	change /z/ to /k/	( <i>sneak</i> )
<b>leave</b>	change /v/ to /d/	( <i>lead</i> )
<b>tear</b>	add first sound /s/	( <i>stare</i> )
<b>geese</b>	change /g/ to /p/	( <i>peace</i> )
<b>force</b>	take away /s/	( <i>four</i> )
<b>choose</b>	change /ōō/ to /ē/	( <i>cheese</i> )
<b>pear</b>	change /p/ to /k/	( <i>care</i> )

### 3. Deleting Second Phoneme in Initial Blends

Say to children: “We know how to take away the second sound in a word using boxes to keep track of the sounds. Today we’ll learn how to take away the second sound and make a new word without using boxes.”

#### We Do

- “Let’s try it together.
- The word is **sneeze**. Say it with me: **sneeze**.
- Say the sounds with me: /s/.../n/.../ē/.../z/.
- What’s the second sound in **sneeze**? (/n/)
- Let’s take /n/ away. Say the new word with me: **sees**.
- Yes, **sneeze** without /n/ is **sees**. Here’s **sees** in a sentence: *Dad sees a bird in the tree.*”

#### You Do

- “Now it’s your turn.
- The word is **broil**. Say it. (*broil*)
- Say the sounds with me: /b/.../r/.../oi/.../l/.
- Take away /r/. New word? (*boil*)
- That’s right. Here’s **boil** in a sentence: *I will boil water for the rice.*”

Repeat the “You Do” steps using these words:

<b>spell</b>	/s/.../p/.../ē/.../l/	take away /p/	( <i>sell</i> )
<b>brand</b>	/b/.../r/.../ā/.../n/.../d/	take away /r/	( <i>band</i> )
<b>snip</b>	/s/.../n/.../ī/.../p/	take away /n/	( <i>sip</i> )
<b>praise</b>	/p/.../r/.../ā/.../z/	take away /r/	( <i>pays</i> )
<b>drew</b>	/d/.../r/.../ō/	take away /r/	( <i>do</i> )
<b>flare</b>	/f/.../l/.../ā/	take away /l/	( <i>fair</i> )
<b>free</b>	/f/.../r/.../ē/	take away /r/	( <i>fee</i> )
<b>ski</b>	/s/.../k/.../ē/	take away /k/	( <i>see</i> )

### English Learner Support

Because Mandarin speakers are more likely to add vowel sounds in between consonants within a blend, you may need to continue to use Elkonin Boxes to help them identify and delete phonemes in the Deleting Second Phoneme in Initial Blends activities. Be sure to use actual markers, such as tiles or magnets, in the boxes for more impact. Have children say each sound in the blend in isolation, and then blended together, as you point to the boxes. Ask them to remove the second marker as they delete the second phoneme.

## 1. Articulating Phonemes: /ēɾ/

Say to children: “Words are made of sounds. Today we’re going to learn how the sound /ēɾ/ is made. Then we’ll practice saying the sound.”

Show the Phoneme Articulation Card and Video for /ēɾ/. After the video, have children practice saying /ēɾ/ with you as explained on the back of the card. Provide corrective feedback as needed.



## 2. Manipulating Phonemes: Mixed Practice

Say to children: “I’ll say a word and you’ll repeat it. Then I’ll ask you to add, take away, or change a sound to make a new word. Then we’ll start again with another word.”

“The word is *sleeve*. Say it. (*sleeve*) Change /v/ to /k/. New word?” (*sleek*)

Repeat using these words:

clear	change /ēɾ/ to /ōō/	( <i>clue</i> )
join	change /j/ to /k/	( <i>coin</i> )
goose	change /g/ to /l/	( <i>loose</i> )
hear	change /h/ to /sh/	( <i>shear</i> )
free	add last sound /z/	( <i>freeze</i> )
fleece	take away /s/	( <i>flee</i> )
near	change /ēɾ/ to /ōō/	( <i>new</i> )
prance	change /ā/ to /ī/	( <i>prince</i> )

## 3. Deleting Second Phoneme in Initial Blends

Say to children: “We’ll say a word and its sounds. Then you’ll take away the second sound to make a new word.”

“The word is *break*. Say it. (*break*) Say the sounds with me: /b/.../ɾ/.../ā/.../k/. Take away /ɾ/. New word?” (*bake*) Repeat using these words:

grease	/g/.../ɾ/.../ē/.../s/	take away /ɾ/	( <i>geese</i> )
score	/s/.../k/.../ōɾ/	take away /k/	( <i>sore</i> )
freeze	/f/.../ɾ/.../ē/.../z/	take away /ɾ/	( <i>fees</i> )
blend	/b/.../l/.../ē/.../n/.../d/	take away /l/	( <i>bend</i> )
smock	/s/.../m/.../ō/.../k/	take away /m/	( <i>sock</i> )
drip	/d/.../ɾ/.../ī/.../p/	take away /ɾ/	( <i>dip</i> )
speed	/s/.../p/.../ē/.../d/	take away /p/	( <i>seed</i> )
track	/t/.../ɾ/.../ā/.../k/	take away /ɾ/	( <i>tack</i> )

## 1. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **mouse**. Say it. (*mouse*) Say each sound. (/m/.../ou/.../s/) What word?” (*mouse*) Repeat using these words:

<b>horse</b>	/h/.../ôr/.../s/	<b>share</b>	/sh/.../ār/
<b>nurse</b>	/n/.../ēr/.../s/	<b>year</b>	/y/.../ēr/
<b>breathe</b>	/b/.../r/.../ē/.../Th/	<b>cheese</b>	/ch/.../ē/.../z/
<b>hair</b>	/h/.../ār/	<b>dear</b>	/d/.../ēr/

## 2. Manipulating Phonemes: Mixed Practice

Say to children: “I’ll say a word and you’ll repeat it. Then I’ll ask you to add, take away, or change a sound to make a new word. Then we’ll start again with another word.”

“The word is **loose**. Say it. (*loose*) Change /s/ to /p/. New word?” (*loop*) Repeat using these words:

<b>roost</b>	change /r/ to /b/	( <i>boost</i> )
<b>blare</b>	change /b/ to /f/	( <i>flare</i> )
<b>den</b>	add last sound /s/	( <i>dense</i> )
<b>cause</b>	change /z/ to /l/	( <i>call</i> )
<b>share</b>	change /ār/ to /ōō/	( <i>shoe</i> )
<b>moose</b>	change /ōō/ to /ī/	( <i>mice</i> )
<b>please</b>	take away /z/	( <i>plea</i> )
<b>dear</b>	change /ēr/ to /ā/	( <i>day</i> )

## 3. Deleting Second Phoneme in Initial Blends

Say to children: “We’ll say a word and its sounds. Then you’ll take away the second sound to make a new word.”

“The word is **speak**. Say it. (*speak*) Say the sounds with me: /s/.../p/.../ē/.../k/. Take away /p/. New word?” (*seek*) Repeat using these words:

<b>drove</b>	/d/.../r/.../ō/.../v/	take away /r/	( <i>dove</i> )
<b>skill</b>	/s/.../k/.../ī/.../l/	take away /k/	( <i>sill</i> )
<b>frog</b>	/f/.../r/.../ō/.../g/	take away /r/	( <i>fog</i> )
<b>smoke</b>	/s/.../m/.../ō/.../k/	take away /m/	( <i>soak</i> )
<b>frizz</b>	/f/.../r/.../ī/.../z/	take away /r/	( <i>fizz</i> )
<b>prize</b>	/p/.../r/.../ī/.../z/	take away /r/	( <i>pies</i> )
<b>snail</b>	/s/.../n/.../ā/.../l/	take away /n/	( <i>sail</i> )
<b>spend</b>	/s/.../p/.../ē/.../n/.../d/	take away /p/	( <i>send</i> )

### Connect to *Phonics*

Ask children to say the sound in the middle of **mouse**. (/ou/) Then tell them to write in the air the letters that stand for the sound. Write the letters on the board, and confirm with children that **ou** stands for /ou/ in the middle of **mouse**. Repeat the steps with **moose**.

## 1. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **cruise**. Say it. (*cruise*) Say each sound. (/k/.../r/.../ō/.../z/) What word?” (*cruise*) Repeat using these words:

<b>fear</b>	/f/.../ēr/	<b>point</b>	/p/.../oi/.../n/.../t/
<b>bear</b>	/b/.../ār/	<b>glare</b>	/g/.../l/.../ār/
<b>breeze</b>	/b/.../r/.../ē/.../z/	<b>care</b>	/k/.../ār/
<b>band</b>	/b/.../ā/.../n/.../d/	<b>clear</b>	/k/.../l/.../ēr/

## 2. Manipulating Phonemes: Mixed Practice

Say to children: “I’ll say a word and you’ll repeat it. Then I’ll ask you to add, take away, or change a sound to make a new word. Then we’ll start again with another word.”

“The word is **crease**. Say it. (*crease*) Change /s/ to /k/. New word?” (*creek*) Repeat using these words:

<b>scout</b>	change /ou/ to /ī/	( <i>skit</i> )
<b>fear</b>	change /f/ to /t/	( <i>tear</i> )
<b>food</b>	change /ō/ to /ē/	( <i>feed</i> )
<b>gear</b>	take away /g/	( <i>ear</i> )
<b>glare</b>	change /ār/ to /ō/	( <i>glow</i> )
<b>care</b>	add first sound /s/	( <i>scare</i> )
<b>blonde</b>	change /ō/ to /ē/	( <i>blend</i> )
<b>weave</b>	change /ē/ to /ā/	( <i>wave</i> )

## 3. Deleting Second Phoneme in Initial Blends

Say to children: “We’ll say a word and its sounds. Then you’ll take away the second sound to make a new word.”

“The word is **trick**. Say it. (*trick*) Say the sounds with me: /t/.../r/.../ī/.../k/. Take away /r/. New word?” (*tick*) Repeat using these words:

<b>brought</b>	/b/.../r/.../ō/.../t/	take away /r/	( <i>bought</i> )
<b>sport</b>	/s/.../p/.../ōr/.../t/	take away /p/	( <i>sort</i> )
<b>skunk</b>	/s/.../k/.../ū/.../n/.../k/	take away /k/	( <i>sunk</i> )
<b>breeze</b>	/b/.../r/.../ē/.../z/	take away /r/	( <i>bees</i> )
<b>frame</b>	/f/.../r/.../ā/.../m/	take away /r/	( <i>fame</i> )
<b>blonde</b>	/b/.../l/.../ō/.../n/.../d/	take away /l/	( <i>bond</i> )
<b>snore</b>	/s/.../n/.../ōr/	take away /n/	( <i>sore</i> )
<b>pry</b>	/p/.../r/.../ī/	take away /r/	( <i>pie</i> )

### Connect to Phonics

Ask children to say the sound in the middle of **food**. (/ō/) Then tell them to write in the air the letters that stand for the sound. Write the letters on the board, and confirm with children that **oo** stands for /ō/ in the middle of **food**. Repeat the steps with **point** and **scout**.

## Progress Monitoring

Teach the lesson in small groups so you can informally assess each child's skills. See the chart on the tabbed Intervention page for activities you can use later to address difficulties children may be having.

## 1. Segmenting Phonemes

Say to children: "I'll say a word. You'll repeat it and then break the word into sounds."

"The word is **place**. Say it. (*place*) Say each sound. (/p/.../l/.../ā/.../s/) What word?" (*place*) Repeat using these words:

<b>look</b>	/l/.../ō/.../k/
<b>crowd</b>	/k/.../r/.../ou/.../d/
<b>broom</b>	/b/.../r/.../ō/.../m/
<b>steer</b>	/s/.../t/.../ē/
<b>blouse</b>	/b/.../l/.../ou/.../s/
<b>chair</b>	/ch/.../ā/
<b>spring</b>	/s/.../p/.../r/.../ī/.../ng/

## 2. Manipulating Phonemes: Mixed Practice

Say to children: "I'll say a word and you'll repeat it. Then I'll ask you to add, take away, or change a sound to make a new word. Then we'll start again with another word."

"The word is **mouse**. Say it. (*mouse*) Change /m/ to /h/. New word?" (*house*) Repeat using these words:

<b>book</b>	change /b/ to /k/	( <i>cook</i> )
<b>out</b>	change /t/ to /ch/	( <i>ouch</i> )
<b>store</b>	take away /s/	( <i>tore</i> )
<b>hoop</b>	change /ō/ to /ō/	( <i>hope</i> )
<b>glove</b>	take away /g/	( <i>love</i> )
<b>loud</b>	add first sound /k/	( <i>cloud</i> )
<b>bat</b>	change /t/ to /th/	( <i>bath</i> )
<b>pawn</b>	take away /n/	( <i>paw</i> )

## 3. Deleting Second Phoneme in Initial Blends

Say to children: "We'll say a word and its sounds. Then you'll take away the second sound to make a new word."

"The word is **truck**. Say it. (*truck*) Say the sounds with me: /t/.../r/.../ŭ/.../k/. Take away /r/. New word?" (*tuck*) Repeat using these words:

<b>flake</b>	/f/.../l/.../ā/.../k/	take away /l/	( <i>fake</i> )
<b>cling</b>	/k/.../l/.../ī/.../ng/	take away /l/	( <i>king</i> )
<b>stoop</b>	/s/.../t/.../ō/.../p/	take away /t/	( <i>soup</i> )
<b>grass</b>	/g/.../r/.../ā/.../s/	take away /r/	( <i>gas</i> )
<b>sweet</b>	/s/.../w/.../ē/.../t/	take away /w/	( <i>seat</i> )
<b>snack</b>	/s/.../n/.../ā/.../k/	take away /n/	( <i>sack</i> )
<b>drive</b>	/d/.../r/.../ī/.../v/	take away /r/	( <i>dive</i> )
<b>skip</b>	/s/.../k/.../ī/.../p/	take away /k/	( <i>sip</i> )

# Grade 1 Assessment

## Contents

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# Assessment Overview

Test	Skills Tested	# of Items	Items/Test
<b>Beginning-of-the-Year Test</b> Use after the Review Unit	1. Blending syllables	5	35
	2. Segmenting compound words	5	
	3. Segmenting onset and rime	5	
	4. Deleting syllables	5	
	5. Isolating initial phonemes	5	
	6. Isolating final phonemes	5	
	7. Isolating medial phonemes	5	
<b>First-Semester Progress Test</b> Use after Unit 4	1. Isolating initial phonemes	5	30
	2. Identifying same initial phonemes	5	
	3. Isolating final phonemes	5	
	4. Isolating medial phonemes	5	
	5. Blending phonemes	5	
	6. Segmenting phonemes	5	
<b>Midyear Test</b> Use after Unit 8	1. Identifying same final phonemes	5	35
	2. Blending phonemes	5	
	3. Segmenting phonemes	5	
	4. Deleting initial phonemes	5	
	5. Deleting final phonemes	5	
	6. Adding initial phonemes	5	
	7. Adding final phonemes	5	
<b>Second-Semester Progress Test</b> Use after Unit 12	1. Identifying same medial phonemes	5	30
	2. Categorizing initial phonemes	5	
	3. Segmenting phonemes	5	
	4. Substituting initial phonemes	5	
	5. Substituting final phonemes	5	
	6. Substituting medial phonemes	5	
<b>End-of-Year Test</b> Use after Unit 17	1. Blending phonemes	5	36
	2. Segmenting phonemes	5	
	3. Deleting initial and final phonemes	6	
	4. Adding initial and final phonemes	6	
	5. Substituting initial, final, and medial phonemes	9	
	6. Deleting second phoneme in initial blends	5	



# Midyear Test

Use after Unit 8

Student tested: \_\_\_\_\_ Date: \_\_\_\_\_



If you are still using hand motions for certain activities during whole-class lessons, use the same hand motions for those activities when giving this test. See pages 313–314 for a complete list of hand motions.

## 1. Identifying Same Final Phonemes

Say to the child: “I’ll say two words and you’ll repeat them. Then you’ll tell me if the words have the same last sound. If they do, you’ll say the sound.”

“Say each word after me: **mat, coat**. (*mat, coat*) Same last sound? (yes) What sound?” (/t/) Give positive or corrective feedback. Repeat with these test items:

1. **rush, fetch** (no) \_\_\_\_\_
2. **sing, wrong** (yes, /ng/) \_\_\_\_\_
3. **camp, hope** (yes, /p/) \_\_\_\_\_
4. **rest, mask** (no) \_\_\_\_\_
5. **land, hold** (yes, /d/) \_\_\_\_\_

Score: \_\_\_\_\_ /5 (4/5) + ✓ —

## 2. Blending Phonemes

Say to the child: “I’ll say the sounds of a word slowly. Then you’ll say the sounds fast to make the word.”

“Listen to the sounds: /p-ăăă-nnn/. What’s the word?” (*pan*) Give positive or corrective feedback. Repeat with these test items:

1. /t-īīī-p/ (tip) \_\_\_\_\_
2. /k-rrr-ăăă-sh/ (crash) \_\_\_\_\_
3. /d-ěěě-sss-k/ (desk) \_\_\_\_\_
4. /th-ôôô-t/ (thought) \_\_\_\_\_
5. /sss-t-üüü-mmm-p/ (stump) \_\_\_\_\_

Score: \_\_\_\_\_ /5 (4/5) + ✓ —

## 3. Segmenting Phonemes

Say to the child: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **run**. Say it. (*run*) Say each sound.” (/r.../ŭ.../n/) Give positive or corrective feedback. Repeat with these test items:

1. **lock** (/l.../ŏ.../k/) \_\_\_\_\_
2. **game** (/g.../ā.../m/) \_\_\_\_\_
3. **ring** (/r.../ĩ.../ng/) \_\_\_\_\_
4. **please** (/p.../l.../ē.../z/) \_\_\_\_\_
5. **chest** (/ch.../ě.../s.../t/) \_\_\_\_\_

Score: \_\_\_\_\_ /5 (4/5) + ✓ —

Student tested: \_\_\_\_\_ Date: \_\_\_\_\_

#### 4. Deleting Initial Phonemes

Say to the child: "I'll say a word and its sounds. Then you'll take away the first sound to make a new word."

"The word is **thin**. Say it. (*thin*) Listen to the sounds: /th/.../ī/.../n/. Take away /th/. New word?" (*in*) Give positive or corrective feedback. Repeat with these test items:

1. **shape** /sh/.../ā/.../p/      /sh/      (*ape*) \_\_\_\_\_
2. **smile** /s/.../m/.../ī/.../l/      /s/      (*mile*) \_\_\_\_\_
3. **beach** /b/.../ē/.../ch/      /b/      (*each*) \_\_\_\_\_
4. **think** /th/.../ī/.../n/.../k/      /th/      (*ink*) \_\_\_\_\_
5. **drain** /d/.../r/.../ā/.../n/      /d/      (*rain*) \_\_\_\_\_

Score: \_\_\_\_\_ /5 (4/5) + ✓ —

#### 5. Deleting Final Phonemes

Say to the child: "I'll say a word and its sounds. Then you'll take away the last sound to make a new word."

"The word is **date**. Say it. (*date*) Listen to the sounds: /d/.../ā/.../t/. Take away /t/. New word?" (*day*) Give positive or corrective feedback. Repeat with these test items:

1. **soap** /s/.../ō/.../p/      /p/      (*so*) \_\_\_\_\_
2. **sheet** /sh/.../ē/.../t/      /t/      (*she*) \_\_\_\_\_
3. **bathe** /b/.../ā/.../Th/      /Th/      (*bay*) \_\_\_\_\_
4. **lamp** /l/.../ā/.../m/.../p/      /p/      (*lamb*) \_\_\_\_\_
5. **meant** /m/.../ē/.../n/.../t/      /t/      (*men*) \_\_\_\_\_

Score: \_\_\_\_\_ /5 (4/5) + ✓ —

#### 6. Adding Initial Phonemes

Say to the child: "I'll say a word and its sounds. Then you'll add a new first sound to make a new word."

"The word is **an**. Say it. (*an*) Listen to the sounds: /ā/.../n/. Add /k/ first. New word?" (*can*) Give positive or corrective feedback. Repeat with these test items:

1. **out** /ou/.../t/      /sh/      (*shout*) \_\_\_\_\_
2. **eat** /ē/.../t/      /ch/      (*cheat*) \_\_\_\_\_
3. **poke** /p/.../ō/.../k/      /s/      (*spoke*) \_\_\_\_\_
4. **rain** /r/.../ā/.../n/      /t/      (*train*) \_\_\_\_\_
5. **lie** /l/.../ī/      /f/      (*fly*) \_\_\_\_\_

Score: \_\_\_\_\_ /5 (4/5) + ✓ —

#### 7. Adding Final Phonemes

Say to the child: "I'll say a word and its sounds. Then you'll add a new last sound to make a new word."

"The word is **tie**. Say it. (*tie*) Listen to the sounds: /t/.../ī/. Add /m/ last. New word?" (*time*) Give positive or corrective feedback. Repeat with these test items:

1. **sell** /s/.../ē/.../l/      /f/      (*self*) \_\_\_\_\_
2. **she** /sh/.../ē/      /p/      (*sheep*) \_\_\_\_\_
3. **play** /p/.../l/.../ā/      /s/      (*place*) \_\_\_\_\_
4. **ten** /t/.../ē/.../n/      /t/      (*tent*) \_\_\_\_\_
5. **pour** /p/.../ôr/      /ch/      (*porch*) \_\_\_\_\_

Score: \_\_\_\_\_ /5 (4/5) + ✓ —

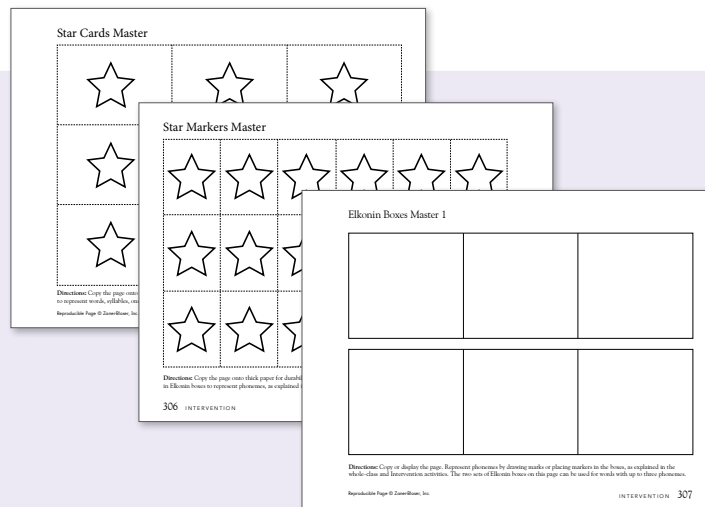


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# Grade 1 Intervention

## Contents

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Manipulative masters—three- and four-box Elkonin Boxes, Star Cards, and Star Markers—and additional word lists are also provided for intervention, but they are not included in this sampler.

# Grade 1 Intervention Activities

The intervention activities in grade 1 are cumulative to provide students with targeted practice not only with grade-level skills but also with precursor skills.

Pre-Phoneme Intervention Activities	Basic Phoneme Intervention Activities	Advanced Phoneme Intervention Activities
Identifying Beginning, Middle, End	Articulating Phonemes	Deleting Initial Phonemes
Segmenting Compound Words	Recognizing Alliteration	Deleting Final Phonemes
Identifying Same Word in Two Compound Words	Isolating Initial Phonemes	Adding Initial Phonemes
Recognizing and Counting Syllables	Isolating Final Phonemes	Adding Final Phonemes
Blending Syllables	Isolating Medial Phonemes	Substituting Initial Phonemes
Segmenting Syllables	Identifying Same Initial Phonemes	Substituting Final Phonemes
Deleting Initial Syllables	Identifying Same Final Phonemes	Substituting Medial Phonemes
Deleting Final Syllables	Identifying Same Medial Phonemes	Manipulating Phonemes: Mixed Practice
Adding Final Syllables	Categorizing Initial Phonemes	Deleting Second Phoneme in Initial Blends
Blending Onset and Rime	Categorizing Final Phonemes	
Segmenting Onset and Rime	Locating Phonemes	
Recognizing Same Rime in Rhyming Words	Blending Phonemes	
	Segmenting Phonemes	

# Diagnose and Intervene Chart

Note: Only select Intervention activities referenced in this chart are included in the sampler.

If a child struggles with...	Try these Intervention activities...	If a child still struggles, build skills with these activities...
<b>articulating phonemes</b>	Articulating Phonemes, p. 254	<ul style="list-style-type: none"> <li>• Isolating Phonemes (Initial, Final, Medial), pp. 256–258</li> </ul>
<b>isolating phonemes</b>	Isolating Phonemes (Initial, Final, Medial), pp. 256–258	<ul style="list-style-type: none"> <li>• Articulating Phonemes, p. 254</li> <li>• Recognizing Alliteration, p. 254</li> <li>• Recognizing Same Rime in Rhyming Words, p. 252</li> </ul>
<b>identifying same phonemes</b>	Identifying Same Phonemes (Initial, Final, Medial), pp. 259–262	<ul style="list-style-type: none"> <li>• Recognizing Same Rime in Rhyming Words, p. 252</li> <li>• Identifying Same Word in Compound Words, p. 237</li> </ul>
<b>categorizing phonemes</b>	Categorizing Phonemes (Initial, Final), pp. 263–265	<ul style="list-style-type: none"> <li>• Segmenting Phonemes, p. 270</li> <li>• Identifying Same Phonemes (Initial, Final, Medial), pp. 259–262</li> </ul>
<b>locating phonemes</b>	Locating Phonemes, p. 266	<ul style="list-style-type: none"> <li>• Segmenting Phonemes, p. 270</li> <li>• Isolating Phonemes (Initial, Final, Medial), pp. 256–258</li> </ul>
<b>blending phonemes</b>	Blending Phonemes, p. 268	<ul style="list-style-type: none"> <li>• Blending Onset and Rime, p. 248</li> <li>• Blending Syllables, p. 240</li> </ul>
<b>segmenting phonemes</b>	Segmenting Phonemes, p. 270	<ul style="list-style-type: none"> <li>• Segmenting Onset and Rime, p. 250</li> <li>• Segmenting Syllables, p. 242</li> <li>• Recognizing and Counting Syllables, p. 239</li> <li>• Segmenting Compound Words, p. 235</li> </ul>
<b>deleting phonemes</b>	Deleting Phonemes (Initial, Final), pp. 272–275	<ul style="list-style-type: none"> <li>• Deleting Initial Syllables, p. 244</li> <li>• Deleting Final Syllables, p. 246</li> </ul>
<b>adding phonemes</b>	Adding Phonemes (Initial, Final), pp. 276–279	<ul style="list-style-type: none"> <li>• Adding Final Syllables, p. 246</li> </ul>
<b>substituting phonemes</b>	Substituting Phonemes (Initial, Final, Medial), pp. 280–285	<ul style="list-style-type: none"> <li>• Deleting Phonemes (Initial, Final), pp. 272–275</li> </ul>
<b>manipulating phonemes (mixed practice)</b>	Manipulating Phonemes: Mixed Practice, p. 286	<ul style="list-style-type: none"> <li>• Substituting Phonemes (Initial, Final, Medial), pp. 280–285</li> <li>• Adding Phonemes (Initial, Final), pp. 276–279</li> <li>• Deleting Phonemes (Initial, Final), pp. 272–275</li> </ul>
<b>deleting second phoneme in initial blends</b>	Deleting Second Phoneme in Initial Blends, p. 288	<ul style="list-style-type: none"> <li>• Deleting Phonemes (Initial, Final), pp. 272–275</li> <li>• Segmenting Phonemes (use words with initial blends), p. 270</li> </ul>

## Using the Intervention Activities

The Intervention activities in this curriculum are designed to be used with small groups or individual students who need more instruction and practice with phonological or phonemic awareness skills taught in the whole-class lessons. You might observe children struggling during whole-class instruction, or you might identify skill weaknesses through assessment. Use the Diagnose and Intervene chart on the preceding page to find Intervention activities to help children with specific skills. Start with the Intervention activity that is most like the activity children had trouble with during whole-class lessons or on an assessment. If children still struggle, try using the precursor activities identified in the last column of the chart. These activities build prerequisite skills that children might need to develop before they can succeed with the original grade-level skill.

In most cases, wait to teach an Intervention activity until the skill has been introduced in a whole-class lesson. That way your intervention will not get ahead of skill instruction with the whole class. Activities for precursor skills can be taught at any time.

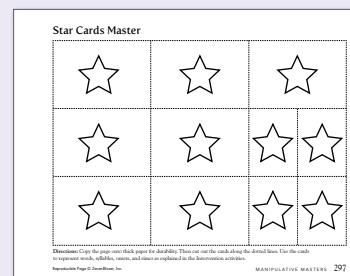
## About the Instruction

As in the whole-class lessons, instruction in the Intervention activities provides a gradual release of responsibility built around I Do, We Do, and You Do steps. The instruction also contains more continuous sounds. Continuous sounds that are meant to stretch out are written with repeated letters, as in **/mmm/...ap** and **rrrug**.

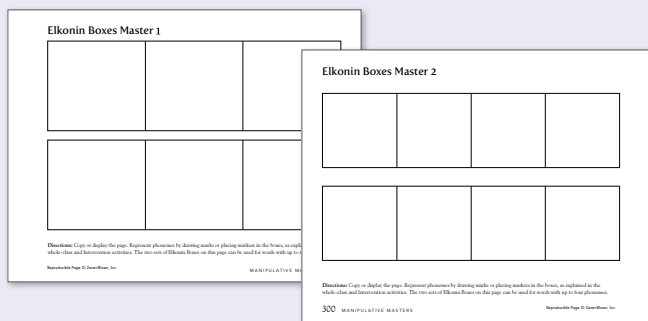
(The phonemes /f/, /h/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, and /z/ and all vowel sounds are continuous sounds.) By stretching out continuous sounds, you can help struggling students hear and identify the phonemes more easily. The remaining phonemes are stop sounds, which cannot be stretched out. Some activities suggest supporting children with the more difficult stop sounds by repeating the sound a few times, as in **/b/-/b/-bat**, or emphasizing it, as in **do**G****.

All Intervention activities use manipulatives to help students visualize the abstract with something more concrete. You can use manipulatives you have on hand, such as small blocks, chips, or cards. Or you can make manipulatives using these reproducible masters provided at the end of the Intervention section:

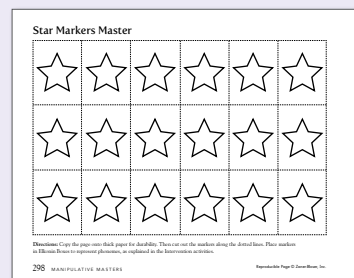
**Star Cards Master** Use this master to make 7 large cards and 4 small cards to represent words and syllables in the activities. Copy the master and cut along the dotted lines to separate the cards. Each card will have a star on one side and be blank on the other side. By placing the cards star-side up or star-side down, you can represent different words and syllables in the activities.



**Elkonin Boxes Masters** Use these masters to make Elkonin Boxes, sets of blank squares in a row that are used for keeping track of sounds in words. Master 1 has three boxes to use with words with three phonemes, and Master 2 has four boxes for words with four phonemes. Copy the masters as needed for you and children to use in activities.



**Star Markers Master** Use this master to create markers, small squares with stars, to use with the Elkonin Boxes. The markers are placed in the boxes to stand for the sounds in a word. Copy the master and cut along the dotted lines to separate the markers. Using colored paper will help the markers stand out better in the Elkonin Boxes. Markers can be placed star-side up or star-side down to represent same or different sounds. As another option, you can copy the master on different colored paper so you have sets of different colored markers.



## Providing Additional Practice

After teaching an Intervention activity, you can provide children with additional practice by repeating the We Do and You Do steps or just the You Do steps using words listed at the end of the activity. Starting on page 297, find more extensive lists with words you can use for more practice at the same level or more difficult levels. The lists are labeled so you know which words can be used with specific activities. They are generally arranged from easier types of words—such as CVC (consonant-vowel-consonant) words—to more difficult words, such as words with blends.

As children’s skills improve through practice, gradually take away the extra support provided by the manipulatives. Manipulatives in the Intervention activities are meant as a scaffold for students to help them learn the skills that are difficult for them. The goal is for children to eventually be able to do phonemic awareness activities without either manipulatives or hand motion support.

You can modify the activity to use sentences in which most, but not all, the words begin with the same sound. Follow the same steps, except place a card star-side down if the word it stands for does not begin with the same sound as the rest of the words. Ask children what sound is the same at the beginning of most of the words and which words begin with that sound. Here are some sentences you can use:

A <b>hippo</b> honked a <b>horn</b> .	(/h/)
The <b>campers</b> cook some <b>cabbage</b> .	(/k/)
The <b>limes</b> look lovely.	(/l/)
My dog <b>digs</b> in <b>dirt</b> .	(/d/)
<b>Girls</b> guide goats through <b>gates</b> .	(/g/)
The <b>little</b> lambs look lost.	(/l/)
<b>Saturdays</b> and <b>Sundays</b> are <b>super</b> .	(/s/)
The boys <b>bang</b> on <b>banjos</b> .	(/b/)
The <b>cats</b> and <b>cows</b> collect <b>carrots</b> .	(/k/)
The <b>fancy</b> fish were <b>feeling</b> fine.	(/f/)
The <b>penguin</b> packed <b>pickles</b> in <b>pots</b> .	(/p/)
The <b>tired</b> tiger tucked his <b>tail</b> .	(/t/)

## Isolating Initial Phonemes

**Use:** *Anytime after Review Unit, Lesson 1*

**Materials:** *Set of Elkonin Boxes and three markers for yourself and each child. You can make the materials using Elkonin Boxes Master 1 (page 299) and the Star Markers Master (page 298).*

Say to children: “Words are made up of sounds. Sounds are the smallest parts of words. Today we’ll listen to the sounds in words and say the sound we hear at the beginning of each word.”

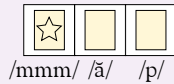
### I Do

- “My turn first. I’ll say a word. Then I’ll put a marker in a box as I say each sound in the word. [See directions in the Manipulatives box on page 257.]
- The word is **map**.
- Listen to the sounds: /mmm/.../ă/.../p/. [Stretch out the continuous sound at the beginning.]
- The first sound I hear in **mmmmap** is /m/.
- I can use the word **map** in a sentence: *Let’s look at the map before we leave.*”



## Manipulatives

Put a marker in each Elkonin Box going from left to right (from children's view) as you say each sound in a word. (You can place the marker for the target sound star-side up, and the others face down.) Touch the marked box that stands for the target sound and say or have children say the sound. Quickly slide a finger under the boxes from left to right as you say the whole word again at the end. Teach children to use the manipulatives the same way during the We Do step.



## We Do

- “Let’s try it together. [Distribute materials to each child.]
- The word is **set**. Say it with me: **set**.
- Put a marker in each box as I say each sound in **set**. [Guide children so they start with the first box on the left.]
- Listen: /sss/.../ě/.../t/.
- Say the first sound with me: /s/.
- Yes, **ssset** begins with /s/. Say the word with me: **set**.
- Here’s the word in a sentence: *Please set the table for dinner.*”

## You Do

- “Now it’s your turn. Take the markers out of your boxes so you can use them the same way for the new word.
- The word is **nut**. Say it. (*nut*)
- Listen to the sounds: /nnn/.../ũ/.../t/.
- What’s the first sound? (/n/)
- Yes, **nnnut** begins with /n/. What’s the word? (*nut*)
- Here’s the word in a sentence: *The bird grabbed a nut from the ground.*”

## Additional Practice

Repeat the We Do and You Do steps or just the You Do steps using any of these words:

fan	/fff/.../ā/.../n/	(/f/)
met	/mmm/.../ē/.../t/	(/m/)
lab	/lll/.../ā/.../b/	(/l/)
sell	/sss/.../ē/.../l/	(/s/)
rim	/rrr/.../ī/.../m/	(/r/)
not	/nnn/.../ō/.../t/	(/n/)
fed	/fff/.../ē/.../d/	(/f/)
rat	/rrr/.../ā/.../t/	(/r/)
mail	/mmm/.../ā/.../l/	(/m/)
wide	/www/.../ī/.../d/	(/w/)
hope	/hhh/.../ō/.../p/	(/h/)
leaf	/lll/.../ē/.../f/	(/l/)
night	/nnn/.../ī/.../t/	(/n/)
seal	/sss/.../ē/.../l/	(/s/)
vine	/vvv/.../ī/.../n/	(/v/)
real	/rrr/.../ē/.../l/	(/r/)

See the word lists on pages 292–293 for more words you can use for Isolating Initial Phonemes, including words with initial stop sounds, digraphs, or blends. If you choose words with initial blends, use Elkonin Boxes Master 2, which has boxes for four sounds in each word.

## Isolating Final or Medial Phonemes

**Use:** *Anytime after Review Unit, Lesson 6 for final phonemes and Review Unit, Lesson 11 for medial phonemes*

**Materials:** *Set of Elkonin Boxes and three markers for yourself and each child. You can make the materials using Elkonin Boxes Master 1 (page 299) and the Star Markers Master (page 298).*

To review isolating final or medial phonemes, follow the steps in the Isolating Initial Phonemes Intervention activity. Simply let children know at the beginning whether to listen for the last sound or middle sound. After segmenting the sounds in the Elkonin Boxes, ask them to say the sound in the position you name. For additional practice, choose from the words listed on pages 292–293.

## Categorizing Initial Phonemes

**Use:** Anytime after Unit 7, Lesson 2

**Materials:** Three sets of Elkonin Boxes and nine markers for yourself and two sets of Elkonin Boxes and six markers for each child. You can make the materials using Elkonin Boxes Master 1 (page 299) and the Star Markers Master (page 298).

Say to children: “Today we’ll listen to three words and tell which one begins with a different sound than the other two.”

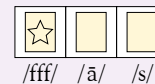
### I Do

- “My turn first. I’ll put a marker in a box as I say each sound in each word. [See the Manipulatives box for directions.]
- I’ll start with the word **face**.
- Listen to the sounds in **face**: /fff/.../ā/.../s/.
- The other words are **fish** and **jam**.
- Listen to the sounds in **fish**: /fff/.../ī/.../sh/.
- Listen to the sounds in **jam**: /j/.../ā/.../m/.
- The first sound in **face** is /f/.
- The first sound in **fish** is /f/.
- The first sound in **jam** is /j/.
- So **fish** begins with the same sound as **face**, but **jam** does not. I’ll flip over the first marker in **jam** to show it’s not the same as the first sound in the other words.
- Listen again: /fff/-**face**, /fff/-**fish**, and /j/-**jam**.”

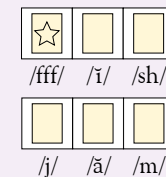
### ★ Manipulatives

Use one set of Elkonin Boxes on one page and two on another page. As you say each sound in a word, put a marker in each box going from left to right (from children’s view). Place the marker for the first sound star-side up and the others face down. Touch the first box in each set and review the sound it stands for. Then flip over the star marker for the first sound that is not the same as the first sound in the other words. Represent the starting word in your boxes each time. During the We Do step, teach children to use their manipulatives to represent the other two words.

1. Starting word



2. Other words  
(show which is different)



## We Do

---

- “Let’s try it together. [Distribute materials to each child.]
- I’ll use one set of boxes, and you’ll use the two sets on your page.
- The starting word is **main**. Say it. (*main*)
- Watch as I put a marker in a box for each sound: /mmm/.../ā/.../n/.
- The other two words are **bat** and **mop**. Say them with me: **bat, mop**.
- Now you’ll put a marker in a box as I say each sound in each word. Place the first marker star-side up and the others star-side down. [Guide children so they start with the first box on the left in each set of boxes.]
- Your first word is **bat**: /b/.../ā/.../t/.
- Your second word is **mop**: /mmm/.../ō/.../p/.
- Let’s review the first sound in each word.
- The starting word is **made**. Say the first sound with me: /m/.

- The next word is **bat**. Say the first sound with me: /b/.
- The last word is **mop**. Say the first sound with me: /m/.
- Which word begins with a different sound than **main**? (*bat*)
- That’s right, **bat** begins with a different sound. Flip over the star marker for the first sound in **bat** to show it does not begin with the same sound as **main** and **mop**.”

## You Do

---

- “Now it’s your turn. Remove the markers from your boxes so you can use them the same way for the new words.
- The starting word is **wish**. Say it. (*wish*)
- Listen to the sounds: /www/.../ī/.../sh/. [Place a marker for each sound.]
- Your first word is **wag**: /www/.../ā/.../g/.
- Your second word is **fox**: /fff/.../ō/.../ks/.
- Which word begins with a different sound than **wish**? (*fox*) Flip over the star marker for the first sound in **fox**.
- That’s right, **fox** does not begin with the same sound as **wish** and **wag**.”

## Additional Practice

Repeat the We Do and You Do steps or just the You Do steps using any of these words:

Different first sound?

cat, seed, coat	(seed)
dish, cash, kite	(dish)
made, met, date	(date)
back, bed, peck	(peck)
fake, game, feel	(game)
time, lead, late	(time)
heal, hop, joke	(joke)
sack, got, gave	(sack)
need, night, wade	(wade)
zip, rack, rail	(zip)
quack, quit, heat	(heat)
keep, led, lock	(keep)
jeep, queen, jam	(queen)
van, wake, weep	(van)
feel, bead, fade	(bead)
lake, paid, peak	(lake)

See the word lists on pages 292–293 for more words you can use for the Categorizing Initial Phonemes activity, including words with initial digraphs or blends.

## Categorizing Final Phonemes

**Use:** Anytime after Unit 8, Lesson 2

**Materials:** Three sets of Elkonin Boxes and nine markers for yourself and two sets of Elkonin Boxes and six markers for each child. You can make the materials using Elkonin Boxes Master 1 (page 299) and the Star Markers Master (page 298).

Follow the steps in the Categorizing Initial Phonemes Intervention activity (see page 263), except have children identify the last sound in each word and tell which word ends with a different sound than the other two. Use any of these words:

Different last sound?

lot, cat, ham	(ham)	cab, bug, pig	(cab)
tap, hop, fun	(fun)	book, jazz, dock	(jazz)
red, safe, life	(red)	judge, lodge, chef	(chef)
lane, leg, vine	(leg)	ball, give, dove	(ball)
cube, bib, six	(six)	gem, cape, sum	(cape)
yes, rice, fudge	(fudge)	light, fix, box	(light)
hide, leave, food	(leave)	wise, pine, buzz	(pine)
goal, call, seem	(seem)	boat, bill, wait	(bill)

See the word lists on pages 292–293 for more words you can use for the Categorizing Final Phonemes activity, including words with final digraphs or blends. If you choose words with final blends, use Elkonin Boxes Master 2, which has boxes for four sounds in each word.

## Adding Initial Phonemes

**Use:** Anytime after Unit 7, Lesson 1

**Materials:** Set of Elkonin Boxes and three markers for yourself and each child. You can make the materials using Elkonin Boxes Master 1 (page 299) and the Star Markers Master (page 298).

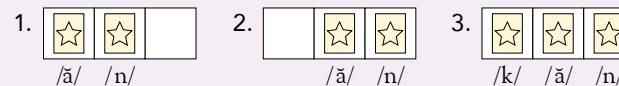
Say to children: “We know how to take a sound away from a word to make a new word. Today we’ll practice adding a sound to the beginning of a word to make a new word.”

### I Do

- “My turn first. Watch how I use the boxes. [See the Manipulatives box for directions.]
- The word is **an**. I’ll put a marker in a box for each sound in the word: /ā/.../n/.
- Listen again: /ā/.../n/.
- Now I’ll add /k/ to the beginning.
- I can blend the sounds in the new word: **can**.
- So I added /k/ to the beginning of **an** to make **can**.
- **Can** is a word I know. I can use **can** in a sentence: *I opened a can of soup.*”

### ★ Manipulatives

As you say each sound in a word, put a marker in a box going from left to right (from children’s view). To review, touch each box and say the sound again. To add a new initial sound, slide your markers into the last two boxes and put a new marker in the first box. Quickly slide a finger under the boxes as you blend the sounds in the new word. Teach children to use the manipulatives in the same way.



### We Do

- “Let’s try it together. [Distribute materials to each child.]
- The word is **it**. Say it with me: **it**.
- I’ll say the sounds in **it**. Put a marker in a box as I say each sound: /ī/.../t/. [Guide children to start with the first box on the left.]
- Say each sound with me: /ī/.../t/.
- Let’s add a sound to the beginning. Slide your markers over so the box for the first sound is empty.

- The new sound is /f/. Put a marker in the first box as you say the new sound with me: /f/.
- Slide a finger under the marked boxes as we say the new word: **fit**.
- Yes, we added /f/ to the beginning of **it** to make **fit**.
- Here's **fit** in a sentence: *Will the gift fit in this box?*"

## You Do

- "Now it's your turn. Take the markers out of your boxes and use them again in the same way for the new word.
- The word is **ice**. Say it. (*ice*)
- Put a marker in a box for each sound I say: /ī/.../s/.
- Say each sound. (/ī/.../s/)
- Add /n/ to the beginning. [If needed, remind children to slide their original markers over.]
- New word? (*nice*)
- That's right. Who can use **nice** in a sentence?"  
Have one or two children share a sentence.

## Additional Practice

Repeat the We Do and You Do steps or just the You Do steps using any of these words:

	Add to beginning		
<b>am</b>	/ă/.../m/	/r/	( <i>ram</i> )
<b>ox</b>	/ɔ̄/.../ks/	/f/	( <i>fox</i> )
<b>ape</b>	/ā/.../p/	/k/	( <i>cape</i> )
<b>add</b>	/ă/.../d/	/b/	( <i>bad</i> )
<b>eel</b>	/ē/.../l/	/f/	( <i>feel</i> )
<b>in</b>	/ī/.../n/	/ch/	( <i>chin</i> )
<b>an</b>	/ă/.../n/	/t/	( <i>tan</i> )
<b>ail</b>	/ā/.../l/	/p/	( <i>pail</i> )
<b>ill</b>	/ī/.../l/	/h/	( <i>hill</i> )
<b>ape</b>	/ā/.../p/	/t/	( <i>tape</i> )
<b>at</b>	/ă/.../t/	/b/	( <i>bat</i> )
<b>ice</b>	/ī/.../s/	/r/	( <i>rice</i> )
<b>in</b>	/ī/.../n/	/th/	( <i>thin</i> )
<b>odd</b>	/ɔ̄/.../d/	/p/	( <i>pod</i> )
<b>ache</b>	/ā/.../k/	/k/	( <i>cake</i> )
<b>eat</b>	/ē/.../t/	/ch/	( <i>cheat</i> )

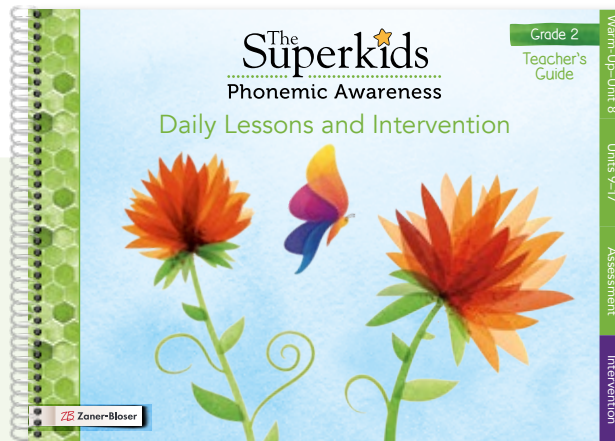
See the word lists on page 294 for more words and sounds you can use for the Adding Initial Phonemes activity, including sounds that can be added to form words with initial blends. If you want children to work with blends, be sure to use Elkonin Boxes Master 2.



# Grade 2 Samples

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# Grade 2, Unit 5

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## 1. Articulating Phonemes: /ô/

Say to children: “Words are made of sounds. Today we’re going to learn how the sound /ô/ is made. Then we’ll practice saying the sound.”

Show the Phoneme Articulation Card and Video for /ô/. After the video, have children practice saying /ô/ with you as explained on the back of the card. Provide corrective feedback as needed.



## 2. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **tall**. Say it. (*tall*) Say each sound. (/t/.../ô/.../l/) What word?” (*tall*) Repeat using these words:

<b>saw</b>	/s/.../ô/	<b>sharp</b>	/sh/.../är/.../p/
<b>sport</b>	/s/.../p/.../ôr/.../t/	<b>crawl</b>	/k/.../r/.../ô/.../l/
<b>taught</b>	/t/.../ô/.../t/	<b>walk</b>	/w/.../ô/.../k/
<b>first</b>	/f/.../ër/.../s/.../t/	<b>gasp</b>	/g/.../ă/.../s/.../p/

## 3. Deleting Final Phonemes

Say to children: “We know how to take away a sound from the beginning of a word. Today we’ll learn how to take away the sound at the end of a word to make a new word.”

### I Do \_\_\_\_\_

- “My turn first. Watch my hand as you listen. [See Hand Motions on page 64.]
- The word is **rose**. I can break **rose** into sounds: /r/.../ô/.../z/.
- The last sound in **rose** is /z/.
- I can take /z/ away from **rose**. The new word is **row**.
- So **rose** without /z/ is **row**.
- **Row** is a word I know. I can use **row** in a sentence: *Let’s sit in the front row.*”



## Hand Motions

Hold your left hand up in a fist (palm facing out) as you say the whole word. When you break the word into sounds, hold up your thumb for the first sound and your other fingers in sequence for each of the next sounds. Bend your last finger down into your palm to illustrate taking away the final sound. Re-form your fist when you say the new word. Have children watch your hand motions without doing them with you.

## You Do

- “Now it’s your turn. I’ll do the hand motions for you.
- The word is **wait**. Say it. (*wait*)
- Say the sounds with me: /w/.../ā/.../t/.
- Take away /t/. New word? (*way*)
- That’s right. Here’s **way** in a sentence: *You’re going the wrong way!*”

## We Do

- “Let’s try it together. I’ll do the hand motions for you to watch.
- The word is **hurt**. Say it with me: **hurt**.
- Let’s say the sounds in **hurt**: /h/.../ēr/.../t/.
- What’s the last sound in **hurt**? (/t/)
- We can take away /t/. Say the new word with me: **her**.
- Yes, **hurt** without /t/ is **her**.
- Here’s **her** in a sentence: *I saw her at the zoo.*”

## 1. Isolating Medial Phonemes

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll tell me the middle vowel sound in the word.”

“The word is **clawed**. Say it. (*clawed*) Middle vowel sound? (/ô/) What word?” (*clawed*) Repeat using these words:

<b>lark</b>	(/är/)	<b>drawn</b>	(/ô/)
<b>palm</b>	(/ô/)	<b>whirl</b>	(/ër/)
<b>vault</b>	(/ô/)	<b>paws</b>	(/ô/)
<b>least</b>	(/ē/)	<b>gifts</b>	(/ī/)

## 2. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **launch**. Say it. (*launch*) Say each sound. (/l.../ô.../n.../ch/) What word?” (*launch*) Repeat using these words:

<b>vault</b>	/v.../ô.../l.../t/	<b>haunt</b>	/h.../ô.../n.../t/
<b>these</b>	/Th.../ē.../z/	<b>chunk</b>	/ch.../ũ.../n.../k/
<b>smart</b>	/s.../m.../är.../t/	<b>paws</b>	/p.../ô.../z/
<b>fist</b>	/f.../ī.../s.../t/	<b>mark</b>	/m.../är.../k/

## 3. Deleting Final Phonemes

Say to children: “Today we’ll continue to practice taking away the sound at the end of a word to make a new word.”

## We Do

- “Let’s try it together. I’ll do the hand motions for you to watch. [See Hand Motions on page 64.]
- The word is **bake**. Say it with me: **bake**.
- Let’s say the sounds in **bake**: /b.../ā.../k/.
- What’s the last sound in **bake**? (/k/)
- We can take away /k/. Say the new word with me: **bay**.
- Yes, **bake** without /k/ is **bay**.
- Here’s **bay** in a sentence: *There was a sailboat on the bay.*”

## You Do

- “Now it’s your turn. I’ll do the hand motions for you.
- The word is **feet**. Say it. (*feet*)
- Say the sounds with me: /f.../ē.../t/.
- Take away /t/. New word? (*fee*)
- That’s right. Here’s **fee** in a sentence: *We pay a fee to visit the museum.*”

## English Learner Support

Words created in Deleting Final Phonemes activities may be unfamiliar to some English Learners, and context sentences alone might not be enough to clarify their meanings. Define the newly created words by pointing to real objects, creating quick sketches (as in a drawing of a boat on a bay), or using pantomime (as in acting out paying a fee).

## 1. Isolating Final Phonemes

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll tell me the last sound in the word.”

“The word is **day**. Say it. (*day*) Last sound? (/ā/) What word?” (*day*) Repeat using these words:

<b>jaw</b>	(/ô/)	<b>clay</b>	(/ā/)
<b>creaky</b>	(/ē/)	<b>sty</b>	(/ī/)
<b>dust</b>	(/t/)	<b>saw</b>	(/ô/)
<b>taunt</b>	(/t/)	<b>play</b>	(/ā/)

## 2. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **taunt**. Say it. (*taunt*) Say each sound. (/t/.../ô/.../n/.../t/) What word?” (*taunt*) Repeat using these words:

<b>faint</b>	/f/.../ā/.../n/.../t/	<b>day</b>	/d/.../ā/
<b>glum</b>	/g/.../l/.../û/.../m/	<b>blamed</b>	/b/.../l/.../ā/.../m/.../d/
<b>play</b>	/p/.../l/.../ā/	<b>chuck</b>	/ch/.../û/.../k/
<b>barn</b>	/b/.../är/.../n/	<b>spied</b>	/s/.../p/.../ī/.../d/

## 3. Deleting Final Phonemes

Say to children: “We’ll say a word and its sounds. Then you’ll take away the last sound to make a new word. Watch my hand motions.” [See Hand Motions on page 64.]

“The word is **belt**. Say it. (*belt*) Say the sounds with me: /b/.../ē/.../l/.../t/. Take away /t/. New word?” (*bell*) Repeat using these words:

<b>pork</b>	/p/.../ôr/.../k/	take away /k/	( <i>poor</i> )
<b>mist</b>	/m/.../ī/.../s/.../t/	take away /t/	( <i>miss</i> )
<b>doom</b>	/d/.../ōō/.../m/	take away /m/	( <i>do</i> )
<b>fright</b>	/f/.../r/.../ī/.../t/	take away /t/	( <i>fry</i> )
<b>runt</b>	/r/.../û/.../n/.../t/	take away /t/	( <i>run</i> )
<b>soap</b>	/s/.../ō/.../p/	take away /p/	( <i>so</i> )
<b>gold</b>	/g/.../ō/.../l/.../d/	take away /d/	( <i>goal</i> )
<b>note</b>	/n/.../ō/.../t/	take away /t/	( <i>no</i> )

### Teaching Tip

During Deleting Final Phonemes, you may have a few children who respond more quickly than the rest of the class. To prevent these students from leading the way, have all children wait to respond until you give a signal, such as raising a hand or saying “Go.”

## 1. Locating Phonemes

Say to children: “I’ll say a word and you’ll repeat it. Then I’ll say a sound and you’ll say if it’s in the beginning, middle, or end of the word.”

“The word is **tray**. Say it. (*tray*) The sound is /ā/. Where’s /ā/ in **tray**?” (*end*) Repeat using these words and sounds:

<b>worst</b>	/èr/	(middle)	<b>stir</b>	/èr/	(end)
<b>fault</b>	/ô/	(middle)	<b>hawk</b>	/ô/	(middle)
<b>lawn</b>	/ô/	(middle)	<b>burn</b>	/èr/	(middle)
<b>trunk</b>	/t/	(beginning)	<b>gray</b>	/g/	(beginning)

## 2. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **trunk**. Say it. (*trunk*) Say each sound. (/t/.../r/.../ũ/.../n/.../k/) What word?” (*trunk*) Repeat using these words:

<b>waist</b>	/w/.../ā/.../s/.../t/
<b>hawk</b>	/h/.../ô/.../k/
<b>gray</b>	/g/.../r/.../ā/
<b>thump</b>	/th/.../ũ/.../m/.../p/
<b>dragged</b>	/d/.../r/.../ă/.../g/.../d/
<b>blend</b>	/b/.../l/.../ě/.../n/.../d/
<b>branch</b>	/b/.../r/.../ă/.../n/.../ch/
<b>stall</b>	/s/.../t/.../ô/.../l/

## 3. Deleting Final Phonemes

Say to children: “We’ll say a word and its sounds. Then you’ll take away the last sound to make a new word. Watch my hand motions.” [See Hand Motions on page 64.]

“The word is **tone**. Say it. (*tone*) Say the sounds with me: /t/.../ô/.../n/. Take away /n/. New word?” (*toe*) Repeat using these words:

<b>milk</b>	/m/.../ĩ/.../l/.../k/	take away /k/	(mill)
<b>prime</b>	/p/.../r/.../ĩ/.../m/	take away /m/	(pry)
<b>sprain</b>	/s/.../p/.../r/.../ā/.../n/	take away /n/	(spray)
<b>fleece</b>	/f/.../l/.../ē/.../s/	take away /s/	(flea)
<b>pant</b>	/p/.../ă/.../n/.../t/	take away /t/	(pan)
<b>find</b>	/f/.../ĩ/.../n/.../d/	take away /d/	(fine)
<b>grape</b>	/g/.../r/.../ā/.../p/	take away /p/	(gray)
<b>gasp</b>	/g/.../ă/.../s/.../p/	take away /p/	(gas)

### Connect to Phonics

Write **au** and **aw** on the board, and remind children that each can stand for the sound /ô/ in the middle of a word. Then ask which letters stand for the middle vowel sound in **fault**. Have children write their answer in the air. When they finish, point to the correct spelling on the board. Repeat with **lawn** and **hawk**.

## 1. Locating Phonemes

Say to children: “I’ll say a word and you’ll repeat it. Then I’ll say a sound and you’ll say if it’s in the beginning, middle, or end of the word.”

“The word is **chalk**. Say it. (*chalk*) The sound is /ô/. Where’s /ô/ in **chalk**?” (*middle*) Repeat using these words and sounds:

<b>ray</b>	/ā/	(end)	<b>tease</b>	/t/	(beginning)
<b>walls</b>	/ô/	(middle)	<b>daze</b>	/d/	(beginning)
<b>purse</b>	/êr/	(middle)	<b>drawn</b>	/ô/	(middle)
<b>starred</b>	/är/	(middle)	<b>stay</b>	/ā/	(end)

## 2. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **picked**. Say it. (*picked*) Say each sound. (/p/.../î/.../k/.../t/) What word?” (*picked*) Repeat using these words:

<b>stay</b>	/s/.../t/.../ā/	<b>stacked</b>	/s/.../t/.../ă/.../k/.../t/
<b>thaw</b>	/th/.../ô/	<b>drench</b>	/d/.../t/.../ê/.../n/.../ch/
<b>sway</b>	/s/.../w/.../ā/	<b>squish</b>	/s/.../kw/.../î/.../sh/
<b>short</b>	/sh/.../ôr/.../t/	<b>drawn</b>	/d/.../t/.../ô/.../n/

## 3. Deleting Final Phonemes

Say to children: “We’ll say a word and its sounds. Then you’ll take away the last sound to make a new word. Watch my hand motions.” [See Hand Motions on page 64.]

“The word is **treat**. Say it. (*treat*) Say the sounds with me: /t/.../r/.../ê/.../t/. Take away /t/. New word?” (*tree*) Repeat using these words:

<b>baste</b>	/b/.../ā/.../s/.../t/	take away /t/	(base)
<b>dent</b>	/d/.../ê/.../n/.../t/	take away /t/	(den)
<b>lawn</b>	/l/.../ô/.../n/	take away /n/	(law)
<b>soak</b>	/s/.../ô/.../k/	take away /k/	(so)
<b>self</b>	/s/.../ê/.../l/.../f/	take away /f/	(sell)
<b>board</b>	/b/.../ôr/.../d/	take away /d/	(bore)
<b>plant</b>	/p/.../l/.../ă/.../n/.../t/	take away /t/	(plan)
<b>bite</b>	/b/.../î/.../t/	take away /t/	(buy)

### Connect to Phonics

Have children segment the sounds in **ray**. (/r/.../ā/) Ask them to write in the air the letter that stands for the first sound. Write the letter on the board after them. Repeat with the letters for the final vowel sound. Then confirm with children that the letters **r-a-y** stand for the sounds /r/.../ā/ in **ray**. Repeat all the steps with **thaw**.

## 1. Isolating Final Phonemes

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll tell me the last sound in the word.”

“The word is **glow**. Say it. (*glow*) Last sound? (/ō/) What word?” (*glow*) Repeat using these words:

<b>chart</b>	(/t/)	<b>joint</b>	(/t/)
<b>blow</b>	(/ō/)	<b>tacky</b>	(/ē/)
<b>bound</b>	(/d/)	<b>his</b>	(/z/)
<b>row</b>	(/ō/)	<b>locked</b>	(/t/)

## 2. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **couch**. Say it. (*couch*) Say each sound. (/k/.../ou/.../ch/) What word?” (*couch*) Repeat using these words:

<b>point</b>	/p/.../oi/.../n/.../t/	<b>blow</b>	/b/.../l/.../ō/
<b>strive</b>	/s/.../t/.../r/.../ī/.../v/	<b>brown</b>	/b/.../r/.../ou/.../n/
<b>chart</b>	/ch/.../är/.../t/	<b>quake</b>	/kw/.../ā/.../k/
<b>bound</b>	/b/.../ou/.../n/.../d/	<b>sixth</b>	/s/.../ī/.../ks/.../th/

## 3. Deleting Final Phonemes

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll take away the last sound to make a new word. Let’s try this without breaking the word into sounds or using hand motions.”

“The word is **lost**. Say it. (*lost*) Take away /t/. New word?” (*loss*) Repeat using these words:

<b>house</b>	take away /s/	( <i>how</i> )
<b>pant</b>	take away /t/	( <i>pan</i> )
<b>bowl</b>	take away /l/	( <i>bow</i> )
<b>bald</b>	take away /d/	( <i>ball</i> )
<b>clasp</b>	take away /p/	( <i>class</i> )
<b>lamp</b>	take away /p/	( <i>lamb</i> )
<b>court</b>	take away /t/	( <i>core</i> )
<b>wart</b>	take away /t/	( <i>war</i> )

### Teaching Tip

Starting in this lesson, more words with final blends are included in the Deleting Final Phonemes activities. Children might not be able to identify the word that’s left after deleting a final phoneme if they still have trouble hearing the first sound in a final blend. You can help by telling them the sound the new word ends with. For example, say, “Take away /p/. The new word ends with /m/. What word?”

## 1. Isolating Medial Phonemes

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll tell me the middle vowel sound in the word.”

“The word is **foil**. Say it. (*foil*) Middle vowel sound? (/oi/)

What word?” (*foil*) Repeat using these words:

<b>grouch</b>	(/ou/)	<b>moist</b>	(/oi/)
<b>fault</b>	(/ô/)	<b>coin</b>	(/oi/)
<b>cloud</b>	(/ou/)	<b>heart</b>	(/är/)
<b>toys</b>	(/oi/)	<b>cows</b>	(/ou/)

## 2. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **bowed**. Say it. (*bowed*) Say each sound.

(/b/.../ou/.../d/) What word?” (*bowed*) Repeat using

these words:

<b>fault</b>	/f/.../ô/.../l/.../t/
<b>coin</b>	/k/.../oi/.../n/
<b>wrist</b>	/r/.../ī/.../s/.../t/
<b>frown</b>	/f/.../r/.../ou/.../n/
<b>shown</b>	/sh/.../ô/.../n/
<b>yelped</b>	/y/.../ě/.../l/.../p/.../t/
<b>foil</b>	/f/.../oi/.../l/
<b>string</b>	/s/.../t/.../r/.../ī/.../ng/

## 3. Deleting Final Phonemes

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll take away the last sound and say the part that’s left. The part might not be a word.”

“The word is **slam**. Say it. (*slam*) Take away /m/. What’s left?” (*sla-*) Repeat using these words:

<b>pest</b>	take away /t/	( <i>pes-</i> )
<b>sound</b>	take away /d/	( <i>soun-</i> )
<b>port</b>	take away /t/	( <i>poor</i> )
<b>storm</b>	take away /m/	( <i>store</i> )
<b>wind</b>	take away /d/	( <i>win</i> )
<b>crunch</b>	take away /ch/	( <i>crun-</i> )
<b>cold</b>	take away /d/	( <i>coal</i> )
<b>stomp</b>	take away /p/	( <i>stom-</i> )

### Connect to *Phonics*

Write **oi** and **oy** on the board. Ask what sound each pair of letters can stand for. (/oi/) Then ask which letters stand for /oi/ in **foil**. (*oi*) Have children write their answer in the air. When they finish, identify the correct spelling on the board. Repeat with **coin** and **toys**.

## 1. Identifying Same Medial Phonemes

Say to children: “I’ll say two words and you’ll repeat them. Then you’ll tell me if the words have the same middle sound. If they do, you’ll say the sound.”

“Say each word after me: **brown, scowl**. (*brown, scowl*) Same middle sound? (yes) What sound?” (/ou/) Repeat using these words:

boys, bawl	(no)
small, squawk	(yes, /ô/)
wheeze, speed	(yes, /ē/)
couch, nod	(no)
pout, mown	(no)
ways, laid	(yes, /ā/)
stout, round	(yes, /ou/)
bowl, crows	(yes, /ō/)

### English Learner Support

Identifying and discriminating diphthongs can be difficult for English Learners. (A diphthong is a sound formed by sliding two vowel sounds together, as in *round*.) Use the words on the Phoneme Articulation Cards to help children practice with these sounds. Emphasize the different mouth shapes that form these sounds.

## 2. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **slouch**. Say it. (*slouch*) Say each sound. (/s/.../l/.../ou/.../ch/) What word?” (*slouch*) Repeat using these words:

owl	/ou/.../l/	roast	/r/.../ō/.../s/.../t/
spout	/s/.../p/.../ou/.../t/	snack	/s/.../n/.../ă/.../k/
boys	/b/.../oi/.../z/	howl	/h/.../ou/.../l/
point	/p/.../oi/.../n/.../t/	crow	/k/.../r/.../ō/

## 3. Deleting Final Phonemes

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll take away the last sound and say the part that’s left. The part might not be a word.”

“The word is **chase**. Say it. (*chase*) Take away /s/. What’s left?” (*cha-*) Repeat using these words:

brunch	take away /ch/	( <i>brun-</i> )
smart	take away /t/	( <i>smar-</i> )
mast	take away /t/	( <i>mass</i> )
cramp	take away /p/	( <i>cram</i> )
cart	take away /t/	( <i>car</i> )
milk	take away /k/	( <i>mill</i> )
form	take away /m/	( <i>for</i> )
spent	take away /t/	( <i>spen-</i> )

## 1. Locating Phonemes

Say to children: “I’ll say a word and you’ll repeat it. Then I’ll say a sound and you’ll say if it’s in the beginning, middle, or end of the word.”

“The word is **cloud**. Say it. (*cloud*) The sound is /ou/. Where’s /ou/ in **cloud**?” (*middle*) Repeat using these words and sounds:

<b>grow</b>	/ō/	(end)	<b>boil</b>	/oi/	(middle)
<b>built</b>	/t/	(end)	<b>mound</b>	/m/	(beginning)
<b>pouch</b>	/ou/	(middle)	<b>street</b>	/s/	(beginning)
<b>chalk</b>	/ô/	(middle)	<b>horse</b>	/ôr/	(middle)

## 2. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **call**. Say it. (*call*) Say each sound. (/k/.../ô/.../l/) What word?” (*call*) Repeat using these words:

<b>sworn</b>	/s/.../w/.../ôr/.../n/
<b>slant</b>	/s/.../l/.../ã/.../n/.../t/
<b>down</b>	/d/.../ou/.../n/
<b>strain</b>	/s/.../t/.../r/.../ã/.../n/
<b>spoil</b>	/s/.../p/.../oi/.../l/
<b>pouch</b>	/p/.../ou/.../ch/
<b>trunk</b>	/t/.../r/.../ũ/.../n/.../k/
<b>spied</b>	/s/.../p/.../ī/.../d/

## 3. Deleting Final Phonemes

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll take away the last sound and say the part that’s left. The part might not be a word.”

“The word is **thirst**. Say it. (*thirst*) Take away /t/. What’s left?” (*thirs-*) Repeat using these words:

<b>grump</b>	take away /p/	( <i>grum-</i> )
<b>bolt</b>	take away /t/	( <i>bowl</i> )
<b>nest</b>	take away /t/	( <i>nes-</i> )
<b>mount</b>	take away /t/	( <i>moun-</i> )
<b>dump</b>	take away /p/	( <i>dumb</i> )
<b>fawn</b>	take away /n/	( <i>faw-</i> )
<b>fact</b>	take away /t/	( <i>fac-</i> )
<b>band</b>	take away /d/	( <i>ban</i> )

### Connect to *Phonics*

Write **ou** and **ow** on the board. Ask what sound each pair of letters can stand for. (/ou/) Then ask which letters stand for /ou/ in **pouch**. (*ou*) Have children write their answer in the air. When they finish, identify the correct spelling on the board. Repeat with **down** and **cloud**.

## Progress Monitoring

Teach the lesson in small groups so you can informally assess each child's skills. See the chart on the tabbed Intervention page for activities you can use later to address difficulties children might be having.

### 1. Locating Phonemes

Say to children: "I'll say a word and you'll repeat it. Then I'll say a sound and you'll say if it's in the beginning, middle, or end of the word."

"The word is **soil**. Say it. (*soil*) The sound is /oi/. Where's /oi/ in **soil**?" (*middle*) Repeat using these words and sounds:

scar	/är/	(end)
hawk	/ô/	(middle)
now	/ou/	(end)
ouch	/ou/	(beginning)
join	/oi/	(middle)
clothe	/Th/	(end)
owned	/ô/	(beginning)
caught	/ô/	(middle)

### 2. Segmenting Phonemes

Say to children: "I'll say a word. You'll repeat it and then break the word into sounds."

"The word is **doubt**. Say it. (*doubt*) Say each sound. (/d/.../ou/.../t/) What word?" (*doubt*) Repeat using these words:

sprayed	/s/.../p/.../r/.../ā/.../d/	brought	/b/.../r/.../ô/.../t/
choice	/ch/.../oi/.../s/	salt	/s/.../ô/.../l/.../t/
course	/k/.../ôr/.../s/	grown	/g/.../r/.../ô/.../n/
sleeve	/s/.../l/.../ē/.../v/	house	/h/.../ou/.../s/

### 3. Deleting Final Phonemes

Say to children: "I'll say a word and you'll repeat it. Then you'll take away the last sound and say the part that's left. The part might not be a word."

"The word is **lift**. Say it. (*lift*) Take away /t/. What's left?" (*lif-*) Repeat using these words:

brown	take away /n/	(brow)
paste	take away /t/	(pace)
mint	take away /t/	(min-)
lawn	take away /n/	(law)
boil	take away /l/	(boy)
limp	take away /p/	(lim-)
dusk	take away /k/	(dus-)
fault	take away /t/	(fall)



# Grade 2, Unit 14

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## 1. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **mind**. Say it. (*mind*) Say each sound. (/m/.../ī/.../n/.../d/) What word?” (*mind*) Repeat using these words:

<b>pry</b> /p/.../r/.../ī/	<b>strive</b> /s/.../t/.../r/.../ī/.../v/
<b>kites</b> /k/.../ī/.../t/.../s/	<b>squeeze</b> /s/.../kw/.../ē/.../z/
<b>flight</b> /f/.../l/.../ī/.../t/	<b>burst</b> /b/.../ɛr/.../s/.../t/
<b>print</b> /p/.../r/.../ī/.../n/.../t/	<b>knife</b> /n/.../ī/.../f/

## 2. Deleting Second Phoneme in Initial Blends

**Materials:** *Elkonin Boxes Master 2* (page 296) and dry-erase pen (can use magnets or self-stick notes to represent phonemes)

Say to children: “We know how to take away the first sound in a word to make a new word. Today we’ll learn how to make a new word by taking away not the first but the second sound in the word.”

## I Do

- “My turn first. I’ll use four boxes to keep track of the sounds in a word. [See the Manipulatives box for directions.]
- The word is **slight**. I’ll put a mark in a box as I say each sound: /s/.../l/.../ī/.../t/.
- The first sound in **slight** is /s/. The second sound in **slight** is /l/.
- Now I’ll take away /l/.
- I can blend the remaining sounds to make a new word. Listen: /s/.../īt/, **sight**.
- So **slight** without /l/ is **sight**.
- I can use **sight** in a sentence: Sight is one of our five senses.”

## ★ Manipulatives

Display *Elkonin Boxes Master 2* or draw four boxes on the board as shown. Mark each box going from left to right as you say each sound in a word. Touch a marked box to review the sound it stands for. Remove the mark in the second box to illustrate taking away the second sound. When you or children blend the sounds in the new word, put a finger under the first box and then quickly slide it under the last two boxes.



## We Do

---

- “Let’s try it together. I’ll use the boxes again.
- The word is **trick**. Say it with me: **trick**.
- Say the sounds with me: /t/.../r/.../ɪ/.../k/.
- What’s the first sound in **trick**? (/t/) Second sound in **trick**? (/r/)
- Now I’ll take away /r/.
- Let’s blend the sounds and say the new word: **tick**.
- Yes, **trick** without /r/ is **tick**.
- Here’s **tick** in a sentence: *I could hear my clock tick all night long.”*

## You Do

---

- “Now it’s your turn. Watch the boxes again.
- The word is **spoke**. Say it. (*spoke*)
- Say the sounds with me: /s/.../p/.../ō/.../k/.
- Take away /p/. New word? (*soak*)
- That’s right. Here’s **soak** in a sentence: *Soak the clothes in clean water.”*

## Teaching Tip

Manipulating the second sound in an initial blend can be a challenging task. Using Elkonin Boxes to visually represent the sounds in words makes it easier for children to identify and then take away the second phoneme. As children get better at the skill throughout the unit, you should be able to drop the extra support with the boxes.

## 1. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **bride**. Say it. (*bride*) Say each sound. (/b/.../r/.../ī/.../d/) What word?” (*bride*) Repeat using these words:

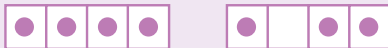
<b>mailed</b> /m/.../ā/.../l/.../d/	<b>price</b> /p/.../r/.../ī/.../s/
<b>joking</b> /j/.../ō/.../k/.../ī/.../ng/	<b>freeze</b> /f/.../r/.../ē/.../z/
<b>brass</b> /b/.../r/.../ā/.../s/	<b>peak</b> /p/.../ē/.../k/
<b>swarm</b> /s/.../w/.../ōr/.../m/	<b>mild</b> /m/.../ī/.../l/.../d/

## 2. Deleting Second Phoneme in Initial Blends

**Materials:** *Elkonin Boxes Master 2* (page 296) and dry-erase pen

### ★ Manipulatives

Display *Elkonin Boxes Master 2* or draw four boxes on the board as shown. Mark each box going from left to right as you say each sound in a word. Touch a marked box to review the sound it stands for. Remove the mark in the second box to illustrate taking away the second sound. When you or children blend the sounds in the new word, put a finger under the first box and then quickly slide it under the last two boxes.



Say to children: “We’ll say a word and its sounds. Then you’ll take away the second sound to make a new word. Watch how I keep track of the sounds in the boxes.”

“The word is **sleek**. Say it. (*sleek*) Say the sounds with me: /s/.../l/.../ē/.../k/. Take away /l/. New word? (*seek*) Repeat using these words:

<b>spit</b> /s/.../p/.../ī/.../t/	take away /p/	( <i>sit</i> )
<b>plop</b> /p/.../l/.../ō/.../p/	take away /l/	( <i>pop</i> )
<b>blown</b> /b/.../l/.../ō/.../n/	take away /l/	( <i>bone</i> )
<b>glow</b> /g/.../l/.../ō/	take away /l/	( <i>go</i> )
<b>track</b> /t/.../r/.../ā/.../k/	take away /r/	( <i>tack</i> )
<b>bright</b> /b/.../r/.../ī/.../t/	take away /r/	( <i>bite</i> )
<b>frizz</b> /f/.../r/.../ī/.../z/	take away /r/	( <i>fizz</i> )
<b>plain</b> /p/.../l/.../ā/.../n/	take away /l/	( <i>pain</i> )

## 1. Manipulating Phonemes: Mixed Practice

Say to children: “I’ll say a word and you’ll repeat it. Then I’ll ask you to add, take away, or change a sound to make a new word. Then we’ll start again with another word.”

“The word is **bored**. Say it. (*bored*) Change /d/ to /n/. New word?” (*born*) Repeat using these words:

<b>howl</b>	change /ou/ to /ē/	( <i>heal</i> )
<b>sight</b>	change /s/ to /m/	( <i>might</i> )
<b>lie</b>	change /l/ to /p/	( <i>pie</i> )
<b>glue</b>	add last sound /m/	( <i>gloom</i> )
<b>trot</b>	change /ɔ/ to /ē/	( <i>treat</i> )
<b>end</b>	add first sound /t/	( <i>tend</i> )
<b>my</b>	add last sound /l/	( <i>mile</i> )
<b>not</b>	change /ɔ/ to /ō/	( <i>note</i> )

## 2. Deleting Second Phoneme in Initial Blends

Say to children: “We know how to take away the second sound in a word using boxes to keep track of the sounds. Today we’ll learn how to take away the second sound and make a new word without using boxes.”

### We Do

- “Let’s try it together.
- The word is **slide**. Say it with me: **slide**.
- Say the sounds with me: /s/.../l/.../ī/.../d/.

- What’s the second sound in **slide**? (/l/)
- Let’s take /l/ away. Say the new word with me: **side**.
- Yes, **slide** without /l/ is **side**. Here’s **side** in a sentence: *The door is on this side of the house.*”

### You Do

- “Now it’s your turn.
- The word is **creep**. Say it. (*creep*)
- Say the sounds with me: /k/.../r/.../ē/.../p/.
- Take away /r/. New word? (*keep*)
- That’s right. Here’s **keep** in a sentence: *I keep my bike in the garage.*”

Repeat the “You Do” steps using these words:

<b>drive</b>	/d/.../r/.../ī/.../v/	take away /r/	( <i>dive</i> )
<b>true</b>	/t/.../r/.../ō/	take away /r/	( <i>too</i> )
<b>slick</b>	/s/.../l/.../ī/.../k/	take away /l/	( <i>sick</i> )
<b>bleed</b>	/b/.../l/.../ē/.../d/	take away /l/	( <i>bead</i> )
<b>swell</b>	/s/.../w/.../ē/.../l/	take away /w/	( <i>sell</i> )
<b>please</b>	/p/.../l/.../ē/.../z/	take away /l/	( <i>peas</i> )

### Connect to Phonics

Write **y**, **ie**, and **igh** on the board. Remind children that each pair or group of letters can stand for the sound /ī/. Ask where they hear /ī/ in **lie**. (*end*) Tell them to write in the air the letters that stand for the sound in the word. (*ie*) When they finish, identify the correct spelling on the board. Repeat the steps with **sight** and **my**.

## 1. Manipulating Phonemes: Mixed Practice

Say to children: “I’ll say a word and you’ll repeat it. Then I’ll ask you to add, take away, or change a sound to make a new word. Then we’ll start again with another word.”

“The word is **grew**. Say it. (*grew*) Add last sound /m/. New word?” (*groom*) Repeat using these words:

<b>crime</b>	change /k/ to /p/	( <i>prime</i> )
<b>warm</b>	change /m/ to /n/	( <i>warn</i> )
<b>lawn</b>	change /ô/ to /ā/	( <i>lane</i> )
<b>were</b>	add last sound /d/	( <i>word</i> )
<b>laid</b>	add first sound /p/	( <i>played</i> )
<b>wart</b>	change /ôr/ to /ē/	( <i>wheat</i> )
<b>pant</b>	take away /t/	( <i>pan</i> )
<b>box</b>	change /b/ to /f/	( <i>fox</i> )

## 2. Deleting Second Phoneme in Initial Blends

Say to children: “We’ll say a word and its sounds. Then you’ll take away the second sound to make a new word.”

“The word is **scat**. Say it. (*scat*) Say the sounds with me: /s/.../k/.../ă/.../t/. Take away /k/. New word? (*sat*) Repeat using these words:

<b>flame</b>	/f/.../l/.../ā/.../m/	take away /l/	( <i>fame</i> )
<b>glum</b>	/g/.../l/.../ũ/.../m/	take away /l/	( <i>gum</i> )
<b>sweet</b>	/s/.../w/.../ē/.../t/	take away /w/	( <i>seat</i> )
<b>crash</b>	/k/.../r/.../ă/.../sh/	take away /r/	( <i>cash</i> )
<b>slow</b>	/s/.../l/.../ō/	take away /l/	( <i>so</i> )
<b>plane</b>	/p/.../l/.../ā/.../n/	take away /l/	( <i>pain</i> )
<b>smock</b>	/s/.../m/.../ö/.../k/	take away /m/	( <i>sock</i> )
<b>sway</b>	/s/.../w/.../ā/	take away /w/	( <i>say</i> )

## English Learner Support

Few Spanish words and cognates begin with an /s/ sound, which might cause English Learners to have trouble pronouncing initial s-blend words such as *sweet*, *slow*, *smock*, and *sway*. One strategy is to have them first practice a hissing sound (“sssss”), and work to shorten the length of that sound, before attempting to add the second part of each consonant blend. See the chart on the tabbed Intervention page for additional activities you can use to help them with blending.

## 1. Manipulating Phonemes: Mixed Practice

Say to children: “I’ll say a word and you’ll repeat it. Then I’ll ask you to add, take away, or change a sound to make a new word. Then we’ll start again with another word.”

“The word is **bad**. Say it. (*bad*) Take away /b/. New word?”  
(*add*) Repeat using these words:

<b>bat</b>	change /ă/ to /ō/	( <i>boot</i> )
<b>face</b>	change /f/ to /l/	( <i>lace</i> )
<b>doubt</b>	change /d/ to /p/	( <i>pout</i> )
<b>soil</b>	take away /s/	( <i>oil</i> )
<b>moan</b>	change /ō/ to /ā/	( <i>mane</i> )
<b>high</b>	change /h/ to /s/	( <i>sigh</i> )
<b>rise</b>	take away /r/	( <i>eyes</i> )
<b>own</b>	add first sound /l/	( <i>loan</i> )

## 2. Deleting Second Phoneme in Initial Blends

Say to children: “We’ll say a word and its sounds. Then you’ll take away the second sound to make a new word.”

“The word is **sneak**. Say it. (*sneak*) Say the sounds with me: /s/.../n/.../ē/.../k/. Take away /n/. New word? (*seek*) Repeat using these words:

<b>spit</b>	/s/.../p/.../ī/.../t/	take away /p/	( <i>sit</i> )
<b>club</b>	/k/.../l/.../ū/.../b/	take away /l/	( <i>cub</i> )
<b>brag</b>	/b/.../r/.../ă/.../g/	take away /r/	( <i>bag</i> )
<b>truck</b>	/t/.../r/.../ū/.../k/	take away /r/	( <i>tuck</i> )
<b>sky</b>	/s/.../k/.../ī/	take away /k/	( <i>sigh</i> )
<b>flake</b>	/f/.../l/.../ā/.../k/	take away /l/	( <i>fake</i> )
<b>drip</b>	/d/.../r/.../ī/.../p/	take away /r/	( <i>dip</i> )
<b>plan</b>	/p/.../l/.../ă/.../n/	take away /l/	( <i>pan</i> )

### Connect to *Phonics*

Ask children to say the sound in the middle of **rise**. (/ī/) Then tell them to write in the air the letter or letters that stand for the sound in the middle of the word. Write the answer on the board, and confirm with children that **i** stands for /ī/ in the middle of **rise**. Ask if a silent **e** is needed at the end of the word. (yes) Repeat the steps with the last sound in **high**.

## 1. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **drive**. Say it. (*drive*) Say each sound. (/d/.../r/.../ī/.../v/) What word?” (*drive*) Repeat using these words:

<b>mind</b>	/m/.../ī/.../n/.../d/
<b>creak</b>	/k/.../r/.../ē/.../k/
<b>like</b>	/l/.../ī/.../k/
<b>sale</b>	/s/.../ā/.../l/
<b>that</b>	/Th/.../ā/.../t/
<b>fly</b>	/f/.../l/.../ī/
<b>relay</b>	/r/.../ē/.../l/.../ā/
<b>cleaned</b>	/k/.../l/.../ē/.../n/.../d/

## 2. Deleting Second Phoneme in Initial Blends

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll take away the second sound to make a new word. We won’t break the word into sounds first, so be sure to listen closely for the second sound when I say the word.”

“The word is **track**. Say it. (*track*) Take away /r/. New word? (*tack*) Repeat using these words:

<b>stag</b>	take away /t/	( <i>sag</i> )
<b>drove</b>	take away /r/	( <i>dove</i> )
<b>prop</b>	take away /r/	( <i>pop</i> )
<b>snow</b>	take away /n/	( <i>so</i> )
<b>try</b>	take away /r/	( <i>tie</i> )
<b>skis</b>	take away /k/	( <i>sees</i> )
<b>click</b>	take away /l/	( <i>kick</i> )
<b>sped</b>	take away /p/	( <i>said</i> )

### Teaching Tip

At this point in the unit, children should be able to segment phonemes, and identify the second sound in a word, independently in their heads. If children still struggle with these skills, continue to segment the words for them, but begin to gradually drop this part of the activity toward the end of the unit.

## 1. Segmenting Phonemes

Say to children: “I’ll say a word. You’ll repeat it and then break the word into sounds.”

“The word is **soak**. Say it. (*soak*) Say each sound. (/s/.../ō/.../k/) What word?” (*soak*) Repeat using these words:

<b>swipe</b>	/s/.../w/.../ī/.../p/
<b>beak</b>	/b/.../ē/.../k/
<b>joke</b>	/j/.../ō/.../k/
<b>trail</b>	/t/.../r/.../ā/.../l/
<b>toes</b>	/t/.../ō/.../z/
<b>tiny</b>	/t/.../ī/.../n/.../ē/
<b>mold</b>	/m/.../ō/.../l/.../d/
<b>bones</b>	/b/.../ō/.../n/.../z/

## 2. Deleting Second Phoneme in Initial Blends

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll take away the second sound to make a new word.”

“The word is **black**. Say it. (*black*) Take away /l/. New word? (*back*) Repeat using these words:

<b>stun</b>	take away /t/	( <i>sun</i> )
<b>bloom</b>	take away /l/	( <i>boom</i> )
<b>clap</b>	take away /l/	( <i>cap</i> )
<b>smell</b>	take away /m/	( <i>sell</i> )
<b>free</b>	take away /r/	( <i>fee</i> )
<b>sweat</b>	take away /w/	( <i>set</i> )
<b>place</b>	take away /l/	( <i>pace</i> )
<b>skip</b>	take away /k/	( <i>sip</i> )

### Connect to *Phonics*

Ask children to say the sound in the middle of **joke**. (/ō/) Then tell them to write in the air the letter or letters that stand for the sound in the middle of the word. Write the answer on the board, and confirm with children that **o** stands for /ō/ in the middle of **joke**. Ask if a silent **e** is needed at the end of the word. (yes) Repeat the steps with **soak**.

## 1. Manipulating Phonemes: Mixed Practice

Say to children: “I’ll say a word and you’ll repeat it. Then I’ll ask you to add, take away, or change a sound to make a new word. Then we’ll start again with another word.”

“The word is **add**. Say it. (*add*) Add first sound /s/. New word?” (*sad*) Repeat using these words:

<b>make</b>	change /m/ to /l/	( <i>lake</i> )
<b>croak</b>	change /k/ to /b/	( <i>broke</i> )
<b>join</b>	take away /n/	( <i>joy</i> )
<b>doom</b>	change /m/ to /n/	( <i>dune</i> )
<b>toot</b>	change /ōō/ to /ī/	( <i>tight</i> )
<b>tart</b>	add first sound /s/	( <i>start</i> )
<b>pinch</b>	take away /ch/	( <i>pin</i> )
<b>goal</b>	change /ō/ to /ër/	( <i>girl</i> )

## 2. Deleting Second Phoneme in Initial Blends

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll take away the second sound to make a new word.”

“The word is **trail**. Say it. (*trail*) Take away /r/. New word? (*tail*) Repeat using these words:

<b>sled</b>	take away /l/	( <i>said</i> )
<b>breeze</b>	take away /r/	( <i>bees</i> )
<b>scoop</b>	take away /k/	( <i>soup</i> )
<b>grain</b>	take away /r/	( <i>gain</i> )
<b>swing</b>	take away /w/	( <i>sing</i> )
<b>praise</b>	take away /r/	( <i>pays</i> )
<b>snob</b>	take away /n/	( <i>sob</i> )
<b>plot</b>	take away /l/	( <i>pot</i> )

## English Learner Support

Helping English Learners with pronunciation goes beyond specific phonemic work in class. One way to encourage them is to talk with the class about the history of words and how English word pronunciations have evolved over time. It is also worth pointing out that many pronunciations vary greatly from place to place—both within the United States and among other English-speaking countries.

## 1. Manipulating Phonemes: Mixed Practice

Say to children: “I’ll say a word and you’ll repeat it. Then I’ll ask you to add, take away, or change a sound to make a new word. Then we’ll start again with another word.”

“The word is **cold**. Say it. (*cold*) Change /d/ to /t/. New word?” (*colt*) Repeat using these words:

<b>blow</b>	take away /b/	( <i>low</i> )
<b>goat</b>	change /ō/ to /ā/	( <i>gate</i> )
<b>crane</b>	change /k/ to /t/	( <i>train</i> )
<b>scram</b>	change /ā/ to /ē/	( <i>scream</i> )
<b>mean</b>	change /n/ to /t/	( <i>meet</i> )
<b>road</b>	take away /d/	( <i>row</i> )
<b>farm</b>	take away /m/	( <i>far</i> )
<b>miss</b>	add last sound /t/	( <i>mist</i> )

## 2. Deleting Second Phoneme in Initial Blends

Say to children: “I’ll say a word and you’ll repeat it. Then you’ll take away the second sound to make a new word.”

“The word is **steam**. Say it. (*steam*) Take away /t/. New word? (*seem*) Repeat using these words:

<b>blow</b>	take away /l/	( <i>bow</i> )
<b>smack</b>	take away /m/	( <i>sack</i> )
<b>play</b>	take away /l/	( <i>pay</i> )
<b>shred</b>	take away /r/	( <i>shed</i> )
<b>spell</b>	take away /p/	( <i>sell</i> )
<b>frog</b>	take away /r/	( <i>fog</i> )
<b>stock</b>	take away /t/	( <i>sock</i> )
<b>glass</b>	take away /l/	( <i>gas</i> )

### Connect to Phonics

Write **oa** and **ow** on the board. Remind children that each pair of letters can stand for the sound /ō/. Ask where they hear /ō/ in **road**. (*middle*) Tell them to write in the air the letters that stand for the sound in the word. (*oa*) When they finish, identify the correct spelling on the board. Repeat the steps with **goat** and **blow**.

## Progress Monitoring

Teach the lesson in small groups so you can informally assess each child's skills. See the chart on the tabbed Intervention page for activities you can use later to address difficulties children might be having.

## 1. Manipulating Phonemes: Mixed Practice

Say to children: "I'll say a word and you'll repeat it. Then I'll ask you to add, take away, or change a sound to make a new word. Then we'll start again with another word."

"The word is **sigh**. Say it. (*sigh*) Add last sound /t/. New word?" (*sight*) Repeat using these words:

<b>bone</b>	change /n/ to /t/	(boat)
<b>smile</b>	take away /s/	(mile)
<b>kite</b>	change /ī/ to /ō/	(coat)
<b>tone</b>	add first sound /s/	(stone)
<b>fine</b>	change /f/ to /sh/	(shine)
<b>crow</b>	change /ō/ to /ī/	(cry)
<b>goal</b>	take away /l/	(go)
<b>night</b>	change /ī/ to /ō/	(note)

## 2. Deleting Second Phoneme in Initial Blends

Say to children: "I'll say a word and you'll repeat it. Then you'll take away the second sound to make a new word."

"The word is **trip**. Say it. (*trip*) Take away /r/. New word? (*tip*) Repeat using these words:

<b>sling</b>	take away /l/	(sing)
<b>bread</b>	take away /r/	(bed)
<b>crash</b>	take away /r/	(cash)
<b>sport</b>	take away /p/	(sort)
<b>steal</b>	take away /t/	(seal)
<b>flight</b>	take away /l/	(fight)
<b>twin</b>	take away /w/	(tin)
<b>scoop</b>	take away /k/	(soup)

# Grade 2 Assessment

## Contents

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# Assessment Overview

Test	Skills Tested	# of Items	Items/Test
<b>Beginning-of-the-Year Test</b> Use after the Warm-Up Unit	1. Isolating initial and final phonemes	5	30
	2. Identifying same initial phonemes	5	
	3. Identifying same final phonemes	5	
	4. Categorizing initial phonemes	5	
	5. Categorizing final phonemes	5	
	6. Isolating medial phonemes	5	
<b>First-Semester Progress Test</b> Use after Unit 4	1. Blending phonemes	5	15
	2. Segmenting phonemes	5	
	3. Deleting initial phonemes	5	
<b>Midyear Test</b> Use after Unit 8	1. Blending phonemes	5	30
	2. Segmenting phonemes	5	
	3. Deleting final phonemes	5	
	4. Adding initial phonemes	5	
	5. Adding final phonemes	5	
	6. Substituting initial phonemes	5	
<b>Second-Semester Progress Test</b> Use after Unit 12	1. Substituting final phonemes	5	15
	2. Substituting medial phonemes	5	
	3. Manipulating phonemes (mixed)	5	
<b>End-of-Year Test</b> Use after Unit 17	1. Segmenting	5	35
	2. Manipulating phonemes (mixed)	10	
	3. Deleting second phoneme in initial blends	5	
	4. Substituting second phoneme in initial blends	5	
	5. Deleting first phoneme in final blends	5	
	6. Substituting first phoneme in final blends	5	

## About the Tests

Five formal tests have been provided to assess children’s developing phonological and phonemic awareness skills throughout the year. See the Assessment Overview Chart on page xiv for details about when to administer each test and which skills are covered.

All the tests are oral and should be given to one child at a time. Each test has multiple parts, but it’s not necessary to test each child on every part. You can choose from the test parts and assess individual students on the skills you suspect are causing them difficulty.

## Administering a Test

For each test part, read aloud the general directions and have the child do the practice item. Give positive or corrective feedback. Then read aloud the test items and record the child’s answers on the test copy. If the child answers an item correctly, circle the correct answer provided in parentheses next to the item. If the child answers an item incorrectly, mark the item with a dash or record the incorrect response on the line. For example:

1. /sss-īī-p/      (sip)      \_\_\_\_\_
2. /t-ēē-lll/      (tell)      ~~\_\_\_\_\_~~

## Scoring a Test

Fill out the scoring line under each test part the child completed. Write the number of total correct answers on the blank. The second number is the number of total items. The number in parentheses is the recommended cutoff score for meeting expectations (represents 80% correct). Circle one of the three marks to indicate whether the child’s score exceeds (+), meets (✓), or is below (–) the cutoff score. For example:

Score: 4 /5 (4/5) +  –

## Keeping Track of Progress

Use the reproducible record forms on pages 220–223. Record individual test results on each child’s Student Record Form. Record results for the class on the Class Record Form.

The image shows two record forms. The first is the 'Student Record Form' (page 220) for 'Phonemic Awareness Skills'. It includes a student name line, directions for scoring, and a table with columns for 'Skills tested', 'Test results', and 'Notes on test result'. The table lists tests such as 'Beginning of the Year Test', 'First-Semester Progress Test', and 'Midyear Test', each with sub-items like 'Blending', 'Segmenting', 'Deleting', 'Adding', and 'Substituting'. The second form is the 'Class Record Form' (page 222) for the same skills. It has a grid for recording scores for each student across the same tests. A shaded area at the top of the grid is labeled 'Class Name'. Both forms include the page number and copyright information for Zan-Bloser, Inc.

# Midyear Test

Use after Unit 8

Student tested: \_\_\_\_\_ Date: \_\_\_\_\_

## 1. Blending Phonemes

Say to the child: "I'll say the sounds of a word slowly. Then you'll say the sounds fast to make the word."

"Listen to the sounds: /ch-ēēē-p/. What's the word?"

(cheap) Give positive or corrective feedback. Repeat with these test items:

1. /d-ôôô-nnn/ (dawn) \_\_\_\_\_
2. /p-ôôô-sss-t/ (post) \_\_\_\_\_
3. /ch-oi-sss/ (choice) \_\_\_\_\_
4. /g-rrr-ôô/ (grew) \_\_\_\_\_
5. /k-ôôô-t/ (caught) \_\_\_\_\_

Score: \_\_\_\_\_ /5 (4/5) + ✓ —

## 2. Segmenting Phonemes

Say to the child: "I'll say a word. You'll repeat it and then break the word into sounds."

"The word is **shout**. Say it. (shout) Say each sound."

(/sh/.../ou/.../t/) Give positive or corrective feedback.

Repeat with these test items:

1. **bird** (/b/.../èr/.../d/) \_\_\_\_\_
2. **stew** (/s/.../t/.../ôô/) \_\_\_\_\_
3. **shook** (/sh/.../ôô/.../k/) \_\_\_\_\_
4. **draw** (/d/.../r/.../ô/) \_\_\_\_\_
5. **thread** (/th/.../r/.../è/.../d/) \_\_\_\_\_

Score: \_\_\_\_\_ /5 (4/5) + ✓ —

## 3. Deleting Final Phonemes

Say to the child: "I'll say a word and you'll repeat it. Then you'll take away the last sound to make a new word."

"The word is **belt**. Say it. (belt) Take away /t/. New word?"

(bell) Give positive or corrective feedback. Repeat with these test items:

1. **join** take away /n/ (joy) \_\_\_\_\_
2. **paint** take away /t/ (pain) \_\_\_\_\_
3. **storm** take away /m/ (store) \_\_\_\_\_
4. **clasp** take away /p/ (class) \_\_\_\_\_
5. **tenth** take away /th/ (ten) \_\_\_\_\_

Score: \_\_\_\_\_ /5 (4/5) + ✓ —

## 4. Adding Initial Phonemes

Say to the child: "I'll say a word and you'll repeat it. Then you'll add a new first sound to make a new word."

"The word is **rain**. Say it. (rain) Add /t/ first. New word?"

(train) Give positive or corrective feedback. Repeat with these test items:

1. **oil** add /b/ first (boil) \_\_\_\_\_
2. **pace** add /s/ first (space) \_\_\_\_\_
3. **rust** add /t/ first (trust) \_\_\_\_\_
4. **rise** add /p/ first (prize) \_\_\_\_\_
5. **oak** add /ch/ first (choke) \_\_\_\_\_

Score: \_\_\_\_\_ /5 (4/5) + ✓ —

Student tested: \_\_\_\_\_

Date: \_\_\_\_\_

### 5. Adding Final Phonemes

Say to the child: "I'll say a word and you'll repeat it. Then you'll add a new last sound to make a new word."

"The word is **her**. Say it. (*her*) Add /d/ last. New word?" (*heard*) Give positive or corrective feedback. Repeat with these test items:

- 1. **miss** add /t/ last (*missed*) \_\_\_\_\_
- 2. **glue** add /m/ last (*gloom*) \_\_\_\_\_
- 3. **ran** add /ch/ last (*ranch*) \_\_\_\_\_
- 4. **how** add /l/ last (*howl*) \_\_\_\_\_
- 5. **boy** add /l/ last (*boil*) \_\_\_\_\_

Score: \_\_\_\_\_ /5 (4/5) + ✓ —

### 6. Substituting Initial Phonemes

Say to the child: "I'll say a word and you'll repeat it. Then you'll change the first sound to make a new word."

"The word is **bike**. Say it. (*bike*) Change /b/ to /l/. New word?" (*like*) Give positive or corrective feedback. Repeat with these test items:

- 1. **wild** /w/ to /ch/ (*child*) \_\_\_\_\_
- 2. **right** /r/ to /s/ (*sight*) \_\_\_\_\_
- 3. **mold** /m/ to /h/ (*hold*) \_\_\_\_\_
- 4. **taught** /t/ to /f/ (*fought*) \_\_\_\_\_
- 5. **down** /d/ to /t/ (*town*) \_\_\_\_\_

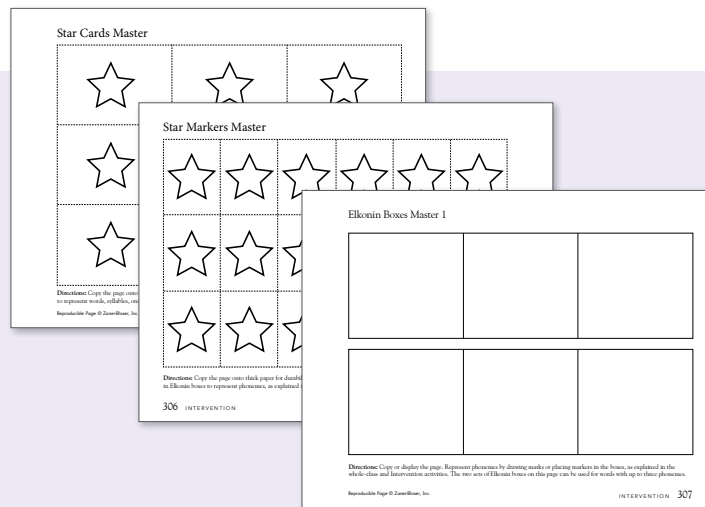
Score: \_\_\_\_\_ /5 (4/5) + ✓ —



# Grade 2 Intervention

## Contents

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Manipulative masters—three- and four-box Elkonin Boxes, Star Cards, and Star Markers—and additional word lists are also provided for intervention, but they are not included in this sampler.

## Grade 2 Intervention Activities

The intervention activities in grade 2 are cumulative to provide students with targeted practice not only with grade-level skills but also with precursor skills.

Pre-Phoneme Intervention Activities	Basic Phoneme Intervention Activities	Advanced Phoneme Intervention Activities
Identifying Beginning, Middle, End	Articulating Phonemes	Deleting Initial Phonemes
Segmenting Compound Words	Recognizing Alliteration	Deleting Final Phonemes
Identifying Same Word in Two Compound Words	Isolating Initial Phonemes	Adding Initial Phonemes
Recognizing and Counting Syllables	Isolating Final Phonemes	Adding Final Phonemes
Blending Syllables	Isolating Medial Phonemes	Substituting Initial Phonemes
Segmenting Syllables	Identifying Same Initial Phonemes	Substituting Final Phonemes
Deleting Initial Syllables	Identifying Same Final Phonemes	Substituting Medial Phonemes
Deleting Final Syllables	Identifying Same Medial Phonemes	Manipulating Phonemes: Mixed Practice
Adding Final Syllables	Categorizing Initial Phonemes	Deleting Second Phoneme in Initial Blends
Blending Onset and Rime	Categorizing Final Phonemes	Substituting Second Phoneme in Initial Blends
Segmenting Onset and Rime	Locating Phonemes	Deleting First Phoneme in Final Blends
Recognizing Same Rime in Rhyming Words	Blending Phonemes	Substituting First Phoneme in Final Blends
	Segmenting Phonemes	

# Diagnose and Intervene Chart

Note: Only select Intervention activities referenced in this chart are included in the sampler.

If a child struggles with...	Try these Intervention activities...	If a child still struggles, build skills with these activities...
<b>articulating phonemes</b>	Articulating Phonemes, p. 246	<ul style="list-style-type: none"> <li>• Isolating Phonemes (Initial, Final, Medial), pp. 248–250</li> </ul>
<b>isolating phonemes</b>	Isolating Phonemes (Initial, Final, Medial), pp. 248–250	<ul style="list-style-type: none"> <li>• Articulating Phonemes, p. 246</li> <li>• Recognizing Alliteration, p. 246</li> <li>• Recognizing Same Rime in Rhyming Words, p. 244</li> </ul>
<b>identifying same phonemes</b>	Identifying Same Phonemes (Initial, Final, Medial), pp. 250–253	<ul style="list-style-type: none"> <li>• Recognizing Same Rime in Rhyming Words, p. 244</li> <li>• Identifying Same Word in Two Compound Words, p. 230</li> </ul>
<b>categorizing phonemes</b>	Categorizing Phonemes (Initial, Final), pp. 253–256	<ul style="list-style-type: none"> <li>• Segmenting Phonemes, p. 260</li> <li>• Identifying Same Phonemes (Initial, Final, Medial), pp. 250–253</li> </ul>
<b>locating phonemes</b>	Locating Phonemes, p. 256	<ul style="list-style-type: none"> <li>• Segmenting Phonemes, p. 260</li> <li>• Isolating Phonemes (Initial, Final, Medial), pp. 248–250</li> </ul>
<b>blending phonemes</b>	Blending Phonemes, p. 258	<ul style="list-style-type: none"> <li>• Blending Onset and Rime, p. 240</li> <li>• Blending Syllables, p. 234</li> </ul>
<b>segmenting phonemes</b>	Segmenting Phonemes, p. 260	<ul style="list-style-type: none"> <li>• Segmenting Onset and Rime, p. 242</li> <li>• Segmenting Syllables, p. 235</li> <li>• Recognizing and Counting Syllables, p. 232</li> <li>• Segmenting Compound Words, p. 229</li> </ul>
<b>deleting phonemes</b>	Deleting Phonemes (Initial, Final), pp. 262–265	<ul style="list-style-type: none"> <li>• Deleting Initial Syllables, p. 237</li> <li>• Deleting Final Syllables, p. 238</li> </ul>
<b>adding phonemes</b>	Adding Phonemes (Initial, Final), pp. 266–269	<ul style="list-style-type: none"> <li>• Adding Final Syllables, p. 239</li> </ul>
<b>substituting phonemes</b>	Substituting Phonemes (Initial, Final, Medial), pp. 270–275	<ul style="list-style-type: none"> <li>• Deleting Phonemes (Initial, Final), pp. 262–265</li> </ul>
<b>manipulating phonemes (mixed practice)</b>	Manipulating Phonemes: Mixed Practice, p. 276	<ul style="list-style-type: none"> <li>• Substituting Phonemes (Initial, Final, Medial), pp. 270–275</li> <li>• Adding Phonemes (Initial, Final), pp. 266–269</li> <li>• Deleting Phonemes (Initial, Final), pp. 262–265</li> </ul>
<b>deleting second phoneme in initial blends</b>	Deleting Second Phoneme in Initial Blends, p. 278	<ul style="list-style-type: none"> <li>• Deleting Phonemes (Initial, Final), pp. 262–265</li> <li>• Segmenting Phonemes (use words with initial blends), p. 260</li> </ul>
<b>substituting second phoneme in initial blends</b>	Substituting Second Phoneme in Initial Blends, p. 280	<ul style="list-style-type: none"> <li>• Substituting Phonemes (Initial, Final, Medial), pp. 270–275</li> <li>• Segmenting Phonemes (use words with initial or final blends), p. 260</li> </ul>
<b>deleting first phoneme in final blends</b>	Deleting First Phoneme in Final Blends, p. 282	<ul style="list-style-type: none"> <li>• Deleting Phonemes (Initial, Final), pp. 262–265</li> <li>• Segmenting Phonemes (use words with initial or final blends), p. 260</li> </ul>
<b>substituting first phoneme in final blends</b>	Substituting First Phoneme in Final Blends, p. 284	<ul style="list-style-type: none"> <li>• Substituting Phonemes (Initial, Final, Medial), pp. 270–275</li> <li>• Segmenting Phonemes (use words with initial or final blends), p. 260</li> </ul>

## Using the Intervention Activities

The Intervention activities in this curriculum are designed to be used with small groups or individual students who need more instruction and practice with phonological or phonemic awareness skills taught in the whole-class lessons. You might observe children struggling during whole-class instruction, or you might identify skill weaknesses through assessment. Use the Diagnose and Intervene chart on the preceding page to find Intervention activities to help children with specific skills. Start with the Intervention activity that is most like the activity children had trouble with during whole-class lessons or on an assessment. If children still struggle, try using the precursor activities identified in the last column of the chart. These activities build prerequisite skills that children might need to develop before they can succeed with the original grade-level skill.

In most cases, wait to teach an Intervention activity until the skill has been introduced in a whole-class lesson. That way your intervention will not get ahead of skill instruction with the whole class. Activities for precursor skills can be taught at any time.

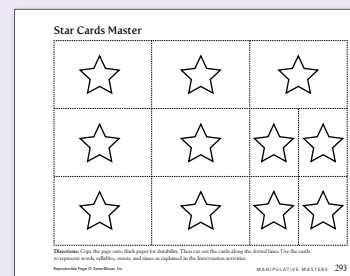
## About the Instruction

As in the whole-class lessons, instruction in the Intervention activities provides a gradual release of responsibility built around I Do, We Do, and You Do steps. The instruction also contains more continuous sounds. Continuous sounds that are meant to stretch out are written with repeated letters, as in */mmm/...ap* and *rrrug*.

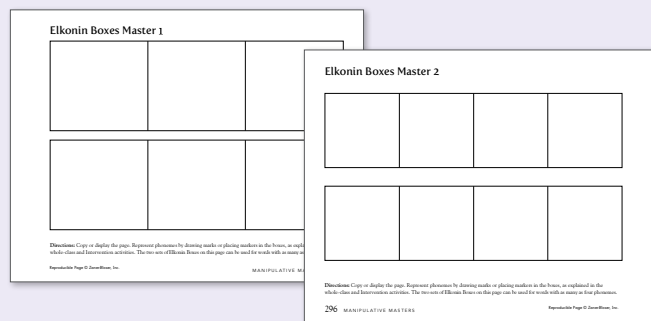
(The phonemes /f/, /h/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, and /z/ and all vowel sounds are continuous sounds.) By stretching out continuous sounds, you can help struggling students hear and identify the phonemes more easily. The remaining phonemes are stop sounds, which cannot be stretched out. Some activities suggest supporting children with the more difficult stop sounds by repeating the sound a few times, as in */b/-/b/-bat*, or emphasizing it, as in *do**G***.

All Intervention activities use manipulatives to help students visualize the abstract with something more concrete. You can use manipulatives you have on hand, such as small blocks, chips, or cards. Or you can make manipulatives using these reproducible masters provided at the end of the Intervention section:

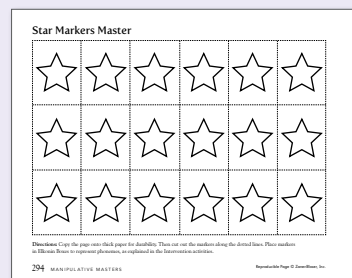
**Star Cards Master** Use this master to make 7 large cards and 4 small cards to represent words and syllables in the activities. Copy the master and cut along the dotted lines to separate the cards. Each card will have a star on one side and be blank on the other side. By placing the cards star-side up or star-side down, you can represent different words and syllables in the activities.



**Elkonin Boxes Masters** Use these masters to make Elkonin Boxes, sets of blank squares in a row that are used for keeping track of sounds in words. Master 1 has three boxes to use with words with three phonemes, and Master 2 has four boxes for words with four phonemes. Copy the masters as needed for you and children to use in activities.



**Star Markers Master** Use this master to create markers, small squares with stars, to use with the Elkonin Boxes. The markers are placed in the boxes to stand for the sounds in a word. Copy the master and cut along the dotted lines to separate the markers. Using colored paper will help the markers stand out better in the Elkonin Boxes. Markers can be placed star-side up or star-side down to represent same or different sounds. As another option, you can copy the master on different colored paper so you have sets of different colored markers.



## Providing Additional Practice

After teaching an Intervention activity, you can provide children with additional practice by repeating the We Do and You Do steps or just the You Do steps using words listed at the end of the activity. Starting on page 286, find more extensive lists with words you can use for more practice at the same level or more difficult levels. The lists are labeled so you know which words can be used with specific activities. They are generally arranged from easier types of words—such as CVC (consonant-vowel-consonant) words—to more difficult words, such as words with blends.

As children's skills improve through practice, gradually take away the extra support provided by the manipulatives. Manipulatives in the Intervention activities are meant as a scaffold for students to help them learn the skills that are difficult for them. The goal is for children to eventually be able to do phonemic awareness activities without either manipulatives or hand motion support.

## Isolating Final or Medial Phonemes

**Use:** Anytime for final phonemes and anytime after Warm-Up Unit, Lesson 6 for medial phonemes

**Materials:** Set of Elkonin Boxes and three markers for yourself and each child. You can make the materials using Elkonin Boxes Master 1 (page 295) and the Star Markers Master (page 294).

To review isolating final or medial phonemes, follow the steps in the Isolating Initial Phonemes intervention activity. Simply let children know at the beginning whether to listen for the last sound or middle sound. After segmenting the sounds in the Elkonin Boxes, ask them to say the sound in the position you name. For additional practice, choose from the words listed on pages 288–289.

## Identifying Same Initial Phonemes

**Use:** Anytime after Warm-Up Unit, Lesson 2

**Materials:** Two sets of Elkonin Boxes and six markers for yourself and each child. You can make the materials using Elkonin Boxes Master 1 (page 295) and the Star Markers Master (page 294).

Say to children: “Words are made up of sounds. Today we’ll listen to two words and tell whether they have the same first sound.”

### I Do

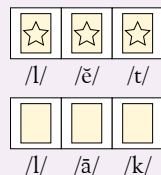
- “My turn first. I’ll say two words. Then I’ll put a marker in a box as I say each sound in the words. [See the Manipulatives box on page 251 for directions.]
- Listen to these words: **let, lake**.
- Listen to the sounds in **let**: /ll/.../ĕ/.../t/. [Stretch out the continuous sound at the beginning.]
- I hear /l/ at the beginning of **lllet**.
- Listen to the sounds in **lake**: /ll/.../ā/.../k/.
- I also hear /l/ at the beginning of **lllake**.
- The words **let** and **lake** begin with same sound, /l/. I’ll flip the first marker for **lake** over to the star side to show the first sound is the same in the two words.”



## Manipulatives

Say the first word. In the first set of Elkonin Boxes, put a marker star-side up in each box going from left to right (from children's view) as you say each sound in the word separately. Say the second word. In the second set of boxes, put a marker star-side down in each box as you say each sound in the word. Touch the first box in each set to review the first sound in each word. If you determine the two words begin with the same first sound, turn the first marker for the second word star-side up. Teach children to use the manipulatives the same way during the We Do step.

1. Place the markers



2. Place the markers



## We Do

- “Let’s try it together. [Distribute materials to each child.]
- Say each word after me: **mean, sick**. (*mean, sick*)
- Put a marker star-side up in each box as I say each sound in **mean**: /mmm/.../ē/.../n/. [Guide children so they start with the first box on the left in the first set of boxes.]
- Say the first sound in **mean** with me: /m/.

- Put a marker star-side down in each box as I say the sounds in **sick**: /sss/.../ī/.../k/. [Guide children so they start with the first box on the left in the second set of boxes.]
- Say the first sound in **sick** with me: /s/.
- What’s the first sound in **mean**? (/m/) What’s the first sound in **sick**? (/s/)
- Do **mean** and **sick** have the same first sound? (*no*)
- That’s right, the words do not begin with the same sound.”

## You Do

- “Now it’s your turn. Take the markers out of your boxes so you can use them the same way for the new words.
- Say each word after me: **leak, lap**. (*leak, lap*)
- Place markers for **leak**: /lll/.../ē/.../k/.
- First sound in **leak**? (/l/)
- Place markers for **lap**: /lll/.../ā/.../p/.
- First sound in **lap**? (/l/)
- First sound in **leak**? (/l/) First sound in **lap**? (/l/)
- Same first sound? (*yes*). Flip the first marker over to the star-side.
- That’s right, the words **leak** and **lap** begin with the same sound.
- What’s the sound?” (/l/)

## Additional Practice

Repeat the We Do and You Do steps or just the You Do steps using any of these words:

Same first sound?

<b>nab, net</b>	(yes, /n/)
<b>sack, rag</b>	(no)
<b>wax, sag</b>	(no)
<b>ram, red</b>	(yes, /r/)
<b>nail, nap</b>	(yes, /n/)
<b>seat, save</b>	(yes, /s/)
<b>men, rope</b>	(no)
<b>lass, lab</b>	(yes, /l/)
<b>mix, lick</b>	(no)
<b>sock, fin</b>	(no)
<b>neck, not</b>	(yes, /n/)
<b>hide, hog</b>	(yes, /h/)
<b>fog, fan</b>	(yes, /f/)
<b>wipe, wet</b>	(yes, /w/)
<b>seam, van</b>	(no)
<b>lad, set</b>	(no)

See the word lists on pages 288–289 for more words you can use for the Identifying Same Initial Phonemes activity, including words with initial stop sounds, digraphs, or blends.

## Identifying Same Final or Medial Phonemes

**Use:** Anytime after Warm-Up Unit, Lesson 3 for final phonemes and Warm-Up Unit, Lesson 7 for medial phonemes

**Materials:** Two sets of Elkonin Boxes and six markers for yourself and each child. You can make the materials using Elkonin Boxes Master 1 (page 295) and the Star Markers Master (page 294).

Follow the steps in the Identifying Same Initial Phonemes Intervention activity (see page 250), except have children identify the last sound or middle sound in each word and tell if the sound is the same in both words. Use any of these words:

Same last sound?

<b>yet, rag</b>	(no)
<b>team, jam</b>	(yes, /m/)
<b>lap, tip</b>	(yes, /p/)
<b>beak, sack</b>	(yes, /k/)
<b>pit, weep</b>	(no)
<b>lid, bin</b>	(no)
<b>leap, rip</b>	(yes, /p/)
<b>pail, sell</b>	(yes, /l/)
<b>woke, game</b>	(no)
<b>bake, kid</b>	(no)
<b>tin, rib</b>	(no)
<b>cab, bib</b>	(yes, /b/)
<b>pan, main</b>	(yes, /n/)
<b>keep, nap</b>	(yes, /p/)
<b>goat, hat</b>	(yes, /t/)
<b>peck, weak</b>	(yes, /k/)



## Deleting Initial Phonemes

**Use:** Anytime after Unit 4, Lesson 1

**Materials:** Set of Elkonin Boxes and three markers for yourself and each child. You can make the materials using Elkonin Boxes Master 1 (page 295) and the Star Markers Master (page 294).

Say to children: “We know how to break words apart into their sounds. Today we’re going to review how to take away the sound at the beginning of a word to make a new word.”

### I Do

- “My turn first. Watch how I use the boxes. [See the Manipulatives box for directions.]
- The word is **pit**.
- I’ll put a marker in a box for each sound in the word: /p/.../i/.../t/.
- Listen again: /p/.../i/.../t/.
- The first sound in **pit** is /p/. I can take /p/ away.
- I can blend the sounds that are left: **it**.
- **Pit** without /p/ is **it**.
- **It** is a word I know. I can use **it** in a sentence: *Take this book and put it on the table.*”

### ★ Manipulatives

Put a marker in each Elkonin Box going from left to right (from children’s view) as you say each sound in a word. To review, touch each box and say the sound again. Remove the marker from the first box when you take away the first sound. Quickly slide a finger under the remaining marked boxes as you say the new word. Teach children to use the manipulatives in the same way.



## We Do

- “Let’s try a word together. [Distribute materials to each child.]
- Listen to the word: **chat**. Say it with me: **chat**.
- I’ll say the sounds in **chat**. Put a marker in a box for each sound I say: /ch/.../ă/.../t/. [Guide children to start with the first box on the left.]
- Say each sound with me: /ch/.../ă/.../t/. [Repeat a few times.]
- What’s the first sound in **chat**? (/ch/)
- Let’s take away /ch/. Take the marker out of your first box.
- Slide a finger under the marked boxes and say the new word: **at**.
- Yes, **chat** without /ch/ is **at**.
- Here’s **at** in a sentence: *I bought this bracelet at the store.”*

## You Do

- “Now it’s your turn to try a word. Take the markers out of your boxes and use them again in the same way for the new word.
- The word is **ditch**. Say it. (*ditch*)
- Put a marker in a box for each sound I say: /d/.../ĭ/.../ch/.
- Say each sound. (/d/.../ĭ/.../ch/)
- Take away /d/.
- New word? (*itch*)
- Yes, **ditch** without /d/ is **itch**.
- Here’s **itch** in a sentence: *I know my bug bite will itch.”*

## Additional Practice

Repeat the We Do and You Do steps or just the You Do steps using any of these words:

		Take away	
<b>date</b>	/d/.../ā/.../t/	/d/	( <i>ate</i> )
<b>rice</b>	/r/.../ī/.../s/	/r/	( <i>ice</i> )
<b>late</b>	/l/.../ā/.../t/	/l/	( <i>ate</i> )
<b>feel</b>	/f/.../ē/.../l/	/f/	( <i>eel</i> )
<b>can</b>	/k/.../ă/.../n/	/k/	( <i>an</i> )
<b>cheat</b>	/ch/.../ē/.../t/	/ch/	( <i>eat</i> )
<b>tease</b>	/t/.../ē/.../z/	/t/	( <i>ease</i> )
<b>cat</b>	/k/.../ă/.../t/	/k/	( <i>at</i> )
<b>hitch</b>	/h/.../ĭ/.../ch/	/h/	( <i>itch</i> )
<b>will</b>	/w/.../ĭ/.../l/	/w/	( <i>ill</i> )
<b>leg</b>	/l/.../ē/.../g/	/l/	( <i>egg</i> )
<b>beet</b>	/b/.../ē/.../t/	/b/	( <i>eat</i> )
<b>bad</b>	/b/.../ă/.../d/	/b/	( <i>add</i> )

See the word lists on page 290 for more words you can use for the Deleting Initial Phonemes activity, including words with initial blends. If you choose words with four phonemes, be sure to use Elkonin Boxes Master 2.

## Substituting Initial Phonemes

**Use:** Anytime after Unit 8, Lesson 1

**Materials:** Set of Elkonin Boxes and four markers for yourself and each child. You can make the materials using Elkonin Boxes Master 1 (page 295) and the Star Markers Master (page 294).

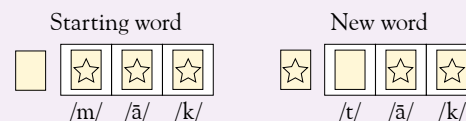
Say to children: “We know how to add and take away sounds from words. Today we’ll practice making a new word by changing a beginning sound to a different sound.”

### I Do

- “My turn first. Watch how I use the boxes. [See directions in the Manipulatives box.]
- The word is **make**.
- I’ll put a marker in a box for each sound in the word: /m/.../ā/.../k/.
- Listen again: /m/.../ā/.../k/.
- The first sound in **make** is /m/.
- I can change /m/ to /t/.
- I can blend the sounds and say the new word: **take**.
- So I changed the first sound in **make** to make the word **take**.
- **Take** is a word I know. I can use **take** in a sentence: *I take the bus to school.*”

### ★ Manipulatives

As you say each sound in a word, put a star marker in a box going from left to right (from children’s view). To review, touch each box and say the sound again. Remove the first marker when you say you will change that sound. Say the new sound and place a different marker star-side down in the first box. Quickly slide a finger under the boxes as you blend the sounds to say the new word. Teach children to use the manipulatives in the same way.



## We Do

- “Let’s try it together. [Distribute materials to each child.]
- We’ll start with the word I just made. The word is **take**. Say it with me: **take**.
- I’ll say the sounds in **take**. Put a star marker in a box for each sound as I say it: /t.../ā.../k/. [Guide children to start with the first box on the left.]
- Say the sounds with me: /t.../ā.../k/.
- What’s the first sound in **take**? (/t/)
- Let’s change /t/ to /l/. Replace the marker for /t/ with a new marker for /l/. Put the new marker star-side down.
- Slide a finger under the boxes as we say the new word: **lake**.
- That’s right. We changed the first sound in **take** to make **lake**.
- Here’s **lake** in a sentence: *The ducks swim on the lake.*”

## You Do

- “Now it’s your turn. We’ll start with the word already marked in your boxes.
- Say the word. (*lake*)
- Say the sounds: (/l.../ā.../k/)
- Change /l/ to /k/.
- New word? (*cake*)
- That’s right. Who can use **cake** in a sentence?” [Have one or two children share a sentence.]

## Additional Practice

Repeat the We Do and You Do steps or just the You Do steps using any of these words:

		Change	
<b>line</b>	/l.../ī.../n/	/l/ to /f/	( <i>fine</i> )
<b>fine</b>	/f.../ī.../n/	/f/ to /m/	( <i>mine</i> )
<b>mine</b>	/m.../ī.../n/	/m/ to /s/	( <i>sign</i> )
<b>sign</b>	/s.../ī.../n/	/s/ to /n/	( <i>nine</i> )
<b>back</b>	/b.../ā.../k/	/b/ to /r/	( <i>rack</i> )
<b>rack</b>	/r.../ā.../k/	/r/ to /s/	( <i>sack</i> )
<b>sack</b>	/s.../ā.../k/	/s/ to /t/	( <i>tack</i> )
<b>tack</b>	/t.../ā.../k/	/t/ to /sh/	( <i>shack</i> )
<b>wail</b>	/w.../ā.../l/	/w/ to /b/	( <i>bail</i> )
<b>bail</b>	/b.../ā.../l/	/b/ to /m/	( <i>mail</i> )
<b>mail</b>	/m.../ā.../l/	/m/ to /s/	( <i>sail</i> )
<b>sail</b>	/s.../ā.../l/	/s/ to /t/	( <i>tail</i> )
<b>meet</b>	/m.../ē.../t/	/m/ to /s/	( <i>seat</i> )
<b>seat</b>	/s.../ē.../t/	/s/ to /f/	( <i>feet</i> )
<b>feet</b>	/f.../ē.../t/	/f/ to /h/	( <i>heat</i> )
<b>heat</b>	/h.../ē.../t/	/h/ to /ch/	( <i>cheat</i> )

See the word lists on page 290 for more words you can use for the Substituting Initial Phonemes activity, including words with blends. If you choose words with four phonemes, be sure to use Elkonin Boxes Master 2.

# The Superkids

Phonemic Awareness



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