



BEST FOR ALL

We will set all students on a path to success.

**TN Foundational Skills
Curriculum Supplement
Sounds First Activities Manual
Kindergarten Volume 1 (Weeks 1-10)**

The following materials can also be found within the TN Foundational Skills Curriculum Supplement Unit Teacher Guides. They have been pulled out here as a separate set of materials in the event that users find it helpful to have the sounds-first activities published as an ancillary material.

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TN Foundational Skills Curriculum Supplement

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ACKNOWLEDGMENTS

A special thank you to the Core Knowledge Foundation, E. D. Hirsch, Jr., Linda Bevilacqua, and David and Meredith Liben. We are beyond grateful for your shared time, expertise, and resources that greatly contributed to the exceptional quality of this TN Foundational Skills Curriculum Supplement.

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Tennessee Foundational Skills Supplement

Phonemic Awareness and Advanced Phonemic Awareness Component

Program Overview - Kindergarten

Why a Robust Phonemic Awareness Component From Pre-K–2nd Grade?

First - What is Phonemic Awareness Anyway?

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

Why Such a Robust Approach?

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

A number of studies have shown that this is not enough for all students and we need to do more work in this area. Some have called this additional work “advanced phonemic awareness” (APA). Advanced phonemic awareness includes deleting and substituting phonemes in words, including work with medial vowels and consonant clusters. The research shows that students who can do these types of activities accurately and quickly (in less than two seconds) are more likely to be proficient word readers. The research also shows this ability can be taught through simple fun and game-like activities while building these skills and a variety of other verbal skills for all students.

Automaticity in perceiving, blending, segmenting, isolating, and manipulating phonemes is part of the bedrock for becoming successful readers. Speedy phonemic manipulation skill along with successful decoding are signals that students are well on their way to gaining automatic word recognition so their brains can be freed for all the other aspects of successful reading.

Why Phonemic Awareness Is SO Important For All Students to Master

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

How Do We Store Words in Our Memory Anyway?

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

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

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

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

Why Does This Advanced Phonemic Awareness Component Continue Into 2nd Grade? We've Never Done That Before!

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

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

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

That said, the built-in assessments allow for students to go through the lesson sequence at different speeds. Once students have demonstrated mastery of all the skills, they can 'graduate' and you can concentrate on the students who need more time to get there.

About the Daily Lessons

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

The lessons are carefully built to develop linguistic dexterity and acuity. While the focus always stays on the sounds of whole words and their parts, those words are often embedded in full, fun sentences. While you should have fun with your students when going through this program, there is one thing that is high-stakes. You must master accurate and crisp phoneme pronunciation yourself and insist on it from your students. This skill is equally important in phonics as in phonemic awareness. Letter sounds and all phonemes need to be crisply and accurately enunciated so children can hear them inside words and get an accurate audio of the words those phonemes make when smoothly blended together. There are two short video resources in the first Appendix ("What You Can Do to Prepare: To Learn More and Get Ready to Teach This Program With Your Students"). They are both in the first section: "*If You Can Only Do One Thing and Have NO TIME (less than 15 minutes).*" There is no overstating of how vital this is.

A Few Words About Building Word Knowledge:

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

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

About the Lesson Structure:

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

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

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

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

Here is a sample discussion and directions from first grade:

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

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

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

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

S: repeat

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

T: ***Watch me!***

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

T: ***Your turn!***

S: repeat

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

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

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

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

There are a few things to note:

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

The Developmental Stages:

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

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

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

- ② **E** The EXPERIENCING stage, which is multisensory and very active, with words encountered in full sentences. The example with segmenting and cutting off the final consonant in a blend was an experiencing lesson.
- ② **K** The KNOWING stage phase, which has practice activities without multisensory cues, and in which words are generally in isolation, not embedded in sentences. This is because students are moving toward comfort and greater processing speed.
- ② **M** The MASTERING stage phase, where students are able to go quickly and become automatic with each skill. Assessments are scheduled during Mastering weeks.

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

What's Special About Kindergarten:

There are 120 lessons for Kindergarten. This allows plenty of time for you to administer the Quarterly assessments, which need to be done 1:1 with students. It also allows you to provide additional practice opportunities to get any skill to automatic levels for students who need more time, and, of course, for any unplanned disruptions to the calendar. If you are using the full TNFSS, these lessons will start appearing in Week 3 as part of the foundational skills lessons. If you are using the self-contained version of this program, you can start whenever you like.

This program loosely follows the sequence of alphabet introduction from the TNFSS. That in turn was based on the Core Knowledge Foundational Skills sequence. If either of those are your foundational skills curriculum, you are all set!

But don't worry. If you're using some other foundational skills program and you want to use these lessons, you can use the phonemes and sample word patterns from your program to follow whatever sequence you are accustomed to for introducing letters to your students. The only thing that matters is to do so, and to be consistent and systematic!

Kindergarten Phonemic Awareness Scope and Sequence

All lessons contain four parts, representing a different component of phonological awareness and manipulation training in the curriculum: **Rhyme**, **Manipulating Syllables**, **Manipulating Phonemes**, and **Alliteration**. The following tables show the skills taught in Kindergarten and the stages by week. With the exception of **Alliteration**, all of the skills within each of these parts move through three stages; Experiencing (E) (light gray), Knowing (K) (medium gray), and Mastering (M) (dark gray). Unshaded weeks denote review weeks. Mix it Up is an activity that is periodically embedded in the curriculum. It provides practice with the accumulated skills to that point.

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

Manipulating Syllables																								
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

Skill	Two Syllables	Two Syllables	Three Syllables	Three Syllables	Mix it Up
	Delete one syllable in a compound word. sandbox → sand sandbox → box	Delete one syllable in a non-compound word. sister → sis sister → ter	Delete one syllable in a compound word. basketball → basket pineapple → apple	Delete first syllable in a non-compound word. remember → member	
Activity	Leave a Syllable Off	Leave a Syllable Off	Put the Beat in Your Pocket	Put the Beat in Your Pocket	

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

Alliteration

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

Making Phonemic Awareness Part of Your Classroom Culture

Don't isolate phonemic awareness to just the few minutes a day that these lessons will take up! Beyond the fun lessons you'll see in this resource, we also encourage you to fold reinforcement of the phonemic skills you're working on into your phonics teaching and even when you read aloud and do other language rich parts of your day. Make it a habit for your students to listen alertly to the sounds in and across words and to enjoy them. They will profit so much from doing so!

Making Phonemic Awareness Games Part of Your Classroom Management

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

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

Assessing

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

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

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

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

Because the program stretches across four years, with overlap to ensure all students meet success, assessment records should follow the students between pre-K through 2nd grade.

Closing:

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

Appendices

What You Can Do to Prepare: To Learn More and Get Ready to Teach This Program With Your Students:

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

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

[This video](https://www.youtube.com/watch?v=wBuA589kfMg), graciously developed by Rollins Center for Language and Literacy, is an excellent guide to pronouncing the 44 phonemes of the English language. The presenter is easy to learn from and demonstrates clearly how to make each sound.
<https://www.youtube.com/watch?v=wBuA589kfMg>

[This blog](https://www.dyslexiafriend.com/2020/06/letter-sounds-by-kid-from-lagos.html), by Luqman Michel, a reading tutor in Malaysia, is almost exclusively focused on the vital importance of correct pronunciation of phonemes. Here is a [short video of a child from Lagos, Nigeria](https://www.dyslexiafriend.com/2020/06/letter-sounds-by-kid-from-lagos.html) from Luqman's Dyslexia Blog, displaying the joys of active learning of letter sounds. His articulations are nearly perfect, and the joy in this video is worth a million words on the importance of modeling precise pronunciation.

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

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

The Heggerty Organization, one of the major resources in the phonemic awareness field, has graciously made many teaching videos available for free because of school closures caused by the pandemic. These can be found by grade level at [this link](https://www.hegerty.org/download-assessments-and-resources).
<https://www.hegerty.org/download-assessments-and-resources>

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

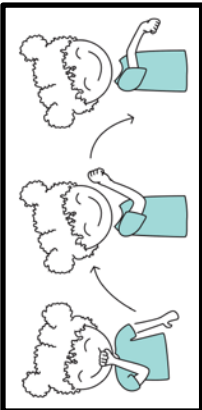
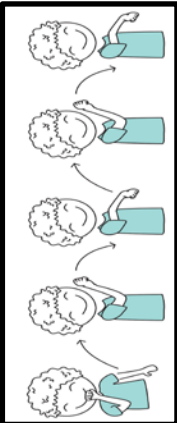
Dr. Dave Kilpatrick, who has been most responsible for raising the importance of advanced phonemic awareness, did [several webinars for CORE](https://www.corelearn.com/core-kilpatrick-webinar-series-202004/core-kilpatrick-webinar-series-on-demand-202004/). You may need to register before the links work, but the webinars are free. Here is the link.
<https://www.corelearn.com/core-kilpatrick-webinar-series-202004/core-kilpatrick-webinar-series-on-demand-202004/>

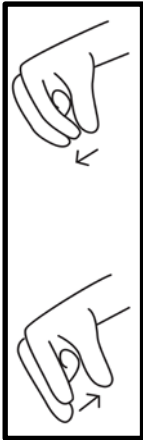
If You Want to Become Fully Advance Phonemic Awareness Immersed:

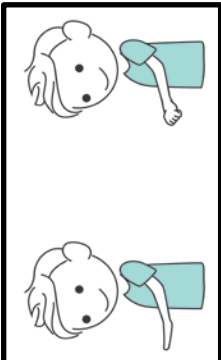
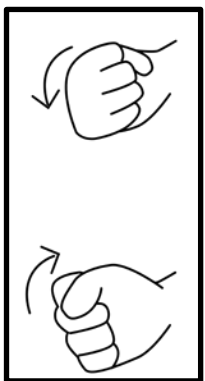
Get your school or district to buy you or put in the Professional Library copies of Dr. Kilpatrick's book: [Equipped for Reading Success](https://equippedforreadingsuccess.com/product/equipped-for-reading-success-2/).
<https://equippedforreadingsuccess.com/product/equipped-for-reading-success-2/>

Glossary of Symbols and Terms

(In alphabetical order)

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

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

	Segmenting Syllables. Place palms upwards to separate syllables in a two-syllable word. Place hand upwards, say <i>hand</i> (first syllable), place second hand upwards, say <i>stand</i> (second syllable), <i>handstand</i>.
	Snatch the Sound. An action or motion completed with your hand in isolation or after the word curve. In pre-K, use this motion to show they snatch or isolate the initial and final sound of a word. In First Grade, students revisit this idea. Only this time, they use this motion to snatch the final sound of a word to symbolize deleting it (taking it away).
Syllable	Single, unbroken sound consisting of one vowel sound and consonants. For example, nap is a one-syllable word, it has one vowel sound. Whereas nap/kin is a two-syllable word, it has two vowel sounds.
	Yes (American Sign Language, ASL). Students answer yes to questions during a lesson. Make a fist with your hand and move it up and down like you are nodding your head yes, but with your fist. This action is used in pre-K lessons.
Whip Around Assessment	Quick assessment of a single skill, done during the Mastering weeks, in groups of 5, and intended to assess mastery of that skill in just a few minutes. *Optional in pre-K since mastering of phonemic awareness is not expected so early.

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Week 1, Day 1

Rhyme Activity: Feel the Rhyme.

Skill: Rhyme repetition. Support students' ability to recognize rhyming words.

Directions: Tell students they'll be hearing and saying words that rhyme. Tell them to repeat after you.

1. Say the sentence rhythmically, moving in time with the words and miming any logical actions in the sentence. This should be engaging but not overly exaggerated so as to distract.
2. Say the two rhyming words, pausing slightly in between them.

T: <i>I threw my ball against the wall.</i> S: repeat T: <i>ball (pause) wall</i> S: repeat	T: <i>A little mouse ran to his house.</i> S: repeat T: <i>mouse (pause), house</i> S: repeat	T: <i>I saw a bee land on my knee.</i> S: repeat T: <i>bee (pause), knee</i> S: repeat	T: <i>Will you please run up that hill?</i> S: repeat T: <i>will (pause), hill</i> S: repeat	T: <i>Did you see that pig wearing a bright pink wig?</i> S: repeat T: <i>pig (pause), wig</i> S: repeat
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Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word. To do this, students must be able to isolate each syllable in a compound word, delete one, and then say the new word. Lessons in the first week of the Experiencing stage scaffold towards eventual syllable deletion by isolating the targeted syllable with an action (knee bend) and whispering it.

Directions: Tell students to repeat after you, using the same motions. They will need to stand for this activity.

1. Say the sentence aloud rhythmically, bending your knees when saying the syllable that will be deleted (**bolded**) and coming back up when saying the one that will remain.
2. Say the compound word, bending your knees while now also *whispering* the syllable that will be deleted (**bolded**).

In the table below, the column to the left shows the entire procedure. That procedure is repeated with the sentences in the column to the right. Note: In this lesson, the first syllable is the targeted syllable (**bolded**). As always, the meaning of any underlined words should be quickly explained to students.

Do this one first:	Repeat the procedure using these sentences:
T: <i>I like to play outside.</i> (bend knees while saying out, come back up while saying <i>side</i>) S: repeat T: out (whisper while bending knees) ...<i>side</i> (come back up, use normal voice) S: repeat	<i>Put on your raincoat so you don't get wet.</i> Get your toothbrush. <i>I park my car in the driveway.</i> <i>Let's go for a ride in an airplane.</i>



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*. Students must be able to isolate the onset from the rime, delete it, and then say the new word.

Important Note: Lessons in the Experiencing stage scaffold towards eventual phoneme deletion by isolating the targeted sound (the onset) with a snipping action by the mouth and making a curve motion outward with the hand when speaking the rime.

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

1. Say the sentence.
2. Tell the students to repeat.
3. Place your fist under your chin. Then say the bolded word while moving your hand out and away from your mouth in the

shape of a curve. This “shows” the word coming out of your mouth.

4. Place your fist back under your chin while pronouncing the first sound. [This helps students “see” and isolate the onset.] Say “*cut off the /insert the sound/*.”
5. Pronounce that sound again while making a snipping motion (like scissors) in front of your mouth with your fingers. Then move hand forward in the shape of a curve as you say the remainder of the word (the rime). [You are modeling segmentation of the onset and rime.]
6. Tell students to repeat (step 5).

Do this one first. Practice and model with the students.	Repeat the procedure using these sentences:
T: <i>Be careful, don't fall!</i> S: repeat T: <i>fall</i> (while moving hand forward from mouth on a curve) /f/ (hand by mouth) <i>cut off the /f/</i> T: /f/ (while making snipping motion in front of lips) ...<i>all</i> (while moving hand forward in the shape of a curve) S: /f/ (snipping motion) ...<i>all</i> (moving hand forward away from mouth in the shape of a curve)	<i>It's time to pick up the leaves!</i> <i>I like to lay on my mat.</i> <i>Can you reach up high?</i> <i>Can you reach up high?</i>



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Directions:

1. Tell the students to repeat after you.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly sentence and the sounds as they transition from one activity to another.

Sentence: Many merry men made movies.



Week 1, Day 2

Rhyme Activity: Feel the Rhyme.

Skill: Rhyme repetition. Support students' ability to recognize rhyming words.

Directions: Tell students they'll be hearing and saying words that rhyme.

1. Say the sentence(s) rhythmically, moving in time with the words and miming any logical actions in the sentence. This should be engaging but not overly exaggerated so as to distract.
2. Say the rhyming words, pausing slightly in between them.

Do this one first:	Repeat the procedure with the following sentences:
T: Use that broom to sweep up the room. S: repeat T: broom (pause) room S: repeat	Listen to that crowd. They sound so loud. I love to run. It's really fun. I'm so glad that you're not feeling sad. I sat on my hat, and now it's very flat.



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word. To do this, students must be able to isolate each syllable, delete one, and then say the new word. Lessons in the Experiencing stage scaffold towards eventual syllable deletion by isolating the targeted syllable with an action (knee bend) and whispering it.

Directions: Tell students to repeat after you, using the same motions. They will need to stand for this activity.

1. Say the sentence aloud rhythmically, bending your knees when saying the syllable that will be deleted (**bolded**), staying straight legged when saying the one that will remain.

2. Say the compound word, bending your knees while now also whispering the syllable that will be deleted (**bolded**).

In the table below, the column to the left shows the entire procedure. That procedure is repeated with the sentences in the column to the right. As always, the meaning of any underlined words should be quickly explained to students.

Note: In this lesson, sometimes the first syllable is targeted (e.g. **sand**box) and sometimes it is the second (e.g. base**ball**). The targeted syllable is always **bolded**.

Do this one first:	Repeat the procedure using these sentences:
T: <i>My brother likes to play in the sandbox.</i> (stay straight legged while saying sand, bend your knees while saying box) S: repeat T: sand (use normal voice) ...box (bend knees and whisper) S: repeat	<i>I hope we can go to the baseball game.</i> <i>I'm going on a trip. I need to find my <u>suitcase</u>.</i> <i>It would be fun to ride in a spaceship.</i> <i>It's dark in here. I need to turn on my flashlight.</i>



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*. Students must be able to isolate the onset from the rime, delete it, and then say the new word.

Important Note: Lessons in the Experiencing stage scaffold towards eventual phoneme deletion by isolating the targeted sound (the onset) with a snipping action by the mouth and making a curve motion outward with the hand when speaking the rime.

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

1. Say the sentence.
2. Tell the students to repeat.
3. Place your fist under your chin. Then say the bolded word while moving your hand out and away from your mouth in the shape of a curve. This “shows” the word coming out of your mouth.
4. Place your fist back under your chin while pronouncing the first sound. [This helps students “see” and isolate the onset.] Say “*cut off the /insert the sound/.*”
5. Pronounce that sound again while making a snipping motion (like scissors) in front of your mouth with your fingers. Then move hand forward in the shape of a curve as you say the remainder of the word (the rime). [You are modeling segmentation of the onset and rime.]
6. Tell students to repeat (step 5).

Do this one first:	Repeat the procedure using these sentences:
T: <i>Is that a rat under the <u>dumpster</u>?!</i> S: repeat T: <i>rat</i> (while moving hand forward from mouth on a curve) /r/ (fist under chin) <i>cut off the /r/</i> T: /r/ (while making snipping motion in front of lips) ...<i>at</i> (while moving hand forward in the shape of a curve) S: /r/ (snipping motion) .../at/ (moving hand forward away from mouth in the shape of a curve)	Please stay right here until I get back. I tried not to wake up the baby. The mice got into the bag of flour. I love to shop for presents.



Alliteration: Silly Sentences.

Support students’ ability to recognize the repeated initial sound in multiple words in a phrase.

Directions:

1. Tell the students to repeat after you.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly sentence and the sounds as they transition from one activity to another.

Sentence: Two tomatoes tiptoed together to town.



Week 1, Day 3

Rhyme Activity: Feel the Rhyme.

Skill: Rhyme repetition. Support students' ability to recognize rhyming words.

Remember to say the sentence rhythmically, moving in time with the words and miming logical actions in the sentence.

Do this one first:	Repeat the procedure with the following sentences:
T: <i>I love to eat ice cream. It's a really sweet treat.</i> S: repeat T: <i>sweet (pause) treat</i> S: repeat	<i>How did that fish get on my dish?</i> <i>Did you see that goose? He was playing with a moose!</i> <i>Quick! Get a book. We need to read!</i> <i>Is that your new blue shoe?</i>



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word. To do this, students must be able to isolate each syllable in a compound word, delete one, and then say the new word. Lessons in the Experiencing stage scaffold towards eventual syllable deletion by isolating the targeted syllable with an action (knee bend) and whispering it.

Directions: Tell students to repeat after you, using the same motions. They will need to stand for this activity.

1. Say the sentence aloud rhythmically, bending your knees when saying the syllable that will be deleted (**bolded**), staying straight legged when saying the one that will remain.
2. Say the compound word, bending your knees while now also whispering the syllable that will be deleted (**bolded**).

Note: In this lesson, sometimes the first syllable is targeted (e.g. **sandbox**) and sometimes it is the second (e.g. base**ball**). The targeted syllable is always **bolded**.

Do this one first:	Repeat the procedure using these sentences:
T: <i>I love to watch the colors in the sky at <u>sun</u>set.</i> (bend knees while saying sun, come back up while saying <i>set</i>) S: repeat T: sun (whisper while bending knees) ...set (come back up, use normal voice) S: repeat	<i>I hope we find a seashell when we go to the beach.</i> <i>Sometimes I like to look at books by myself.</i> <i>I would love to eat a delicious cupcake!</i> <i>Do you see that train coming down the railroad?</i>



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*. Students must be able to isolate the onset from the rime, delete it, and then say the new word.

Important note: This lesson begins a gradual release of the scaffolds. The only difference in this lesson is that the students isolate the onset and separate it from the rime with you instead of repeating after you model it. In the table below, the column to the left shows the entire procedure. That procedure is repeated with the sentences in the column to the right.

Do this one first:	Repeat the procedure using these sentences:
T: <i>He sat on the folding chair.</i> S: repeat T: <i>sat</i> (while moving hand forward from mouth on a curve) /s/ (fist under chin) <i>cut off the /s/</i>	<i>I like to take my dog for a walk in the morning.</i> <i>Please hang the jacket on the peg.</i> <i>Let's play hide and seek!</i> <i>Please pour some milk into the cereal.</i>

S and T : /s/ (snipping motion) ... <i>at</i> (moving hand forward away from mouth in the shape of a curve)	
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Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Directions:

1. Tell the students to repeat after you.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly sentence and the sounds as they transition from one activity to another.

Sentence: Daisy daily does doorknob drumming.



Week 1, Day 4

Rhyme Activity: Feel the Rhyme.

Skill: Rhyme repetition. Support students' ability to recognize rhyming words.

Remember to say the sentence rhythmically, moving in time with the words and miming logical actions in the sentence.

Do this one first:	Repeat the procedure with the following sentences:
T: <i>The turtle wasn't fast so he always came in last.</i> S: repeat T: <i>fast (pause) last</i> S: repeat	<i>Is that a bug swimming in my mug?!?</i> <i>I only have three cookies. One more will make it four.</i> <i>Did you see that cow take a big bow?</i> <i>Can you stay and play with me?</i>



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important note: This lesson begins a gradual release of the scaffolds. See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
T: <i>Flip the pancake.</i> <i>(bend knees while saying pan, come back up while saying cake)</i> S: repeat	<i>That sandwich looks delicious.</i> <i>A baby frog is called a tadpole.</i> <i>Last night we went for a walk in the <u>moonlight</u>.</i>

T: Say pancake but <i>whisper</i> (put finger by lips) pan S and T: pan (finger by lips while whispering) cake (normal voice)	The hall is right outside that doorway.
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Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Remember the students isolate the onset and separate it from the rime with you instead of repeating after you model it.

Do this one first:	Repeat the procedure using these sentences:
T: I got a new pair of shoes for the first day of school! S: repeat T: <i>pair</i> (while moving hand forward from mouth on a curve) /p/ (fist under chin) cut off the /p/ S and T: /p/ (snipping motion) ...<i>air</i> (moving hand forward away from mouth in the shape of a curve)	The bees buzzed around the hive. Her room is nice and neat. I can see so many stars in the sky. We can't go until he ties his shoes.



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Directions:

1. Tell the students to repeat after you.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly sentence and the sounds as they transition from one activity to another.

Sentence: Five fish fluffed their feathery fins.



Week 1, Day 5

Rhyme Activity: Feel the Rhyme.

Skill: Rhyme repetition. Support students' ability to recognize rhyming words.

Remember to say the sentence rhythmically, moving in time with the words and miming logical actions in the sentence.

Do this one first:	Repeat the procedure with the following sentences:
T: Get in the boat. We can <u>float</u> on the pond. S: repeat T: boat (pause) float S: repeat	My sister is ten and she has a new pen. There's a bird flying high up in the sky! I want to go to the park but it's way too dark. Let's stop and shop at the grocery store.



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important note: This lesson continues the gradual release of the scaffolds. See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
T: Do you see <i>that tree way up on the hill</i>top? (stay upright while saying <i>hill</i>, bend knees while saying top)	Ouch! A mosquito bit me on my <u>forehead</u>! My sister loves to play with the <u>jig</u>saw puzzles. We have to come indoors when it gets too cold.

S: repeat T: Say hilltop but <i>whisper</i> (put finger by lips) top S and T: hill...top (finger by lips while whispering top)	<i>When I turn my head sideways, everything looks funny.</i> <i>When it starts to get late, my mom says "It's bedtime!"</i>
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Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Remember, the students isolate the onset and separate it from the rime with you.

Do this one first:	Repeat the procedure using these sentences:
T: <i>Please give me a call when you get home!</i> S: repeat T: <i>call</i> (while moving hand forward from mouth on a curve) /k/ (fist under chin) <i>cut off the /k/</i> S and T: /k/ (snipping motion) ...<i>all</i> (moving hand forward away from mouth in the shape of a curve)	<i>I love going to the beach!</i> <i>Please walk down the hall in a straight line.</i> <i>The seal splashed in the water.</i> <i>I would rather have milk than water.</i> Note: Be sure to support students with the pronunciation of /th/ in the word as this is the first digraph sound to be segmented.



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Directions:

1. Tell the students to repeat after you.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly sentence and the sounds as they transition from one activity to another.

Sentence: Abner played Abacadabra with an apple.



Week 2, Day 1

Rhyme Activity: Feel the Rhyme.

Skill: Rhyme repetition. Support students' ability to recognize rhyming words.

Do this one first:	Repeat the procedure using these sentences:
T: <i>If you spill your drink, I guess it will make a mess.</i> S: Repeat. T: <i>guess (pause) mess</i> S: Repeat.	Ouch! I think there's a rock in my sock! Can you make a cake for my birthday? My mom and I like to walk and talk. Look at that book. It shows you how to cook.



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important Note: Lessons in the Experiencing stage scaffold towards independence with syllable deletion by isolating the targeted syllable with an action. In this second week of the Experiencing stage, students now stomp the floor on the targeted syllable. This allows them to still isolate the syllable but moves them to where they are no longer saying it.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
T: <i>I must feed my goldfish.</i> S: repeat	Can I have that gumdrop?

T: (stomp one foot) <i>fish</i> S: repeat	<i>The bus drops me off at the store <u>down</u>town.</i> <i>When I type on the computer, I use my <u>key</u>board.</i> <i>The baby fell asleep in her play<u>pen</u>.</i>
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Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Important Note: In this second week of the Experiencing stage, you will now just make the snipping motion in front of your mouth to show isolation and deletion of the first sound. You will not pronounce that sound. You continue to say and show the rime by extending your arm away from the mouth as you pronounce it. Students repeat after you.

In the table below, the column to the left shows the entire procedure.

Do this one first:	Repeat the procedure using these sentences:
T: <i>My sister gave birth to a baby boy!</i> S: repeat T: <i>birth</i> (while moving hand forward from mouth on a curve) /b/ (fist under chin) <i>cut off the</i> /b/ T: (snipping motion) <i>lirth</i>/ (moving hand forward away from mouth in the shape of a curve) S: (snipping motion) <i>lirth</i>/	<i>The gate was open and the dog escaped.</i> <i>Put a shawl over your shoulders if you are cold.</i> <i>We paid the bill then left the restaurant.</i> <i>Paul is the nicest person I've ever met!</i>



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Directions:

1. Tell students to repeat after you.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly sentence and the sounds as they transition from one activity to another.

Sentence: Zippy the zany zebra eats zippers.



Week 2, Day 2

Rhyme Activity: Feel the Rhyme.

Skill: Rhyme repetition. Support students' ability to recognize rhyming words.

Do this one first:	Repeat the procedure using these sentences:
T: Look! A <i>snail</i> is hiding in a <u>pail</u>. S: repeat T: <i>snail</i> (pause) <i>pail</i> S: repeat	We don't have time. That song is too long. In my town, there lives a queen with a crown. Put your finger by your lip and your hand on your hip! When you walk in the snow, you have to go slow.



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
T: My grandmother came to visit me last weekend. S: repeat T: week (stomp one foot) S: repeat	I love to watch the snowflakes. My hat is on top of the bookcase. Where did you put your workbook? I think I hurt my <u>backbone</u>.



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Directions: This is the same procedure as introduced in the previous lesson (Week 2, Day 1). You just make the snipping motion in front of your mouth to show isolation and deletion of the first sound without pronouncing it. You continue to say and show the rime by extending your arm away from the mouth as you pronounce it. Students repeat after you.

Do this one first:	Repeat the procedure using these sentences:
T: <i>There was only one <u>lone</u> star in the sky!</i> S: repeat T: <i>lone</i> (while moving hand forward from mouth on a curve) // (fist under chin) <i>cut off the //</i> T: (snipping motion) /<i>ōne</i>/ (moving hand forward away from mouth in the shape of a curve) S: (snipping motion) /<i>ōne</i>/	<i>What a nice thing to say!</i> <i>That was a wise choice.</i> Dial 911 <i>for an emergency.</i> <i>My grandmother got a needle from her sewing kit.</i>



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Do you drop donuts down daily?



Week 2, Day 3

Rhyme Activity: Feel the Rhyme.

Skill: Rhyme repetition. Support students' ability to recognize rhyming words.

Do this one first:	Repeat the procedure using these sentences:
T: <i>I bumped my head when I fell off the bed.</i> S: repeat T: <i>head (pause) bed</i> S: repeat	<i>Did you find the boy with the toy?</i> <i>A bunch of kids always <u>munch</u> when they eat their lunch.</i> <i>Can you smell that rose with your nose?</i> <i>Please don't <u>peek</u> when you're playing hide and seek.</i>



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Gradual Release: See the box on the left side of the table for the procedure. In this lesson, you will tell the students to **stomp** on one of the syllables in the compound word. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
T: <i>My cousin eats a bowl of <u>oatmeal</u> every day.</i> S: repeat T: <i>Say oatmeal but stomp on oat</i> S: (stomp foot) meal	<i>Let's get up early so we can watch the sunrise.</i> <i>When I came to school, there were lots of cars driving down the highway.</i> <i>My cousin scored a <u>touchdown</u> at the football game.</i> <i>My cousin scored a touchdown at the football game.</i>



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Important: This is the same procedure as introduced in the previous two lessons (Week 2, Days 1-2) with one important difference. This time, the students separate the onset and rime with you, instead of repeating after they see and hear you do it.

Do this one first:	Repeat the procedure using these sentences:
T: <i>The chair was very comfortable.</i> S: repeat T: <i>chair</i> (while moving hand forward from mouth on a curve) /ch/ (fist under chin) <i>cut off the</i> /ch/ T and S: (snipping motion) /air/ (moving hand forward away from mouth in the shape of a curve)	<i>It was raining outside, so we played a board game.</i> <i>We like to chase each other at recess.</i> <i>I had a ham and cheese sandwich for lunch.</i> <i>My dad fried some eggs in the pan.</i>



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Sally sells so many silly sticks!



Week 2, Day 4

Rhyme Activity: Feel the Rhyme.

Skill: Rhyme repetition. Support students' ability to recognize rhyming words.

Do this one first:	Repeat the procedure using these sentences:
T: Last week I had a bad cold. S: repeat T: <i>had</i> (pause) <i>bad</i> S: repeat	We'll take this peach and eat it on the beach. Do you see that little toad hopping across the road? My mother said my nose is red! Watch out for the frog sitting on the log.



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
T: This morning I saw a bluebird flying in the sky. S: repeat T: Say bluebird but stomp on blue S: (stomp) bird	My mother carries her phone in her handbag. My sister has a classmate who loves to read with her. In the summer, I like to go barefoot on the beach. My mother has a toolbox full of good tools.



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Do this one first:	Repeat the procedure using these sentences:
T: Let's <u>pose</u> for a picture. S: repeat T: pose (while moving hand forward from mouth on a curve) /p/ (fist under chin) cut off the /p/ T and S: (snipping motion) /ose/ (moving hand forward away from mouth in the shape of a curve)	He scraped his chin when he fell. I like drinks with fizz in them. She hit the baseball out of the park. I usually rise pretty early in the morning.



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Kittens can cuddle caterpillars.



Week 2, Day 5

Rhyme Activity: Feel the Rhyme.

Skill: Rhyme repetition. Support students' ability to recognize rhyming words.

Do this one first:	Repeat the procedure using these sentences:
T: Cover your mouth, please, when you sneeze. S: repeat T: <i>please</i> (pause) sneeze S: repeat	What's the name of that new game? The little brown cat sat on the mat. All the men counted to ten. What's that thing stuck on my ring?



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
T: Uh, oh. Is that a raindrop I feel? S: repeat T: Say raindrop but stomp on drop. S: rain (stomp)	My brother wrote a story in his notebook. Let's build a snowman. My brother has a skateboard. There's a bug on my windshield!



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Important: This is the same as the previous two lessons. At this point, you can release responsibility for the last step to the students (see left hand column in the table).

Do this one first:	Repeat the procedure using these sentences:
T: <i>I should have shown you this before.</i> S: repeat T: <i>shown</i> (while moving hand forward from mouth on a curve) /sh/ (fist under chin) <i>cut off the /sh/</i> S: (snipping motion) /own/ (moving hand forward away from mouth in the shape of a curve)	<i>I don't want to leave, but it's late.</i> <i>I bit my tongue by accident when I was eating.</i> The wheel spun around and around. I found my seat in the movie theater.



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: My momma made massive meatballs.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

Lessons in the Experiencing stage scaffold students toward rhyme recognition by exaggerating the rime (the vowel sound and all the sounds after it) vocally and “showing” its location within the word via the familiar curve motion from the mouth. This supports students in hearing whether or not that part (the rime) sounds the same in each word.

Directions: Tell students that they will be playing a game that will have them listen to a pair of words and identify whether or not they rhyme.

1. Recite the prompt rhythmically, moving in time with the words. This should be engaging but not overly exaggerated so as to distract. As students begin to recognize the prompt, they should join in.
2. Say the two rhyming words, pausing slightly in between them.
3. Prompt the students to listen. Say each word again, each time stretching and exaggerating the rime while making the familiar curve motion forward and away from your mouth.
4. Tell students to do it with you.
5. Ask: *Do they rhyme this time?*
6. If the words rhyme, you and the students respond *Yes! They rhyme this time!* If the words do not rhyme, the response is No way! Thumbs down!
7. Model and practice the first one together until students become comfortable with the procedure.

Do this one first:	Continue the procedure with the following word pairs:
T: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let's play this game!</i> T and S: repeat T: <i>ball</i> (pause) <i>wall</i> T: <i>Now listen!</i>	cut, shut map, him hike, like read, car

<i>ball</i> (curve, stretching <i>all</i>) <i>wall</i> (curve, stretching <i>all</i>) T: <i>Together!</i> T and S: <i>ball</i> (curve, stretching <i>all</i>) <i>wall</i> (curve, stretching <i>all</i>) T: <i>Do they rhyme this time?</i> T and S: Yes! They rhyme this time!	
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Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a compound word. To do this, students must be able to isolate each syllable in a compound word, delete one, and then say the new word.

Important Note: Lessons in the Experiencing stage scaffolded students towards eventual syllable deletion by isolating and removing the targeted syllable through actions (e.g. bending knees), and gradually removing the syllable (whispering it then replacing it with a stomp). As students enter the Knowing stage, they should be comfortable with deleting the targeted syllable but may not be doing it automatically yet. There are three weeks of lessons in the Knowing stage for this skill. These weeks are designed to provide repeated practice aimed at developing automaticity with syllable deletion.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
T: <i>Please walk quietly in the hallway.</i> S: repeat T: <i>Say hallway.</i>	<i>My floor is made of <u>hardwood</u>.</i> <i>Do you like my new <u>outfit</u>?</i>

S: hallway T: Now say <i>hallway</i> without (put finger to lips to indicate silence) hall S: way	<i>I want to take a ride in the <u>subway</u>.</i> <i>I clean my teeth with a <u>toothpick</u>.</i>
Use the scaffolds (e.g. whispering or stomping the syllable to be deleted) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. The goal is to provide repeated practice towards automaticity in the skill of Syllable Deletion with compound words. This skill will be assessed during the Mastering stage.	



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Important Note: Lessons in the Experiencing stage scaffolded students towards eventual onset deletion by isolating and removing it through actions (the cutting motion at the front of the mouth, signaling the location of the onset) eventually accompanied by silence (deletion). As students enter the Knowing stage, they should be comfortable deleting the onset, but may not be doing it automatically yet.

There is one week of lessons in the Knowing stage for this skill. Note, that lessons this week for this skill no longer have the words embedded in sentences. The lessons are meant to be quick drills to practice deletion with the goal of automaticity. Review the meanings of any underlined words at the end of the drill as needed.

Do this one first:	Repeat the procedure using these words:
T: <u>till</u> S: repeat	<u>pouch</u> fame side <u>whiz</u>

T: Now say <i>till</i> without /t/ S: ill	<u>Nile</u> cheer <u>rate</u> shove has
Use the scaffolds (e.g. fist under chin, snipping motion, and extending hand away from mouth in a curve) from the Experiencing stage only as needed to support students with the manipulation. As the lessons in this week continue, students should need these scaffolds only very rarely. The goal is to provide repeated practice towards automaticity in the skill of single phoneme onset deletion. This skill will be assessed during the Mastering stage.	



Alliteration: Silly Sentences.

Support students’ ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Tio tells Teresa tall tales.



Week 3, Day 2



Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

Lessons in the Experiencing stage scaffold students toward rhyme recognition by exaggerating the rime (the vowel sound and all the sounds after it) vocally and “showing” its location within the word via the familiar curve motion from the mouth. This supports students in hearing whether or not that part (the rime) sounds the same in each word.

Directions: Tell students that they will be playing a game that will have them listen to a pair of words and identify whether or not they rhyme. See week 3, Day 1 for detailed instructions. The procedure is shown in the column to the left in the table below.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
T: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i> T and S: repeat T: <i>run</i> (pause) <i>not</i> T: <i>Now listen!</i> <i>run</i> (curve, stretching <i>un</i>) <i>not</i> (curve, stretching <i>ot</i>) T: <i>Together!</i> T and S: <i>run</i> (curve, stretching <i>un</i>) <i>not</i> (curve, stretching <i>ot</i>) T: <i>Do they rhyme this time?</i> T and S: No way! Thumbs down!	ring, sing joy, man sun, fun dig, ball



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important Note: As students enter the Knowing stage, they should be comfortable with deleting the targeted syllable but may not be doing it automatically yet. There are three weeks of lessons in the Knowing stage for this skill. These weeks are designed to provide repeated practice aimed at developing automaticity with syllable deletion.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
T: <i>My mom is allergic to <u>shellfish</u>.</i> S: repeat T: Say <i>shellfish</i> S: shellfish T: Now say <i>shellfish</i> without (put finger to lips) fish S: shell	<i>Sometimes I sit and <u>daydream</u>.</i> <i>Do you see that rosebud in the garden?</i> <i>I love when sunlight comes through my window.</i> <i>I have a <u>password</u> to get into my computer.</i>
Use the scaffolds (e.g. whispering or stomping the syllable to be deleted) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. The goal is to provide repeated practice towards automaticity in the skill of Syllable Deletion with compound words. This skill will be assessed during the Mastering stage.	





Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Do this one first:	Repeat the procedure using these words:
T: <i>has</i> S: repeat T: <i>Now say has without /h/</i> S: as	wore <u>whale</u> led <u>cod</u> tore <u>veal</u> couch bake ball
Use the scaffolds (e.g. fist under chin, snipping motion, and extending hand away from mouth in a curve) from the Experiencing stage only as needed to support students with the manipulation. As the lessons in this week continue, students should need these scaffolds only very rarely. The goal is to provide repeated practice towards automaticity in the skill of single phoneme onset deletion. This skill will be assessed during the Mastering stage.	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: After Alfie ate apples, she made applesauce.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
<i>T: Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i> T and S: repeat T: wet (pause) met T: Now listen! wet (curve, stretching et) met (curve, stretching et) T: Together! T and S: wet (curve, stretching et) met (curve, stretching et) T: Do they rhyme this time? T and S: Yes! They rhyme this time!	you, him mom, dad fox, box wig, pig





Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important Note: As students enter the Knowing stage, they should be comfortable with deleting the targeted syllable but may not be doing it automatically yet. There are three weeks of lessons in the Knowing stage for this skill. These weeks are designed to provide repeated practice aimed at developing automaticity with syllable deletion.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
T: <i>I have a password to get into my computer.</i> S: repeat T: Say into S: into T: Now say into without (put finger to lips) in S: to	<i>My sister loves to eat <u>seafood</u>.</i> <i>The captain showed us how to use a <u>lifeboat</u>.</i> <i>My brother helps me with my homework.</i> <i>You can grow plants in a <u>greenhouse</u>.</i>
Use the scaffolds (e.g. whispering or stomping the syllable to be deleted) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity in the skill of Syllable Deletion with compound words. This skill will be assessed during the Mastering stage.	





Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Do this one first:	Repeat the procedure using these words:
T: <i>dill</i> S: repeat T: Now say <i>dill</i> without /d/ S: ill	yam ball <u>s</u> own shout shape <u>ch</u> ore beg your rake
Use the scaffolds from the Experiencing stage only as needed to support students with the manipulation. As the lessons in this week continue, students should need these scaffolds only very rarely. The goal is to provide repeated practice towards automaticity in the skill of single phoneme onset deletion. This skill will be assessed during the Mastering stage.	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Kareem can kick cans.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
<i>T: Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i> T and S: repeat T: <i>fix</i> (pause) <i>mix</i> T: <i>Now listen!</i> <i>fix</i> (curve, stretching ix) <i>mix</i> (curve, stretching ix) T: <i>Together!</i> T and S: <i>fix</i> (curve, stretching ix) <i>mix</i> (curve, stretching ix) T: <i>Do they rhyme this time?</i> T and S: Yes, they rhyme this time!	book, look take, bake cat, dog see, say





Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important Note: As students enter the Knowing stage, they should be comfortable with deleting the targeted syllable but may not be doing it automatically yet. There are three weeks of lessons in the Knowing stage for this skill. These weeks are designed to provide repeated practice aimed at developing automaticity with syllable deletion.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
T: <i>I love to play outdoors.</i> S: repeat T: <i>Say outdoors</i> S: outdoors T: <i>Now say outdoors without (put finger to lips) doors</i> S: out	<i>My grandpa wears a <u>wrist</u>watch.</i> <i>Be careful coming down the <u>staircase</u>.</i> <i>Stay on the sidewalk!</i> <i>My mom says soon I will <u>out</u>grow my sweater.</i>
Use the scaffolds (e.g. whispering or stomping the syllable to be deleted) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity in the skill of Syllable Deletion with compound words. This skill will be assessed during the Mastering stage.	





Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Do this one first:	Repeat the procedure using these words:
T: <i>his</i> S: repeat T: Now say <i>his</i> without /h/ S: is	cheese bat ran <u>wit</u> <u>jar</u> <u>tar</u> <u>core</u> hose mad
Use the scaffolds from the Experiencing stage only as needed to support students with the manipulation. As the lessons in this week continue, students should need these scaffolds only very rarely. The goal is to provide repeated practice towards automaticity in the skill of single phoneme onset deletion. This skill will be assessed during the Mastering stage.	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Pete the pickle picks pink pears.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
T: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i> T and S: repeat T: <i>pick (pause) pail</i> T: <i>Now listen!</i> <i>pick (curve, stretching ick)</i> <i>pail (curve, stretching ail)</i> T: <i>Together!</i> T and S: <i>pick (curve, stretching ick)</i> <i>pail (curve, stretching ail)</i> T: <i>Do they rhyme this time?</i> T and S: No way! Thumbs down!	top, cake zip, hip beach, run mess, less





Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important Note: As students enter the Knowing stage, they should be comfortable with deleting the targeted syllable but may not be doing it automatically yet. There are three weeks of lessons in the Knowing stage for this skill. These weeks are designed to provide repeated practice aimed at developing automaticity with syllable deletion.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
T: <i>There are six houses up on the <u>hill</u>side.</i> S: repeat T: Say <i>hillside</i> S: hillside T: Now say <i>hillside without</i> (put finger to lips) hill S: side	<i>Sometimes I eat <u>grape</u>fruit for breakfast.</i> <i>When I want to be quiet I tiptoe across the floor.</i> <i>My sister's daycare has a big playroom.</i> <i>When I listen to my music, I put on my headphones.</i>
Use the scaffolds (e.g. whispering or stomping the syllable to be deleted) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity in the skill of Syllable Deletion with compound words. This skill will be assessed during the Mastering stage.	





Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Do this one first:	Repeat the procedure using these words:
T: <i>time</i> S: repeat T: Now say <i>time</i> without /t/ S: ime	beach shade mile <u>cone</u> <u>rage</u> fan teach bar deer
Use the scaffolds from the Experiencing stage only as needed to support students with the manipulation. As the lessons in this week continue, students should need these scaffolds only very rarely. The goal is to provide repeated practice towards automaticity in the skill of single phoneme onset deletion. This skill will be assessed during the Mastering stage.	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Gary grabbed great gobs of gooey goo.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

Note: In the last step, students now respond independently.

If the words rhyme, the response is “Yes, they rhyme this time!” If not, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
T: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let's play this game!</i> T and S: repeat T: <i>mop (pause) top</i> T: <i>Now listen!</i> <i>mop (curve, stretching op)</i> <i>top (curve, stretching op)</i> T: <i>Together!</i> T and S: <i>mop (curve, stretching op)</i> <i>top (curve, stretching op)</i> T: <i>Do they rhyme this time?</i> S: Yes, they rhyme this time!	low, show need, <u>seed</u> hat, coat car, far





Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important Note: lessons in weeks 4 and 5 no longer have the words embedded in sentences. At this point in the Knowing stage, the lessons are meant to be quick drills to practice deletion with the goal of automaticity. Review the meanings of unfamiliar words at the end of the drill as needed.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second. Review the meanings of underlined words at the end as needed.

Do this one first:	Repeat the procedure with this list of words:
T: Say <i>rainfall</i>. S: rainfall T: Now say <i>rainfall without</i> (put finger to lips) <i>rain</i> S: fall	<u>wish</u>bone sun<u>burn</u> cat<u>fish</u> snap<u>shot</u> <u>pin</u>wheel in<u>side</u> <u>watch</u>dog count<u>down</u> song<u>bird</u>
The scaffolds (e.g. whispering, stomping the syllable to be deleted) from the Experiencing stage only be used occasionally as needed to support students with syllable deletion in compound words. This skill will be assessed during the Mastering stage.	



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

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

Do this one first:	Repeat the procedure using these words:
T: <i>war</i> S: repeat T: <i>Now say war without /w/</i> S: ar	jam <u>lad</u> year race <u>shore</u> <u>tin</u> coat quit <u>bill</u>



Alliteration: Silly Sentences.
Support students’ ability to recognize the repeated initial sound in multiple words in a phrase. See Week 1 for detailed directions as needed.

Sentence: Can kites kick kangaroos? Can kangaroos fly kites?





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first	Repeat the procedure with the following word pairs
T: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i> T and S: repeat T: <i>run (pause) hop</i> T: <i>Now listen!</i> <i>run (curve, stretching un)</i> <i>hop (curve, stretching op)</i> T: <i>Together!</i> T and S: <i>run (curve, stretching un)</i> <i>hop (curve, stretching op)</i> T: <i>Do they rhyme this time?</i> S: No way! Thumbs down!	bell, well set, soap line, mine night, right





Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second. Review the meanings of underlined words at the end as needed.

Do this one first:	Repeat the procedure with this list of words:
T: Say <i>daycare</i>. S: daycare T: Now say <i>daycare without</i> (put finger to lips) care S: day	<u>windproof</u> someday yourself <u>eggplant</u> lifetime rainbow <u>lighthouse</u> nickname eardrum
The scaffolds (e.g. whispering, stomping the syllable to be deleted) from the Experiencing stage only be used occasionally as needed to support students with syllable deletion in compound words. This skill will be assessed during the Mastering stage.	



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Important Note: By the Mastering stage, most students should be deleting a single phoneme onset from a one syllable word automatically (in less than 2 seconds). A short Whip Around assessment is provided for use during this week. It should be administered individually to students throughout the week during a time that is convenient to pull them.

Do this one first:	Repeat the procedure using these words:
T: <i>tall</i> S: repeat T: <i>Now say tall without /t/</i> S: all	shake size <u>doze</u> real car bone sail wax load



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow . Say the sentence first, then the alliterative sounds in isolation.

Sentence: Hairy Harry the horse hopped home.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
T: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i> T and S: repeat T: <i>race (pause) face</i> T: <i>Now listen!</i> <i>race (curve, stretching ace)</i> <i>face (curve, stretching ace)</i> T: <i>Together!</i> T and S: <i>race (curve, stretching ace)</i> <i>face (curve, stretching ace)</i> T: <i>Do they rhyme this time?</i> S: Yes, they rhyme this time!	rest, nest woke, smoke hide, hat more, door





Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second. Review the meanings of underlined words at the end as needed.

Do this one first:	Repeat the procedure with this list of words:
T: Say houseboat. S: houseboat T: Now say <i>houseboat without</i> (put finger to lips) house S: boat	driveway <u>scrap</u>book baseball earth<u>quake</u> <u>house</u>fly haircut grandson spaceship grass<u>land</u>
The scaffolds (e.g. whispering, stomping the syllable to be deleted) from the Experiencing stage only be used occasionally as needed to support students with syllable deletion in compound words. This skill will be assessed during the Mastering stage.	



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Important Note: By the Mastering stage, most students should be deleting a single phoneme onset from a one syllable word automatically (in less than 2 seconds). Remember to administer the Whip Around assessment during this week.

Do this one first:	Repeat the procedure using these words:
T: <i>shame</i> S: repeat T: Now say <i>shame</i> without /sh/ S: ame	<u>tax</u> <u>weave</u> <u>wage</u> Ron thought bus like <u>fake</u> <u>whiz</u>



Alliteration: Silly Sentences.
Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow . Say the sentence first, then the alliterative sounds in isolation.

Sentence: Perry the Pig played ping pong.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
T: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i> T and S: repeat T: <i>nod (pause) night</i> T: <i>Now listen!</i> <i>nod (curve, stretching od)</i> <i>night (curve, stretching ight)</i> T: <i>Together!</i> T and S: <i>nod (curve, stretching od)</i> <i>night (curve, stretching ight)</i> T: <i>Do they rhyme this time?</i> S: <i>No way! Thumbs down!</i>	sky, dry hand, land sit, soup smell, spell





Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second. Review the meanings of underlined words at the end as needed.

Do this one first:	Repeat the procedure with this list of words:
T: Say <i>snowstorm</i>. S: snowstorm T: Now say <i>snowstorm without</i> (put finger to lips) <i>snow</i> S: storm	downhill bookmark dollhouse <u>without</u> hairbrush <u>firewood</u> starfish <u>headband</u> headstand
The scaffolds (e.g. whispering, stomping the syllable to be deleted) from the Experiencing stage only be used occasionally as needed to support students with syllable deletion in compound words. This skill will be assessed during the Mastering stage.	



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Important Note: By the Mastering stage, most students should be deleting a single phoneme onset from a one syllable word automatically (in less than 2 seconds). Remember to administer the Whip Around assessment during this week.

Do this one first:	Repeat the procedure using these words:
T: wax S: repeat T: Now say <i>wax</i> without /w/ S: ax	sheet box pad van ride fill red <u>fade</u> <u>loan</u>



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Yellow yams! Yikes," yelled Yuri.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
<i>T: Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i> T and S: repeat T: snow (pause) <i>slip</i> T: Now listen! snow (curve, stretching ow) <i>slip</i> (curve, stretching ip) T: Together! T and S: snow (curve, stretching ow) <i>slip</i> (curve, stretching ip) T: Do they rhyme this time? S: No way! Thumbs down!	sick, lick too, you nap, kite soup, ring





Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second. Review the meanings of underlined words at the end as needed.

Do this one first:	Repeat the procedure with this list of words:
T: Say <i>mailbox</i>. S: mailbox T: Now say <i>mailbox without</i> (put finger to lips) box S: mail	<u>iceberg</u> <u>birthday</u> <u>leap</u>frog <u>back</u>pack foot<u>print</u> <u>door</u><u>stop</u> do<u>ork</u><u>nob</u> <u>myself</u> <u>sweatshirt</u>
The scaffolds (e.g. whispering, stomping the syllable to be deleted) from the Experiencing stage should only be used occasionally as needed to support students with syllable deletion in compound words. This skill will be assessed during the Mastering stage.	



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Important Note: By the Mastering stage, most students should be deleting a single phoneme onset from a one syllable word automatically (in less than 2 seconds). Remember to administer the Whip Around assessment during this week.

Do this one first:	Repeat the procedure using these words:
T: <i>these</i> S: repeat T: Now say <i>these</i> without /th/ S: ese	dive far sat <u>poke</u> wait boil cage fed can't



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Silly Sam saw Silly Sally swimming.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

Important Note: Lessons in the Experiencing stage scaffolded students towards rhyme recognition by providing visual and verbal cues to help students “see” and “hear” the rime in each word. As students enter the Knowing stage, they should be comfortable recognizing whether or not words rhyme, but some students may not be doing it automatically yet. There are two weeks of lessons in the Knowing stage. The lessons are meant to be quick drills to practice rhyme recognition with the goal of automaticity.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
T and S: Rhyme, rhyme. <i>Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i> T: Say rat (pause) hot S: rat (pause) hot T: <i>Do they rhyme this time?</i> S: No way! Thumbs down!	mail, pup week, peek no, go me, she store, shop call, ball nut, shut spin, skin corn, bark
Use the scaffolds from the Experiencing Stage as needed to support students with rhyme recognition.	





Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second. Review the meanings of underlined words at the end as needed.

Do this one first:	Repeat the procedure with this list of words:
T: Say <i>shoe</i>lace. S: shoelace T: Now say shoelace <i>without shoe</i> S: lace	backseat lunchroom downstairs drumstick beanbag classroom football nighttime mailman
The scaffolds (e.g. whispering, stomping the syllable to be deleted) from the Experiencing stage should only be used very rarely at this point in the Knowing stage to support students with syllable deletion in compound words. Automaticity (correct response in less than 2 seconds) in this skill will be assessed during the Mastering stage.	



Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to /f/.

Important Note: Lessons in the Experiencing stage scaffold towards eventual rime deletion by isolating the onset with a fist motion under the chin, and “showing” the rime by making a curve motion outward with the hand when pronouncing it. Whispering it is the precursor to deletion.

Directions: Tell students to imagine a word coming out of their mouth. Remind them that over the past several weeks, their job has been to cut off the *first* sound they hear. Explain that now, their job will be to leave that sound and cut off the rest of the word - the part that is on the curve.

1. Say the sentence. Then say the word. Ex: ***Be careful, don't fall!*** (Pause) *fall*.
2. Tell students to repeat.
3. Place your fist under your chin. Then say the bolded word while moving your hand out and away from your mouth in the shape of a curve. This "shows" the word coming out of your mouth. Ex: ***fall***.
4. Place your fist back under your chin and pull down slightly while pronouncing the first sound. [This helps students "see" and isolate the onset.] Ex: Say "/f/."
5. Then extend your hand out and away from your mouth in the shape of a curve and say the rime. Ex: *all*.
6. Tell the students to do it with you (steps 4 and 5), only this time you will whisper the rime. Ex: *Let's do it together and we'll whisper the 'all.'*
7. Practice a few times to be sure that students are comfortable. Make sure that students are speaking the onset in a normal voice. It is just the rime that is whispered here as that is the part that will eventually be deleted.

In the table below, the column to the left shows the entire procedure. That procedure is repeated with the sentences in the column to the right.

Do this one first. Practice and model with the students:	Repeat the procedure using these sentences:
T: <i>Be careful, don't fall!</i> (pause) S: repeat T: <i>fall</i> (while moving hand forward from mouth on a curve) T: /f/ (fist under chin) <i>all</i> (<i>curve motion</i>) T: <i>Now let's do it together, but we'll whisper the all.</i> T & S: /f/ (at chin)...<i>all</i> (whispered while moving hand forward in the shape of a curve)	<i>My mom said to hurry, it's getting kind of late!</i> <i>I like to lay on my mat.</i> <i>Can you reach up high?</i> <i>Can you smell that beautiful rose?</i>
Note: You can extend the number of items in this activity by using these additional words from the above sentences: mom, said, like, can, high.	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Busy bugs bite baby bananas.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

Important Note: Lessons in the Experiencing stage scaffolded students towards rhyme recognition by providing visual and verbal cues to help students “see” and “hear” the rime in each word. As students enter the Knowing stage, they should be comfortable recognizing whether or not words rhyme, but some students may not be doing it automatically yet. There are two weeks of lessons in the Knowing stage. The lessons are meant to be quick drills to practice rhyme recognition with the goal of automaticity.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
T and S: Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game! T: Say map (pause) rug S: map (pause) rug T: Do they rhyme this time? S: No way! Thumbs down!	talk, run smell, fell wish, fish hill, spill snail, pail walk, chalk jam, jump sip, hip wipe, rip
Use the scaffolds from the Experiencing Stage as needed to support students with rhyme recognition.	





Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second. Review the meanings of underlined words at the end as needed.

Do this one first:	Repeat the procedure with this list of words:
T: Say <i>sand</i>box. S: sandbox T: Now say <i>sandbox</i> without box S: sand	halfway zigzag nearby se<u>aweed</u> <u>wild</u>cat <u>new</u>born arch<u>way</u> workshop <u>wild</u>life
The scaffolds (e.g. whispering, stomping the syllable to be deleted) from the Experiencing stage should only be used very rarely at this point in the Knowing stage to support students with syllable deletion in compound words. Automaticity in this skill will be assessed during the Mastering stage.	



Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to /f/.

Important Note: Lessons in the Experiencing stage scaffold towards eventual rime deletion by isolating the onset with a fist motion under the chin, and “showing” the rime by making a curve motion outward with the hand when pronouncing it.

Whispering it is the precursor to deletion.

Directions: Tell students to imagine a word coming out of their mouth. Remind them that over the past several weeks, their job has been to cut off the *first* sound they hear. Explain that now, their job will be to leave that sound and cut off the rest of the word - the part that is on the curve.

1. Say the sentence. Then say the word. Ex: **Be careful, don't fall!** (Pause) *fall*.
2. Tell students to repeat.
3. Place your fist under your chin. Then say the bolded word while moving your hand out and away from your mouth in the shape of a curve. This "shows" the word coming out of your mouth. Ex: *fall*.
4. Place your fist back under your chin and pull down slightly while pronouncing the first sound. [This helps students "see" and isolate the onset.] Ex: Say "/f/."
5. Then extend your hand out and away from your mouth in the shape of a curve and say the rime. Ex: *all*.
6. Tell the students to do it with you (steps 4 and 5), only this time you will whisper the rime. Ex: *Let's do it together and we'll whisper the 'all.'*
7. Practice a few times to be sure that students are comfortable. Make sure that students are speaking the onset in a normal voice. It is just the rime that is whispered as that is the part that will eventually be deleted.

Review this model of the procedure as needed:	Follow the procedure using these sentences:
T: <i>Be careful, don't fall!</i> (pause) S: repeat T: <i>fall</i> (while moving hand forward from mouth on a curve) T: <i>/f/</i> (fist under chin) <i>all</i> T: <i>Now let's do it together, but we'll whisper the all.</i> T & S: <i>/f/</i> (at chin)...<i>all</i> (whispered while moving hand forward in the shape of a curve)	<i>I'm still hungry, I'd like to have more soup.</i> <i>Ouch! I have a bad cramp in my leg.</i> <i>Yesterday I saw a bear at the zoo.</i> <i>Make sure to push your seat in when you line up for lunch!</i> <i>I can hear you, please don't shout!</i>
Note: You can extend the number of items in this activity by using any of these additional words from the above sentences: have, soup, bad, bear, line, for.	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Zip your zipper at the zoo.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
T and S: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let's play this game!</i> T: Say ring (pause) sing S: ring (pause) sing T: <i>Do they rhyme this time?</i> S: Yes, they rhyme this time!	time, dime feel, game soon, moon fish, farm goose, moose goose, bird feel, peel sneeze, please wipe, rain
Use the scaffolds from the Experiencing Stage as needed to support students with rhyme recognition.	



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted,

while sometimes it is the second. Review the meanings of underlined words at the end as needed.

Do this one first:	Repeat the procedure with this list of words:
T: Say <u>eyelash</u>. S: eyelash T: Now say eyelash without <u>eye</u> S: lash	<u>whirl</u>pool cloud<u>burst</u> <u>count</u>down <u>some</u>how playtime <u>quicks</u>and head<u>ache</u> world<u>wide</u> <u>saw</u>dust
The scaffolds (e.g. whispering, stomping the syllable to be deleted) from the Experiencing stage should only be used very rarely at this point in the Knowing stage to support students with syllable deletion in compound words. Automaticity in this skill will be assessed during the Mastering stage.	



Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to /f/.

Important Note: Lessons in the Experiencing stage scaffold towards eventual rime deletion by isolating the onset with a fist motion under the chin, and “showing” the rime by making a curve motion outward with the hand when pronouncing it. Then when they do it again, they whisper the rime. Whispering it is the precursor to deletion.

Review this model of the procedure as needed:	Follow the procedure using these sentences:
T: <i>Be careful, don't fall!</i> (pause)	What do you think we will have for lunch?

S: repeat T: <i>fall</i> (while moving hand forward from mouth on a curve) T: /f/ (fist under chin) <i>all</i> T: <i>Now let's do it together, but we'll whisper the all.</i> T & S: /f/ (at chin)...<i>all</i> (whispered while moving hand forward in the shape of a curve)	<i>Tomorrow is my birthday, I'll be five years old.</i> <i>We will have some fun when we go to the beach.</i> <i>My mother likes to wear sandals on her feet.</i> <i>Let's go for a ride in that big red car.</i>
Note: You can extend the number of items in this activity by using any of these additional words from the above sentences: will, for, some, beach, wear, big, red.	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Frank finally fell in the field.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
T and S: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i> T: Say read (pause) bus S: read (pause) bus T: <i>Do they rhyme this time?</i> S: No way! Thumbs down!	more, store small, wall spring, <u>spice</u> jar, jam book, took hop, dig goat, float chip, whip car, bus
Use the scaffolds from the Experiencing Stage as needed to support students with rhyme recognition.	



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important Note: Lessons in weeks 5 and 6 no longer have the words embedded in sentences. At this point in the Knowing

stage, the lessons are meant to be quick drills to practice deletion with the goal of automaticity. Review the meanings of unfamiliar words at the end of the drill as needed.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second. Review the meanings of underlined words at the end as needed.

Do this one first:	Repeat the procedure with this list of words:
T: Say snow<u>s</u>uit. S: snowsuit T: Now say snowsuit without suit S: snow	playground <u>day</u>light play<u>th</u>ing railroad starfish <u>arm</u>chair <u>back</u>ground sunshine toothpaste
The scaffolds (e.g. whispering, stomping the syllable to be deleted) from the Experiencing stage should only be used very rarely at this point in the Knowing stage to support students with syllable deletion in compound words. Automaticity in this skill will be assessed during the Mastering stage.	



Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to /f/.

Review model of the procedure if needed:	Follow the procedure using these sentences:
T: <i>Be careful, don't fall!</i> (pause)	<i>My sister's name begins with the letter M.</i>

S: repeat T: <i>fall</i> (while moving hand forward from mouth on a curve) T: /f/ (fist under chin) <i>all</i> T: <i>Now let's do it together, but we'll whisper the all.</i> T & S: /f/ (at chin)...<i>all</i> (whispered while moving hand forward in the shape of a curve)	A little red fox ran into his cave. I love to eat rice and beans. My best friend lives near my house. When it's hot I go and sit in the shade.
Note: You can extend the number of items in this activity by using any of these additional words from the above sentences: with, ran, his, cave, love, hot, sit.	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Kelly Canoe can kick the can.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
T and S: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let's play this game!</i> T: Say nose (pause) rose S: nose (pause) rose T: <i>Do they rhyme this time?</i> S: Yes, they rhyme this time!	coin, join cap, head heat, neat gave, got food, rude juice, loose snack, lunch big, small wide, side
Use the scaffolds from the Experiencing Stage as needed to support students with rhyme recognition.	



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important Note: Lessons in weeks 5 and 6 no longer have the words embedded in sentences. At this point in the Knowing

stage, the lessons are meant to be quick drills to practice deletion with the goal of automaticity. Review the meanings of unfamiliar words at the end of the drill as needed.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second. Review the meanings of underlined words at the end as needed.

Do this one first:	Repeat the procedure with this list of words:
T: Say cardboard. S: cardboard T: Now say <i>cardboard without card</i> S: board	notebook seasick <u>ou</u>trun moonlight sandwich <u>fo</u>ghorn wildlife <u>re</u>dwood hed<u>ge</u>hog
The scaffolds (e.g. whispering, stomping the syllable to be deleted) from the Experiencing stage should only be used very rarely at this point in the Knowing stage to support students with syllable deletion in compound words. Automaticity in this skill will be assessed during the Mastering Stage.	



Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to /f/.

Begin a gradual release: Instead of segmenting the onset and whispering the rime together, you will prompt students to do that on their own. *

Do this one first:	Repeat the procedure using these sentences:
T: <i>Be careful, don't fall!</i> (pause) S: repeat T: <i>fall</i> (while moving hand forward from mouth on a curve) T: /f/ (fist under chin) <i>all</i> T: <i>*Now it's your turn, but you'll whisper the all.</i> S: /f/ (at chin)...all (whispered while moving hand forward in the shape of a curve)	My family is going to have a picnic by the lake. My room isn't messy. It's very neat. It's hot in here. Can you turn on the fan? Please close the gate, so the dog does not get out. My mom made pizza for dinner last night.
Note: You can extend the number of items in this activity by using any of these additional words from the above sentences: hot, here, can, dog, not, get, for, night.	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Great gobs of goo grounded Gary.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
T and S: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i> T: Say trick (pause) wrap S: trick (pause) wrap T: <i>Do they rhyme this time?</i> S: No way! Thumbs down!	joy, boy hit, hop grow, grape lake, take line, love pool, cool swim, wet bet, man seat, feet



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important Note: By the Mastering stage, most students should be deleting a syllable from a two-syllable compound word automatically (in less than 2 seconds). Be sure to administer the Whip-Around assessment individually to all students over the course of the week to determine this. The assessment provides instructions for how this can look along with directions for administering it and guidance for how to support students who have not yet mastered this skill.

Do this one first:	Repeat the procedure with this list of words:
T: Say rainbow. S: rainbow T: Now say <i>rainbow without bow</i> S: rain	<u>smokestack</u> somehow barefoot <u>pin</u>point sunburn countdown <u>jack</u>pot nineteen songbird



Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to /f/.

Important Note: This continues the same release as begun in the previous lesson (Week 5, Day 5). Again, instead of segmenting the onset and whispering the rime together, you will prompt students to do that on their own.

Review model of the procedure as needed:	Follow the procedure using these sentences:
T: Be careful, don't fall! (pause) S: repeat T: <i>fall</i> (while moving hand forward from mouth on a curve) T: /f/ (fist under chin) <i>all</i> T: Now <i>it's your turn, but you'll whisper the all.</i>	<i>My cat is meowing because she hasn't been fed.</i> <i>Who will win the race?</i> <i>We can fill up our cups with milk.</i> <i>Is that pencil yours or mine?</i>

S: /f/ (at chin)...all (whispered while moving hand forward in the shape of a curve)	<i>I can't get by, can you please move over?</i>
Note: You can extend the number of items in this activity by using any of these additional words from the above sentences: race, get, been, cat, she.	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Giddy gorillas grabbed great gobs of goo.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
T and S: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i> T: Say <i>whale</i> (pause) <i>pail</i> S: <i>whale</i> (pause) <i>pail</i> T: <i>Do they rhyme this time?</i> S: Yes, they rhyme this time!	must, rust lid, top key, me fan, ran train, rain chin, car deer, here near, far joke, woke



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important Note: By the Mastering stage, most students should be deleting a syllable from a compound word automatically. Be sure to administer the Whip-Around assessment individually to all students over the course of the week to determine this.

Do this one first:	Repeat the procedure with this list of words:
T: Say someone. S: someone T: Now say someone without some S: one	<u>nightfall</u> <u>pingpong</u> <u>scarecrow</u> <u>woodchuck</u> <u>weekend</u> <u>shipwreck</u> <u>gumdrop</u> <u>background</u> <u>outline</u>



Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to /f/.

Begin a new gradual release: *Now, you will prompt students to “silence” the rime. It is okay to mouth the rime, but they should not speak it aloud.

Do this one first:	Repeat the procedure using these sentences:
T: <i>Be careful, don't fall!</i> (pause) S: repeat T: <i>fall</i> (while moving hand forward from mouth on a curve) T: /f/ (fist under chin) <i>all</i> T: *Now <i>let's do it again, but we won't say all.</i> S: /f/ (at chin)... (moving hand forward in the shape of a curve)	<i>I love to eat red apples.</i> <i>My friend has a pet fish.</i> <i>Yawn! I feel so tired.</i> <i>I need to take a nap.</i>

Note: You can extend the number of items in this activity by using any of these additional words from the above sentences:
pet, yawn, need, take, love.



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.
Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Kerry the Canary kissed Captain Kelly.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
T and S: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i> T: Say <i>flag</i> (pause) <i>tag</i> S: <i>flag</i> (pause) <i>tag</i> T: <i>Do they rhyme this time?</i> S: Yes, they rhyme this time!	snap, clap flag, dot wish, wag mean, green shell, bell ice, game gold, cold ask, tell nine, fine



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important Note: By the Mastering stage, most students should be deleting a syllable from a compound word automatically. Be sure to administer the Whip-Around assessment individually to all students over the course of the week to determine this.

Do this one first:	Repeat the procedure with this list of words:
T: Say airport. S: airport T: Now say airport without port S: air	<u>w</u>ind<u>m</u>ill class<u>m</u>ate out<u>l</u>et <u>c</u>our<u>t</u>yard night<u>m</u>are cell<u>p</u>hone <u>b</u>ack<u>b</u>one <u>p</u>an<u>c</u>ake black<u>t</u>op



Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to /f/.

Important Note: This continues the new gradual release towards rime deletion from the day before. You prompt students to “silence” the rime. It is okay to mouth the rime, but they should not speak it aloud.

Review model of the procedure if needed:	Follow the procedure using these sentences:
T: <i>Be careful, don't fall!</i> (pause) S: repeat T: <i>fall</i> (while moving hand forward from mouth on a curve) T: /f/ (fist under chin) <i>all</i> T: <i>Now let's do it again, but we won't say all.</i> S: /f/ (at chin)... (moving hand forward in the shape of a curve)	My mom takes a list when she goes to the store. It's good to use soap when you wash your hands. Last night I walked a mile before I went to bed. Look both ways before you cross the road. "We can share this toy," said the boy to his friend.

Note: You can extend the number of items in this activity by using any of these additional words from the above sentences: bed, night, both, toy, boy.	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Silly Sol sells shoes.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
T and S: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i> T: Say give (pause) bowl S: give (pause) bowl T: <i>Do they rhyme this time?</i> S: No way! Thumbs down!	five, hive bee, knee chair, desk rich, ditch rag, doll room, zoom nurse, purse leave, safe miss, <u>hiss</u>
Use the scaffolds from the Experiencing Stage as needed to support students with rhyme recognition.	



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important Note: By the Mastering stage, most students should be deleting a syllable from a compound word automatically. Be

sure to administer the Whip-Around assessment individually to all students over the course of the week to determine this.

Do this one first:	Repeat the procedure with this list of words:
T: Say teapot . S: teapot T: Now say <i>teapot without tea</i> S: pot	doorbell popcorn earache fireplace spotlight earring roommate rainstorm downpour



Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to /f/.

Review model of the procedure if needed:	Follow the procedure using these sentences:
T: <i>Be careful, don't fall!</i> (pause) S: repeat T: <i>fall</i> (while moving hand forward from mouth on a curve) T: /f/ (fist under chin) <i>all</i> T: <i>Now let's do it again, but we won't say all.</i> S : /f/ (at chin)... (moving hand forward in the shape of a curve)	There are four new books in a big brown box. I think I lost my pencil! A big ship sailed away across the sea. That slice of bread is thick , not <u>thin</u> . We try to stay quiet when we walk in a line .

Note: You can extend the number of items in this activity by using any of these additional words from the above sentences:
new, big, box, think, sea, thin, walk.



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.
Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Dizzy Dave does daily dives.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
T and S: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i> T: Say loud (pause) crowd S: loud (pause) crowd T: <i>Do they rhyme this time?</i> S: Yes, they rhyme this time!	sweet, treat light, bright new, far red, bee late, grate flat, thin seen, bean fresh, flat part, smart



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important Note: By the Mastering stage, most students should be deleting a syllable from a compound word automatically. Be sure to administer the Whip-Around assessment individually to all students over the course of the week to determine this.

Do this one first:	Repeat the procedure with this list of words:
T: Say seesaw. S: seesaw T: Now say seesaw <i>without saw</i> S: see	catfish sidewalk cowboy sandbox blacktop drumstick crossroad soybean racetrack



Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to */fl/*.

Review the procedure if needed:	Repeat the procedure using these sentences:
T: <i>Be careful, don't fall!</i> (pause) S: Repeat T: <i>fall</i> (while moving hand forward from mouth on a curve) T: <i>/fl/</i> (fist under chin) <i>all</i> T: <i>Now let's do it again, but we won't say all.</i> S : <i>/fl/</i> (at chin)... (moving hand forward in the shape of a curve)	<i>I saw a baby seal when I went to the zoo.</i> <i>My dog ran fast when he heard the doorbell ring.</i> <i>I feel full. I ate a really big meal.</i> <i>My friend moved away. I really miss her.</i> <i>Turn on the light. It's getting dark in here.</i>
Note: You can extend the number of items in this activity by using any of these additional words from the above sentences: zoo, dog, ran, heard, ring, meal, dark, turn.	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Zippity Zozo zaps Zoey.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

Important Note: By the Mastering stage, most students should be able to recognize whether or not two words rhyme automatically (in less than 2 seconds). A short Whip Around assessment is provided to determine this. Be sure to administer it to students throughout the course of the week.

Directions: Tells students that you will be seeing how quickly they can identify whether or not two words rhyme. They should put a thumb up if the two words rhyme. If the words do not rhyme, they should put a thumb down.

Example:	Repeat the procedure with the following word pairs:
T: <i>ring, sing</i> S: (thumbs up) Or T: <i>dog, car</i> S: (thumbs down)	made, paid rough, tough pay, pull neck, brick switch, rich deep, sleep gig, job stool, school bike, blue



Manipulating Syllables Activity: Leave a Syllable Off. (non-compound words)

Skill: Delete one syllable in a two-syllable non compound word. To do this, students must be able to isolate each syllable in the

word, delete one, and then say the new word. Lessons in the first week of the Experiencing stage scaffold towards eventual syllable deletion by isolating the targeted syllable with an action (knee bend) and whispering it.

Important Note: Though similar to this activity with compound words, many students will find manipulating two syllable non compound words more difficult, especially at the beginning. However, the repetition and supports over time will bring nearly all students to success with this.

Directions: Tell students to repeat after you, using the same motions. They will need to stand for this activity.

1. Say the sentence aloud rhythmically, bending your knees when saying the syllable that will be deleted (**bolded**) and coming back up when saying the one that will remain.
2. Say the compound word, bending your knees while now *whispering* the syllable that will be deleted (**bolded**).

Note: In this lesson, the first syllable is the targeted syllable (**bolded**).

Do this one first:	Repeat the procedure using these sentences:
T: <i>I ate some candy after lunch.</i> (bend knees while saying can, come back up while saying <i>dy</i>) S: repeat T: can (whisper while bending knees) ...<i>dy</i> (come back up, use normal voice) S: repeat	<i>I have a shiny silver dollar.</i> <i>The boat is in the harbor.</i> <i>The balloon floated up in the sky.</i> Please enter the room through the door.



Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fa*ll to /f/.

Important Note: Lessons in the Experiencing stage scaffold towards eventual rime deletion by isolating the onset with a fist

motion under the chin, and “showing” the rime by making a curve motion outward with the hand when pronouncing it. Students first whispered and then eventually silenced the rime. There is one week of lessons in the Knowing stage for this skill. Note that lessons this week for this skill no longer have the words embedded in sentences. The lessons are meant to be quick drills to practice deletion with the goal of automaticity. Review the meanings of underlined words at the end as needed.

Example:	Repeat the procedure using these words:
T: <i>fall</i> S: repeat T: <i>Now say fall without all.</i> S: /f/	mask roar zap <u>moose</u> size nail vine <u>vase</u> for news
Use the scaffolds from the Experiencing stage only as needed to support students with the manipulation. As the lessons in this week continue, students should need these scaffolds only very rarely. Again, the goal during the Knowing stage is to provide repeated practice towards automaticity in the skill of single phoneme onset deletion. This skill will be assessed during the Mastering stage.	



Alliteration: Silly Sentences.
 Support students’ ability to recognize the repeated initial sound in multiple words in a phrase.
 Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Buster busts bubbles in the bath.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

Important Note: By the Mastering stage, most students should be recognizing whether or not two words rhyme automatically (in less than 2 seconds). A short Whip Around assessment is provided to determine this. Be sure to administer it to students throughout the course of the week.

Example:	Repeat the procedure with the following word pairs:
T: <i>ring, sing</i> S: (thumbs up) Or T: <i>dog, car</i> S: (thumbs down)	dream, scream shout, ship smoke, smile earth, birth wide, side <u>grin</u> , thin card, yarn buzz, fuzz hip, pin lunch, bunch



Manipulating Syllables: Leave a Syllable Off. (non-compound words)

Skill: Delete one syllable in a two-syllable non compound word.
To do this, students must be able to isolate each syllable, delete one, and then say the new word. Lessons in the Experiencing stage scaffold towards eventual syllable deletion by isolating the targeted syllable with an action (knee bend) and whispering it.

Directions: Tell students to repeat after you, using the same motions. They will need to stand for this activity.

- 1. Say the sentence aloud rhythmically, bending your knees when saying the syllable that will be deleted (**bolded**) and coming back up when saying the one that will remain.
- 2. Say the compound word, bending your knees while now *whispering* the syllable that will be deleted (**bolded**).

Note: Sometimes the first syllable is targeted and sometimes it is the second. The targeted syllable is always bolded.

Do this one first:	Repeat the procedure using these sentences:
T: <i>I am a member of the club.</i> (bend your knees while saying mem, stay straight legged while saying <i>ber</i>) S: repeat T: mem (whisper while bending knees)...<i>ber</i> (come back up, use normal voice) S: repeat	I see Neptune in the night sky. The magnet sticks to metal. I folded the laundry. She wrote about her day in her journal.



Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to /f/.

Example:	Repeat the procedure using these words:
T: <i>fall</i> S: repeat	far van fit

T: Now say <i>fall</i> without <i>all</i>. S: /f/	nice ledge <u>view</u> <u>lash</u> <u>file</u> fear rich
Use the scaffolds from the Experiencing stage only as needed to support students with the manipulation. As the lessons in this week continue, students should need these scaffolds only very rarely. Again, the goal during the Knowing stage is to provide repeated practice towards automaticity in the skill of single phoneme onset deletion. This skill will be assessed during the Mastery stage.	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Friendly Frank feels fine.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

Remember to administer the Whip Around assessment during this week.

Example:	Repeat the procedure with the following word pairs
T: <i>ring, sing</i> S: (thumbs up) Or T: <i>dog, car</i> S: (thumbs down)	ring, spring grip, grab cow, now when, ten <u>hoop</u> , home book, take made, paid name, him rug, bug soak, make



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable non compound word.

Sometimes the first syllable is targeted and sometimes it is the second. The targeted syllable is always bolded.

Do this one first:	Repeat the procedure using these sentences:
T: <i>It was just a <u>normal</u> day.</i> (bend knees while saying nor, come back up while saying <i>mal</i>) S: repeat T: nor (whisper while bending knees) ...<i>mal</i> (come back up, use normal voice) S: repeat	The hero was on a <u>journey</u>. Can you answer the question? The <u>caboose</u> was last in line. The panda was playful.



Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to /f/.

Example:	Repeat the procedure using these sentences:
T: <i>fall</i> S: repeat T: Now say <i>fall</i> without all. S: /f/	face sat rise <u>mill</u> <u>shed</u> <u>fin</u> rock back hat cot
Use the scaffolds from the Experiencing stage only as needed to support students with the manipulation. As the lessons in	

this week continue, students should need these scaffolds only very rarely. Again, the goal during the Knowing stage is to provide repeated practice towards automaticity in the skill of single phoneme onset deletion. This skill will be assessed during the Mastering stage.



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Uncle Uri plays ukulele under the umbrella.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

Remember to administer the Whip Around assessment during this week.

Example:	Repeat the procedure with the following word pairs
T: <i>ring, sing</i> S: (thumbs up) Or T: <i>dog, car</i> S: (thumbs down)	snack, pack real, team pine, fine cape, cap fin, fall sock, clock pond, frog dish, fish string, spring goat, coat



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a compound word.

Important note: This lesson begins a gradual release of the scaffolds. Instead of repeating your actions, students must now respond to your prompt to isolate one of the syllables with a whisper and do it with you.

See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
T: The <u>insect</u> buzzed in my ear. (stay upright while saying <i>in</i>, bend knees while saying sect) S: repeat T: Say <u>insect</u> but whisper (put finger by lips) sect S and T: in...sect (finger by lips while whispering sect)	I need a puffy <u>parka</u> for the snowy day. The parrot was on the pirate's shoulder. <u>Ginger</u> is the secret ingredient. A hundred pennies make a dollar.



Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to /f/.

Example:	Repeat the procedure using these words:
T: <i>fall</i> S: repeat T: Now say <i>fall</i> without <i>all</i>. S: /f/	fuel live laid <u>vest</u> fame <u>ripe</u> sore cup bike sip

Use the scaffolds from the Experiencing stage only as needed to support students with the manipulation. As the lessons in this week continue, students should need these scaffolds only very rarely. Again, the goal during the Knowing stage is to provide repeated practice towards automaticity in the skill of single phoneme onset deletion. This skill will be assessed during the Mastery stage.



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Vic the Viking loves Vicky the Vitamin.





Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

Remember to administer the Whip Around assessment during this week.

Example:	Repeat the procedure with the following word pairs
T: <i>ring, sing</i> S: (thumbs up) Or T: <i>dog, car</i> S: (thumbs down)	down, town tree, three tree, trunk meal, heel noon, spoon bell, ring jump, pump word, went pink, think queen, seen



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a compound word.

Important note: this lesson continues the gradual release of the scaffolds.

Do this one first:	Repeat the procedure using these sentences:
T: <i>He is an <u>actor</u> in the play.</i> (bend knees while saying ac, come back up while saying <i>tor</i>) S: repeat T: Say actor <i>but whisper</i> (put finger by lips) ac S and T: ac (whispered)...tor	The candle flame burned bright. The golden sunset was beautiful. There is only one egg left. Begin at the beginning.



Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to /f/.

Important Note: Lessons in the Experiencing stage scaffolded towards eventual rime deletion by isolating the onset with a fist motion under the chin, and “showing” the rime by making a curve motion outward with the hand when pronouncing it. Students first whispered, and then eventually silenced the rime.

Example:	Repeat the procedure using these words:
T: <i>fall</i> S: repeat T: Now say <i>fall</i> without all. S: /f/	hit tap lot men rug ham pen lip

	nod bun
Use the scaffolds from the Experiencing stage only as needed to support students with the manipulation. As the lessons in this week continue, students should need these scaffolds only very rarely. Again, the goal during the Knowing stage is to provide repeated practice towards automaticity in the skill of single phoneme onset deletion. This skill will be assessed during the Mastery stage.	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Randy Rabbit rarely runs rapidly.





Rhyme Activity: Listen Well... Can You Tell?

Skill: Rhyme judgement. Listen to determine which words in a set rhyme.

Lessons in the Experiencing stage continue to develop students' "ear" for rhyme. Scaffolds in this stage include drawing students' attention to words that rhyme by speaking them with more emphasis, and, if needed, "showing" the part of each word that sounds the same (the rime, or the part of the word that includes the vowel sound and all the sounds after it) on the familiar curve.

Directions: Tell students that they will be playing a game that will have them listen to a sentence and identify the words that rhyme.

1. Recite the prompt rhythmically, moving in time with the words. This should be engaging but not overly exaggerated so as to distract. As students begin to recognize the prompt they should join in.
2. Say the sentence rhythmically, putting a slight emphasis on each rhyming word as you speak it.
3. Tell the students to repeat.
4. Tell the students to say the rhyming words with you.
5. Model and practice the first one together until students become comfortable with the procedure.
6. Repeat with the remaining sentences.

Do this one first:	Repeat with the following sentences:
T: (speaking rhythmically and gently moving with the rhythm) <i>Which words rhyme this time? Listen well! Can you tell?</i> T: A dog and a frog sat down on a log. S: repeat T&S: dog, frog, log	The cat and the rat are on the mat. The big pig put on his wig. A little girl put a pearl in her curl. It's getting dark, we can't go to the park.



Manipulating Syllables: Leave a Syllable Off.

Important Note: Lessons in the Experiencing stage scaffold towards independence with syllable deletion by isolating the targeted syllable with an action. Lessons during this week continue to gradually release the scaffolds.

In this second week of the Experiencing stage, you now replace the targeted syllable with a foot stomp. Students repeat that action. This allows them to still isolate the syllable but moves them to where they are no longer saying it.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
T: Our <i>neighbor</i> brought us cookies. <i>neighbor</i> S: repeat T: (stomp one foot) <i>bor</i> S: repeat	We saw a lion at the <i>circus</i> . The <i>marble</i> floor was shiny. I <i>nearly</i> fell when I tripped. The <i>falcon</i> soared through the air.



Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to /f/.

Important Note: By the Mastering stage, most students should be deleting a rime unit from a one syllable word automatically (in less than 2 seconds). A short Whip Around assessment is provided to determine this. It should be administered to students

throughout the week during a time that is convenient to pull them. The assessment provides instructions for how this can look along with directions for administering it and guidance for how to support students who have not yet mastered this skill.

Example:	Repeat the procedure using these words:
T: <i>fall</i> S: repeat T: <i>Now say fall without all.</i> S: /f/	mud hen make rose last nice soup name said leg



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Captain Kip kisses his kids.





Rhyme Activity: Listen Well... Can You Tell?

Skill: Rhyme judgement. Listen to determine which words in a set rhyme.

Lessons in the Experiencing stage continue to develop students' "ear" for rhyme. Scaffolds in this stage include drawing students' attention to words that rhyme by speaking them with more emphasis, and, if needed, "showing" the part of each word that sounds the same (the rime, or the part of the word that includes the vowel sound and all the sounds after it) on the familiar curve.

Directions: Tell students that they will be playing a game that will have them listen to a sentence and identify the words that rhyme.

1. Recite the prompt rhythmically, moving in time with the words. This should be engaging but not overly exaggerated so as to distract. As students begin to recognize the prompt they should join in.
2. Say the sentence rhythmically, putting a slight emphasis on each rhyming word as you speak it.
3. Tell the students to say the rhyming words with you.
4. Model and practice the first one together until students become comfortable with the procedure.
5. Repeat with the remaining sentences.

Do this one first:	Repeat with the following sentences:
T: (speaking rhythmically and gently moving with the rhythm) <i>Which words rhyme this time? Listen well! Can you tell?</i> T: A goose and a moose are on the loose. S: repeat T&S: goose, moose, loose	Did you see that bird fly high in the sky? I met a duck who had good luck. The bee in the tree just landed on my knee. Throw your ball at the tall wall.



Manipulating Syllables: Leave a Syllable Off.

Directions: This lesson uses the same procedure as the previous lesson.

Do this one first:	Repeat the procedure using these sentences:
T: We ran for <u>shelter</u> from the rain. shelter S: repeat T: shel (stomp one foot) S: repeat	The <u>mattress</u> is soft and bouncy. The horse jumped over the fence. The restaurant menu has so many choices! She drew a picture of a panda.



Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to /f/.

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

Example:	Repeat the procedure using these words:
T: <i>fall</i> S: repeat T: <i>Now say fall without all.</i> S: /f/	shop tan face win light shout peach call read rest



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Jolly Joe iams ginger into the jars.



Week 8, Day 3



Rhyme Activity: Listen Well... Can You Tell?

Skill: Rhyme judgement. Listen to determine which words in a set rhyme.

Directions: See Week 8, Days 1 or 2 for detailed directions if needed. The column to the left below shows the procedure.

Do this one first:	Repeat with the following sentences:
T: (speaking rhythmically and gently moving with the rhythm) <i>Which words rhyme this time? Listen well! Can you tell?</i> T: <i>My sister likes to play all day.</i> T&S: play, day	Take a look at my new blue shoe! Who took my book? Now I can't cook! Can we bake a cake down by the lake? Do you eat ham and jam with Sam?



Manipulating Syllables: Leave a Syllable Off.

Important Note: This third lesson of the week begins to gradually release the scaffolds provided in the first two lessons.

Directions: See the box on the left side of the table for the procedure. Instead of repeating your actions, students must now respond to your prompt to isolate and replace one of the syllables with a stomp (not speaking that syllable).

Do this one first:	Repeat the procedure using these sentences:
T: The <u>boulder</u> rolled down the mountain. S: Repeat T: Now say boulder but stomp on boul. S: (stomp foot) der	The puff <u>pastry</u> was delicious! We picked apples in the <u>orchard</u>. "Meow," said the kitten. The traffic <u>signal</u> was flashing.



Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to /f/.

Important Note: Remember to administer the short Whip Around assessment for this skill during this week.

Example:	Repeat the procedure using these words:
T: <i>fall</i> S: repeat T: Now say <i>fall</i> without all. S: /f/	net mess rap list <u>fine</u> pop <u>zip</u> last rain down



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: "Yikes! Yelled young Yang. Yeast expands!"





Rhyme Activity: Listen Well... Can You Tell?

Skill: Rhyme judgement. Listen to determine which words in a set rhyme.

Directions: As students are ready, have them say the rhyming words without you. Confirm their responses.

Do this one first:	Repeat with the following sentences:
T: (speaking rhythmically and gently moving with the rhythm) <i>Which words rhyme this time? Listen well! Can you tell?</i> T: <i>Why is that bear sitting in my chair?</i> S: repeat S: bear, chair T: Yes. <i>Bear and chair.</i>	Do you see the bug in my mug on the rug? Please don't shout when it's time to go out. There's a flower up in the tower! That's a funny little bunny!



Manipulating Syllables: Leave a Syllable Off.

Directions: see left hand column below.

Do this one first:	Repeat the procedure using these sentences:
T: I am older than my little sister. S: Repeat T: Say older but stomp on ol S: (stomp foot) der	The baker rolled the dough. The house is just a little farther down the road. I folded the napkin neatly. The ocean waves crashed on the shore.



Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to /f/.
 Students must be able to isolate the onset from the rime, delete the rime, and then say the remaining sound.

Important Note: Remember to administer the short Whip Around assessment during this week.

Example:	Repeat the procedure using these words:
T: <i>fall</i> S: repeat T: Now say <i>fall</i> without <i>all</i>. S: /f/	sit sock <u>moat</u> neat chop leave hum jump <u>loan</u> shape



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Billy the Bird said Boo!





Rhyme Activity: Listen Well... Can You Tell?

Skill: Rhyme judgement. Listen to determine which words in a set rhyme.

Do this one first:	Repeat with the following sentences:
T: (speaking rhythmically and gently moving with the rhythm) <i>Which words rhyme this time? Listen well! Can you tell?</i> T: My friend Billy is very silly. S: repeat S: Billy, silly T: Yes, Billy and silly.	I ate some jelly. Now it's in my belly. Let's eat a sweet treat. Put on your coat when you go in the boat. Shut the gate before it's too late!



Manipulating Syllables: Leave a Syllable Off.

Directions: See the left hand column below.

Do this one first:	Repeat the procedure using these sentences:
T: <i>The plane had a bumpy landing.</i> S: Repeat	<i>I love to write with a freshly sharpened pencil.</i>

T: Say <i>landing</i> but stomp on <i>ding</i>. S: <i>lan</i> (stomp foot)	<i>I saw a sleek black panther at the zoo.</i> <i>I was up bright and early this morning.</i> The monkey swung from the branch.
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Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to /f/.
 Students must be able to isolate the onset from the rime, delete the rime, and then say the remaining sound.

Important Note: Remember to administer the short Whip Around assessment during this week.

Example:	Repeat the procedure using these words:
T: <i>fall</i> S: repeat T: Now say <i>fall</i> without <i>all</i>. S: /f/	shark wing choke run might sink near fame like tall



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Loopy Louie loves lollipops.





Rhyme Activity: Listen Well... Can You Tell?

Skill: Rhyme judgement. Listen to determine which words in a set rhyme.

Important Note: This week introduces a variation on this activity.

Directions: Explain to students that this time, you will say a word. Then you'll say a sentence and they will need to tell you which words in that sentence rhyme with the word you gave. See the left hand column for the procedure.

Do this one first:	Repeat with the following sentences:
T: (speaking rhythmically and gently moving with the rhythm) <i>Listen well! Can you tell? Which words rhyme with land?</i> T: <i>I put my hand in the sand.</i> S: repeat T: <i>Which words rhyme with land?</i> S: hand, sand	ten: My friend Ben has a hen. double: I'll be in trouble if I pop that bubble. come: My brother wants some gum. wing: Did you bring that thing?



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable non compound word.

Important Note: Lessons in the Experiencing stage scaffolded students towards eventual syllable deletion by isolating and removing the targeted syllable through actions (e.g. bending knees), and gradually removing the syllable (whispering it then replacing it with a stomp).

As students enter the Knowing stage, they should be comfortable with deleting the targeted syllable but may not be doing it automatically yet. There are three weeks of lessons in the Knowing stage for this skill. These weeks are designed to provide repeated practice aimed at developing automaticity with syllable deletion.

Directions: See the box on the left side of the table for the procedure. In this lesson, you prompt students to say the word without the targeted syllable.

Do this one first:	Repeat the procedure using these sentences:
T: The penguin waddled across the ice. S: repeat T: Say penguin. S: penguin T: Now say penguin without (finger to lips to show silence) pen. S: guin	The <u>carpet</u> is soft under my feet. I have plenty of candy for everyone! We had a lovely picnic at the park. My sandal got stuck in the sand.
During the first few weeks of the Knowing stage, use the scaffolds (e.g. whispering or stomping the syllable to be deleted) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. This skill will be assessed during the Mastering stage.	



Manipulating Phonemes: Mix it Up!

Skills:

- Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: Fall to all.
- Delete a rime unit from a one-syllable word. Ex: Fall to /f/.

Important Note: Students have moved through the Experiencing, Knowing, and Mastering stages for the skills named above. This is a Mix it Up! activity. Each day, you will lead students through quick exercises that contain a mix of those skills. Sometimes students will be prompted to delete the onset, and sometimes the rime. Mix it Up! is important for several reasons.

They allow for more exposures for children who may not have cemented their mastery yet. Additionally, they keep children on their toes who have. Everybody should practice skills they've mastered to keep their skills sharp. You can make your own Mix it Up! Activities when you're out and about with your students too. You don't have to wait for these weeks to roll around! Anytime is good once students have a range of skills mastered.

Directions: Remind students that they have learned how to cut off the *first* sound they hear in a word. They've also learned how to leave that sound alone and cut off the rest of the word - the part that is on the curve. Explain that they will need to listen carefully because it's time to "Mix it Up!"

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following prompt rhythmically and with expression, while students mime mixing: *"Mix it up, Mix it Up. Listen carefully. Sometimes we'll cut it off here (make snipping motion with fingers in front of your lips), like turning 'fall' to 'all!' Sometimes we'll cut off the curve like making 'fall' (extend hand out in the familiar curve motion) just 'ff' (fist under chin)."*
3. You can rehearse this prompt with the students and invite them to join in. Feel free to make this your own by adding different movements or parts to the chant so that students understand they will be "mixing it up" today.
4. Tell the students to say a word. Ex: Say *wise*.
5. Then prompt for the deletion. Ex: Now say *wise* without /w/.
6. Remember. Sometimes the onset will be deleted and sometimes the rime will.

Prompts to use:

1. Say <i>nice</i> . 2. Say <i>land</i> . 3. Say <i>had</i> . 4. Say <i>dig</i> . 5. Say <i>said</i> .	Now say <i>nice</i> without /n/. Now say <i>land</i> without /and/. Now say <i>had</i> without /h/. Now say <i>dig</i> without /ig/. Now say <i>said</i> without /ed/.
6. Say <i>leg</i> . 7. Say <i>wait</i> . 8. Say <i>bug</i> . 9. Say <i>lash</i> . 10. Say <i>fox</i> .	Now say <i>leg</i> without /l/. Now say <i>wait</i> without /w/. Now say <i>bug</i> without /ug/. Now say <i>lash</i> without /l/. Now say <i>fox</i> without /f/.



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Maria and Margarita make mariachis with Mama.





Rhyme Activity: Listen Well... Can You Tell?

Skill: Rhyme judgement. Listen to determine which words in a set rhyme.

Continue the variation introduced this week: see the left hand column for the procedure.

Do this one first:	Repeat with the following sentences:
T: (speaking rhythmically and gently moving with the rhythm) <i>Listen well! Can you tell? Which words rhyme with mail?</i> T: <i>Is that a nail at the bottom of my pail?</i> S: repeat T: <i>Which words rhyme with mail?</i> S: nail, pail	may: Can you stay and play all day? done: It's fun to run in the sun! snows: When it snows the moonlight glows. shark: Will my dog bark in the park?



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable non compound word.

Directions: See the box on the left below. You prompt students to say the word without the targeted syllable.

Do this one first:	Repeat the procedure using these sentences:
T: <i>I packed my lunch in a plastic bag.</i> S: repeat T: Say <i>plastic</i>. S: <i>plastic</i> T: Now say <i>plastic</i> without (put finger to lips) tic. S: <i>plas</i>	My pet hamster is named Harry. He played the banjo with the band. The hermit crab switched to a new shell. She revved the car engine.
During the first few weeks of the Knowing stage, use the scaffolds (e.g. whispering or stomping the syllable to be deleted) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. This skill will be assessed during the Mastering stage.	



Manipulating Phonemes: Mix it Up!

Skills:

- Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: Fall to all.
- Delete a rime unit from a one-syllable word. Ex: Fall to /f/.

Directions:

1. Invite students to mime cradling a bowl with one hand and “mixing up” the contents of the bowl with the other.
2. Recite the following prompt rhythmically and with expression, while students mime mixing: “*Mix it up, Mix it Up. Listen carefully. Sometimes we’ll cut it off here (make snipping motion with fingers in front of your lips), like turning ‘fall’ to ‘all!’ Sometimes we’ll cut off the curve like making ‘fall’ (extend hand out in the familiar curve motion) just ‘ff’ (fist under chin).*”
3. You can rehearse this prompt with the students and invite them to join in. Feel free to make this your own by adding different movements or parts to the chant, so that students understand they will be “mixing it up” today.
4. Tell the students to say a word. Ex: Say *wise*.
5. Then prompt for the deletion. Ex: Now say *wise* without /w/.
6. Remember. Sometimes the onset will be deleted and sometimes the rime will.

Prompts to use:

1. Say seal.	Now say seal without /s/.	6. Say sore.	Now say sore without /s/.
2. Say chair.	Now say chair without /ch/.	7. Say moat.	Now say moat without /m/.
3. Say game.	Now say game without /ame/.	8. Say fill.	Now say fill without /ill/.
4. Say neat.	Now say neat without /eat/.	9. Say light.	Now say light without /ight/.
5. Say moose.	Now say moose without /m/.	10. Say saw.	Now say saw without /aw/.



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Zippy Zora is a zany Zebra.





Rhyme Activity: Listen Well... Can You Tell?

Skill: Rhyme judgement. Listen to determine which words in a set rhyme.

Continue the variation introduced this week: see the left hand column for the procedure.

Do this one first:	Repeat with the following sentences:
T: (speaking rhythmically and gently moving with the rhythm) <i>Listen well! Can you tell? Which words rhyme with brown?</i> T: <i>The queen of the town wears a silver crown.</i> S: repeat T: <i>Which words rhyme with brown?</i> S: town, crown	born: He'll blow the horn when he brings the corn. sheet: The house looks neat when we wipe our feet. curly: When I wake up early, the clouds look swirly. clean: My mom wants me to eat that green bean.



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable non compound word.

Directions: See the box on the left side of the table for the procedure.

Do this one first:	Repeat the procedure using these sentences:
T: <i>She put a thimble on her thumb.</i> S: repeat	<i>The ending of the story was sad.</i>

T: Say <i>thimble</i>. S: <i>thimble</i> T: Now say <i>thimble</i> without (put finger to lips) thim. S: <i>ble</i>	Did you invite the neighbors to the picnic? Math is my favorite subject in school. He played the trumpet in the band.
Use the scaffolds (e.g. whispering or stomping the syllable to be deleted) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. This skill will be assessed during the Mastering stage.	



Manipulating Phonemes: Mix it Up!

Skills:

- Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: Fall to all.
- Delete a rime unit from a one-syllable word. Ex: Fall to /f/.

Directions:

1. Invite students to mime cradling a bowl with one hand and “mixing up” the contents of the bowl with the other.
2. Recite the following prompt rhythmically and with expression, while students mime mixing: “Mix it up, Mix it Up. Listen carefully. Sometimes we’ll cut it off here (make snipping motion with fingers in front of your lips), like turning ‘fall’ to ‘all!’ Sometimes we’ll cut off the curve like making ‘fall’ (extend hand out in the familiar curve motion) just ‘/f/’ (fist under chin).”

1. Say <i>chill</i>. Now say <i>chill</i> without /ch/. 2. Say <u>thaw</u>. Now say <u>thaw</u> without /th/. 3. Say <i>vine</i>. Now say <i>vine</i> without /ine/. 4. Say <i>fit</i>. Now say <i>fit</i> without /fi/. 5. Say <i>vase</i>. Now say <i>vase</i> without /ase/.	6. Say <i>shown</i>. Now say <i>shown</i> without /sh/. 7. Say <i>mail</i>. Now say <i>mail</i> without /m/. 8. Say <i>cart</i>. Now say <i>cart</i> without /k/. 9. Say <i>size</i>. Now say <i>size</i> without /ize/. 10. Say <i>move</i>. Now say <i>move</i> without /oove/.
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Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Rob the rooster can really rap.





Rhyme Activity: Listen Well... Can You Tell?

Continue the variation introduced this week: See the left hand column for the procedure.

Do this one first:	Repeat with the following sentences:
T: (speaking rhythmically and gently moving with the rhythm) <i>Listen well! Can you tell? Which words rhyme with grown?</i> T: I see a sparkly stone next to the queen's throne. S: repeat T: Which words rhyme with grown? S: stone, throne	grape: I can make a shape with that blue tape. whiny: That ring is shiny and it's very tiny. rust: Achoo! I sneezed. There must be dust! Yawn: I got up at dawn and saw a little fawn.



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable non compound word.

Directions: See the box on the left side of the table for the procedure.

Do this one first:	Repeat the procedure using these sentences:
T: I read a chapter of the book before bed. S: repeat	It was a <u>misty</u> morning on the mountain. My <u>uncle</u> lives down the street.

T: Say <i>chapter</i>. S: <i>chapter</i> T: Now say <i>chapter</i> without (put finger to lips) ter. S: <i>chap</i>	<i>My grandpa has a vegetable garden.</i> <i>Can you scramble me some eggs?</i>
Use the scaffolds (e.g. whispering or stomping the syllable to be deleted) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. This skill will be assessed during the Mastering stage.	



Manipulating Phonemes: Mix it Up!

Skills:

- Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: Fall to all.
- Delete a rime unit from a one-syllable word. Ex: Fall to /f/.

Directions:

1. Invite students to mime cradling a bowl with one hand and “mixing up” the contents of the bowl with the other.
2. Recite the following prompt rhythmically and with expression, while students mime mixing: “*Mix it up, Mix it Up. Listen carefully. Sometimes we’ll cut it off here (make snipping motion with fingers in front of your lips), like turning ‘fall’ to ‘all!’ Sometimes we’ll cut off the curve like making ‘fall’ (extend hand out in the familiar curve motion) just ‘ff’ (fist under chin).*”

1. Say shoes. Now say shoes without /sh/. 2. Say bark. Now say bark without /ark/. 3. Say feet. Now say feet without /f/. 4. Say job. Now say job without /ob/. 5. Say shake. Now say shake without /sh/.	6. Say time. Now say time without /t/. 7. Say couch. Now say couch without /k/. 8. Say love. Now say love without /uv/. 9. Say chin. Now say chin without /in/. 10. Say week. Now say week without /w/.
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Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Is Dizzy Izzy inside or outside?





Rhyme Activity: Listen Well... Can You Tell?

Skill: Rhyme judgement. Listen to determine which words in a set rhyme.

Important Note: This week introduces a variation on this activity.

Directions: Explain to students that this time, you will say a word. Then you'll say a sentence and they will need to tell you which words in that sentence rhyme with the word you gave. See the left hand column for the procedure.

Do this one first:	Repeat with the following sentences:
T: (speaking rhythmically and gently moving with the rhythm) <i>Listen well! Can you tell? Which words rhyme with sanding?</i> T: <i>I am sanding on the <u>landing</u>.</i> S: repeat T: <i>Which words rhyme with sanding?</i> S: standing, landing	chance: My little pony likes to dance and prance. chalk: We can go for a walk and talk all day. brick: That little baby chick gave a stick to his friend. handy: "The blanket is sandy," said my friend Andy.



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two syllable non-compound word.

Do this one first:	Repeat the procedure using these sentences:
T: My <i>sister</i> has curly hair. S: repeat T: Say sister. S: sister T: Now say sister without (put finger to lips) sis. S: <i>ter</i>	Can you <u>sharpen</u> the pencil for me? We love to explore in the woods. The <u>dolphin</u> jumped out of the water. Get the peas out of the freezer, please.
Use the scaffolds (e.g. whispering or stomping the syllable to be deleted) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. This skill will be assessed during the Mastering stage.	



Manipulating Phonemes: Mix it Up!

Skills:

- Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: Fall to all.
- Delete a rime unit from a one-syllable word. Ex: Fall to /f/.

Directions:

1. Invite students to mime cradling a bowl with one hand and “mixing up” the contents of the bowl with the other.
2. Recite the following prompt rhythmically and with expression, while students mime mixing: “Mix it up, Mix it Up. Listen carefully. Sometimes we’ll cut it off here (make snipping motion with fingers in front of your lips), like turning ‘fall’ to ‘all!’ Sometimes we’ll cut off the curve like making ‘fall’ (extend hand out in the familiar curve motion) just ‘ff’ (fist under chin).”

1. Say mouse	Now say mouse without /ouse/.
2. Say car	Now say car without /k/.
3. Say <u>shawl</u>	Now say <u>shawl</u> without /sh/.
6. Say kit	Now say kit without /k/.
7. Say mop	Now say mop without /m/.
8. Say wish	Now say wish without /ish/.

4. Say for 5. Say hope	Now say for without /or/. Now say hope without /ope/.
9. Say <u>pout</u> 10. Say near	Now say pout without /p/. Now say near without /ear/.



Alliteration: Silly Sentences.
Support students' ability to recognize the repeated initial sound in multiple words in a phrase.
Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Domingo does ditties daily.





Rhyme Activity: Which Word Doesn't Rhyme? Listen Well...Can You Tell?

Skill: Rhyme judgement. Listen to determine which word in a set does not rhyme.

As students enter the Knowing stage, most should be comfortable recognizing and determining rhyme. There are two weeks of activities in the Knowing stage that allow for practice. These include additional variations of the Listen Well...Can You Tell? Activity. Note that words are no longer in sentences.

Directions: Explain to students that they will hear three words and tell which word does NOT rhyme.

1. Recite the prompt rhythmically and with expression.
2. Say the words, pausing slightly after each.
3. Tell the students to repeat the words.
4. Tell students to say the word that does not rhyme with the others. Invite them to come up with a motion that shows the word doesn't rhyme. For example, thumbs down, cross their arms in an "X" in front of their bodies.

Do this one first:	Repeat with the following sets of words:
T: Which word doesn't rhyme? Listen Well!! Can you tell? T: bee, see, sat S: repeat T: Which word doesn't rhyme? S: sat	<u>beak</u>, rock, <u>peak</u> shout, stand, brand church, <u>perch</u>, crunch spell, tell, talk



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable non compound word.

Important Note: Lessons in these next two weeks no longer have the words embedded in sentences. At this point in the Knowing stage, the lessons are meant to be quick drills to practice deletion with the goal of automaticity. Review the meanings of unfamiliar words at the end of the drill as needed.

Do this one first:	Repeat the procedure with this list of words:
T: Say <i>include</i>. S: include T: Now say <i>include without</i> (put finger to lips) <i>in</i>. S: clude	<u>postage</u> nickel circle <u>laughter</u> dancer <u>fabric</u> <u>market</u> super <u>mansion</u>
The scaffolds from the Experiencing stage should only be used occasionally as needed to support students.	



Manipulating Phonemes: Change the Sound Part 1.

Skill: Substitute a single phoneme onset in a one-syllable word (i.e. onsets with one sound, no blends). Ex: *Ma*ll to *wa*ll.
 In order to do this, there are many underlying skills. Students must be able to segment the onset from the rime. Then they must isolate the onset and replace it with a new phoneme. Finally they must blend the new onset with the rime to pronounce the new word.

Important Note: Lessons in the Experiencing stage scaffold towards eventual automaticity with phoneme substitution. Actions: The familiar fist motion under the chin is used to show the position of the onset. The familiar extension of the hand away from the mouth in a curving motion is used to show the position of the rime.

Verbal Emphasis: The sound of the onset is emphasized. Continuant sounds (e.g. /m/, /r/, /s/, and /l/) will be stretched and stop

sounds (e.g. /t/, /p/, /h/, and /j/) will be repeated. This supports students to hear and manipulate the targeted sounds.

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

1. Say the sentence and the targeted word. Ex: *I love to sit outside in the **sun!** sun.*
2. Tell the students to repeat.
3. Place your fist under your chin. Then pronounce the onset while pulling down with your fist. This “shows” and isolates the sound of the onset. Move your hand forward in the shape of a curve as you say the remainder of the word (the rime).
4. Tell the students to repeat.
5. Place your fist back under your chin, gently shake it while stretching the first sound (the onset). Prompt the students to change the sound.
Ex: *Change /s/ (shake fist under chin while stretching the sound) to /r/ (shake fist while stretching the sound)*
6. Tell students to do it with you: pull fist down under chin and make the new sound, extend your arm forward in a (curve while saying the rime. Ex: */r/ (pull fist down) un (make the curve).*
7. Say the new word with the students. Ex: *Run!*
8. As an extension, you can have students use the new word in a sentence.

In the table below, the column to the left shows the entire procedure. That procedure is repeated with the sentences in the column to the right. Note that all of the onsets in words used for this first lesson are continuants.

Do this one first. Practice and model with the students:	Repeat the procedure using these sentences (prompt is identified in parentheses):
T: <i>I love to sit outside in the sun! (pause) sun</i> S: repeat	<i>Let's take a spoon and mix up the cookie dough. (change /m/ to /s/)</i>
T: <i>/s/ (pull fist down under chin) un (moving hand forward on a curve)</i> S: repeat	<i>My sister and I have the same curly hair! (change /s/ to /n/)</i>
T: <i>change /s/ (stretch the sound, while gently shaking fist under chin) to /r/ (stretch the sound while gently shaking fist under chin)</i> T: Do it with me!	<i>After dinner, let's go for a ride. (change /r/ to /s/)</i>
T & S: <i>/r/ (pull fist down under chin) un (make the curve), run</i>	<i>We can go to the post office and pick up our mail. (change /m/ to /n/)</i>



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Escobar the Elephant exited the elementary school.





Rhyme Activity: Which Word Doesn't Rhyme? Listen Well...Can You Tell?

Skill: Rhyme judgement. Listen to determine which word in a set does not rhyme.

As students enter the Knowing stage, most should be comfortable recognizing and determining rhyme. There are two weeks of activities in the Knowing stage that allow for practice. These include additional variations of the Listen Well...Can You Tell? Activity. Note that words are no longer in sentences.

Directions: This first week in the Knowing stage continues the variation listening for the word that **does not** rhyme.

Do this one first:	Repeat with the following sets of words:
T: Which word doesn't rhyme? <i>Listen Well! Can you tell?</i> T: said, seed, head S: repeat T: Which word doesn't rhyme? S: seed	pink, sink, pig rule, ten , school mitten, kitten, rabbit shark, dark, luck



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable non compound word.

Do this one first:	Repeat the procedure with this list of words:
T: Say <i>husband</i>. S: husband T: Now say <i>husband</i> without (put finger to lips) <i>band</i>. S: hus	corner <u>jersey</u> <u>cable</u> gentle human outer lazy <u>neither</u> center
The scaffolds from the Experiencing stage should only be used occasionally as needed to support students.	



Manipulating Phonemes: Change the Sound Part 1.

Skill: Substitute a single phoneme onset in a one-syllable word (i.e. onsets with one sound, no blends). Ex: *Mall* to *wall*.

Important Note: Lessons in the Experiencing stage scaffold towards eventual automaticity with phoneme substitution. Actions: The familiar fist motion under the chin is used to show the position of the onset. The familiar extension of the hand away from the mouth in a curving motion is used to show the position of the rime.

Verbal Emphasis: The sound of the onset is emphasized. Continuant sounds (e.g. /m/, /r/, /s/, and /l/) will be stretched and stop sounds (eg. /t/, /p/, /h/, and /j/) will be repeated. This supports students to hear and manipulate the targeted sounds.

Directions: In the table below, the column to the left shows the entire procedure. That procedure is repeated with the sentences in the column to the right. Note that some onsets in words used for this first lesson are continuant sounds, while others are stop sounds. Remember, continuant sounds will be held/stretched. Stop sounds will be repeated.

Do this one first. Practice and model with the students:	Repeat the procedure using these sentences:
T: <i>I love to sit outside in the sun!</i> (pause) <i>love</i> S: repeat T: <i>//</i> (pull fist down under chin) <i>ove</i> (moving hand forward on a curve) S: repeat T: <i>change //</i> (stretch the sound, while gently shaking fist under chin) <i>to /d/ /d/ /d/</i> (while gently shaking fist under chin) T: <i>Do it with me!</i> T & S: <i>/d/ /d/ /d/</i> (shake fist under chin) <i>ove</i> (make the curve), <i>dove</i>	<i>What is this green fruit? It's called a lime.</i> (change // to /d/ /d/ /d/) <i>Did you see that little mouse run by?</i> (change /m/ to /h/ /h/ /h/) <i>Did you see that little mouse run by?</i> (change /d/ /d/ /d/ to //) <i>Hush! The baby is sleeping!</i> (change /h/ /h/ /h/ to /r/)



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Vera the Veteran Vampire votes vigorously.



Week 10, Day 3



Rhyme Activity: Which Word Doesn't Rhyme? Listen Well...Can You Tell?

Skill: Rhyme judgement. Listen to determine which word in a set does not rhyme.

Directions: This first week in the Knowing stage continues the variation listening for the word that **does not** rhyme.

Do this one first:	Repeat with the following sets of words:
T: Which word doesn't rhyme? <i>Listen Well!! Can you tell?</i> T: send, friend, had S: repeat T: Which word doesn't rhyme? S: had	start, heart, head silly, smelly, hilly hurry, worry, funny try, sky, swim



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable non compound word.

Do this one first:	Repeat the procedure with this list of words:
T: Say simple. S: simple T: Now say <i>simple without</i> (put finger to lips) sim. S: ple	<u>kindle</u> likely lasting monster mustache

	number kindly <u>camper</u> order
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Manipulating Phonemes: Change the Sound Part 1.

Skill: Substitute a single phoneme onset in a one-syllable word (i.e. onsets with one sound, no blends). Ex: *Mall* to *wall*.

Directions: In the table below, the column to the left shows the entire procedure. That procedure is repeated with the sentences in the column to the right. Note that some onsets in words used for this first lesson are continuant sounds, while others are stop sounds. Stretch/hold the continuant sounds. Repeat the stop sounds.

Do this one first:	Use that procedure with the following:
T: <i>My mother told a funny joke!</i> (pause) <i>joke</i> S: repeat T: <i>/j/</i> (pull fist down under chin) <i>oke</i> (moving hand forward on a curve) S: repeat T: <i>change /j/ /j/ /j/</i> (while gently shaking fist under chin) <i>to /w/</i> (stretch the sound while gently shaking fist under chin) T: <i>Do it with me!</i> T & S: <i>/w /w /w/ /w/</i> (shake fist under chin) <i>oke</i> (make the curve), <i>woke</i>	<i>I hope I get to keep my book.</i> (change /k/ /k/ /k/ to /l/) <i>My cousin loves to meet new friends.</i> (change /m/ to /w/) <i>Ouch! I think I cut my toe!</i> (change /k/ /k/ /k/ to /w/) <i>My sister likes to sing in the rain.</i> (change /r/ to /ch/ /ch/ /ch/)
Note: You can extend the number of items in this activity by using these additional words from the above sentences: book (change /b/ /b/ /b/ to /l/), get (change /g/ /g/ /g/ to /n/), sing (change /s/ to /r/).	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Goofy goats have get-up-and-go!



Week 10, Day 4



Rhyme Activity: Which Word Doesn't Rhyme? Listen Well...Can You Tell?

Skill: Rhyme judgement. Listen to determine which word in a set does not rhyme.

Directions: This first week in the Knowing stage continues the variation listening for the word that **does not** rhyme.

Do this one first:	Repeat with the following sets of words:
T: Which word doesn't rhyme? <i>Listen Well! Can you tell?</i> T: <i>busy, sleepy, dizzy</i> S: repeat T: Which word doesn't rhyme? S: sleepy	snack, back, brown steam, start, smart flower, shower, dinner pickle, tickle, sparkle



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable non compound word.

Do this one first:	Repeat the procedure with this list of words:
T: Say <u>ignore</u>. S: ignore T: Now say <i>ignore without</i> (put finger to lips) ig. S: <i>nore</i>	<u>highly</u> <u>index</u> <u>object</u> <u>husky</u> <u>jumbo</u>

	<u>instant</u> <u>action</u> <u>motel</u> <u>fumble</u>
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Manipulating Phonemes: Change the Sound Part 1.

Skill: Substitute a single phoneme onset in a one-syllable word (i.e. onsets with one sound, no blends). Ex: *Mall* to *wall*.

Do this one first:	Use that procedure with the following:
T: I love to look at the moon. look S: repeat T: // (pull fist down under chin) ook (moving hand forward on a curve) S: repeat T: change // (stretch the sound, while gently shaking fist under chin) to /b/ /b/ /b/ (while gently shaking fist under chin) T: Do it with me! T & S: /b/ (pull fist down under chin) ook (make the curve), book	I feel happy today. (change /f/ /f/ /f/ to /r/) Can I go for a ride on my bike? (change /r/ to /g/ /g/ /g/) Ding dong! Did you hear the bell? (change /b/ /b/ /b/ to /f/ /f/ /f/) I need help taking the peel off my orange. (change /p/ /p/ /p/ to /m/)
Note: You can extend the number of items in this activity by using these additional words from the above sentences: moon (change /m/ to /s/), can (change /k/ /k/ /k/ to /m/), need (change /n/ to /s/).	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Lyle laughed loudly at the little lightning bugs.





Rhyme Activity: Which Word Doesn't Rhyme? Listen Well...Can You Tell?

Skill: Rhyme judgement. Listen to determine which word in a set does not rhyme.

Directions: This first week in the Knowing stage continues the variation listening for the word that **does not** rhyme.

Do this one first:	Repeat with the following sets of words:
T: Which word doesn't rhyme? <i>Listen Well! Can you tell?</i> T: <i>like, fine, mine</i> S: repeat T: Which word doesn't rhyme? S: like	like , fine, mine seed, speed, spend jump, bump, jog win , wish, dish



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable non compound word.

Do this one first:	Repeat the procedure with this list of words:
T: Say cactus . S: <i>cactus</i> T: Now say <i>cactus without</i> (put finger to lips) tus . S: <i>cac</i>	driver danger <u>oyster</u> early

	monthly invade being mustang donkey
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Manipulating Phonemes: Change the Sound Part 1.

Skill: Substitute a single phoneme onset in a one-syllable word (i.e. onsets with one sound, no blends). Ex: *Mall* to *wall*.

Do this one first:	Repeat the procedure using these sentences:
T: <i>I love to play in the sand at the beach.</i> beach S: repeat T: <i>/b/ (pull fist down under chin) each (moving hand forward on a curve)</i> S: repeat T: <i>change /b/ /b/ /b/ (while gently shaking fist under chin) to /r/ (stretch the sound while gently shaking fist under chin)</i> T: <i>Do it with me!</i> T & S: <i>/r/ (pull fist down under chin) each (make the curve), reach</i>	Sh! Don't make a sound! (change /s/ to /r/) <i>Is it cold in here? I feel a chill in the air.</i> (change /ch/ /ch/ /ch/ to /f/ /f/ /f/) <i>The five tall men were playing music.</i> (change /m/ to /t/ /t/ /t/) <i>The fluffy little sheep ran up the big hill.</i> (change /sh/ to /k/ /k/ /k/)
Note: You can extend the number of items in this activity by using these additional words from the above sentences: make (change /m/ to /l/), here (change /h/ /h/ /h/ to /n/), five (change /f/ /f/ /f/ to /d/ /d/ /d/), tall (change /t/ /t/ /t/ to /w/).	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.
Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Ahmed ate eight alligator all-day lollipops.

