



# Phonemic Awareness Lessons



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# Phonemic Awareness Lessons

## Lesson 1

The goal of phonemic awareness activities is to lead students to understand that spoken words are made up of chains of smaller sounds—the syllables and phonemes. Because students are accustomed to producing and hearing words as unbreakable wholes, this understanding tends to be a complicated insight. Nevertheless, for understanding an alphabetic language in which the letters and letter patterns represent the subsounds of words, it is a critical insight. Once students have learned to think about words in terms of their component sounds, decoding will make sense and inventive spelling will come easily. Conversely, poorly developed phonemic awareness is believed to be the single greatest cause of reading disability.

**Teaching Tip** Phonemic awareness activities should be quick and snappy. Do not let these activities drag, and do not expect mastery before moving on to the day's next activity. Over the course of these activities, you will notice that ability to master phonemic awareness varies greatly among students, regardless of their experience with language and literacy. This is normal, and many students who do not catch on at first will learn how to respond by observing their classmates. Do not slow or abandon the activities, as insights are more likely to come through repeated encounters than through prolonged drill. Watch carefully for those who are having difficulty so that you can give them extra guidance and encouragement.

### Oral Blending: Syllables and Word Parts

Becoming aware of syllables and word parts is important for two reasons. First, it helps students appreciate the difference between words and syllables. Second, it is the first and easiest step toward becoming aware of phonemes. Syllables are easier to distinguish than individual sounds, so syllable and word-part blending is the first step in teaching students to become aware of the units that make up speech.

Explain to students that to understand how reading and writing work, they must think carefully about how words sound. Then tell them you have a listening game for them. Tell them you have a list of words. You will say each word in two parts. They must listen carefully to discover what each word is. Read each word, pronouncing each part distinctly and pausing cleanly at the breaks indicated (. . .). Then ask students to tell you what the word is.

**Teacher:** Dino . . . saur. What's the word?

**Students:** dinosaur

Continue with the following words:

cinna . . . mon	alpha . . . bet
Septem . . . ber	ham . . . burger
babysitt . . . er	remem . . . ber
air . . . plane	cucum . . . ber
televi . . . sion	air . . . port

## Segmentation: Clapping Syllables in Names

This activity is the reverse of the one just completed. There students were putting word parts together into words. Now they will be taking words apart into syllables. Blending and segmentation are complementary processes in developing phonemic awareness and in learning to read and write. Whereas learning to blend syllables and phonemes into familiar words is essential to decoding, learning to segment (divide up) familiar words into syllables and phonemes is essential to independent spelling. Both activities contribute vitally to phonemic awareness in general.

You should go through the following procedure in just a few minutes. Tell students that now it is their turn to break words into parts.

- Choose a student's name and say, for example, "Let's clap out Jocelyn's name. Here we go. Jo-ce-lyn." Starting with one or two multisyllabic names will help students quickly understand the kind of units they are listening for. Then mix one-syllable and multisyllable names.
- Have students clap and say the syllables along with you.
- Repeat with other students' names until everyone is clapping the right number of times with you. Count the claps.
- Point out that some names get only one clap but other names get more.

Choose names with different numbers of syllables. Clap as you say the name, then ask, "How many claps?" To start, alternate a few one-syllable names with multisyllable names, but as students become more adept, give the names in random order, occasionally giving one-syllable and two-syllable names one after the other. Repeat until students are consistently identifying the number of claps.

Explain that the word parts they are counting are syllables. In *Jocelyn*, *Jo* is a syllable, *ce* is a syllable, and *lyn* is a syllable. (Do not try to explain what a syllable is; gradual learning from examples will work better.) Tell students they will learn more about syllables later.

## Lesson 2

### Oral Blending: Syllables and Word Parts

The procedure for blending syllables in today's lesson is the same as in the previous lesson. Today's words are somewhat harder to guess from just the first part of the word, so students will have to listen more closely. Tell students you are going to say a word in two parts, and then they will put the word back together and say it back to you. Remind them to listen carefully to both parts before they say the word.

**Teacher:** Dy . . . namite. What's the word?

**Students:** dynamite

Continue with the following words. Alternate having all students respond in unison with calling on individuals.

re . . . member	win . . . ter
come . . . dy	lett . . . er
ad . . . dress	win . . . dow
occu . . . py	lett . . . uce

### Segmentation: Clapping Syllables in Names and Words

In Lesson 1 students began attending to syllables by segmenting the syllables in their names. Today's activity extends awareness of syllables to other words.

Follow the same basic process as before, starting with students' names, especially if some students have not yet had their names used.

- Say the word *television*.
- Have students repeat the word and then clap the syllables.
- Ask, "How many syllables?" (*four*)

Repeat the procedure with the following words:

button	cake	teacher
ambulance	principal	cinnamon
alligator	package	rocket
newspaper	zebra	friend

If students handle syllable clapping with ease, you might shift from a whole-group to a partner activity. Have students pair up and figure out the number of syllables in both partners' first and last names. Afterward, ask the partners to report what they found out.

### Listening for Vowel Sounds

This activity helps students focus on the vowel sounds in words, a skill that is needed for phonics but that is not usually well developed in prereaders. This is evident in students' invented spellings in which vowels are frequently not included. The purpose of these listening activities is not to teach specific letter-sound correspondences but to raise students' awareness of the presence of vowel sounds in words. Students are simply to indicate whether they hear a particular vowel sound in words spoken by the teacher.

Point to *Sound/Spelling Card* 33—Long A, and ask what is special about this card. When students mention that the letters are red, remind them that the red letters are for special sounds called vowels. Tell them that one reason why vowels are special is that vowels can sometimes say their own names in words. Tell students you will say some words and then you will ask them to listen for the vowel *a* to say its name.

**Teacher:** Listen. *Way*. Did you hear the /ā/ sound?  
What's the sound?

**Students:** /ā/

**Teacher:** Right, /ā/. Now listen to the next word.  
If you hear the /ā/ sound, say /ā/. *Hay*.

**Students:** /ā/

**Teacher:** Good. Now let's try another word.  
If you hear the /ā/ sound, say /ā/. *Say*.

**Students:** /ā/

**Teacher:** Listen to this word. *So*.

If students say the /ā/ sound, ask them to listen again. Then repeat the word, and ask whether they hear the /ā/ sound. Explain that they should say the /ā/ sound only when they hear it in the word. Then continue with the next word.

Move quickly through the following series of words:

stay	dye	bake
pay	gray	pray
light	my	lay
day	bait	bay
snow	days	play
pie	grow	lie
bite	may	buy

**Teaching Tip** If students are having trouble telling whether the target vowel sound is present or not, try holding the vowel sounds longer in all the words.

## Lesson 3

### Phoneme Blending: Initial Sounds

Initial phoneme blending is a second step in learning to blend sounds into words, and it builds on the syllable blending activities you have been doing. It also prepares students for upcoming phoneme replacement activities in further phonemic awareness and phonics lessons. In this first stage, the blending is quite easy to do, as the rest of the word following the initial phoneme gives a strong clue to the word's identity.

**Monitoring Oral Blending** During the lesson, observe six or seven students a day by calling on them individually to determine if they can orally blend initial consonant sounds. Do this each day until you have checked every student. Record your observations.

Tell students you are going to ask them to put some sounds together to make words. You will say just the beginning sound and then the rest of the word. Then you will ask them to tell you what the word is.

**Teacher:** /s/ . . . plash. What's the word?

**Students:** splash

**Teacher:** /f/ . . . lorida. What's the word?

**Students:** Florida

Continue with the following words:

/t/ . . . rampoline	/d/ . . . ragonfly
/b/ . . . reakfast	/p/ . . . rincipal
/d/ . . . rugstore	/s/ . . . taircase
/k/ . . . ristmas	/p/ . . . resident
/s/ . . . weater	

**Note:** Slash marks denote phonemes. Where a letter is surrounded by slash marks, you should pronounce the letter's sound, not its name; thus, /m/ denotes the sound "mmm."

## Comparing Word Length

The purpose of this activity is to foster a more general appreciation of the fact that the spellings of words represent their sounds. In particular, the goal is to promote the insight that more sounds mean more letters.

Choose the names of two students with the same first initial, one a short name and one a long name (for example, Ann and Anthony or Kim and Katherine). Write the two names on the board, one above the other so that the difference in their written length is obvious. Tell students that one name says *Ann* and the other says *Anthony*. Then ask students which they think is *Anthony*.

Do not give them any hints. It is important that they think about the spoken and written word hard enough to discover this principle themselves.

After students have chosen, ask them to clap and say each name, syllable by syllable, as you move your finger beneath the printed letters.

Repeat this procedure using the following pairs of long and short words that start with the same letter. Students will quickly catch on that the words that sound longer (take longer to say, have more syllables) also look longer. Again, this key insight in the development of phonological and print awareness is the goal of this exercise.

basketball	boy	mow	Mars
ball	brontosaurus	motorcycle	Mississippi
dog	carnival	hippopotamus	rag
dragonfly	car	hip	ridiculous
family	elf	up	dime
fly	elephant	umbrella	dinosaur

**Teaching Tip** Students are so good at finding clues that if you are not careful, some will surely find the wrong one. With this in mind, vary the procedure in the following ways:

- Sometimes write the longer word above the shorter one, and sometimes write the shorter word above the longer.
- Alternate asking students for the shorter word with asking them for the longer word.
- Sometimes ask for the top word, and sometimes ask for the bottom word.
- Alternate asking students to point to the word you have named with asking them to name the word to which you have pointed.
- Use some pairs in which the short word names the bigger object, and some in which it names the smaller object.

## Listening for Vowel Sounds

Remind students that vowels are special, and that one reason they are special is that they can sometimes say their own names in words. Then tell students you are going to read them a list of words. They are to listen carefully for the /ē/ sound.

As in the previous lesson, students should repeat the targeted vowel sound only if they hear it in the word. Then read each word on the following list slowly and distinctly:

me	week	seek	beak	boo
free	knee	show	flew	spook
toe	tea	spoke	speak	poke
peak	who	he	tree	see
we	bee	flea	key	new

**Note:** The purpose of these listening activities is not to teach specific letter-sound correspondences, but to raise the students' awareness of the presence of vowel sounds in words. For this reason, these activities are strictly oral. Written words and letters are not involved.

## Lesson 4

### Phoneme Blending: Initial Sounds

Tell students you will help them practice putting the beginning sound with the rest of a word to make a whole word. Pronounce the initial phoneme of each of the following words, just as you did in Lesson 3, pausing slightly before saying the rest of the word. Students should then pronounce the whole word. As in the last lesson, the second part of the word gives quite strong cues.

**Teacher:** /m/ . . . otorcycle

**Students:** motorcycle

Continue with

/l/ . . . ibrary

/m/ . . . etal

/sh/ . . . adow

/m/ . . . orning

/m/ . . . ascot

/s/ . . . oda

/s/ . . . entipede

/m/ . . . usic

/l/ . . . etter

/s/ . . . andwich

/f/ . . . urniture

What follows is the first of a series of phonemic awareness activities involving a speaking puppet, whom you can introduce to students as liking to play word games, trying to trick students, or having a secret language. You may use any puppet you have on hand or make a simple sock or paper-bag puppet for this purpose. If you think the puppet would seem too childish to your students, do not use it. The puppet is not necessary. To initiate each activity, you will speak to the puppet and also make the puppet's response. When students have caught on to the game the puppet is playing with words, have them take over making the puppet's responses.

### Segmentation: Onsets and Rimes

In this first activity the puppet repeats only the last part of the syllable, called the *rime*. Introduce the puppet to students, explaining that this is a very special puppet who loves to play games with the words it hears. The puppet always does something a little strange with the words. Then demonstrate: Look the puppet in the eye and very clearly say the word *zoo*, exaggerating the /z/ sound as you do so. Then make the puppet gleefully copy you but omit the first phoneme of the word. (The puppet says the /oo/ sound.)

## Phonemic Awareness Lessons

Repeat the demonstration with a few more words, as follows:

**Teacher:** moo

**Puppet:** oo

**Teacher:** say

**Puppet:** ay

**Teacher:** so

**Puppet:** o

**Teacher:** seat

**Puppet:** eat

When you are reasonably sure students understand what the puppet is doing, tell them that they can talk for the puppet. Say *zoo*, and hold out the puppet for students to respond (*oo*). Continue with the following words:

sigh	me	zoo	lay
low	no	feel	pie
my	say	pay	bite

**Teaching Tip** Use your own words in addition to the words on this list. Be sure to use only words with single initial phonemes (no blends). In addition, the game will be easier to understand if you first use words whose initial consonants are continuants

(*f, l, m, s, n, r, z*).

After playing with the puppet, suggest that students think of a name for it.

### Willaby Wallaby Woo

This rhyme involves phonemic play with students' names.

Willaby Wallaby Woo  
An elephant sat on you!  
Willaby Wallaby We  
An elephant sat on me!

Then begin variations with students' names, for example,

Willaby Wallaby Warsha  
An elephant sat on Marsha.  
Willaby Wallaby Weve  
An elephant sat on Steve.  
Willaby Wallaby Valerie  
An elephant sat on \_\_\_\_\_.

After demonstrating the rhyme with examples from your class, ask students to supply the name that will complete the second line of the last couplet. Once they have caught on, ask them to generate whole verses by pointing to the to-be-named student.



# Lesson 5

## Phoneme Blending: Initial Sounds

In previous lessons students have done blending activities where the cues to word identity were very strong. Today's words for blending are a little more difficult, because the initial phoneme is harder for you to hold and harder for them to hear, though the second part of each word still provides a fairly strong cue. Be careful not to distort the initial phoneme by stretching it out or trying to make it louder.

/p/ . . . eppermint	/d/ . . . aytime	/t/ . . . omorrow	/p/ . . . opcorn
/m/ . . . idnight	/w/ . . . aterfall	/t/ . . . oothache	/k/ . . . antelope
/w/ . . . atchdog	/d/ . . . inosaur	/t/ . . . uesday	

**Monitoring Oral Blending** Monitor six or seven students a day on their ability to blend initial phonemes orally. Record your observations.

## Listening for Vowel Sounds

Remind students that vowels often say their own names in words. Today students will be listening for the /i/ sound.

It is not the purpose of this activity to teach specific letter-sound correspondences. Rather, the goal is to increase students' sensitivity to the sounds of vowels in words. Developing vowel awareness is important preparation for the reading and writing instruction to come.

Ask students to listen very carefully for the /i/ sound. As in previous lessons, they should repeat the targeted vowel sound *only* if they hear it in the word. They should not respond at all to words that do not contain the /i/ sound.

why	fry	wide	high	cry
shy	lie	right	pie	life
so	tie	crow	buy	toe
rode	bow	loaf	sigh	guy
fright	side	show	low	rose
sly	ride	go	bright	slow

## Segmentation: Repeating Word Parts

In this activity you will be using the puppet. Put on the puppet and remind students of its peculiar foible—that it likes to copy what people say but only repeats part of each word. Which part of the word did the puppet repeat? Model the following examples for students:

**Teacher:** zoo

**Puppet:** oo

**Teacher:** play

**Puppet:** ay

## Phonemic Awareness Lessons

Now ask students to speak for the puppet. Explain that you will say a whole word, and the class should then answer for the puppet, saying only the last part of the word. Use the following words:

knee	flame	rain	show	sly
tray	blow	crime	meet	soap
groan	cake	pay	buy	peel

**Teaching Tip** In order to make sure every student is thinking on every turn, you might want to switch unpredictably from asking for a whole group response to asking for individual responses.

## Lesson 6

### Phoneme Blending: Initial Sounds

Read the following words clearly, and ask students to blend the parts into a whole word. Today's words are even harder than yesterday's, as the second part is simple (some only one syllable) and does not give a strong cue. Students will need to listen carefully to both parts of the word.

/p/ ... aper	/d/ ... octor	/p/ ... et	/m/ ... eat
/s/ ... ong	/m/ ... ean	/t/ ... able	/s/ ... ee
/z/ ... oo	/l/ ... ove	/l/ ... ake	/p/ ... our

**Monitoring Oral Blending** You should be completing the monitoring of students' ability to blend initial phonemes. Record your observations.

### Listening for Vowel Sounds

Tell students that today they will respond to all the words in the list you read by repeating the vowel sound. The words contain either the /ōō/ or the /ī/ sound. Students should repeat the vowel sound in either case. Use the following words:

my	might	buy	moo	mice
two	guy	toot	boo	high
chew	true	moose	sky	loot
coo	who	zoo	flew	try
boot	fly	tie	goose	do
light	die	choose	whose	bite
goo	tight	cry	fry	cry

### Phoneme Segmentation: Initial Sound Restoration

As in previous lessons, the puppet chooses to omit the initial phonemes of words in repeating them. Today, however, students are challenged to correct the puppet by saying the sound that has been omitted. In this way, students are introduced very gently to the challenge of segmenting or isolating the initial phonemes of words.

**Teacher:** zip

**Puppet:** ip

**Teacher:** No. zzzzip. You forgot the /z/.

After demonstrating, ask students to tell the puppet what it left out, and acknowledge the correction.

**Teacher:** zap

**Puppet:** ap

**Teacher:** Help the puppet. What did I say? What did it leave out?

**Class:** zzap, /z/.

**Teacher:** That's right, the whole word is *zap*.

Use the following words:

sea	grand	zip	crate
pip	clip	split	pit
lips	sip	sound	zipper
ring	ripple	meal	bath
tea	scale	fit	disk

## Lesson 7

### Phoneme Blending: Final Sounds

In this variation of word blending, separate the final phoneme from the first part of the word. These examples are easy to blend, since the words are easily recognized even before the final phoneme is pronounced.

superma . . . /n/	acroba . . . /t/	workboo . . . /k/	telepho . . . /n/
sailboa . . . /t/	intersectio . . . /n/	astronau . . . /t/	lighthou . . . /s/
windowpa . . . /n/	elephan . . . /t/	tremendou . . . /s/	environmen . . . /t/

### Listening for Vowel Sounds

As in the vowel awareness activity introduced earlier, this list is made up of words containing only the /ē/ sound or the /ō/ sound. Students respond to every word by repeating its vowel sound. Start by repeating the /ē/ and /ō/ vowel sounds yourself.

see	feel	loan	so	meal
mow	peach	gross	grease	tea
reed	bow	toast	each	feast
bean	no	mole	lead	row
peace	toe	eat	pole	green
feet	load	me	knee	oats
peal	groan	road	beast	toad

### Phoneme Segmentation: Initial Sound Restoration

Follow the steps of the segmenting rhymes activity with the puppet.

- The teacher speaks to and for the puppet to demonstrate the puppet's game or secret language of leaving off the initial consonant of the word said correctly by the teacher.
- Students then correctly answer for the puppet.

## Phonemic Awareness Lessons

As in the last lesson, the person speaking to the puppet should correct the puppet, saying the part of the word that the puppet has forgotten. Be sure to acknowledge the correction. Here is an example:

**Teacher:** moose

**Puppet:** oose

**Teacher:** Is something wrong? What did the puppet forget?

**Class:** It forgot the /m/. It's supposed to be *moose*.

**Teacher:** That's right, the word is *moose*.

Use the following words:

bee	we	sea	boat
stow	hoe	shoe	low
lake	say	meet	take

### “Down by the Bay” Song

Teach the following song to students. The two lines in quotation marks change with each repetition. Pause when you come to this verse and call out the lines, then say them together with students. The song provides an opportunity that is fun and well supported for students to play with rhyming words.

Down by the bay  
Where the watermelons grow  
Back to my home  
I dare not go  
For if I do  
My mother will say,  
“Did you ever see a frog  
Kissing a dog?”  
Down by the sea.

In further verses, the lines in quotation marks are replaced by the following:

“Did you ever see a goose  
Riding a moose?”  
“Did you ever see a cat  
Wearing a hat?”  
“Did you ever see a duck  
Driving a truck?”  
“Did you ever see a bear  
Curling its hair?”

# Lesson 8

## Phoneme Blending: Final Sounds

As in previous oral blending activities, pause before the final phoneme of each of the following words. This list is a little harder to blend, since the first part of each word does not give as strong a clue to the final phoneme as the words in the previous lesson.

cabba . . . /j/	panca . . . /k/
liqui . . . /d/	bathro . . . /b/
mushroo . . . /m/	carpe . . . /t/

## Listening for Vowel Sounds

Pointing to the *Sound/Spelling Cards*, review the vowel sounds students have learned so far ( $\bar{a}$ ,  $\bar{e}$ ,  $\bar{i}$ ,  $\bar{o}$ ). Students will remember that the *Sound/Spelling Cards* for the vowels show the letters in red because vowels are special. The vowel replacement activity you are about to do, Apples and Bananas, demonstrates the role vowels play in syllables. However, this activity is purely oral and does not involve sound spellings. Its focus is to distinguish and play with the vowels in the words of the song.

Apples and Bananas is ideal for this purpose because it is a vowel replacement theme. The rhyme requires students to consciously control vowel sounds in words while leaving the consonants unchanged. Apples and Bananas provides strong support for students in using the same vowel sound in different consonant contexts.

If you say the rhyme slowly, it is quite easy to make these vowel replacements. You need only start to say the new verse yourself, and students will join right in. Announce the new verse (for example, “and now the  $\bar{o}$ / sound”). The rhyme is a repeated couplet.

I like to eat, eat, eat  
apples and bananas,  
I like to eat, eat, eat  
apples and bananas.

In the next verse, some of the vowels are replaced with the  $\bar{a}$ / sound.

I like to ate, ate, ate  
aypples and baynaynays.

In the next verse, use the  $\bar{e}$ / sound.

I like to eat, eat, eat  
eeples and beeneenees

In the next verse, use the  $\bar{o}$ / sound.

I like to oat, oat, oat  
oaples and bononoes.

## Alliterative Word Game

Tell students they will be playing another game that has to do with sounds in words. This game focuses on the first sound of a word. The game is a simple, relatively unstructured activity in which children say any words they can think of that begin with a designated consonant sound. It complements the vowel discrimination activities, where the teacher produces the words and students identify the sounds. Here, students think of the words.

For example, start with a series of words beginning with the /d/ sound.

dog	doodle	doctor
door	delicious	dangerous

Feel free to improvise, and after you have said a few words, ask students to join in with any words they like that begin with the /d/ sound. Then move on to other sounds.

## Lesson 9

### Phoneme Blending: Final Sounds

Today's words are one-syllable words, which are very hard to guess without listening carefully to both parts of the word. Ask students to be very quiet in order to hear well and to be able to blend the words. Repeat the words if there is no response at first, but resist distorting the final phoneme by trying to make it last longer.

mea . . . /t/	tai . . . /l/
be . . . /d/	fee . . . /l/
cra . . . /m/	ta . . . /p/
su . . . /n/	fee . . . /t/
ca . . . /n/	ma . . . /d/

### Listening for Vowel Sounds

Once again, students are to respond to every word by repeating its vowel sound after you read it. The sounds in today's words are the /ā/ and /ī/ sounds.

pie	race	way
stay	fame	bite
gray	say	ice
height	my	nine
wait	try	sty
lace	hay	buy
aim	bait	tight
pay	rice	why
may	name	light
tray	sigh	ace
high	bike	night
white	tie	

## Phoneme Segmentation: Initial Sounds

The puppet's word game changes today. Now the puppet leaves off the end of the word and says only the initial consonant.

**Teacher:** zoo

**Puppet:** /z/

**Teacher:** (Help the puppet.) What did it say? What did it leave out?

**Class:** /oo/ zoo

As in previous lessons, demonstrate the switch in the game by speaking to and for the puppet at first. When students have caught on, have them speak for the puppet. Use the following words:

see	room	fight
goat	she	go
pie	lay	sigh
neat	light	kite
knee	boom	no
boat	show	my
right	day	feet

## Lesson 10

### Phoneme Manipulation: Initial Sounds

This oral blending activity further develops awareness of initial consonant sounds by building on the initial consonant segmentation and blending activities and on the Alliterative Word game. The activity starts with a common word whose initial consonant sound is then rapidly changed. Students produce the new words (for instance, *rabbit* becomes *babbit*, then *nabbit*, then *tabbit*, and so on). Most of these are nonsense words, of course, but this activity serves to focus attention on the sound of the word itself. Writing the word on the board helps make the connection between sounds and writing.

Remember that at this stage you are *not* teaching letter-sound correspondences. You are just getting across the idea that such correspondences exist.

**Monitoring Oral Blending** Begin observation of five or six students during the Phoneme Manipulation activity. You may want to ask for whole-class response to some of these words, then call on individuals to respond to specific words. Try to observe all students over the next several days. Record your observations.

Tell students you will show them how changing just one sound can make a whole new word. The activity should go something like this.

**Teacher:** [Write *dinosaur* on the board.] This word is *dinosaur*. What is it?

**Students:** dinosaur

**Teacher:** Now I'm going to change it. [Erase *d.*] Now it's going to start with /m/.

What's the new word?

**Students:** minosaur

**Teacher:** [Write *m.*] That's right, *minosaur*. Now I'm going to change it again.

## Phonemic Awareness Lessons

Continue erasing the initial letter and telling students what new sound you will put at the beginning, asking them to tell what the new word will be before writing the letter in place.

Note the suggestion that you write the new letter **after** you have said the sound and students have pronounced the new word. This is to prevent students who already know some letter-sound correspondences from jumping the gun. The focus in this exercise is on sounds. All students (even those who know some letter sounds) benefit from this activity.

Repeat the exercise with the words *butterfly*, *television*, *ladybug*, *doorbell*, *baseball*, *rainbow*, and *saddlebag*, replacing the initial consonant with a series of consonant sounds, such as the /p/, /f/, /k/, /g/, /n/, /m/, and /sh/ sounds.

### Listening for Vowel Sounds

Tell students you will say some words with long-vowel sounds. Tell them they will listen for the /ā/ and /ō/ sounds. They should repeat the word and the sound they hear. Use the following words:

day	clay	tray	truce	rail
truth	trace	chase	place	pail
June	spoon	train	juice	raid
mail	rule	rude	Jane	plain
grade	plume	same	tame	prune
clue	play	true	crate	game

## Lesson 11

### Phoneme Manipulation: Initial Sounds

This activity develops fluency with blending initial consonant sounds. Starting with a common word, the initial sound is rapidly changed, with students producing the resulting changes in pronunciation. Most of the new pronunciations will be nonsense words. The point of the activity is to make students conscious of *sounds* and to give them some skill in manipulating them.

Begin by writing the word *hamburger* on the board. Touch the word, and tell students that this word is *hamburger*. Have students say the word. Then tell them you will change the word by changing the first sound. Erase the *h* and tell students that now the word will begin with the /s/ sound. Ask what the new word is (*samburger*).

Repeat erasing the first letter and substituting other consonants, pronouncing each sound and then writing the letters. Ask students what each new word will be. Other words that can be used for this activity include *rabbit*, *visitor*, *cinnamon*, *railroad*, *building*, *sailboat*, and *garbage*.



## Phoneme Segmentation: Initial Sounds

As in Lesson 9, the puppet says only the initial phoneme of each word it hears, leaving off the second part of the word.

**Teacher:** see

**Puppet:** /s/

**Class:** /ē/ See

Do a few rounds speaking both to and for the puppet to demonstrate, then have students speak for the puppet, using the following words:

no	map	note
ride	row	fine
leap	hide	toad
sip	hope	keep
sew	tap	rip
side	load	mine
deep	heat	

## Lesson 12

### Phoneme Manipulation: Initial Sounds

Have students replace the initial phonemes in words to make nonsense words, following the procedure as in Lessons 10 and 11. Today, start with the word *melt*. As before, do not write the new letter until students have identified the new word, using the initial sound that you give them. That is, erase the *m* and tell students you are going to change the word by replacing the /m/ sound with the /f/ sound. All the words in today's activity are short and do not give as much support to students in coming up with the new word. Therefore, urge them to listen very carefully to the original word and to the replacement consonant. Use the following words: *melt*, *seem*, *sag*, *sent*, *tip*, *fill*, *tape*, *tag*, *rap*.

Students may notice that many of the words they make this time are not nonsense words. You might wish to discuss this with them briefly. Why do they think that is so? (*Because there are many, many short words in English.*) Although this is an interesting point, do not emphasize it by choosing consonant replacements so that only real words result. Again, the purpose of this activity is simply to help students understand that when letters change, the word sounds different.

**Monitoring Oral Blending** Continue observing students during the Phoneme Manipulation activity that you started in Lesson 10. Record your observations.

### Phoneme Segmentation: Initial Sounds

Again, the clue to the puppet's secret language today is that it repeats only the initial consonant of every word it hears.

**Teacher:** nice

**Puppet:** /n/

**Class:** /ī/ /s/ nice

## Phonemic Awareness Lessons

Have different students speak for the puppet. Use the following words:

nice	bear	last	rice	care
jet	fill	soap	pet	pill
must	list	met	dust	mist
dump	fast	rust	bump	rope

# Lesson 13

## Phoneme Manipulation: Initial Sounds

Have students make new words by replacing the initial phoneme with a new one. Write the word *tent* on the board, touch it, and tell students that this is the word *tent*. Erase the *t* and write *s* in its place. Tell students the word now begins with the /s/ sound, and ask what the new word is. The words are short, so allow for wait time and remind students to listen carefully. Use any single initial phonemes in any order. You can continue the activity with any of the following words:

ban	rain	tip
mail	had	song
tag	seed	

Remember not to write the replacement phoneme until after students have responded.

## Phoneme Segmentation: Final Sounds

This activity advances students' awareness of the sounds of words by calling on them to delete final consonants. Bring out the puppet and remind students that the puppet always plays games with words.

**Teacher:** soon

**Puppet:** soo

**Teacher:** Class, help the puppet. What did it say?  
What did it leave out? What is the word?

**Class:** soo /n/ soon

**Teacher:** grab

**Puppet:** gra

**Class:** gra /b/ grab

As soon as students catch on to the puppet's trick, ask different students to speak for it. Use the following words:

soup	bike	beep	loop
bake	leap	lake	like

# Lesson 14

## Phoneme Manipulation: Initial Sounds

Again, replace the initial phoneme in today's words to make new (sometimes nonsense) words.

gap	heat	line	had	mean
soon	sun	make	rode	pen

Continue changing the first letter using any phoneme. Pronounce the sound of the new letter, and ask students to identify the new word.

## Phoneme Segmentation: Final Sounds

Take out the puppet and continue the game as started in the previous lessons. The puppet is leaving out the final consonant sound.

**Teacher:** much

**Puppet:** mu

**Class:** /ch/ much

**Teacher:** teach

**Puppet:** tea

**Class:** /ch/ teach

Have different students answer for the puppet as you work through the following words:

teen	greet	broom	bruise	beach
train	stream	tweak	greed	tweet
braid	bean	trace	tape	steam
street	take			

**Monitoring Segmentation** Observe students for their ability to segment final phonemes. Record your observations.

# Lesson 15

Remember that the oral blending and phonemic awareness activities are purely oral and use many sounds whose spellings have not yet been introduced. In these sections you are not teaching phonics or sound-spelling correspondences. No writing is involved.

## Oral Blending: Phoneme Blending Story

The final step in oral blending is being able to blend individual phonemes and recognize the word they form. Success with this activity will help students master what is for many the most difficult step in learning to read. To ease the task, phonemes to be blended are presented in story context, which aids in identifying the meaningful word. Also, the first words chosen for oral blending use sounds that are easy to blend.

## Phonemic Awareness Lessons

Explain to students that you are going to tell them a story and that you might need their help blending some of the words. Use the following story and questions:

The old brown Frog sat in the /s/ /u/ /n/.

Where did Frog sit? (*sun*)

His pal Toad hid under a /r/ /o/ /k/.

Where did Toad hide? (*rock*)

Toad told Frog that the sun would turn him into /m/ /u/ /sh/.

What would Frog turn into? (*mush*)

Frog told Toad that he looked like a gopher's next /m/ /ē/ /l/.

What did Toad look like? (*meal*)

Suddenly it began to /r/ /ā/ /n/.

What did it begin to do? (*rain*)

Frog and Toad played together in the /m/ /u/ /d/.

Where did they play? (*mud*)

### Phoneme Segmentation: Final Sounds

Continue final phoneme segmentation. As before, ask students to correct the puppet. Bring out the puppet and continue the game you started in the previous lesson.

**Teacher:** seed

**Puppet:** see

**Class:** /d/ seed

**Teacher:** teeth

**Puppet:** tee

**Class:** /th/ teeth

Use the following words:

cloud	steam	rain
train	teach	reach
lane	seem	brain
treat	beach	

Divide students into partners and have one speak for the puppet while the other gives the puppet words and corrects the answers. After a few moments, have students switch roles with their partners.

## Lesson 16

### Oral Blending: Phoneme Blending Story

Explain to students that you are going to tell them a story and that you might need their help blending some of the words. Use the following story and questions:

There once was a little red /h/ /e/ /n/.

There was a little red what? (*hen*)

She asked her friends if they would help her plant some wheat.

“Not I,” said the /k/ /a/ /t/.

Who wouldn't help her? (*cat*)

“Not I,” said the /d/ /o/ /g/.  
 Who else wouldn’t help her? (*dog*)  
 “Not I,” said the /p/ /i/ /g/.  
 And who else wouldn’t help her? (*pig*)  
 So she planted it herself.  
 When it was time to harvest the wheat, her lazy friends would not help her /k/  
 /u/ /t/ it.  
 What wouldn’t they help her do? (*cut*)  
 So she cut it herself.  
 After the wheat had been ground into flour, they would not help her /b/ /ā/ /k/  
 the bread.  
 What else wouldn’t they help her do? (*bake*)  
 So she baked it herself.  
 When the delicious-smelling bread came out of the oven, the lazy cat, dog, and  
 pig began to /b/ /e/ /g/ for some.  
 What did they do? (*beg*)  
 But the little red hen said, “You didn’t help me with all the hard work, so you  
 will not help me eat the /b/ /r/ /e/ /d/.  
 What won’t she let the other animals eat? (*bread*)  
 So she ate it herself!

## Phoneme Segmentation: Final Sounds

Today’s segmentation activity is a variation on the three previous lessons, in which the puppet left out the final phoneme. Tell students the puppet wants to have lunch. Ask them to listen to what the puppet says and to tell you what the puppet wants to eat. Then they should repeat the sound the puppet left out (the final sound).

a peanut butter sandwi . . . (/ch/)  
 chicken noodle sou . . . (/p/)  
 vanilla ice crea . . . (/m/)  
 chocolate mil . . . (/k/)  
 a cupca . . . (/k/)  
 fruit jui . . . (/s/)  
 some crackers and chee . . . (/z/)

# Lesson 17

## Oral Blending: Phoneme Blending Story

In this activity, phoneme-by-phoneme oral blending is extended to four-phoneme words that start with a consonant blend, such as *slip* and *small*.

Explain to students that you are going to tell them a story and that you might need their help blending some of the words. Use the following story and questions:

There once was a very good /d/ /o/ /g/.  
 What was good? (*dog*)  
 The dog was so good his owner gave him a /b/ /ō/ /n/.  
 What did his owner give him? (*bone*)

## Phonemic Awareness Lessons

The dog /r/ /a/ /n/ to the yard to hide his bone.

What did the dog do? (*ran*)

He had to /s/ /t/ /o/ /p/ when he came to the end of the yard.

What did the dog have to do? (*stop*)

He looked across the yard and saw another /d/ /o/ /g/ who had another bone.

What did he see with another bone? (*dog*)

He thought he might /g/ /r/ /a/ /b/ the other dog's bone, and then he would have two.

What did he want to do? (*grab*)

The other dog opened her mouth to bark and her bone /f/ /e/ /l/ to the ground.

What happened to the bone when she opened her mouth? (*fell*)

The first dog liked the sound of her bark and no longer wanted to grab the bone. He thought it would be nice to share both bones. So both dogs had plenty of /f/ /ōō/ /d/ that day.

What did both dogs have? (*food*)

### Rhyming Words

Ask students to think of words that rhyme with the following /a/ sound words:

cat	back	man
map	Sam	bad

As a class, generate as many rhymes for each word as you can. In addition to allowing students to shout out words, call on individuals so that everyone gets a chance to think of a word. If the class is stuck, allow a few nonsense rhymes, then go on to the next word.

## Lesson 18

### Oral Blending: Phoneme Blending Story

Ask students to help you blend some of the words in the story that you are going to tell them. Use the following story and questions:

A crow flew to the top of a tree with a piece of /ch/ /ē/ /z/.

What did the crow have? (*cheese*)

A /f/ /o/ /ks/ saw the crow up in the tree.

Who saw the crow? (*fox*)

The fox thought, "I shall have that cheese for my /l/ /u/ /n/ /ch/.

What does the fox want the cheese for? (*lunch*)

"How beautiful you are, Miss Crow," said the fox. "Your feathers /sh/ /ī/ /n/ in the sun."

What did the fox say about the crow's feathers? (*shine*)

"Will you sing for me? You must also have a beautiful /v/ /oi/ /s/."

What does the fox say the crow must have? (*voice*)

The vain crow was so flattered that she opened her /b/ /ē/ /k/ to sing.

What did the crow open? (*beak*)

Down dropped the cheese! The fox gobbled it up, and the poor crow had /n/ /u/ /n/.

What did the crow have? (*none*)

**Monitoring Oral Blending** Observe students over the next five days for their ability to blend one-syllable words. Then record your observations.

## Phoneme Manipulation: Final Sounds

This oral blending activity is the same as Initial Phoneme Manipulation (beginning in Lesson 10), except that it focuses on blending final phonemes, typically less easy for students than initial phonemes. Start with one of the following words, changing the final consonant to make new words. Pronounce the new final consonant first, then write it as before. Ask students to say the new word (for instance, *baboon* becomes *baboot*, then *babool*, then *baboof*; and so on).

**Teacher:** [Write the word *blossom* on the board.] This is the word *blossom*. What is this word?

**Students:** blossom

**Teacher:** Now I'm going to change it. [Erase the final consonant as you say:] Now it

doesn't end with /m/. It ends with /d/. What's the word now?

**Students:** blossod

**Teacher:** [Write the *d*.] That's right. It's *blossod*. Now I'm going to change it again.

[Erase the final consonant again.] Now it doesn't end with /d/, it ends with

/t/. What's the word now?

**Students:** blossot

**Teacher:** [Write the *t*.] That's right.

Continue the activity using the words *alphabet*, *traffic*, *rattlesnake*, *envelope*, *school bus*, *recess*, and *communicate*, replacing the final consonants with various letters. Remember that you are *not* teaching sound/spellings in this activity, you are just getting across the *idea* that sounds correspond to letters. So do not give any particular attention to sounds they have already learned. Use *all* the sounds.

## Phoneme Segmentation: Final Sounds

Today the puppet is pronouncing only the final phonemes of the words it hears. This provides students with another opportunity to focus on final phonemes.

**Teacher:** maze

**Puppet:** /z/

**Teacher:** man

**Puppet:** /n/

**Teacher:** fish

**Puppet:** /sh/

## Phonemic Awareness Lessons

Once students have caught on, ask them to speak for the puppet as you say the following words:

sleep	truck	please
touch	treat	teach
leak	place	leap
meat	eat	

**Monitoring Segmentation** You should be finishing your observations of students' ability to segment final consonant sounds. Record your observations.

# Lesson 19

## Phoneme Manipulation: Final Sounds

Continue as in the previous lesson, starting with an ordinary word, and replacing the final phonemes as you tell students how the sound is changing. This time the words will be shorter, so it will be a little harder for students. Be sure to keep track of students who are having trouble, so that you can work with them individually or in small groups.

Start with the word *clap*. Write it on the board and tell students what the word is. Have them repeat it after you. Then erase the final consonant, and tell students you are changing the word by replacing the /p/ sound with the /n/ sound. Ask students to pronounce the new word. When they have responded, write in the new letter. Continue changing the word by replacing the final consonant with other letters such as *m*, *t*, or *d*. Go through the same steps with other words. Use the following words:

split	brick	groan
plain	scrape	
smile	flood	

## Oral Blending: Phoneme Blending Story

Explain to students that you are going to tell them a story and that you might need their help blending some of the words. Use the following story and questions:

A hungry bird wanted a /s/ /n/ /a/ /k/. What did the bird want? (*snack*)

So the bird started to /f/ /l/ /ī/. What did the bird do? (*fly*)

It flew very high and very /f/ /a/ /s/ /t/. How did the bird fly? (*fast*)

Then suddenly it wanted to /s/ /t/ /o/ /p/. What did the bird want to do? (*stop*)

The bird had seen a /s/ /n/ /ā/ /l/. What did the bird see? (*snail*)

The snail would make a good /m/ /ē/ /l/. What would the snail be? (*meal*)

The hungry bird began to /s/ /m/ /ī/ /l/. What did the bird do then? (*smile*)



## Phoneme Segmentation: Final Sounds

Tell students the puppet would like to play the same game it played with the class the previous day. Use the puppet again to model the process of isolating the final phoneme in words.

**Teacher:** ham

**Puppet:** /m/

**Teacher:** clap

**Puppet:** /p/

**Teacher:** float

**Puppet:** /t/

Once students have remembered how to play the game, have them respond for the puppet as you say the following words:

rain	pail	sip
grape	home	lids
pit	bun	said

## Lesson 20

### Phoneme Manipulation: Final Sounds

Write the word *hit* on the board and pronounce it for students. Have them repeat the word themselves. Then erase the final consonant and tell students you are changing the word. Say that the word now ends with the /m/ sound. Ask them what the new word is.

When they have responded, write in the new consonant. Continue changing the word by replacing the final consonant with other letters. Then do the same with the following words:

cup	side	pin
dip	fun	bad

**Monitoring Oral Blending** Continue observing students as they blend one-syllable words. Then record your observations.

### Oral Blending: Phoneme Blending Story

Explain to students that you are going to tell them a story and that you might need their help blending some of the words. Use the following story and questions.

Once there was a /f/ /o/ /ks/ who was hungry and thirsty.

Who was hungry and thirsty? (*fox*)

He saw some juicy /g/ /r/ /ā/ /p/ /s/ hanging from a vine.

What did he see? (*grapes*)

He stretched out his paw, but he couldn't /r/ /ē/ /ch/ them.

What couldn't he do? (*reach*)

So he tried to reach them with a /l/ /ē/ /p/ into the air.

What did he do? (*leap*)

But they were still out of reach. So he stepped back a few paces and tried a

running /j/ /w/ /m/ /p/.

What did he try? (*jump*)

But he still couldn't reach them. So did he try again? No. He walked away, sulking. And he said, "Those grapes were /s/ /p/ /oi/ /l/ /d/ anyway."

What did he say? (*spoiled*)

### Phoneme Segmentation: Final Sounds

By now, students should be familiar with this game. Tell students the puppet would like to play the same game today as on the previous day. Use the puppet briefly to model the exercise again.

Have students respond on behalf of the puppet as you say the following words:

same	snap	mood
pack	frog	cut
miss	spoon	buzz
ripe	choose	

Keep in mind that isolating final phonemes is an especially difficult challenge for many students. Take care to shift between whole-group, small-group, and individual responses so you can spot any students who are having difficulty. These students should be given extra help with the activity.

## Lesson 21

### Oral Blending: Phoneme Blending Story

Explain to students that you are going to tell them a story and that you might need their help in blending some of the words. Use the following story and questions:

The hungry shark wanted /l/ /u/ /n/ /ch/.

What did the shark want? (*lunch*)

So the shark started to /s/ /w/ /i/ /m/.

What did the shark do? (*swim*)

It swam fast and then /s/ /l/ /ō/.

How did the shark swim? (*slow*)

Then suddenly it saw a tasty /ē/ /l/.

What did the shark see? (*eel*)

The shark gulped it in one /b/ /i/ /t/.

What did the shark do? (*bite*)

For dessert, he thought he'd like a /k/ /l/ /a/ /m/.

What did the shark want for dessert? (*clam*)

### Oral Blending: Blending Phonemes

Now students will orally blend words outside a story context. This is a little more difficult because there are no context clues to help them. Pronounce the words sound by sound and have students blend the sounds into words. The following words are examples:

/k/ /a/ /t/ (*cat*)  
 /d/ /i/ /p/ (*dip*)  
 /p/ /a/ /d/ (*pad*)  
 /s/ /i/ /p/ (*sip*)

## Listening for Short Vowel Sounds

Write the letter *a* on one side of a board and the letter *i* on the other side. Touch each letter and ask students to say the sound each makes. Explain that each word you will say contains either the /a/ sound or the /i/ sound. Tell students to point to the letter *a* representing the /a/ sound or the letter *i* representing the /i/ sound as you read the following example words:

it	dish	trash	at	fist
pin	in	fast	fish	flip
flat	fin	pan	crash	fit
trap	grip	fat	fan	trip
dash	track	rap	an	rip

You may wish to alternate whole-group responses with individual responses.

# Lesson 22

## Oral Blending: Phoneme Blending Story

Tell students to help you blend some of the words in the following story:

A hare boasted, “No one is as /f/ /a/ /s/ /t/ as I am!”

What did the hare say he was? (*fast*)

The tortoise said, “I will /r/ /ā/ /s/ you.”

What did the tortoise offer to do? (*race*)

“You slowpoke!” laughed the hare. “You will never /k/ /a/ /ch/ me!”

What did the hare say the tortoise couldn’t do? (*catch*)

The hare was off in a flash, while the tortoise had just begun to /k/ /r/ /aw/ /l/ slowly along.

What did the tortoise do? (*crawl*)

The hare thought, “I am so far ahead, I will stop and /r/ /e/ /s/ /t/.”

What did the hare decide to do? (*rest*)

When the hare awoke, the tortoise had already /w/ /u/ /n/.

What had the tortoise done? (*won*)

The embarrassed hare did not boast about his /s/ /p/ /ē/ /d/ ever again.

What didn’t the hare boast about ever again? (*speed*)

**Monitoring Oral Blending** You should be finishing your observations of the class on blending of one-syllable words. Record your observations.

## Segmentation: Initial Blends

This activity helps students distinguish the sounds in initial consonant blends. Bring out your puppet and ask students to listen to what the puppet says. Say *spy*. Have the puppet say *pie*. Say *spin*. Have the puppet say *pin*. Continue with several more examples until you feel students have caught on. Some more examples are as follows:

**Teacher:** sty

**Puppet:** tie

**Teacher:** ski

**Puppet:** key

**Teacher:** block

**Puppet:** lock

Next ask students to speak for the puppet as you say the following words:

skin	blow	bleed
flap	spell	dream
blue	fled	flip
stick	drip	bloom
Fred	smell	drag

Feel free to add words or have students suggest words for the puppet to pronounce. Do not be discouraged if students do not distinguish the sounds in the initial blends at first—this can be difficult. Keep track of those who are not catching on and repeat this exercise with them.

## Lesson 23

### Oral Blending: Blending Phonemes

Today students will blend words orally without any story context to help them. Pronounce each sound carefully and distinctly, and repeat the sound if there is no response at first. Use short, one-syllable words such as the following:

/b/ /l/ /ōō/ (*blue*)

/p/ /l/ /ā/ (*play*)

/s/ /l/ /ō/ (*slow*)

/s/ /k/ /ā/ /l/ (*scale*)

/g/ /l/ /ōō/ (*glue*)

/g/ /ā/ /m/ (*game*)

### Segmentation: Initial Blends

To help students focus on initial consonant blends, take out your puppet and tell students that today it will continue playing yesterday's game. Ask them to listen carefully to the puppet. Say *snap*. Have the puppet say *nap*. Say *brisk*. Have the puppet say *risk*. Continue with more examples until students have caught on. Some example words include the following:

flip	skate	sleep	snow
blimp	crane	drag	

Ask students to speak for the puppet as you say the following words:

crust	fly	stone	crow
flap	stow	price	fry

Then have students correct the puppet and tell what sound it left off the word. For example say *spike*, and have the puppet respond *pike*. Students should respond by saying, “*Spike*, you forgot the /s/ sound.” Vary whole-group responses with small-group responses, to keep track of students who might need extra help. Some example words include the following:

stop	slick	craft	brain
trick	snip	frock	

## Sound/Spelling Chain

Write the word *pan* on the board, point to it, and ask, “If this is the word *pan*, how would you spell *pat*?” Invite a student to dictate the spelling to you. Write the new word on the board. Then point to *pan* again and ask, “If this is the word *pan*, how would you spell *pad*?” Again ask a student to dictate the spelling as you write the new word on the board. Continue the activity, asking for the spelling of the words *cat*, *mat*, *hat*, *hit*, and *pit*. Call on a different student to dictate each time. Encourage students to give the spellings of other words they know.

# Lesson 24

## Oral Blending: Blending Phonemes

Today students continue to blend words orally without any story context to help them. Oral blending now proceeds to one-syllable words. Pronounce the following words sound by sound and have students orally blend the sounds into words:

/h/ /a/ /m/ ( <i>ham</i> )	/m/ /ā/ /n/ ( <i>main</i> )
/s/ /i/ /t/ ( <i>sit</i> )	/s/ /p/ /ā/ /s/ ( <i>space</i> )
/t/ /a/ /p/ ( <i>tap</i> )	/p/ /o/ /t/ ( <i>pot</i> )
/s/ /n/ /i/ /p/ ( <i>snip</i> )	/m/ /w/ /s/ /t/ ( <i>must</i> )
/g/ /r/ /ā/ /p/ ( <i>grape</i> )	

## Segmentation: Initial Blends

Bring out your puppet, and tell students today the puppet will continue the game it has been playing for the last few lessons. Ask them to listen to what the puppet says. Say *sty*. Then have the puppet say *tie*. Say *ski*, then have the puppet say *key*. Continue with several more examples until you feel students have caught on. The following words are examples you might use:

slow	breath	scare	stop
frown	gray	slip	smash
blow	clay	crow	

Ask students to speak for the puppet as you say the following words:

flow	play	slender
tray	proud	strange
broom	brag	smart

Finally have students correct the puppet and say the sound that was left off the original word. For example, say *flag* and have the puppet respond *lag*. Students should respond by saying “*Flag!* You forgot the /f/ sound.” Some words you might use are *plant*, *bright*, *plane*, *stand*, and *grasp*.

# Lesson 25

## Phoneme Manipulation: Medial Sounds

Up to this point the phoneme replacement activities have concentrated on consonant sounds. In this lesson students will begin to play with vowel sounds. Remember that, just as before, the sounds are the focal point, not the spellings. Be sure to emphasize that you are going to change the sound and to say after writing the new sound, “Now the word starts with the /u/ sound. What is the new word?”

Write the word *alligator* on the board, touch it, and tell students you are reading this word aloud. Have students repeat it. Tell students that you are going to change the word and erase the *a*. Say that the word now begins with the /i/ sound, and ask what the word is (*illigator*). (Once again, most of the changed words will be nonsense words.) When students respond, write *i* in place of *a*. Change the initial sound to the /oo/, /u/, and other vowel sounds and have students say each new word.

Continue this activity with several other words beginning with vowels, such as *octopus*, *itchy*, *Albert*, *empty*, *antlers*, and *outlaw*. Always pronounce the word, and then pronounce the vowel sound you want students to substitute, but do not name the letter. Do several examples with students until they seem to be catching on. Watch for students who may be having difficulty and plan to work with them individually.

## Oral Blending: Blending Phonemes

Invite students to play the blending game. Pronounce a number of words sound by sound and have students translate the sounds into words. The following words are examples you might use:

/f/ /a/ /t/ (*fat*)

/s/ /a/ /n/ /d/ (*sand*)

/r/ /a/ /m/ /p/ (*ramp*)

/s/ /i/ /p/ (*sip*)

/s/ /t/ /o/ /p/ (*stop*)

/d/ /u/ /s/ /t/ (*dust*)

# Lesson 26

## Phoneme Manipulation: Medial Sounds

In this lesson students will continue to manipulate vowel sounds. Write the word *aspirin* on the board, touch the word, and tell students you are reading the word aloud. Have them repeat the word to themselves.

Remember that you are not expecting students to *read* the word. Tell students that you are now going to change the word. Then erase the *a*. Explain that this word now begins with the /o/ sound and ask what the word is. As they respond, write in the *o*. Change the initial sound again to other vowel sounds, and have students say each new word.

Continue this activity with several other words beginning with vowels, such as the following:

Africa	elbow	old
aggravate	illustrate	underwear

## Oral Blending: Blending Phonemes

Pronounce the words below sound by sound, and have students blend them into words. (Remember that this is an oral activity and involves no connection to spellings.)

/g/ /r/ /a/ /b/ (*grab*)  
 /s/ /l/ /i/ /p/ (*slip*)  
 /t/ /ōō/ /b/ (*tube*)  
 /g/ /i/ /f/ /t/ (*gift*)  
 /b/ /u/ /n/ (*bun*)  
 /s/ /t/ /e/ /p/ (*step*)  
 /k/ /r/ /ē/ /p/ (*creep*)  
 /r/ /o/ /d/ (*rod*)  
 /s/ /w/ /ē/ /p/ (*sweep*)

## Segmentation: Initial Blends

Bring out your puppet, and tell students the puppet would like to continue the game it has been playing for the last few lessons. Remind students of the game by modeling once with the puppet. For example, say *stew* and have the puppet say *two*. Next ask students to speak for the puppet as you say the following words: *train*, *crown*, *flew*, *drop*, *clip*, *swan*, and *pride*. Finally have students correct the puppet and say the sound that was left off of the original word. Some words you might use are *sniff*, *croak*, *stake*, *flake*, *crude*, *swat*, and *tramp*.

# Lesson 27

## Listening for Short Vowel Sounds

Review the /a/ and /i/ sounds. Have students listen for and identify the vowel sound in the words you will say. Ask them to repeat the vowel sound after you say each word. Some suggested words are listed below.

pat	last	sick	stack	rash	class
this	is	twist	past	sit	has
rich	sack	stick	as	mass	thick
pit	list	pass	snack	hash	twitch
miss	sat	his			

### “This Old Man”

Review the /a/ and /i/ sounds as well as initial consonant sounds by teaching students “This Old Man.” Sing or recite the first verse of the song together.

This old man, he played **one**,  
He played knick-knack on my **thumb**,  
With a knick-knack, patty-whack,  
Give the dog a bone,  
This old man went rolling home.

In subsequent verses, substitute the following words in Lines 1 and 2: *two, my shoe; three, my knee; four, the door; five, a hive; six, some sticks; seven, up to eleven; eight, the gate; nine, my spine; and ten, over again.*

Then point out the /a/ and /i/ sounds in the words *knick-knack*. Write the following consonants on the board: *m, t, h, p, s, b, r, f, and g*. Before singing or reciting each verse, point to the letter you wish students to use as a replacement sound. Have students substitute the initial sounds of the words *knick-knack* with these consonant sounds; for example,

With a *mick-mack, patty-whack*, give the dog a bone,  
This old man went rolling home.

## Lesson 28

### Oral Blending: Blending Phonemes

Pronounce the following words sound by sound, and have students translate the sounds into words. Be sure to pronounce each sound distinctly. The following words are examples you might use:

/t/ /r/ /u/ /s/ /t/ (*trust*)  
/t/ /o/ /p/ (*top*)  
/h/ /i/ /p/ (*hip*)  
/d/ /a/ /m/ /p/ (*damp*)  
/f/ /l/ /i/ /p/ (*flip*)  
/h/ /o/ /p/ (*hop*)

## Lesson 29

### Phoneme Discrimination: Internal Sounds

The following activity will help students discriminate familiar phonemes within words of more than one syllable. Say the word *rib*, and have students repeat it. Ask where they hear the /b/ sound in *rib*. Then say *ribbon*, and ask where students hear the /b/ sound in *ribbon*. Tell students you will say some words and that they should repeat each word. After students repeat the word, ask what sound they hear in the middle of the word. Use the following words:

missing	camel	summer	water
funny	mixer	penny	kitten



# Lesson 30

## Oral Blending: Blending Phonemes

Tell students you will say some words that name things they might see in the sky, but that you will say the words sound by sound. They should blend the words for you. Use the following words:

/s/ /u/ /n/ (*sun*)

/k/ /l/ /ow/ /d/ (*cloud*)

/j/ /e/ /t/ (*jet*)

/k/ /ī/ /t/ (*kite*)

/ē/ /g/ /l/ (*eagle*)

/s/ /t/ /ar/ /z/ (*stars*)

/b/ /ē/ /z/ (*bees*)

You might have students say, sound by sound, some additional words that name things they might see in the sky. They can call on classmates to identify the words.