Reading Routines
COMPANION

Practices Grounded in the Science of Reading

Reading Routines Companion Pre-3 provides a corrective review of foundational reading skills for developing readers.

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myView
LITERACY

Pre-3

Table of Contents

Level 1

Phonological and Phonemic Awareness	Page
Isolate Phonemes: Medial /a/	3
Isolate Phonemes: Medial /a/	4
Identify Alliteration: /m/	5
Identify Alliteration: /m/	6
Segment and Blend Phonemes: Medial /a/ and Initial/Final /m/, /s/, /t/	7
Segment and Blend Phonemes: Medial /a/ and Initial/Final /m/, /s/, /t/	8
Isolate Phonemes: Medial /i/	9
Isolate Phonemes: Medial /i/	10
Identify Alliteration: /n/, /k/, /p/	11
Identify Alliteration: /n/, /k/, /p/	12
Segment and Blend Phonemes: Medial /i/ and Initial/Final /k/, /p/, /n/	13
Segment and Blend Phonemes: Medial /i/ and Initial/Final /k/, /p/, /n/	14
Isolate Phonemes: Medial /o/	15
Isolate Phonemes: Medial /o/	16

Level 2

The Science of Learning to Read

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You are likely wondering, as are many educators, about the science of reading and "How do I know if the program I'm using is responsive to the science of reading?" The science of reading is based on a cumulative and evolving set of evidence that is derived from studies built upon the scientific method. This evidence is useful in making decisions about what to teach and also, in many cases, how to teach.

There isn't one study that conclusively establishes the evidence about how youngsters learn to read. That just isn't the way that scientific knowledge develops. Instead, in a painstaking and cumulative fashion, studies over time converge on evidence that gives us increasing confidence about how youngsters learn to read.

So, if the science of reading is cumulative and evolving, how do you know if the reading program you are using is aligned with what is known about the science of reading? Some of the knowledge about learning to read is indisputable and would be expected to be a critical part of every reading program. There are several critical features to consider:

- ✔ The science of reading has established that there are critical elements of reading instruction that contribute to the successful acquisition of reading. Sometimes these elements are referred to as "the big five"—phonological/phonemic awareness, phonics, fluency, vocabulary, and comprehension. However, these are not the only elements that contribute to reading success. Evidence also supports the reciprocal connection between learning to read and learning to spell and write.

- ✔ The emphasis on the critical elements of reading instruction may vary based on the differential needs of the reader. However, the vast majority of learners benefit from organized, deliberate, and explicit instruction in the critical elements of reading.

- ✔ The science of reading has established that the explicitness of instruction is associated with beneficial outcomes for students. This explicitness includes modeling new skills, giving students ample practice with feedback, and providing structured opportunities for review and practice.

- ✔ The ultimate goal of reading—reading comprehension—is a product of word decoding and linguistic comprehension. Both are required for youngsters to acquire meaning from text.

✔ Teaching youngsters phonological awareness combined with letter knowledge improves word-decoding skills. Teaching students explicitly to apply phonics rules improves their word-decoding skills. Students also need to know or acquire the meanings of these words and to understand them in texts (i.e., linguistic comprehension).

Now, there are many other issues surrounding reading instruction that are often thrown under the umbrella of science of reading but are less well established. What are some prevailing practices that are less well established or refuted?

✖ Telling students to "guess" a word or "look at the picture" to figure out how to decode the word. We want students to acquire and use word reading practices such as phonics, recognizing consistent word patterns, and recognizing high-frequency words to read and not to use unreliable practices such as guessing or using pictures to read the words. Rather than using pictures to read words, use pictures to build background for what students are reading, spark interest, and facilitate acquisition of meaning.

✖ Assuming that there is a single right way to organize the sequence of phonics rules "or a set amount of time that is needed" to ensure that students are effective and efficient word decoders.

In summary, the science of reading is a set of evidence we have accumulated about learning to read that must be hardwired into the program.

Research

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Explicit, Systematic Routines

Step-by-step instructional routine

Clear modeling and explanation of tasks

Visual aids to enhance instruction

Multiple practice opportunities

Short *a* Words

PHONICS

Blending is the ability to string together the sound that each letter spells in a word.

ROUTINE

STEP 1 | INTRODUCE

Display the word *at* using letter tiles or cards, or write the word *at* on the board. Point to *a*. This is the letter *a*. The letter *a* in this word spells the vowel sound /a/. Say /a/. (/a/) The sound /a/ is the short *a* sound. Point to *t*. You know what sound the letter *t* spells. It spells the sound /t/.

STEP 2 | MODEL

- I will write the word *at*. The word *at* begins with the sound /a/. I can write the letter *a*. Write *a*. The next sound I hear is /t/. Point to the letter *t*. Sweep your hand under *at* as you say: *at*.

- This is how I blend the sounds in the word. Point to each sound spelling in *at* as you say its sound: /a/ /t/. Then sweep your hand under *at* as you blend the sounds in the word: /a/ /t/, *at*.

STEP 3 | GUIDE PRACTICE

Display the word *mat*. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *mat* as students blend the sounds in the word with you: /m/ /a/ /t/, *mat*. Ask: What is the vowel sound in *mat*? (/a/) How do we spell that sound? (*a*) Have students write the letter *a* with you.

STEP 4 | ON THEIR OWN

Have students blend the letter sounds to read these words. Then have them write the letter *a* several times.

| am | sat | Sam | Tam |

Short a Words **185**

Guided and corrective feedback

Differentiation to meet the range of learners in the classroom

Short *a* Words

PHONICS

CORRECTIVE FEEDBACK

IF students cannot blend letter sounds to read words with the short vowel *a*,

THEN model how to blend the sounds of words with the short vowel *a*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who can segment each sound of a word but cannot blend the sounds may benefit from a tactile activity.

- Display letter tiles or cards for *at*, leaving space between each letter. Point to each sound spelling and say the sound.

- Then push the letter tiles together as you blend the sounds to say the word.

- Provide each student with a set of letter tiles or cards. Using the words below, have students isolate each letter sound and then push the tiles together as they say the word.

| am | sat | Sam | Tam |

Make It Harder

Students who can blend the sounds to read short *a* words may be ready to build other words using additional letters.

- Provide individual students or partners with a set of these six letter tiles or cards.

- Have students build and read aloud as many two-letter short *a* words as they can with the given letters. (*am, an, as, at*)

- Then repeat, having students build and read aloud as many three-letter short *a* words as they can. (*man, mat, ram, Tam, ant, ran, tan, rat, sat, Sam*)

186 Short a Words

Phonological and Phonemic Awareness
Level 1

SIDE A

Isolate Phonemes: Medial /a/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Gather three counters. Today we will listen for the sound /a/ in the middle of words. The middle sound is the sound between the first and last sounds.

STEP 2 \ MODEL

- I will say a word. Listen carefully to the middle sound: *pan*. Have students repeat the word.

- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /p/ /a/ /n/. Sweep your hand under the counters as you say: *pan*.

- Point to each counter as you say: /p/ /a/ /n/, *pan*. The middle sound in *pan* is /a/. Say the middle sound in *pan* with me: /a/.

STEP 3 \ GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *cap* with you. Point to each counter and have students say the sounds with you: /k/ /a/ /p/. Sweep your hand under the counters: *cap*. What is the middle sound in *cap?* (/a/)
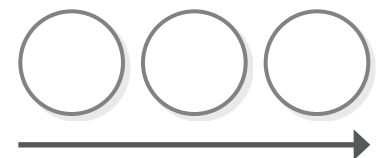
STEP 4 \ ON THEIR OWN

Have students segment the sounds in these words and identify the middle sound.

bat	jam	tab	rag	ham	fan

Isolate Phonemes: Medial /a/

CORRECTIVE FEEDBACK

IF students cannot identify medial /a/ in a word,

THEN model how to segment each sound to identify medial /a/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify the medial /a/ in words may be able to focus on the sound /a/ in a tactile phoneme deletion activity.

- Segment the sounds of the word *ran,* placing a counter from left to right as you say each phoneme: /r/ /a/ /n/. Sweep your hand beneath the counters as you say: *ran.*

- What is *ran* without /r/? Remove the first counter and tap beneath each of the remaining counters as you say: /a/ /n/. Sweep your hand beneath the counters as you say: *an.*

- Continue the phoneme deletion activity with the following words, but this time have students do the tapping and sweeping as they say and blend the sounds.
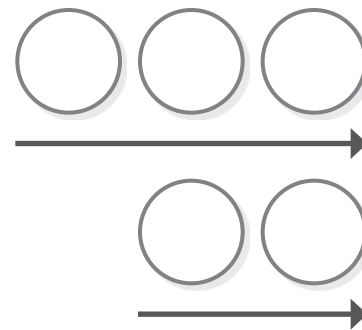
sap	bad	sat	nap

Make It Harder

Students who can identify the medial /a/ in CVC words may be ready to identify the sound /a/ in CCVC and CVCC words.

- I will say three words. Listen carefully to the sounds in each word. When you hear the sound /a/ in a word, raise your hand and say the word. Listen: *best, mist, cast.* Students should raise their hand and say *cast*.

- Continue with these sets of words.

nest last dust	sent sink sand
ramp pump bend	sled slam slot

SIDE A
Identify Alliteration: /m/

Alliteration is the repetition of consonant sounds at the beginning of words or within words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will be listening for words with the same beginning sounds. The beginning sound is the first sound we hear in a word. Say: Listen as I say the sound: /m/, /m/, /m/. Have students repeat sound /m/.

STEP 2 \ MODEL

- Emphasize the initial sound /m/ as you read aloud the sentence at the right.

- Have students say the sentence with you several times. Listen to make sure students pronounce sound /m/ correctly as they say each word.

- I hear the same beginning sound in every word of the sentence. I hear sound /m/ at the beginning of *monsters, munch, meaty,* and *mangoes.*

> **Monsters munch meaty mangoes.**

STEP 3 \ GUIDE PRACTICE

- Read aloud the sentence at the right and have students say it with you several times.

- What same sound do you hear at the beginning of the words in the sentence? (/m/)

- What words in the sentence begin with sound /m/? (*marching, men, move, mightily*)

> **Marching men move mightily.**

STEP 4 \ ON THEIR OWN

Have students identify alliteration of sound /m/ and words beginning with sound /m/ in the sentence at the right.

> **Merry Martians made Mars.**

Identify Alliteration: /m/

CORRECTIVE FEEDBACK

IF students cannot identify alliteration of sound /m/,	**THEN** model how to identify alliteration of sound /m/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify alliteration of sound /m/ may need additional practice in recognizing sound /m/.

- Emphasize initial sound /m/ as you say these words: *marble, mail, menu.* Have students repeat the words after you. What sound do you hear at the beginning of each word? (/m/)

- Play "I Spy" with students. I will give you a clue, and you name the object in the classroom that begins with sound /m/. Provide clues such as the following.

    I spy a type of pen that we can use for coloring. (marker)

    I spy a diagram that shows streets, cities, rivers, and lakes. (map)

    I spy a thick pad on the floor that we sit on. (mat)

    I spy a piece of metal that attracts other things made of metal. (magnet)

Make It Harder

Students may be ready to produce their own words beginning with sound /m/.

- Gather a beanbag or other soft object and have students sit in a circle. Let's think of as many words as we can that begin with sound /m/.

- I will say the first word and pass this beanbag to one of you. You will say another word that begins with sound /m/ and pass the beanbag to the student on your left. If you can't think of a word with beginning sound /m/, you can pass the beanbag to another student who has thought of a word.

- Students may produce such words as *mushy, monkey, mask, mail, man, map, marble, math, meal, mess, minute, mix, money, music, movie, moon, mom, morning, mosquito, mountain, mouse, mouth, mud, mug,* and *meat.*

SIDE A

Segment and Blend Phonemes: Medial /a/ and Initial/Final /m/, /s/, /t/

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Gather three counters. Today we will break words into their individual sounds and then blend, or combine, the sounds to form words.

STEP 2 \ MODEL

- Listen to this word: *mat.* Have students repeat the word. Then segment the sounds of the word, placing a counter from left to right as you say each phoneme. Now listen to the individual sounds in the word: /m/ /a/ /t/. Point to the appropriate counter as you say each phoneme. Say each sound with me: /m/ /a/ /t/. How many sounds do we hear? (three)

- Point to the appropriate counter as you say each sound and then sweep your hand under the counters as you say the word. Now I will blend the sounds together to say the word: /m/ /a/ /t/, *mat.* You try it with me: /m/ /a/ /t/, *mat.*
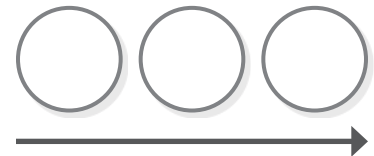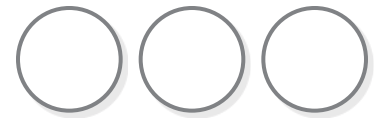
STEP 3 \ GUIDE PRACTICE

Provide students with counters. Listen to this word: *Sam.* Have students place counters as they break *Sam* into its individual sounds and say each sound: /s/ /a/ /m/. Now sweep your hand under the counters as you say the sounds more quickly: /s/ /a/ /m/. What is the word? (*Sam*)
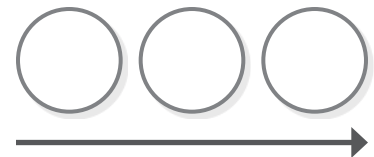
STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in these words.

sat	am	cap	map	pat	Tam

Segment and Blend Phonemes:
Medial /a/ and Initial/Final /m/, /s/, /t/

CORRECTIVE FEEDBACK

IF students cannot segment and blend the sounds of words,

THEN model how to segment and blend sounds, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend the sounds of words may benefit from a visual and tactile support as they segment and blend sounds.

- Model holding the palms of your hands together as you say the word *sap.* Now hold your hands together and say *sap.* Then model moving your hands out from each other as you say each sound: /s/ /a/ /p/. Have students repeat your motions as they say: /s/ /a/ /p/. Next, clap your hands together as you blend the sounds to say the word: *sap.* Have students clap their hands together as they say: *sap.*

- Have students continue using this visual and tactile support as they segment and blend the sounds of the following words.

| sad | pad | tap | map | cab | mad |

Make It Harder

Students who can segment and blend the sounds of words with three phonemes may be ready for words with four and five phonemes.

- Provide each student with five counters. Listen to this word: *caps.* Let's place a counter from left to right as we say each sound in the word: /k/ /a/ /p/ /s/. How many sounds do we hear? (four)

- Now sweep your hand under the counters as you blend the sounds together to say the word: /k/ /a/ /p/ /s/, *caps.*

- Continue with the following words.

| mats | crab | scan | mask |
| snap | steps | clams | blank |

SIDE A

Isolate Phonemes: Medial /i/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Gather three counters. Today we will be listening for the sound /i/ in the middle of words. The middle sound is the sound between the first and last sounds.

STEP 2 \ MODEL

- I will say a word. Listen carefully to the middle sound in this word: *pin.* Have students repeat the word.

- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /p/ /i/ /n/. Sweep your hand under the counters as you say: *pin.*

- Tap each counter as you say: /p/ /i/ /n/, *pin.* Tap the middle counter as you say: The middle sound in *pin* is /i/. Say the middle sound in *pin* with me: /i/.
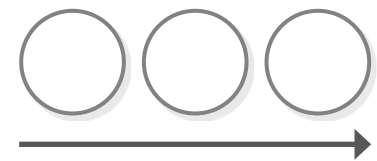
STEP 3 \ GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *hip* with you. Tap each counter and have students say the sound with you: /h/ /i/ /p/. Sweep your hand under the counters: *hip.* What is the middle sound in *hip?* (/i/)
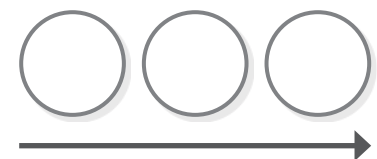
STEP 4 \ ON THEIR OWN

Have students segment the sounds in these words and identify the middle sound.

bit	Jim	fib	big	him	fin

Isolate Phonemes: Medial /i/

CORRECTIVE FEEDBACK

IF students cannot identify medial /i/ in a word,

THEN model how to segment each sound to identify medial /i/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify the medial /i/ in words may need additional practice recognizing the sound /i/ in a tactile phoneme deletion activity.

- Segment the sounds in *bin,* placing a counter from left to right as you say each phoneme: /b/ /i/ /n/. Sweep your hand beneath the counters as you say: *bin.*

- What is *bin* without /b/? Remove the first counter and tap beneath each of the remaining counters as you say: /i/ /n/. Sweep your hand beneath the counters as you say: *in.*

- Continue the phoneme deletion activity with the following words, but this time have students do the tapping and sweeping as they say and blend the sounds.
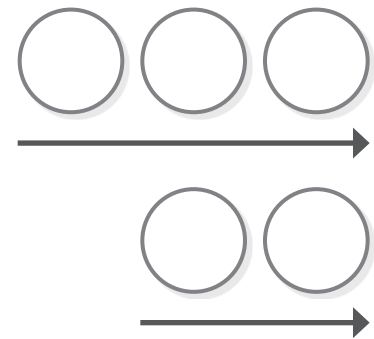
| sip | big | fin | him | lip | tin |

Make It Harder

Students who can isolate the medial sound /i/ in three-phoneme words may be ready to isolate the sound /i/ in four- and five-phoneme words.

- Provide students with counters to segment the sounds of the word *slip* with you. Tap each counter and have students say the sound with you: /s/ /l/ /i/ /p/. How many sounds do we hear? (four) Tap the third counter and ask: What sound is this? (/i/)

- Have students segment the sounds in the following words and identify the position of sound /i/.

| gift | milk | still | crisp | strip | twist |

SIDE A

Identify Alliteration: /n/, /k/, /p/

Alliteration is the repetition of consonant sounds at the beginning of words or within words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will be listening for words with the same beginning sounds. The beginning sound is the first sound we hear in a word.

STEP 2 \ MODEL

- Emphasize the initial sound /n/ as you read aloud the sentence at the right.

- Have students say the sentence with you several times. Listen to make sure students pronounce sound /n/ correctly as they say each word.

- I hear the same beginning sound in every word of the sentence. I hear sound /n/ at the beginning of *nine, nieces, nibble,* and *noodles.*

Nine nieces nibble noodles.

STEP 3 \ GUIDE PRACTICE

- Read aloud the sentence at the right and have students say it with you several times. What same sound do you hear at the beginning of the words in the sentence? (/k/)

- What words in the sentence begin with sound /k/? (*kooky, kangaroos, camp*)

- Repeat for initial sound /p/ using the sentence at the right.

Kooky kangaroos camp.

STEP 4 \ ON THEIR OWN

Have students identify alliteration of sounds /p/, /k/, and /n/ in the sentences at the right.

Pink pigs pose.

Pet puppies pick pals.

Cool cooks cater cakes.

Neat nests need nooks.

Identify Alliteration: /n/, /k/, /p/

CORRECTIVE FEEDBACK

IF students cannot identify alliteration of sound /n/, /k/, or /p/,

THEN model how to identify alliteration of the initial sound, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify alliteration of sound /n/, /k/, or /p/ may need additional practice.

- Emphasize initial sound /n/ as you say these words: *name, nose, nut.* Have students repeat the words after you. What sound do you hear at the beginning of each word? (/n/) Repeat for sound /k/ using *key, cub,* and *cane* and for sound /p/ using *pig, pay,* and *pine.*

- Play "I Spy" with students. I will give you a clue, and you name the object in the classroom that begins with sound /n/, /k/, or /p/. Provide clues such as those at the right.

> I spy a piece of paper that is part of a book. (page)

> I spy a dish from which we drink. (cup)

> I spy something in the middle of your faces. (nose)

Make It Harder

Students may be ready to produce their own words beginning with sounds /n/, /k/, and /p/.

- Have students sit in a circle. Give a beanbag or other soft object to one of the students. Say: When I say, "Go," pass the beanbag around the circle to the person on your left until I say, "Stop!" Then I will say two words that begin with the same sound. The person holding the beanbag will identify the beginning sound of the two words and then name another word that begins with the same sound.

- Some pairs of words to use include the following.

nut, nod	**net, nope**	**night, noise**	**cape, cart**
coat, call	**case, cube**	**paw, peg**	**pad, pit**
pail, pike	**kid, cane**	**keep, cool**	**plate, purse**

SIDE A

Segment and Blend Phonemes:
Medial /i/ and Initial/Final /k/, /p/, /n/

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Gather three counters. Today we will break words into their individual sounds and then blend, or combine, the sounds to form words.

STEP 2 \ MODEL

- Listen to this word: *pin.* Have students repeat the word. Then segment the sounds of the word, placing a counter from left to right as you say each phoneme. Now listen to the individual sounds in the word: /p/ /i/ /n/. Point to the appropriate counter as you say each phoneme. Say each sound with me: /p/ /i/ /n/. How many sounds do we hear? (three)

- Point to the appropriate counter as you say each sound and then sweep your hand under the counters as you say the word. Now I will blend the sounds together to say the word: /p/ /i/ /n/, *pin.* You try it with me: /p/ /i/ /n/, *pin.*
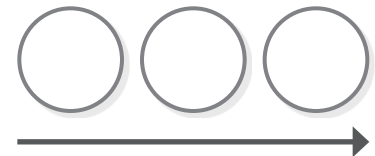
STEP 3 \ GUIDE PRACTICE

Provide students with counters. Listen to this word: *sick.* Have students place counters as they break *sick* into its individual sounds and say each sound: /s/ /i/ /k/. Now sweep your hand under the counters as you say the sounds more quickly: /s/ /i/ /k/. What is the word? (*sick*)
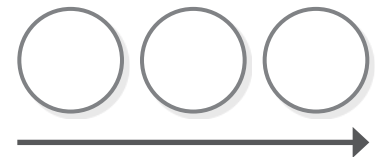
STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in these words.

| sip | hip | pick | fin | lick | tin |

Segment and Blend Phonemes: Medial /i/ and Initial/Final /k/, /p/, /n/

CORRECTIVE FEEDBACK

IF students cannot segment and blend the sounds of words,

THEN model how to segment and blend sounds, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend the sounds of words may benefit from a kinesthetic strategy as they segment and blend sounds.

- Tape three different colored squares of construction paper in a row on the board. Say: I'm going to pound each square as I say each sound in the word *pig.* As you say the first, second, and third sounds in the word, use your fist to pound the first, second, and third squares: /p/ /i/ /g/. Then slide your fist under the three squares as you blend the sounds and say the word: *pig.*

- Call on individual students to come forward and use the pound-and-sound strategy to segment and blend the sounds in the following words.

| tin | dip | tip | tick | shin | rip |

Make It Harder

Students who can segment and blend the sounds of words with three phonemes may be ready for words with four phonemes.

- Provide each student with four blocks. Listen to this word: *gift.* Let's place a block from left to right as we say each sound in the word: /g/ /i/ /f/ /t/. How many sounds do we hear? (four)

- Now sweep your hand under the blocks as you blend the sounds together and say the word: /g/ /i/ /f/ /t/, *gift.*

- Continue with the following words.

| milk | slip | still | trip | skip | brick | list | grin |

Isolate Phonemes: Medial /o/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Gather three counters. Today we will be listening for the sound /o/ in the middle of words. The middle sound is the sound between the first and last sounds.

STEP 2 \ MODEL

- I will say a word. Listen carefully to the middle sound in this word: *cob.* Have students repeat the word.

- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /k/ /o/ /b/. Sweep your hand under the counters as you say: *cob.*

- Tap each counter as you say: /k/ /o/ /b/, *cob.* Point to the middle counter as you say: The middle sound in *cob* is /o/. Say the middle sound in *cob* with me: /o/.
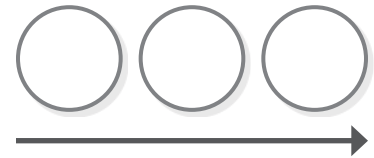
STEP 3 \ GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *hop* with you. Tap each counter and have students say the sound with you: /h/ /o/ /p/. Sweep your hand under the counters: *hop.* What is the middle sound in *hop?* (/o/)
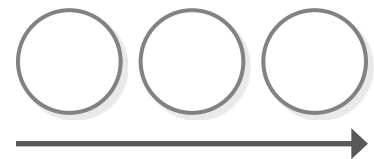
STEP 4 \ ON THEIR OWN

Have students segment the sounds in these words and identify the middle sound.

| dot | mop | got | rob | pop | rot |

Isolate Phonemes: Medial /o/

CORRECTIVE FEEDBACK

IF students cannot identify medial /o/ in a word,

THEN model how to segment each sound to identify medial /o/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify the medial /o/ in words may need additional practice recognizing the sound /o/ in a phoneme deletion activity.

- Segment the sounds in *job,* placing a counter from left to right as you say each phoneme: /j/ /o/ /b/. Sweep your hand beneath the counters as you say: *job.*

- What is *job* without /j/? Remove the first counter and tap beneath each of the remaining counters as you say: /o/ /b/. Sweep your hand beneath the counters as you say: *ob.*

- Continue the phoneme deletion activity with the following words, but this time have students do the tapping and sweeping as they say and blend the sounds.
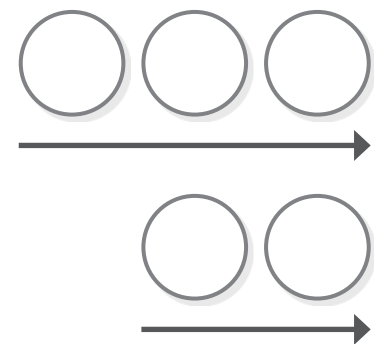
| top | cot | mob | mom | sob | rod |

Make It Harder

Students who can isolate the medial sound /o/ in three-phoneme words may be ready to isolate the sound /o/ in four-phoneme words.

- Provide each student with four counters to segment the sounds of the word *blob* with you. Tap each counter and have students say the sound with you: /b/ /l/ /o/ /b/. How many sounds do we hear? (four) Tap the third counter and ask: What sound is this? (/o/)

- Have students segment the sounds in the following words and identify the position of sound /o/.

| crop | plot | snob | stop | trot | flop |

Identify Alliteration: /p/

Alliteration is the repetition of consonant sounds at the beginning of words or within words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will be listening for words with the same beginning sounds. The beginning sound is the first sound we hear in a word.

STEP 2 \ MODEL

- Emphasize the initial sound /p/ as you read aloud the silly sentence at the right.

- Have students say the sentence with you several times. Listen to make sure students pronounce sound /p/ correctly as they say each word.

- I hear the same beginning sound in every word of the sentence. I hear sound /p/ at the beginning of *pet, poodles, painted,* and *pictures.*

Pet poodles painted pictures.

STEP 3 \ GUIDE PRACTICE

- Read aloud the silly sentence at the right and have students say it with you several times. What same sound do you hear at the beginning of the words in the sentence? (/p/)

- What words in the sentence begin with sound /p/? (*purple, pickles, pack, pepper*)

Purple pickles pack pepper.

STEP 4 \ ON THEIR OWN

Have students identify the initial sound of the words in the sentences at the right. Then have students repeat the words with initial sound /p/.

Playful pandas posed.

Pretty pansies prompt pictures.

Pop popcorn properly.

Identify Alliteration: /p/

CORRECTIVE FEEDBACK

IF students cannot identify alliteration of sound /p/, | **THEN** model how to identify alliteration of sound /p/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify alliteration of sound /p/ may need additional practice.

- Emphasize initial sound /p/ as you say these words: *pig, pay, pine.* Have students repeat the words after you. What sound do you hear at the beginning of each word? (/p/)

- Play "I Spy" with students. I will give you a clue, and you name the object in the classroom that begins with sound /p/. Provide the clues at the right.

> **I spy something I read in a book.**
> (page)

> **I spy a tool that we use for writing.** (pencil)

> **I spy something with pieces we fit together to make a picture.**
> (puzzle)

Make It Harder

Students may be ready to produce their own words beginning with sound /p/.

- Have students sit in a circle. Give a beanbag or other soft object to one of the students. Say: Today we're going to say words that begin with the sound /p/. When I say, "Go," say a word that begins with the sound /p/ and pass the beanbag to the person on your left. We'll continue saying /p/ words until we can't think of any more. I'll count the number of /p/ words we say. Let's see how many /p/ words we know!

- Students may say words such as the following: *put, pay, pop, pat, pan, pin, pet, pen, pencil, pit, pot, pie, pad, pig, Pam, pal, Peggy, pack, peppy, picture, pea, puppy, paw, picture, puddle, play, page,* and *park.*

Add Phonemes: Initial

Phoneme addition is the ability to make a new word by adding a phoneme (sound) to a word.

ROUTINE

STEP 1 \ INTRODUCE

Gather three counters. Remember that different words have different sounds. Today we will say a word and listen to its beginning sound. Then we will add a beginning sound and say the new word.

STEP 2 \ MODEL

- Listen to this word: *it.* Segment the sounds of the word, placing a counter from left to right as you say: /i/ /t/. Point to the appropriate counter as you say: The beginning sound is /i/ and the final sound is /t/.

- I can add a sound to the beginning of the word *it.* Place a counter before the two counters as you say: I will add the sound /s/. That will make a new word. Sweep your hand under the counters as you say: *sit.* Who can tell me what *sit* means? Pause for responses.

- When I add a sound to the beginning of a word, I can make a new word with a different meaning.
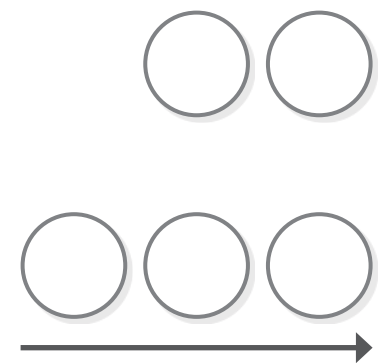
STEP 3 \ GUIDE PRACTICE

Provide students with counters. Listen to this word: *an.* Have students place counters as they break *an* into its individual sounds and say each sound: /a/ /n/. Now place a counter before the two counters and add the sound /k/. Sweep your hand under the counters and say the new word: *can.* Do *an* and *can* mean the same thing? (no) Have volunteers use the word *can* in a sentence.

STEP 4 \ ON THEIR OWN

Have students form new words by adding initial phonemes to these words.

/r/ + at	/p/ + in	/h/ + am	/f/ + it

Add Phonemes: Initial

CORRECTIVE FEEDBACK

IF students cannot add initial phonemes to form new words,

THEN model the correct response, repeating Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot say the new word after adding an initial phoneme may benefit from adding initial phonemes to word families.

- Listen to this word: *an.* Say it with me: *an.* Now listen to this word: *pan.* Say it with me: *pan.* If we add /p/ to the word *an,* we make the word *pan.*

- Now we'll say a word together. Then we'll add a beginning sound and say the new word. The word is *at.* Say it with me: *at.* Let's add /m/ to the beginning of *at* and say the new word: /m/ /at/, *mat.*

- Repeat the procedure with the following initial phonemes and word families.

jam /j/ + /am/	**bat** /b/ + /at/	**fan** /f/ + /an/	**man** /m/ + /an/
bit /b/ + /it/	**hit** /h/ + /it/	**win** /w/ + /in/	**fin** /f/ + /in/

Make It Harder

Students may be ready for a faster moving exercise using more than three phonemes.

- What word do you make when you add /b/ to /ō/ /l/ /d/? (*bold*) Add /l/ to /e/ /n/ /d/: (*lend*)

- Continue with the following phonemes.

land /l/ + /a/ /n/ /d/	**least** /l/ + /ē/ /s/ /t/	**self** /s/ + /e/ /l/ /f/
grade /g/ + /r/ /ā/ /d/	**dwell** /d/ + /w/ /e/ /l/	**flick** /f/ + /l/ /i/ /k/
slime /s/ + /l/ /ī/ /m/	**trim** /t/ + /r/ /i/ /m/	

SIDE A

Isolate Phonemes: Medial /e/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Gather three counters. Today we will be listening for the sound /e/ in the middle of words. The middle sound is the sound between the first and last sounds.

STEP 2 \ MODEL

- I will say a word. Listen carefully to the middle sound in this word: *red.* Have students repeat the word.

- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /r/ /e/ /d/. Sweep your hand under the counters as you say: *red.*

- Tap each counter as you say: /r/ /e/ /d/, *red.* Point to the middle counter as you say: The middle sound in *red* is /e/. Say the middle sound in *red* with me: /e/.
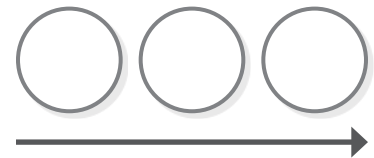
STEP 3 \ GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *ten* with you. Tap each counter and have students say the sound with you: /t/ /e/ /n/. Sweep your hand under the counters: *ten.* What is the middle sound in *ten?* (/e/)
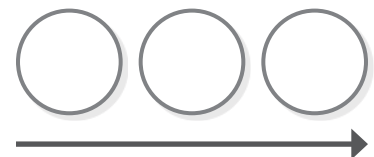
STEP 4 \ ON THEIR OWN

Have students segment the sounds in these words and identify the middle sound.

| net | leg | wet | men | fed | pet |

Isolate Phonemes: Medial /e/

CORRECTIVE FEEDBACK

IF students cannot identify medial /e/ in a word,

THEN model how to segment each sound to identify medial /e/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify the medial /e/ in words may need additional practice recognizing the sound /e/ in a phoneme deletion activity.

- Segment the sounds in the word *led,* placing a counter from left to right as you say each phoneme: /l/ /e/ /d/. Sweep your hand beneath the counters as you say: *led.*

- What is *led* without /l/? Remove the first counter and tap beneath each of the remaining counters as you say: /e/ /d/. Sweep your hand beneath the counters as you say: *ed.*

- Continue the phoneme deletion activity with the following words, but this time have students do the tapping and sweeping as they say and blend the sounds.
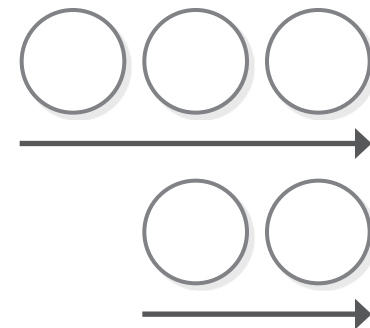
| beg | den | bet | wed | get | peg | hen | vet |

Make It Harder

Students who can isolate the medial sound /e/ in three-phoneme words may be ready to isolate the sound /e/ in four-phoneme words.

- Provide each student with four counters to segment the sounds of the word *step* with you. Tap each counter and have students say the sound with you: /s/ /t/ /e/ /p/. How many sounds do we hear? (four) Tap the third counter and ask: What sound is this? (/e/)

- Have students segment the sounds in the following words and identify the position of sound /e/.

| sled | bend | dent | nest | dress | left | spell |

SIDE A

Isolate Phonemes: Initial /h/, /d/, /l/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Gather three counters. Today we will be listening for the sound at the beginning of words. The beginning sound is the first sound in a word.

STEP 2 \ MODEL

- I will say a word. Listen carefully to the first sound in this word: *ham.* Have students repeat the word.

- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /h/ /a/ /m/. Sweep your hand under the counters as you say: *ham.*

- Tap each counter as you say: /h/ /a/ /m/, *ham.* Point to the first counter as you say: The first sound in *ham* is /h/. Say the first sound in *ham* with me: /h/.

- Repeat for initial sound /d/ using *dip* and initial sound /l/ using *lap.*
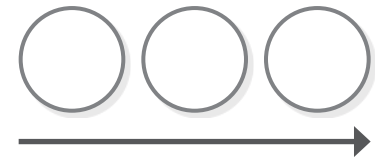
STEP 3 \ GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *him* with you. Tap each counter and have students say the sound with you: /h/ /i/ /m/. Sweep your hand under the counters: *him.* What is the first sound in *him?* (/h/) Repeat with the words *dig* and *lit.*
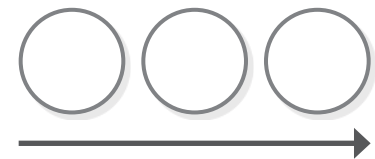
STEP 4 \ ON THEIR OWN

Have students segment the sounds in these words and identify the first sound in each word.

hot	led	den	hip	lab	dot

Isolate Phonemes: Initial /h/, /d/, /l/

CORRECTIVE FEEDBACK

IF students cannot identify initial /h/, /d/, or /l/ in words,

THEN model how to segment each sound to identify the initial sound, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify initial /h/, /d/, or /l/ in words may need more explicit instruction on isolating the initial sound in words.

- Say the sound /h/ with me: /h/. Let's explore some words to identify the sound /h/.

- As I say the following word, listen for the sound /h/: *had.* Say the word with me: *had.* Where do you hear the sound /h/ in the word *had?* (at the beginning)

- Repeat for initial sound /d/ using *dim* and initial sound /l/ using *lip.*

- Have students identify the initial sound in these words.

hog	lad	dug	leg	hut	dab

Make It Harder

Students who can isolate initial sounds /h/, /d/, and /l/ may work on the following extension activity.

- Listen to this sentence. Identify the words that begin with sounds /h/, /d/, and /l/. Read aloud the sentence at the right two times.

> A **dog** and a **hen** sat on the **log**.

- Repeat with the sentences below.

> **Dan led** the **hog** to its pen.

> My top **has lots** of **dots**.

> **Liv's dad** cut the **ham**.

Segment and Blend Phonemes: Medial /e/

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Gather three counters. Today we will break words into their individual sounds and then blend, or combine, the sounds to form words.

STEP 2 \ MODEL

- Listen to this word: *bed.* Have students repeat the word. Then segment the sounds of the word, placing a counter from left to right as you say each phoneme. Now listen to the individual sounds in the word: /b/ /e/ /d/. Point to the appropriate counter as you say each phoneme. Say each sound with me: /b/ /e/ /d/. How many sounds do we hear? (three)

- Point to the appropriate counter as you say each sound and then sweep your hand under the counters as you say the word. Now I will blend the sounds together to say the word: /b/ /e/ /d/, *bed.* You try it with me: /b/ /e/ /d/, *bed.*
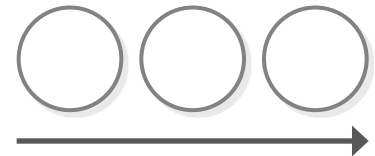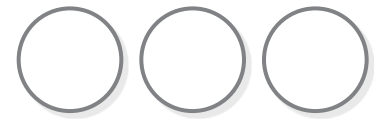
STEP 3 \ GUIDE PRACTICE

Provide students with counters. Listen to this word: *pet.* Have students place counters as they break *pet* into its individual sounds and say each sound: /p/ /e/ /t/. Now sweep your hand under the counters as you say the sounds more quickly: /p/ /e/ /t/. What is the word? (*pet*)
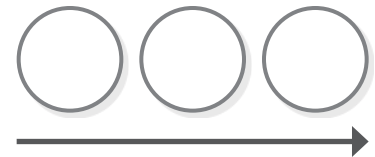
STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in these words.

ten	set	beg	met	peg	den

Segment and Blend Phonemes: Medial /e/

CORRECTIVE FEEDBACK

IF students cannot segment and blend words with medial /e/,

THEN model how to segment and blend sounds, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend the sounds of words may benefit from a kinesthetic strategy as they segment and blend sounds.

- Tape three different colored squares of construction paper in a row on the board. Say: I'm going to pound each square as I say each sound in the word *red.* As you say the first, second, and third sounds in the word, use your fist to pound the first, second, and third squares: /r/ /e/ /d/. Then slide your fist under the three squares as you blend the sounds and say the word: *red.*

- Call on individual students to come forward and use the pound-and-sound strategy to segment and blend the sounds in the following words.

fed	bet	jet	men	hem

Make It Harder

Students who can segment and blend the sounds of words with three phonemes may be ready for words with four phonemes.

- Provide each student with four counters. Listen to this word: *fled.* Let's place a counter from left to right as we say each sound in the word: /f/ /l/ /e/ /d/. How many sounds do we hear? (four)

- Now sweep your hand under the counters as you blend the sounds together and say the word: /f/ /l/ /e/ /d/, *fled.*

- Continue with the following words.

fret	step	bled	Fred	smell
bend	dent	west	dress	left

Isolate Phonemes: Medial /u/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Gather three counters. Today we will be listening for the sound /u/ in the middle of words. The middle sound is the sound between the first and last sounds.

STEP 2 \ MODEL

- I will say a word. Listen carefully to the middle sound in this word: *bus.* Have students repeat the word.

- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /b/ /u/ /s/. Sweep your hand under the counters as you say: *bus.*

- Tap each counter as you say: /b/ /u/ /s/, *bus.* Point to the middle counter as you say: The middle sound in *bus* is /u/. Say the middle sound in *bus* with me: /u/.
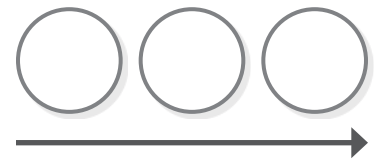
STEP 3 \ GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *hut* with you. Tap each counter and have students say the sound with you: /h/ /u/ /t/. Sweep your hand under the counters: *hut.* What is the middle sound in *hut?* (/u/)
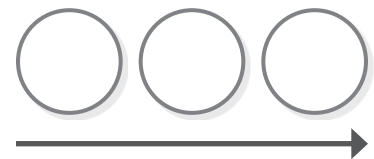
STEP 4 \ ON THEIR OWN

Have students segment the sounds in these words and identify the middle sound.

bun	cub	mud	hug	fun	jug

Isolate Phonemes: Medial /u/

CORRECTIVE FEEDBACK

IF students cannot identify medial /u/ in a word,

THEN model how to segment each sound to identify medial /u/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify the medial /u/ in words may need additional practice recognizing the sound /u/ in a phoneme deletion activity.

- Segment the sounds in the word *cut,* placing a counter from left to right as you say each phoneme: /k/ /u/ /t/. Sweep your hand beneath the counters as you say: *cut.*

- What is *cut* without /k/? Remove the first counter and tap beneath each of the remaining counters as you say: /u/ /t/. Sweep your hand beneath the counters as you say: *ut.*

- Continue the phoneme deletion activity with the following words, but this time have students do the tapping and sweeping as they say and blend the sounds.
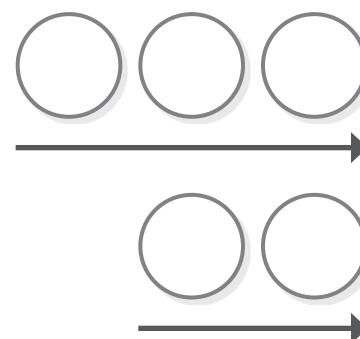
bud	run	dug	sum
gut	hub	jug	hum

Make It Harder

Students who can isolate the medial sound /u/ in three-phoneme words may be ready to isolate the sound /u/ in four-phoneme words.

- Provide each student with four counters to segment the sounds of the word *dump* with you. Tap each counter and have students say the sound with you: /d/ /u/ /m/ /p/. How many sounds do we hear? (four) Tap the second counter and ask: What sound is this? (/u/)

- Have students segment the sounds in the following words and identify the position of sound /u/.

plum	club	bump	sunk	plug	just

SIDE A

Isolate Phonemes: Initial /r/, /w/, /j/, /k/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Gather three counters. Today we will be listening for the sound at the beginning of words. The beginning sound is the first sound in a word.

STEP 2 \ MODEL

- I will say a word. Listen carefully to the first sound in this word: *rack.* Have students repeat the word.

- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /r/ /a/ /k/. Sweep your hand under the counters as you say: *rack.*

- Tap each counter as you say: /r/ /a/ /k/, *rack.* Point to the first counter: The first sound in *rack* is /r/. Say the first sound in *rack* with me: /r/.

- Repeat for initial sound /w/ using *win,* /j/ using *job,* and /k/ using *kid.*
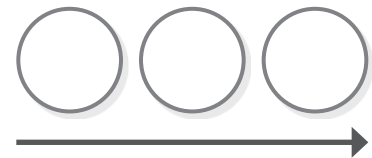
STEP 3 \ GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *ripe* with you. Tap each counter and have students say the sound with you: /r/ /ī/ /p/. Sweep your hand under the counters: *ripe.* What is the first sound in *ripe?* (/r/) Repeat with the words *wig, jet,* and *kit.*
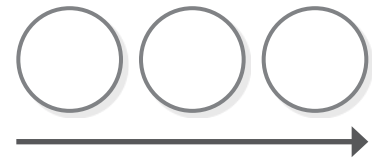
STEP 4 \ ON THEIR OWN

Have students segment the sounds in these words and identify the first sound in each word.

| rake | wag | jam | keep | robe | wet | job | kite |

Isolate Phonemes: Initial /r/, /w/, /j/, /k/

CORRECTIVE FEEDBACK

IF students cannot identify initial /r/, /w/, /j/, or /k/ in words,

THEN model how to segment each sound to identify the initial sound, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify initial /r/, /w/, /j/, or /k/ in words may need more explicit instruction on isolating the initial sound in words.

- Say the sound /r/ with me: /r/. Let's explore some words to identify the sound /r/.

- As I say the following word, listen for the sound /r/: *rain.* Say the word with me: *rain.* Where do you hear the sound /r/ in the word *rain?* (at the beginning)

- Repeat for initial sound /w/ using *wed,* /j/ using *joke, a*nd /k/ using *kiss.*

- Have students identify the initial sound in these words.

read	wipe	Jake	rod	web	Jack	Ken

Make It Harder

Students who can isolate initial sounds /r/, /w/, /j/, and /k/ may work on the following extension activity.

- Listen to this sentence. Identify the words that begin with sounds /r/, /w/, /j/, and /k/. Read aloud the sentence at the right two times.

  <u>Jane</u> <u>ran</u> <u>with</u> her new <u>kite</u>.

- Repeat with the sentences below.

  <u>Kim</u> <u>will</u> put <u>jam</u> on <u>rye</u> toast.　　**<u>Joe</u> <u>won</u> the <u>kids'</u> <u>race</u>.**

  A <u>jet</u> <u>was</u> <u>racing</u> high above the <u>clouds</u>.

SIDE A

Segment and Blend Phonemes:
Initial, Medial, Final

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Gather three counters. Today we will break words into their individual sounds and then blend, or combine, the sounds to form words.

STEP 2 \ MODEL

- Listen to this word: *bun.* Have students repeat the word. Then segment the sounds of the word, placing a counter from left to right as you say each phoneme. Now listen to the individual sounds in the word: /b/ /u/ /n/. Point to the appropriate counter as you say each phoneme. Say each sound with me: /b/ /u/ /n/. What is the first sound? (/b/) What is the middle sound? (/u/) What is the last sound? (/n/)

- Point to the appropriate counter as you say each sound: /b/ /u/ /n/. Now I will blend the sounds to say the word *bun.* Sweep your hand under the counters as you say: *bun.* Say it with me: /b/ /u/ /n/, *bun.*
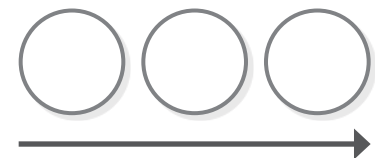
STEP 3 \ GUIDE PRACTICE

Provide students with counters. Listen to this word: *dot.* Have students place counters as they break *dot* into its individual sounds and say each sound: /d/ /o/ /t/. Now sweep your hand under the counters as you say the sounds more quickly: /d/ /o/ /t/. What is the word? (*dot*)
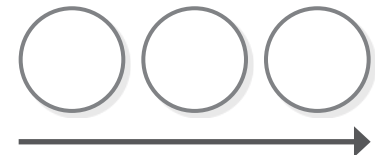
STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in these words.

| gas | fit | hen | jog | lip | mud | net | pan |

Segment and Blend Phonemes: Initial, Medial, Final

CORRECTIVE FEEDBACK

IF students cannot segment and blend the sounds of words,

THEN model how to segment and blend sounds, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend the sounds of words may benefit from a kinesthetic strategy as they segment and blend sounds.

- Tape three different colored squares of construction paper in a row on the board. Say: I'm going to pound each square as I say each sound in the word *pot.* As you say the first, second, and third sounds in the word, use your fist to pound the first, second, and third squares: /p/ /o/ /t/. Then slide your fist under the three squares as you blend the sounds and say the word: *pot.*

- Call on individual students to come forward and use the pound-and-sound strategy to segment and blend the sounds in the following words.

| rub | sad | ten | vet | wit | zip | mob | jug |

Make It Harder

Students who can segment and blend the sounds of words with three phonemes may be ready for words with four phonemes.

- Provide each student with four blocks. Listen to this word: *crab.* Let's place a block from left to right as we say each sound in the word: /k/ /r/ /a/ /b/. How many sounds do we hear? (four) What is the first sound? (/k/) What is the second sound? (/r/) What is the third sound? (/a/) What is the last sound? (/b/)

- Now sweep your hand under the blocks as you blend the sounds together and say the word: /k/ /r/ /a/ /b/, *crab.*

- Continue with the following words.

| best | trick | drop | plug | flat | left | mist | stop |

Isolate Phonemes: Initial /kw/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Gather three counters. Today we will be listening for the sound at the beginning of words. The beginning sound is the first sound in a word.

STEP 2 \ MODEL

- I will say a word. Listen carefully to the first sound in this word: *quit.* Have students repeat the word.

- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /kw/ /i/ /t/. Sweep your hand under the counters as you say: *quit.*

- Tap each counter as you say: /kw/ /i/ /t/, *quit.* Point to the first counter as you say: The first sound in *quit* is /kw/. Say the first sound in *quit* with me: /kw/.
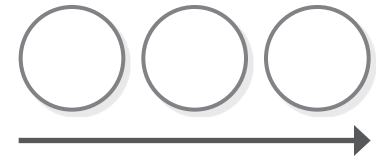
STEP 3 \ GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *quick* with you. Tap each counter and have students say the sound with you: /kw/ /i/ /k/. Sweep your hand under the counters: *quick.* What is the first sound in *quick?* (/kw/)
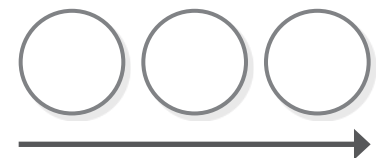
STEP 4 \ ON THEIR OWN

Have students segment the sounds in these words and identify the first sound in each word.

quake	quote	quiz	quack
quill	quail	quip	quad

Isolate Phonemes: Initial /kw/

CORRECTIVE FEEDBACK

IF students cannot identify initial /kw/ in words,

THEN model how to segment each sound to identify the initial sound, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify initial /kw/ in words may need more explicit instruction on isolating the initial sound in words.

- Say the sound /kw/ with me: /kw/. Let's explore some words to identify the sound /kw/.

- As I say the following word, listen for the sound /kw/: *queen.* Say the word with me: *queen.* Where do you hear the sound /kw/ in the word *queen?* (at the beginning)

- Have students identify the initial sound in these words.

| quilt | quiet | quart | queasy | quarrel | quartet |

Make It Harder

Students who can isolate initial sound /kw/ may work on the following extension activity.

- Listen to this sentence. Identify the words that begin with sound /kw/. Read aloud the sentence at the right two times. (*queen, quit, quilt*)

  > The <u>queen</u> <u>quit</u> working on the colorful <u>quilt</u>.

- Repeat with the sentences below.

  > <u>Quinn</u> took a <u>quick</u> <u>quiz</u>.

  > The <u>quiet</u> lad asked <u>quick</u> <u>questions</u>.

  > We walked <u>quickly</u> across the <u>quad</u>.

  > A duck <u>quacked</u> <u>quietly</u> at a <u>quail</u>.

Isolate Phonemes: Initial /v/, /y/ and Initial/Final /z/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Gather three counters. Today we will be listening for the sound at the beginning and at the end of words. The beginning sound is the first sound in a word. The end sound is the last sound in a word.

STEP 2 \ MODEL

- I will say a word. Listen carefully to the first sound in this word: *yum.* Have students repeat the word.

- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /y/ /u/ /m/. Sweep your hand under the counters as you say: *yum.*

- Point to the first counter as you say: The first sound in *yum* is /y/. Say the first sound in *yum* with me: /y/.

- Repeat for initial sound /v/ using *vet,* initial sound /z/ using *zip,* and final sound /z/ using *size.*
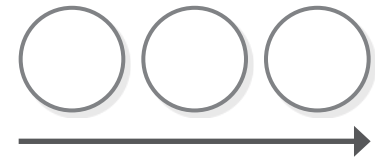
STEP 3 \ GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *fizz* with you. Tap each counter and have students say the sound with you: /f/ /i/ /z/. Sweep your hand under the counters: *fizz.* What is the last sound in *fizz?* (/z/) Repeat for initial sounds /y/ using *yes,* /v/ using *vet,* and /z/ using *zoom.*
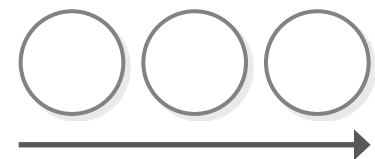
STEP 4 \ ON THEIR OWN

Have students segment the sounds in these words and identify initial sounds /y/, /v/, and /z/ and final sound /z/.

| yet | vote | zone | maze | yawn | vein | haze |

SIDE B

Isolate Phonemes: Initial /v/, /y/ and Initial/Final /z/

CORRECTIVE FEEDBACK

IF students cannot identify initial sounds /y/, /v/, or /z/ or final sound /z/ in words,

THEN model how to segment each sound to identify the initial or final sound, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify initial sounds /y/, /v/, or /z/ or final sound /z/ in words may need more explicit instruction on isolating the initial or final sound in words.

- Say the sound /v/ with me: /v/. Let's explore some words to identify the sound /v/.

- As I say the following word, listen for the sound /v/: *vine.* Say the word with me: *vine.* Where do you hear the sound /v/ in the word *vine?* (at the beginning)

- Repeat for initial sound /y/ using *year,* initial sound /z/ using *zoo,* and final sound /z/ using *haze.*

- Have students identify initial sounds /y/, /v/, and /z/ and final sound /z/ in these words.

| veil | buzz | yam | vast | prize | zipper | jazz | yippee |

Make It Harder

Students who can isolate initial sounds /y/, /v/, and /z/ and final sound /z/ may work on the following extension activity.

- Listen to this sentence. Identify the words with sounds /y/, /v/, and /z/. Read aloud the sentence at the right two times. (*vet, zoo, zebra, yam*)

  > A <u>vet</u> at the <u>zoo</u> fed a <u>zebra</u> a <u>yam</u>.

- Repeat with the sentences below.

  > <u>Fuzz</u> from <u>yarn</u> tickled my <u>nose</u>.

  > <u>You</u> should <u>zip</u> <u>your</u> coat.

  > <u>Jazz</u> made the <u>yellow</u> bee <u>buzz</u>.

  > A <u>voice</u> <u>yelled</u> from the quiet <u>zone</u>.

Change Phonemes: Initial, Medial, Final

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we're going to add, change, or take away the beginning, middle, and end sounds in words to make new words.

STEP 2 \ MODEL

- Listen to the sounds in the word *rat.* The first sound is /r/, the middle sound is /a/, and the last sound is /t/. Say the sounds with me: /r/ /a/ /t/.

- Listen as I change the middle sound /a/ to /ā/: /r/ /ā/ /t/, *rate.* The new word is *rate.*

- Now I'll take away the first sound /r/ from *rate.* What new word do we have? (*ate*)

- I'll add /l/ to the beginning of *ate.* What new word do we have? (*late*)

STEP 3 \ GUIDE PRACTICE

Let's do it together. The word is *hen.* Say the sounds in *hen* with me: /h/ /e/ /n/. Change the first sound /h/ to /t/. What is the new word? (*ten*) Now, add /d/ to the end of *ten.* What is the new word? (*tend*) Now, take away the first sound /t/. What is the new word? (*end*)

STEP 4 \ ON THEIR OWN

I'll say a word and tell you what sound to add, change, or take away. You tell me the new word.

fed	Change /e/ to /ē/: (*feed*)	**bid**	Change /b/ to /h/: (*hid*)
	Change /d/ to /l/: (*feel*)		Change /i/ to /ī/: (*hide*)
	Take away /f/: (*eel*)		Change /h/ to /r/: (*ride*)

Change Phonemes: Initial, Medial, Final

CORRECTIVE FEEDBACK

IF students cannot change initial, medial, or final phonemes,

THEN model how to change phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot change initial, medial, or final phonemes might need more practice on adding, deleting, or changing only one sound at a time.

- I will say a word and tell you to add, change, or take away a sound. You say the new word.

- Say the word: *best.* Change /b/ in *best* to /r/: (*rest*)

- Say the word: *fin.* Change /i/ in *fin* to /ī/: (*fine*)

- Say the word: *cart.* Take away /k/ in *cart*: (*art*)

- Continue with the following words.

plot Take away /p/: (*lot*)	**up** Add /k/ to the beginning: (*cup*)
bean Change /ē/ to /e/: (*Ben*)	**job** Change /b/ to /g/: (*jog*)

Make It Harder

Students may be ready for phoneme reversals, or saying the sounds backwards.

- I will say a word. Then I'll say the sounds backwards in order to make a new word. The word is *net,* /n/ /e/ /t/. Now I'll sound out the word backwards to reverse the sounds: /t/ /e/ /n/, *ten.* The new word is *ten.*

- Have students reverse the sounds of these words.

tab (*bat*)	**lip** (*pill*)	**pot** (*top*)	**but** (*tub*)
much (*chum*)	**sick** (*kiss*)	**ape** (*pay*)	**leaf** (*feel*)

Segment and Blend Phonemes: Initial Consonant Blends

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Gather four counters. Today we will break words into their individual sounds and then blend, or combine, the sounds to form words.

STEP 2 \ MODEL

- Listen to this word: *plan.* Have students repeat the word. Segment the sounds of the word, placing a counter from left to right as you say each phoneme. Listen to the sounds in the word: /p/ /l/ /a/ /n/. Point to the appropriate counter as you say each phoneme. Say each sound with me: /p/ /l/ /a/ /n/. What is the first sound? (/p/) What is the second sound? (/l/) What is the third sound? (/a/) What is the last sound? (/n/)

- Point to the appropriate counter as you say each sound and then sweep your hand under the counters as you say the word: /p/ /l/ /a/ /n/, *plan.* Try it with me: /p/ /l/ /a/ /n/, *plan.*

STEP 3 \ GUIDE PRACTICE

Provide students with counters. Listen to this word: *drop.* Have students place counters as they break *drop* into its individual sounds and say each sound: /d/ /r/ /o/ /p/. Now sweep your hand under the counters and say the sounds quickly: *drop.* What is the word? (*drop*)

STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in these words.

brag	slot	twig	clam	swim	crop	flap	spot

Segment and Blend Phonemes: Initial Consonant Blends

CORRECTIVE FEEDBACK

IF students cannot segment and blend the sounds of words,

THEN model how to segment and blend sounds, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend the sounds of words may benefit from a kinesthetic strategy as they segment and blend sounds.

- Tape four different colored squares of construction paper in a row on the board. Say: I'm going to pound each square as I say each sound in the word *trip.* As you say each sound in the word, use your fist to pound the first, second, third, and fourth squares: /t/ /r/ /i/ /p/. Then slide your fist under the four squares as you blend the sounds and say the word: *trip.*

- Call on individual students to come forward and use the pound-and-sound strategy to segment and blend the sounds in the following words.

scab	drip	clap	skid	plot	drag	slip	block

Make It Harder

Students who can segment and blend the sounds of words with four phonemes may be ready for words with five phonemes.

- Provide each student with five blocks. Listen to this word: *scrap.* Let's place a block from left to right as we say each sound in the word: /s/ /k/ /r/ /a/ /p/. How many sounds do we hear? (five) What is the first sound? (/s/) What is the second sound? (/k/) What is the third sound? (/r/) What is the fourth sound? (/a/) What is the last sound? (/p/)

- Now sweep your hand under the blocks as you blend the sounds together and say the word: /s/ /k/ /r/ /a/ /p/, *scrap.*

- Continue with the following words.

frost	strap	crisp	blond
craft	stomp	plant	twist

SIDE A

Isolate Phonemes: Final /ks/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Gather three counters. Today we will be listening for the sound at the end of words. The end sound is the last sound in a word.

STEP 2 \ MODEL

- I will say a word. Listen carefully to the last sound in this word: *mix.* Have students repeat the word.

- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /m/ /i/ /ks/. Sweep your hand under the counters as you say: *mix.*

- Tap each counter as you say: /m/ /i/ /ks/, *mix.* Point to the last counter as you say: The last sound in *mix* is /ks/. Say the last sound in *mix* with me: /ks/.
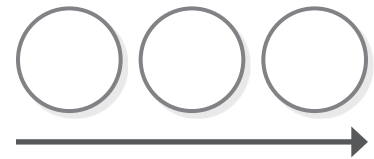
STEP 3 \ GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *tax* with you. Tap each counter and have students say the sound with you: /t/ /a/ /ks/. Sweep your hand under the counters: *tax.* What is the last sound in *tax?* (/ks/)
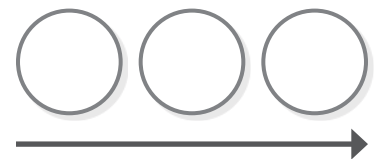
STEP 4 \ ON THEIR OWN

Have students segment the sounds in these words and identify the last sound in each word.

| six | box | fox | axe | wax | fix | ox | max |

Isolate Phonemes: Final /ks/

CORRECTIVE FEEDBACK

IF students cannot identify final /ks/ in words,	**THEN** model how to segment each sound to identify the final sound, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify final /ks/ in words may need more explicit instruction on isolating the final sound in words.

- Say the sound /ks/ with me: /ks/. Let's explore some words to identify the sound /ks/.

- As I say the following word, listen for the sound /ks/: *fax.* Say the word with me: *fax.* Where do you hear the sound /ks/ in the word *fax?* Students should identify the sound /ks/ as the last sound.

- Have students identify the final sound in these words.

lax	sax	tux	axe	fox	mix

Make It Harder

Students who can isolate final sound /ks/ may work on the following extension activity.

- Listen to this sentence. Identify the words that end with sound /ks/. Read aloud the sentence at the right two times.

  A <u>fox</u> helped an <u>ox</u> move a <u>box</u>.

- Repeat with the sentences below.

  <u>Max</u> played his <u>sax</u> for <u>six</u> days.

  The <u>ox</u> was <u>lax</u> to the <u>max</u>.

  <u>Dex</u> has an <u>axe</u> that needs <u>wax</u>.

  <u>Lex</u> baked a <u>box</u> <u>mix</u> cake.

SIDE A
Change Phonemes: Initial

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we're going to change the beginning sound in words to make new words.

STEP 2 \ MODEL

- Listen to the sounds in the word *tab*. The first sound is /t/, the middle sound is /a/, and the last sound is /b/. Say the sounds with me: /t/ /a/ /b/.

- Listen as I change the first sound /t/ to /k/. What new word do we have? (*cab*)

- What changed in the word *tab* to make the word *cab?* (The sound /t/ changed to the sound /k/.)

STEP 3 \ GUIDE PRACTICE

Let's do it together. The word is *plot.* Say the sounds in *plot* with me: /p/ /l/ /o/ /t/. Change the first sound /p/ to /s/. What is the new word? (*slot*) What changed in the word *plot* to make the word *slot?* (The sound /p/ changed to the sound /s/.)

STEP 4 \ ON THEIR OWN

I'll say a word and tell you how to change the first sound. You tell me the new word.

wax Change /w/ to /l/: (*lax*)	**trip Change /t/ to /d/:** (*drip*)
class Change /k/ to /g/: (*glass*)	**six Change /s/ to /f/:** (*fix*)
hoax Change /h/ to /k/: (*coax*)	**clam Change /k/ to /s/:** (*slam*)

Change Phonemes: Initial

CORRECTIVE FEEDBACK

IF students cannot change initial phonemes,

THEN model how to change phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot change initial phonemes might need more practice with removing and then adding initial phonemes in words.

- Gather three counters. Listen to the sounds in the word *wax.* Place a counter from left to right as you say each sound. The first sound is /w/, the middle sound is /a/, and the last sound is /ks/. Say the sounds with me: /w/ /a/ /ks/.

- Remove the first counter as you say: I will take away the first sound /w/. What new word do we have? (*ax*)

- Place a counter to the left of the other two as you say: Now, let's add the sound /t/ to *ax.* What is the new word? (*tax*)

- Distribute four counters to students and continue with the following words and sounds.

cab - /k/ + /t/ = (*tab*)	**slot** - /s/ + /p/ = (*plot*)	**fix** - /f/ + /s/ = (*six*)
drip - /d/ + /t/ = (*trip*)	**glass** - /g/ + /k/ = (*class*)	**coax** - /k/ + /h/ = (*hoax*)
slam - /s/ + /k/ = (*clam*)	**win** - /w/ + /t/ = (*tin*)	**glow** - /g/ + /b/ = (*blow*)

Make It Harder

Students may be ready for this extension activity.

- Have students sit in a circle. Give a beanbag or another soft object to a student. The person holding the beanbag will say a word, such as *job,* and pass the beanbag to the person on the left. That person will change the first sound in the word to make a new word, such as *rob,* and then pass the beanbag to the next person.

- Continue until no one can change the initial phoneme to make a new word. Then start again with a different word.

SIDE A

Identify and Produce Rhyming Words: /o/ /k/

Rhyming words are two or more words that have the same middle and ending sounds.

ROUTINE

STEP 1 \ INTRODUCE

You know that rhyming words have the same middle and ending sounds, like *bug* and *rug*. Today we'll listen to some words and decide if they rhyme. Then we'll make more rhyming words.

STEP 2 \ MODEL

- Listen to the sounds in the word *dock:* /d/ /o/ /k/. Say the sounds with me: /d/ /o/ /k/. Now listen to the sounds in *lock:* /l/ /o/ /k/. *Dock, lock.* Both words end in /o/ /k/, /ok/. *Dock* and *lock* are rhyming words.

- Now I'll find another word that rhymes with *dock* and *lock.* What other word do I know that ends in /ok/? I know—*knock.* The word *knock* rhymes with *dock* and *lock:* /d/ /ok/, /l/ /ok/, /n/ /ok/. All three words end with /ok/.

STEP 3 \ GUIDE PRACTICE

Let's do it together. Listen to these words: *rock, sock.* Say: *Rock,* /r/ /o/ /k/. Say the middle and ending sounds with me: /o/ /k/. Say: *Sock,* /s/ /o/ /k/. Say the middle and ending sounds with me: /o/ /k/, /ok/. Do *rock* and *sock* rhyme? (yes) What other words do we know that end in /ok/? (*block, clock, mock, jock*)

STEP 4 \ ON THEIR OWN

I'll say two words. You tell me if the words rhyme. If they rhyme, then tell me other words that rhyme with them. Accept both nonsense and real words.

pick, deck (no)	**flock, smock** (yes)	**sock, shock** (yes)	**take, like** (no)
dock, block (yes)	**dusk, sack** (no)	**rock, stock** (yes)	**lock, clock** (yes)

Identify and Produce Rhyming Words: /o/ /k/

CORRECTIVE FEEDBACK

IF students cannot identify or produce rhyming words with /o/ /k/, /ok/,

THEN model how to identify and produce rhyming words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty producing rhyming words may benefit from a rhyme completion task using phonograms for the middle and ending sounds of words.

- Help me complete the following sentence with a word that rhymes: *I saw a dog, /d/ /og/, sitting on a ___.* (*log, /l/ /og/*)

- Have students complete these sentences with rhyming words. Accept nonsense and real words that rhyme.

> **He went to bed, /b/ /ed/, and bumped his ___.** (*head, /h/ /ed/*)

> **In the middle of the road, /r/ /ōd/, sat a ___.** (*toad, /t/ /ōd/*)

> **She was the champ, /ch/ /amp/, of the summer ___.** (*camp, /k/ /amp/*)

> **The cute little chick, /ch/ /ik/, was very ___.** (*quick, /kw/ /ik/*)

> **We opened the sack, /s/ /ak/, and grabbed a ___.** (*snack, /s/ /n/ /ak/*)

> **I had an old clock, /k/ /l/ /ok/, that went tick, ___.** (*tock, /t/ /ok/*)

Make It Harder

Students may be ready for this extension activity.

Have partners challenge each other to see who can produce the most rhyming words. Take turns telling your partner a word that ends with the sounds /o/ /k/, /ok/. The partner will say as many words as he or she can think of that rhyme with the word. Keep count of the number of rhyming words each partner says to see who thinks of the most rhyming words.

SIDE A

Add Phonemes: Final /z/

Phoneme addition is the ability to make a new word by adding a phoneme (sound) to a word.

ROUTINE

STEP 1 \ INTRODUCE

Gather seven counters. Today we will say a word and then add a sound to the end to make a new word that means "more than one."

STEP 2 \ MODEL

- Listen to this word: *can.* Place a counter from left to right as you segment the sounds of the word: /k/ /a/ /n/. Sweep your hand under the counters: *can.* What sound do you hear at the end of *can?* (/n/) I will use the word *can* in a sentence: *I bought one can of soup.*

- Now listen to this word: *cans.* Place a counter from left to right as you segment the sounds of the word: /k/ /a/ /n/ /z/. Sweep your hand under the four counters: *cans.* What sound do you hear at the end of *cans?* (/z/) I will use the word *cans* in a sentence: *I bought two cans of soup.*

- *One can. Two cans.* What sound did I add to the end of *can* to mean more than one can? (/z/)
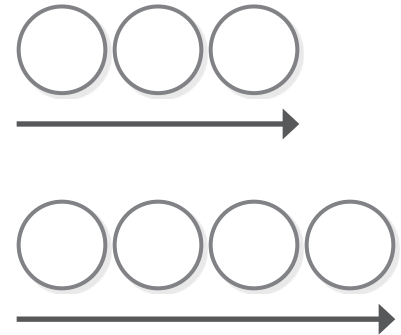
STEP 3 \ GUIDE PRACTICE

Provide students with counters. Listen to this word: *team.* Have students place counters as they say each sound in *team:* /t/ /ē/ /m/. Now place a counter at the end of the three counters and add the sound /z/. Sweep your hand under the counters and say the new word: *teams. Team, teams.* Which word means more than one team? (*teams*) Have volunteers use the words *team* and *teams* in sentences.

STEP 4 \ ON THEIR OWN

Have students continue with the following words.

| clam/clams | gill/gills | cab/cabs | road/roads | pig/pigs |

Add Phonemes: Final /z/

CORRECTIVE FEEDBACK

IF students cannot add final sound /z/ to make a plural word, | **THEN** model the skill again, repeating Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot say the new word after adding the final sound /z/ may need more practice saying the sound /z/.

- Listen to this sound. Hold the sound /z/ for a few seconds and pause slightly between repetitions as you say: /z/, /z/, /z/. Say it with me: /z/, /z/, /z/.

- Present a visual cue for sound /z/. Place your index fingers at the corners of your mouth. Now pull your fingers slightly back toward your ears as you stretch your mouth to say the sound: /z/, /z/, /z/.

- Present a tactile cue. Place your hand on your throat and say: /z/, /z/, /z/. What do you feel? (a vibration, a buzzing) When you feel a vibration like buzzing, you are saying sound /z/.

- Have students use either a visual or a tactile cue as they say the following words.

| cubs | rods | rags | seals | cribs | legs |

Make It Harder

Students may be ready to identify the plural noun to use in sentences.

- I will say a sentence that tells about one person, place, or thing. You will change the sentence so it tells about more than one. Emphasize the underlined words as you say each sentence. For example, if I say "I gathered <u>one egg</u>," you might say, "I gathered <u>three eggs</u>."

- Continue with the following sentences. Be sure that students change the singular noun to a plural and correctly pronounce final sound /z/ in the plural noun.

I gave her <u>one ball</u>.	We chased <u>the bug</u>.	She ate <u>a plum</u>.
He painted <u>one wall</u>.	We visited <u>a farm</u>.	The team had <u>one fan</u>.
They filled <u>one bag</u>.	The monster had <u>one head</u>.	

SIDE A

Remove Phonemes: Initial

Phoneme deletion is the ability to state the word that remains when a specific phoneme (sound) is removed.

ROUTINE

STEP 1 \ INTRODUCE

Gather four counters. Remember that different words have different sounds. Today we will say a word and listen to its beginning sound. Then we will take away that beginning sound and say the new word.

STEP 2 \ MODEL

- Listen to this word: *win.* Segment the sounds of the word, placing three counters from left to right as you say: /w/ /i/ /n/. Point to the first counter as you say: The beginning sound is /w/. Say it with me: /w/.

- Remove the first counter as you say: I can take away the beginning sound /w/. Now I have a new word. Point to each counter as you say: /i/ /n/. Then sweep your hand under the counters as you say: *in.*

- What sound did I take away from *win* to make *in?* (/w/)
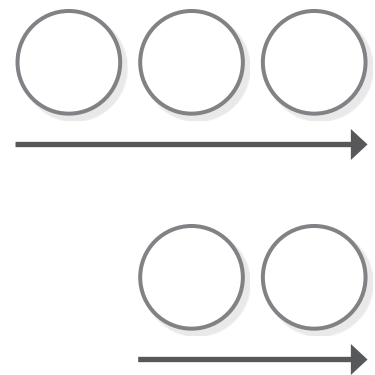
STEP 3 \ GUIDE PRACTICE

Provide students with counters. Listen to this word: *cup.* Have students place counters as they break *cup* into its individual sounds and say each sound: /k/ /u/ /p/. Now remove the first counter. Sweep your hand under the counters and say the new word: *up.* What sound did we take away from *cup* to make *up?* (/k/)

STEP 4 \ ON THEIR OWN

Have students form new words by removing the initial phoneme from these words.

| **pan** (*an*) | **bus** (*us*) | **kit** (*it*) | **Ron** (*on*) |
| **has** (*as*) | **fin** (*in*) | **his** (*is*) | **cat** (*at*) |

Remove Phonemes: Initial

CORRECTIVE FEEDBACK

IF students cannot remove initial phonemes to form new words,	**THEN** model the skill again, repeating Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may be able to say the new word that remains if the initial sound being removed is identified for them.

- I will tell you to say a word without the beginning sound of the word. For example, if I tell you to say *leg* without /l/, you will say *egg.*

- Try it. Say *rice* without /r/. (*ice*)

- Continue with the following directives.

Say *farm* without /f/: (*arm*)	Say *ram* without /r/: (*am*)	Say *cat* without /k/: (*at*)
Say *more* without /m/: (*or*)	Say *scar* without /s/: (*car*)	Say *fly* without /f/: (*lie*)
Say *mitt* without /m/: (*it*)	Say *plate* without /p/: (*late*)	Say *drip* without /d/: (*rip*)
Say *real* without /r/: (*eel*)	Say *twin* without /t/: (*win*)	Say *slick* without /s/: (*lick*)

Make It Harder

Students may be ready to change the initial phoneme of words.

- What word do we have when we change /b/ in *bold* to /t/? (*told*) That's right!

- Now tell me what these words are.

Change /f/ in *fox* to /r/: (*rocks*)	Change /s/ in *sand* to /b/: (*band*)
Change /h/ in *head* to /r/: (*red*)	Change /w/ in *weed* to /s/: (*seed*)
Change /g/ in *gills* to /f/: (*fills*)	Change /t/ in *tub* to /r/: (*rub*)
Change /g/ in *grab* to /k/: (*crab*)	Change /t/ in *trip* to /d/: (*drip*)

SIDE A

Segment and Blend Phonemes: Final Consonant Blends

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Gather four counters. Today we will break words into their individual sounds and then blend, or combine, the sounds to form words.

STEP 2 \ MODEL

- Listen to this word: *last.* Have students repeat the word. Segment the sounds of the word, placing a counter from left to right as you say each phoneme. Listen to the sounds in the word: /l/ /a/ /s/ /t/. Point to the appropriate counter as you say each phoneme. Say each sound with me: /l/ /a/ /s/ /t/. What is the first sound? (/l/) What is the second sound? (/a/) What is the third sound? (/s/) What is the last sound? (/t/)

- Point to the appropriate counter as you say each sound and then sweep your hand under the counters as you say the word: /l/ /a/ /s/ /t/, *last.* Try it with me: /l/ /a/ /s/ /t/, *last.*

STEP 3 \ GUIDE PRACTICE

Provide students with counters. Listen to this word: *sand.* Have students place counters as they break *sand* into its individual sounds and say each sound: /s/ /a/ /n/ /d/. Now sweep your hand under the counters and say the sounds quickly: *sand.* What is the word? (*sand*)

STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in these words.

| help | pond | band | camp | mask | belt | find | damp |

Segment and Blend Phonemes: Final Consonant Blends

CORRECTIVE FEEDBACK

IF students cannot segment and blend the sounds of words,

THEN model how to segment and blend sounds, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend the sounds of words may benefit from a kinesthetic strategy as they segment and blend sounds.

- Tape four different colored squares of construction paper in a row on the board. Say: I'm going to pound each square as I say each sound in the word *send.* As you say each sound in the word, use your fist to pound the first, second, third, and fourth squares: /s/ /e/ /n/ /d/. Then slide your fist under the four squares as you blend the sounds and say the word: *send.*

- Call on individual students to come forward and use the pound-and-sound strategy to segment and blend the sounds in the following words.

| test | task | pump | nest | dump | just | rest | land |

Make It Harder

Students who can segment and blend the sounds in words with final consonant blends may be ready for words with both initial and final consonant blends.

- Provide each student with five blocks. Listen to this word: *clump.* Let's place a block from left to right as we say each sound in the word: /k/ /l/ /u/ /m/ /p/. How many sounds do we hear? (five) What is the first sound? (/k/) What is the second sound? (/l/) What is the third sound? (/u/) What is the fourth sound? (/m/) What is the last sound? (/p/)

- Now sweep your hand under the blocks as you blend the sounds together and say the word: /k/ /l/ /u/ /m/ /p/, *clump.*

- Continue with the following words.

| grand | slept | blast | crisp | trust | stand | twist | stomp |

SIDE A
Add Phonemes: Final /s/

Phoneme addition is the ability to make a new word by adding a phoneme (sound) to a word.

ROUTINE

STEP 1 \ INTRODUCE

Gather seven counters. Today we will say a word that is a verb, or word that shows action, and then add the sound /s/ to the end to make a new word that tells what one person or thing does.

STEP 2 \ MODEL

- Listen to this word: *like.* Place a counter from left to right as you segment the sounds of the word: /l/ /ī/ /k/. Sweep your hand under the counters: *like.* What sound do you hear at the end of *like?* (/k/) I will use the word *like* in a sentence: *The girls like broccoli.*

- Now listen to this word: *likes.* Place a counter from left to right as you segment the sounds of the word: /l/ /ī/ /k/ /s/. Sweep your hand under the four counters: *likes.* What sound do you hear at the end of *likes?* (/s/) I will use the word *likes* in a sentence: *Zayna likes broccoli.*

- *The girls like. Zayna likes.* What sound did I add to the end of *like* to show what one person does? (/s/)
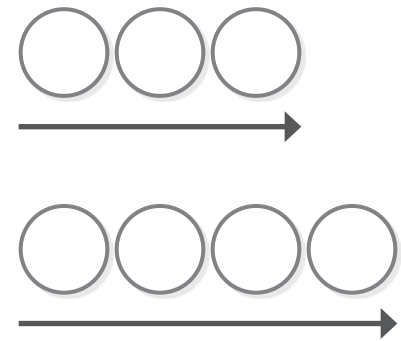
STEP 3 \ GUIDE PRACTICE

Provide students with counters. Listen to this word: *kick.* Have students place counters as they say each sound in *kick:* /k/ /i/ /k/. Now place a counter at the end of the three counters and add the sound /s/. Sweep your hand under the counters and say the new word: *kicks. Kick, kicks.* Which word shows what one person does? (*kicks*) Have volunteers use the verbs *kick* and *kicks* in sentences.

STEP 4 \ ON THEIR OWN

Have students continue with the following verbs.

| stop/stops | pick/picks | laugh/laughs | speak/speaks |

Add Phonemes: Final /s/

CORRECTIVE FEEDBACK

IF students cannot add final sound /s/ to make a verb that shows what one person or thing does,

THEN model the skill again, repeating Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot say the new word after adding the final sound /s/ may need more practice saying the sound /s/.

- Listen to this sound. Hold the sound /s/ for a few seconds and pause slightly between repetitions as you say: /s/, /s/, /s/. Say it with me: /s/, /s/, /s/.

- Present a visual cue for sound /s/. Smile with your teeth together and blow air out through your teeth: /s/, /s/, /s/.

- Present a tactile cue. Place your hand on your throat and say: /s/, /s/, /s/. What do you feel? (nothing) That's right! You don't feel any vibration when you say the sound /s/.

- Have students use either a visual or a tactile cue as they say the following verbs.

> **bats   dips   rots   makes   licks   puffs**

Make It Harder

Students may be ready to revise sentences to show what one person or animal does.

- I will say a sentence that tells what several people or animals do. You will change the sentence so it tells what one person or animal does. Emphasize the underlined words as you read each sentence. For example, if I say "We snap our fingers," you might say, "Cruz snaps his fingers."

- Have students revise the following sentences to show what one person or animal does. Be sure students correctly pronounce final sound /s/ in the singular verb.

> The <u>maids mop</u> the floor.   The <u>frogs sit</u> on a log.   The <u>bunnies hop</u>.
>
> <u>Children ask</u> questions.   My <u>friends pack</u> the bag.

SIDE A

Remove Phonemes: Initial and Final

Phoneme deletion is the ability to state the word that remains when a specific phoneme (sound) is removed.

ROUTINE

STEP 1 \ INTRODUCE

Gather four counters. Today we will say a word and listen to its beginning or ending sound. Then we will take away that sound and say the new word.

STEP 2 \ MODEL

- Listen to this word: *band.* Segment the sounds of the word, placing four counters from left to right as you say: /b/ /a/ /n/ /d/. Point to the last counter as you say: The last sound is /d/. Say it with me: /d/.

- Remove the last counter as you say: When I take away the last sound /d/, I have a new word. Point to each counter as you say: /b/ /a/ /n/. Then sweep your hand under the counters as you say: *ban.* What sound did I take away from *band* to make *ban?* (/d/)

- Repeat with the word *sand,* but this time take away the initial sound /s/ to form the word *and.*

STEP 3 \ GUIDE PRACTICE

Provide students with counters. Listen to this word: *gasp.* Have students place counters as they break *gasp* into its individual sounds and say each sound: /g/ /a/ /s/ /p/. Now remove the last counter. Sweep your hand under the counters and say the new word: *gas.* What sound did we take away from *gasp* to make *gas?* (/p/)

STEP 4 \ ON THEIR OWN

Have students form new words from these words.

plant - /t/ = (*plan***)**	**brake - /b/ = (***rake***)**	**dent - /t/ = (***den***)**
crow - /k/ = (*row***)**	**belt - /t/ = (***bell***)**	

SIDE B

Remove Phonemes: Initial and Final

CORRECTIVE FEEDBACK

IF students cannot remove initial or final phonemes to form new words,

THEN model the skill again, repeating Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may be able to say the new word that remains if the initial or final sound being removed is identified for them.

- I will tell you to say a word without the beginning or ending sound of the word. For example, if I tell you to say *grasp* without /p/, you will say *grass.*

- Try it. Say *stop* without /s/. (*top*)

- Continue with the following directives.

Say *belt* without /t/: (*bell*)	**Say *ant* without /t/:** (*an*)
Say *smile* without /s/: (*mile*)	**Say *spin* without /s/:** (*pin*)
Say *brace* without /b/: (*race*)	**Say *chest* without /t/:** (*chess*)
Say *stack* without /s/: (*tack*)	**Say *arm* without /m/:** (*are*)

Make It Harder

Students may be ready to substitute, or change, the initial and final phonemes of words.

- What word do we have when we change /t/ in *bent* to /d/? (*bend*) That's right!

- Now tell me what these words are.

Change /d/ in *and* to /t/: (*ant*)	**Change /s/ in *sled* to /f/:** (*fled*)
Change /m/ in *math* to /b/: (*bath*)	**Change /p/ in *past* to /l/:** (*last*)
Change /m/ in *clam* to /p/: (*clap*)	**Change /k/ in *clip* to /s/:** (*slip*)
Change /d/ in *spend* to /t/: (*spent*)	**Change /g/ in *plug* to /m/:** (*plum*)

SIDE A

Identify and Produce Rhyming Words: /at/

Rhyming words are two or more words that have the same middle and ending sounds.

ROUTINE

STEP 1 \ INTRODUCE

You know that rhyming words have the same middle and ending sounds, like *dog* and *log.* Today we'll listen to some words and decide if they rhyme. Then we'll make more rhyming words.

STEP 2 \ MODEL

- Listen to the sounds in the word *cat:* /k/ /at/. Say the sounds with me: /k/ /at/. Now listen to the sounds in *gnat:* /n/ /at/. *Cat, gnat.* Both words end in /at/. *Cat* and *gnat* are rhyming words.

- Now I'll find another word that rhymes with *cat* and *gnat.* What other word do I know that ends in /at/? I know—*sat.* The word *sat* rhymes with *cat* and *gnat:* /k/ /at/, /n/ /at/, /s/ /at/. All three words end with /at/.

STEP 3 \ GUIDE PRACTICE

Let's do it together. Listen to these words: *rat, slat.* Say: *Rat,* /at/. Say the middle and ending sounds with me: /at/. Say: *Slat,* /at/. Say the middle and ending sounds with me: /at/. Do *rat* and *slat* rhyme? (yes) What other words do we know that end in /at/? (*hat, bat, mat, pat, fat*)

STEP 4 \ ON THEIR OWN

I'll say two words. You tell me if the words rhyme. If they rhyme, then tell me other words that rhyme with them. Accept both nonsense and real words.

pit, pat (no)	**spat, scat** (yes)	**flat, scat** (yes)	**gnat, knot** (no)
mat, fat (yes)	**bat, luck** (no)	**sat, slat** (yes)	**rat, spat** (yes)

SIDE B

Identify and Produce Rhyming Words: /at/

CORRECTIVE FEEDBACK

IF students cannot identify or produce rhyming words with /at/,

THEN model how to identify and produce rhyming words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty producing rhyming words may benefit from a rhyme completion task using individual phonemes in place of phonograms for the middle and ending sounds of words.

- Help me complete the following sentence with a word that rhymes: *I saw a rat, /r/ /a/ /t/, sitting on a ___.* (*mat,* /m/ /a/ /t/)

- Have students complete these sentences with rhyming words. Accept nonsense and real words that rhyme.

> **He took a hat, /h/ /a/ /t/, from a ___.** (*cat,* /k/ /a/ /t/)

> **In the middle of the mat, /m/ /a/ /t/, sat a ___.** (*rat,* /r/ /a/ /t/)

> **My hair went flat, /f/ /l/ /a/ /t/, when the rain ___.** (*spat,* /s/ /p/ /a/ /t/)

> **The gnat, /n/ /a/ /t/, flew like a ___.** (*bat,* /b/ /a/ /t/)

> **The big old rat, /r/ /a/ /t/, was very ___.** (*fat,* /f/ /a/ /t/)

Make It Harder

Students may be ready for this extension activity.

Have partners challenge each other to see who can produce the most rhyming words. Take turns telling your partner a word that ends with the sounds /at/. The partner will say as many words as he or she can think of that rhyme with the word. Keep count of the number of rhyming words each partner says to see who thinks of the most rhyming words.

SIDE A

Identify and Produce Rhyming Words: Varied

Rhyming words are two or more words that have the same middle and ending sounds.

ROUTINE

STEP 1 \ INTRODUCE

Remember, rhyming words have the same middle and ending sounds, like *cat* and *bat.* Today we'll listen to some words and decide if they rhyme. Then we'll make more rhyming words.

STEP 2 \ MODEL

- Listen to the sounds in the word *hug:* /h/ /u/ /g/. Say the sounds with me: /h/ /u/ /g/. Now listen to the sounds in *plug:* /p/ /l/ /u/ /g/. *Hug, plug.* Both words end in /u/ /g/. *Hug* and *plug* are rhyming words.

- Now I'll find another word that rhymes with *hug* and *plug.* What other word do I know that ends in /u/ /g/? I know—*jug.* The word *jug* rhymes with *hug* and *plug:* /h/ /u/ /g/, /p/ /l/ /u/ /g/, /j/ /u/ /g/. All three words end with /u/ /g/.

STEP 3 \ GUIDE PRACTICE

Let's do it together. Listen to these words: *wit, knit.* Say: *Wit,* /i/ /t/. Say the middle and ending sounds with me: /i/ /t/. Say: *Knit,* /i/ /t/. Say the middle and ending sounds with me: /i/ /t/. Do *wit* and *knit* rhyme? (yes) What other words do we know that end in /i/ /t/? (*lit, sit, fit, slit, hit*)

STEP 4 \ ON THEIR OWN

I'll say two words. You tell me if the words rhyme. If they rhyme, then tell me other words that rhyme with them. Accept both nonsense and real words.

sit, sat (no)	**snug, bug** (yes)	**flat, hat** (yes)	**smog, knot** (no)
hog, frog (yes)	**scat, quit** (no)	**tug, mug** (yes)	**skit, pit** (yes)

Identify and Produce Rhyming Words: Varied

CORRECTIVE FEEDBACK

IF students cannot identify or produce rhyming words,

THEN model how to identify and produce rhyming words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty producing rhyming words may benefit from a rhyme completion task using phonograms instead of individual phonemes for the middle and ending sounds in words.

- Help me complete the following sentence with a word that rhymes:
  The cat, /k/ /at/, went ___. (*scat, /s/ /k/ /at/*)

- Have students complete these sentences with rhyming words. Accept nonsense and real words that rhyme.

  > **A girl named Kit, /k/ /it/, peeked through a ___.** (*slit, /s/ /l/ /it/*)

  > **The dog, /d/ /og/, became friends with the ___.** (*hog, /h/ /og/*)

  > **To pull the plug, /p/ /l/ /ug/, we gave it a ___.** (*tug, /t/ /ug/*)

  > **We watched a frog, /f/ /r/ /og/, hop off a ___.** (*log, /l/ /og/*)

Make It Harder

Students may be ready for this extension activity.

- Have partners challenge each other to see who can produce the most rhyming words. Decide who will go first. That person will point to an item in the classroom.

- Your partner will identify that item and then say as many words as he or she can think of that rhyme with that word. Keep count of the number of rhyming words each partner says to see who thinks of the most rhyming words. For example, if your partner points to a chair, you would say *chair* and then say rhyming words such as *bare, rare, tear, fair, air, mare.*

SIDE A

Manipulate Phonemes: Initial and Final

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Gather three counters. Today we will flip, or reverse, the beginning and ending sounds in words to make new words.

STEP 2 \ MODEL

- I will say a word. Listen to this word: *lip.* Place a counter from left to right as you segment the sounds in *lip:* /l/ /i/ /p/. Point to the first and last counter as you say: The beginning sound is /l/ and the ending sound is /p/, *lip.* Point to each counter as you say: Say the sounds with me, /l/ /i/ /p/, *lip.*

- Now I will flip the beginning and ending sounds, saying the sounds in backward order to make a new word. Point to the counters in reverse order as you say: /p/ /i/ /l/. Say the sounds with me, /p/ /i/ /l/. Sweep your hand under the counters in reverse order as you blend the sounds: *pill.* What is our new word? (*pill*) That's correct! *Lip* said backward is *pill.*
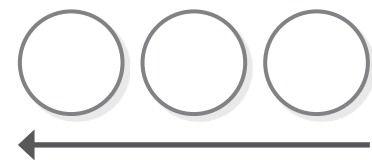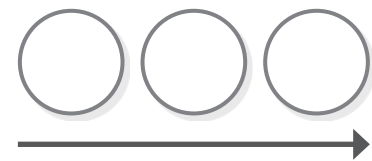
STEP 3 \ GUIDE PRACTICE

- Let's try another word. Listen to the beginning and ending sounds in this word: *tug.* Place counters from left to right as you say: /t/ /u/ /g/. What is the beginning sound? (/t/) What is the ending sound? (/g/)

- Now let's flip the beginning and ending sounds. Point to the counters in reverse as you say: /g/ /u/ /t/. What is our new word? (*gut*)

STEP 4 \ ON THEIR OWN

Have students flip the beginning and ending sounds in these words.

bat (*tab*)	**nap** (*pan*)	**tap** (*pat*)
pit (*tip*)	**kit** (*tick*)	**knit** (*tin*)

Manipulate Phonemes: Initial and Final

CORRECTIVE FEEDBACK

IF students cannot manipulate initial and final phonemes in words,

THEN model how to reverse initial and final phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students might need more explicit instruction with a tactile activity.

- Segment the sounds in the word *nip,* placing a counter from left to right as you say each phoneme: /n/ /i/ /p/. Say the sound when I point to each counter.

- Now we'll flip the beginning and ending sounds by saying the sounds in backward order. Tap the last, middle, and first counters as you say: /p/ /i/ /n/. Say the sounds with me: /p/ /i/ /n/. Let's put the sounds together. Sweep your hand under the counters in reverse order as you say: /p/ /i/ /n/, *pin. Nip* said in backward order is *pin.*

- Distribute counters to students. Have students follow the same procedure to flip the beginning and ending sounds in the words shown at the right.
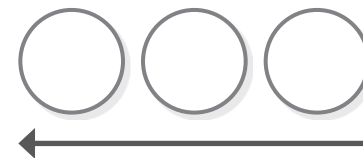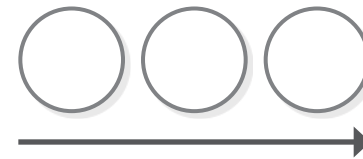
tack (*cat*)	**tug** (*gut*)
pack (*cap*)	**knit** (*tin*)

Make It Harder

Students may be ready for this extension activity.

- Have a small group of students sit in a circle. Hand a beanbag or other soft toy to one student. The student holding the beanbag will say a word with three sounds in it and identify each sound. Then you will hand the beanbag to the student on your left. That student will flip the beginning and ending sounds in the word, say each sound and the new word, and then say if it's an actual word. For example, my word is *sell,* /s/ /e/ /l/. When I flip the beginning and ending sounds, the sounds are /l/ /e/ /s/, *less. Less* is an actual word.

- The game ends when everyone has had at least one turn.

SIDE A

Change Phonemes: Initial with Medial /ā/

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we're going to change the beginning sound in words to make new words.

STEP 2 \ MODEL

- Listen to the sounds in the word *raid.* The first sound is /r/, the middle sound is /ā/, and the last sound is /d/. Say the sounds with me: /r/ /ā/ /d/.

- Listen as I change the first sound /r/ to /j/. What new word do we have? (*jade*)

- What changed in the word *raid* to make the word *jade?* (The sound /r/ changed to the sound /j/.)

STEP 3 \ GUIDE PRACTICE

Let's do it together. The word is *hail.* Say the sounds in *hail* with me: /h/ /ā/ /l/. Change the first sound /h/ to /s/. What is the new word? (*sail*) What changed in the word *hail* to make the word *sail?* (The sound /h/ changed to the sound /s/.)

STEP 4 \ ON THEIR OWN

I'll say a word and tell you how to change the first sound. You tell me the new word.

cane Change /k/ to /g/: (*gain*)	**pace Change /p/ to /r/:** (*race*)
bait Change /b/ to /d/: (*date*)	**gave Change /g/ to /w/:** (*wave*)
faze Change /f/ to /m/: (*maze*)	**tape Change /t/ to /k/:** (*cape*)

Change Phonemes: Initial with Medial /ā/

CORRECTIVE FEEDBACK

IF students cannot change initial phonemes in words with medial /ā/,

THEN model how to change phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot change initial phonemes might need more practice with removing and then adding initial phonemes in words.

- Gather three counters. Listen to the sounds in the word *game.* Place a counter from left to right as you say each sound. The first sound is /g/, the middle sound is /ā/, and the last sound is /m/. Say the sounds with me: /g/ /ā/ /m/.

- Remove the first counter as you say: I will take away the first sound /g/. What new word do we have? (*aim*)

- Place a counter to the left of the other two as you say: Now, let's add the sound /f/ to *aim.* What is the new word? (*fame*)

- Distribute three counters to each student and continue with the following words and sounds.

made - /m/ + /p/ = (*paid*)	**lake - /l/ + /w/ =** (*wake*)	**pail - /p/ + /m/ =** (*mail*)
lane - /l/ + /r/ = (*rain*)	**base - /b/ + /k/ =** (*case*)	**rate - /r/ + /l/ =** (*late*)

Make It Harder

Students may be ready for this extension activity.

Have students sit in a circle. Give a beanbag or another soft object to a student. The student holding the beanbag will say a word with sound /ā/, such as *wave,* and pass the beanbag to the student on the left. That student will change the first sound in the word to make a new word, such as *pave,* and then pass the beanbag to the next person. Continue until no one can change the initial phoneme to make a new word. Then start again with a different word.

SIDE A
Isolate Phonemes: Medial /ȯ/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will identify the sound /ȯ/ in words. Note that /ȯ/ is pronounced like the medial phoneme in the word *ball.*

STEP 2 \ MODEL

- Listen to these words: *ball, lawn.* As I say them again, I want you to listen carefully to the middle sound you hear. Repeat the words, emphasizing the /ȯ/ in both words.

- I hear /ȯ/ in both *ball* and *lawn*. Say *ball* with me. Listen to make sure students pronounce the word correctly. Repeat with *lawn*. Say *lawn.*

- Do you hear /ȯ/ in both words? Pause for students to respond. Yes, both words have the sound /ȯ/.

STEP 3 \ GUIDE PRACTICE

Listen to this word: *talk*. Isolate and elongate the /ȯ/ as you pronounce it. Say it with me: *talk*. What is the middle sound? Yes, /ȯ/ is the middle sound.

STEP 4 \ ON THEIR OWN

I'm going to say several words. Raise your hand if the word has /ȯ/. Say the following words aloud. Have students raise their hands if the word has /ȯ/.

| hawk | bill | man | call | tall | bowl |

Once you have finished the activity, have students try it on their own. Now you think of a word that has /ȯ/ and tell your partner that word.

Isolate Phonemes: Medial /ȯ/

CORRECTIVE FEEDBACK

| **IF** students cannot isolate medial /ȯ/ in a word, | **THEN** model how to isolate medial /ȯ/, using Steps 2 and 3. Next, work through the Make It Easier activity. |

Make It Easier

Students who cannot produce medial /ȯ/ might need more explicit instruction on how to say the sound /ȯ/.

- We say the sound /ȯ/ by opening our mouths and saying "aw" like we might do when we pet a puppy or a kitten. Demonstrate by pretending to pet an imaginary animal.

- Let's practice /ȯ/ by pretending we're petting a puppy or a kitten while saying /ȯ/. We'll pet our imaginary animal and say "aw" when a word has the /ȯ/. If the word doesn't have the /ȯ/, we'll shake our heads and say "nah," meaning no, it doesn't have /ȯ/.

- I'm going to say some words. If the word has /ȯ/, pet your imaginary pet and say "aw." If it doesn't, then shake your head and say "nah."

- Say the following words aloud. Allow students time to respond after you say the word. Repeat each word as necessary, emphasizing the /ȯ/.

| hall | shawl | train | might |

Make It Harder

Students who are able to isolate medial /ȯ/ can extend the activity by playing a game in which students produce other words with /ȯ/.

- Demonstrate identifying medial /ȯ/ by holding a ball. This word is *ball*.

- Pass the ball to the student to your left. Ask the student, Is this a *ball?*

- Students should say "No, it isn't" and instead say that the ball is now a new word that has the sound /ȯ/; for example, *haul.* The student then passes the ball to the next student.

- If a student is unable to produce a word with /ȯ/, he or she should say, "Yes, it's a ball." The game ends when no student can produce a word with /ȯ/.

SIDE A
Distinguish Medial /a/ and /ā/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will identify the difference between the sounds /a/ and /ā/ in the middle of words.

STEP 2 \ MODEL

- Listen to this word: *cap.* As I say the word again, I want you to listen carefully to the middle sound you hear. Repeat the word. The middle sound is /a/. Say *cap* with me.

- Now listen to this word: *cape.* Listen for the middle sound as I say it again: *cape.* The middle sound is /ā/. Say *cape* with me.

- Listen as I say both words: *cap, cape.* Which word has the sound /a/? Pause for students to respond. That's correct, *cap*. What sound do you hear in *cape?* That's correct, sound /ā/.

STEP 3 \ GUIDE PRACTICE

Listen as I say another pair of words: *mane, man.* Which word has /ā/? (*mane*) Which word has /a/? (*man*) Say both words with me: *mane, man.*

STEP 4 \ ON THEIR OWN

- I'm going to say pairs of words. Raise your hand when you hear the word that has /ā/. Say the following pairs aloud. Repeat the words if students have difficulty hearing the difference between /a/ and /ā/.

| van/vane | tape/tap | can/cane | back/bake | rack/rake |

- Once you have finished the activity, have students think of words that have sounds /a/ and /ā/. Now you think of words that have /a/ and /ā/. Tell your partner.

Distinguish Medial /a/ and /ā/

CORRECTIVE FEEDBACK

IF students cannot distinguish medial /a/ and /ā/ in words,

THEN model how to isolate medial /a/ and /ā/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot distinguish medial /a/ and /ā/ might need more explicit instruction on how to identify the sounds /a/ and /ā/.

- Listen as I say this sound: /a/. Now listen as I say a word with /a/: *flat.* Say *flat* again, elongating the /a/. Say the word with me, and let's stretch the /a/ in the word: *flaaat.*

- Now let's practice saying this sound: /ā/. Listen to this word: *make.* Say *make* again, elongating the /ā/. Say the word with me, and let's stretch the /ā/ in the word: *maaake.*

- I'm going to say some words. If the word has /a/, raise your hand. Say the following words aloud. Allow students time to respond after you say the word. Repeat each word as necessary.

ban	train	tan	safe	cane	gas	nap

Make It Harder

Students who are able to distinguish medial /a/ and /ā/ can extend the activity by playing a game in which students produce words with /a/ and /ā/.

- Have a small group of students sit in a circle. Begin by saying a word with sound /a/. My word is *pan.*

- The student to the right must say that word with sound /ā/. (*pain*)

- Play continues with students alternating medial /a/ and /ā/ words.

- If a student is unable to come up with another word, he or she may pass to the next student.

- Play continues until each student has had a chance to say a word with sound /a/ and a word with sound /ā/, or until no one is able to provide a new word.

SIDE A

Change Phonemes: Initial with Medial /ī/

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

We can change the beginning sound in words to make new words. Today we're going to change the beginning sound in words that have the sound /ī/ in the middle.

STEP 2 \ MODEL

- Listen to this word: *pine.* As I say the word again, I want you to listen carefully to the sounds. Repeat the word. The beginning sound is /p/, the middle sound is /ī/, and the last sound is /n/, *pine.*

- Let's change the beginning sound /p/ to /n/. The new word is *nine.* Repeat the word, emphasizing each sound. Say *nine* with me.

STEP 3 \ GUIDE PRACTICE

- I'm going to say another word. Listen carefully for the sounds in the word *like*. Say *like.* What is the beginning sound? (/l/)

- Now I'm going to change the beginning sound to /b/. What is the new word? Allow students time to reply. That's correct. The new word is *bike.*

STEP 4 \ ON THEIR OWN

- Use the words and initial sounds at the right to make new words. I'll say a word and tell you how to change the beginning sound in the word. You tell me the new word. Use this sentence frame with the words at the right: The word is ___. Change ___ to ___. Listen to make sure students pronounce the new word correctly.

- Say: Now you think of words that have /ī/. Change the beginning sound to make a new word. Tell your partner your word.

time: - /t/ + /l/ (*lime*)
bite: - /b/ + /s/ (*site*)
line: - /l/ + /f/ (*fine*)

Change Phonemes: Initial with Medial /ī/

CORRECTIVE FEEDBACK

IF students cannot change initial phonemes in words, | **THEN** model how to change initial phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot change initial phonemes might need more explicit instruction on how to identify and change the initial sound in words.

- Listen to this word: *time*. What is the beginning sound? (/t/) Let's take away /t/. What's left? (/īm/)

- Let's add a new beginning sound: /l/. Say /l/ with me: /l/. Now say the sounds /l/ and /īm/ together: /l/ /īm/. Say the new word: *lime.*

- Let's try this with other words. Continue with the words and sounds at the right. Repeat each word and sound as necessary.

> **kite: - /k/ + /b/** (*bite*)
>
> **mile: - /m/ + /t/** (*tile*)
>
> **ride: - /r/ + /w/** (*wide*)

Make It Harder

Students who are able to change initial phonemes can extend the activity by playing a game in which students produce new words with /ī/.

- Have a small group of students sit in a circle. Begin by saying a word with medial sound /ī/. My word is *pine.*

- The student to the right must change the initial sound to create a new word with medial sound /ī/. My word is *mine.*

- Play continues with students changing the initial phoneme of words with /ī/.

- Students may change the end sound at any time during play, as long as they retain the medial sound /ī/.

- The game ends when everyone has had at least one turn changing the initial phoneme.

SIDE A
Distinguish Medial /i/ and /ī/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will identify the sounds /i/ and /ī/ in the middle of words.

STEP 2 \ MODEL

- Listen to this word: *hid.* As I say the word again, I want you to listen carefully to the middle sound you hear. Repeat the word. The middle sound is /i/. Say *hid* with me.

- Now listen to this word: *hide.* Listen for the middle sound as I say it again: *hide.* The middle sound is /ī/. Say *hide* with me.

- Listen as I say both words: *hid, hide.* Which word has the sound /i/? Pause for students to respond. That's correct, *hid*. What sound do you hear in *hide?* That's correct, /ī/.

STEP 3 \ GUIDE PRACTICE

Listen as I say another pair of words: *mine, brick.* Which word has /ī/? (*mine*) Which word has /i/? (*brick*) Say both words with me: *mine, brick.*

STEP 4 \ ON THEIR OWN

- I'm going to say some words. Raise your hand when you hear a word that has /ī/. Say the following words aloud. Repeat the word if students have difficulty hearing the difference between /i/ and /ī/.

| vine | tip | sip | rip | bike |

- Once you have finished the activity, have students think of words that have the sounds /i/ and /ī/. Now you think of words that have /i/ and /ī/. Tell your partner.

Distinguish Medial /i/ and /ī/

CORRECTIVE FEEDBACK

IF students cannot distinguish medial /i/ and /ī/ in words,

THEN model how to isolate medial /i/ and /ī/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot distinguish medial /i/ and /ī/ might need more explicit instruction on how to identify the sounds /i/ and /ī/.

- Listen as I say this sound: /i/. Now listen as I say a word with /i/: *fit.* Say *fit* again, elongating the /i/. Say the word with me, and let's stretch the /i/ in the word: *fiiit.*

- Now let's practice saying this sound: /ī/. Listen to this word: *drive.* Say *drive* again, elongating the /ī/. Say the word with me, and let's stretch the /ī/ in the word: *driiive.*

- I'm going to say some words. If the word has /i/, raise your hand. Say the following words aloud. Allow students time to respond after you say the word. Repeat each word as necessary.

| bin | time | tip | lift | file | sip |

Make It Harder

Students who are able to distinguish medial /i/ and /ī/ can extend the activity by playing a game in which students identify words with medial /i/ and /ī/.

- Have a small group of students sit in a circle. Begin by saying a short sentence with at least one medial /i/ or /ī/ word about something in the classroom. Put the paper in the trash *bin.*

- The student to the left identifies the word(s) with medial /i/ or /ī/ in the sentence (*bin*). Note that *in* has an initial /i/, but not a medial /i/.

- Play continues with students creating sentences about other items in the classroom.

- If a student is unable to come up with another word, he or she may pass to the next student. Play continues until each student has had a chance to say a sentence.

SIDE A

Segment and Blend Phonemes: Four to Five Phonemes

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Today we will segment, or break, words into their individual sounds and then blend, or combine, the sounds to form words.

STEP 2 \ MODEL

- Demonstrate segmenting a word into its phonemes. Listen to this word: *pond.* Have students repeat the word. Then segment the sounds of the word. Listen to the individual sounds in the word: /p/ /o/ /n/ /d/. Say each sound with me: /p/ /o/ /n/ /d/. How many sounds do we hear? (four)

- Demonstrate blending the phonemes to combine them into a word. Now listen as I blend the sounds together to say the word: /p/ /o/ /n/ /d/, *pond.* You try it with me: /p/ /o/ /n/ /d/, *pond.*

STEP 3 \ GUIDE PRACTICE

Listen to this word: *stiffer.* I'm going to say each sound. I want you to repeat the sound after I say it. Say each sound. Give students time to repeat the phonemes. /s/ /t/ /i/ /f/ /ər/. Now let's blend the sounds a little more quickly: /s/ /t/ /i/ /f/ /ər/. What is the word? (*stiffer*) That is correct. The word is *stiffer.*

STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in each word after you say it.

| place | many | dogs | kicks | giraffe | finish |

Segment and Blend Phonemes: Four to Five Phonemes

CORRECTIVE FEEDBACK

IF students cannot segment and blend the sounds of words,

THEN model how to segment and blend sounds, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend the sounds of words may benefit from a visual and tactile approach as they segment and blend sounds.

- I'll count the sounds in words using my fingers. Let's practice with the word *happy.* Segment the sounds. Count on your fingers for each phoneme. /h/ /a/ /p/ /ē/. There are four sounds in *happy.* Count with me: /h/ /a/ /p/ /ē/.

- Let's count again, but once we've finished counting, we'll blend the sounds together and say *happy.* We'll close our fingers as we quickly say the word. Segment the sounds in the word again. After you finish, blend the sounds and "close" your fingers. Segment with me: /h/ /a/ /p/ /ē/. Blend with me: *happy*.

- Practice with these words.

scan
steps
close

Make It Harder

Students who can segment and blend the sounds of words with four to five phonemes can extend the activity by practicing with a partner.

- Let's segment and blend the sounds of other words with a partner. The first partner segments the sounds in a word, and then the second partner blends the sounds and says the word.

- For example, the first partner would say: *My word is /f/ /l/ /a/ /g/. What's my word?* The second partner would blend the sounds and say: *Your word is* flag.

- Continue the activity until each partner has successfully segmented and blended the sounds in a predetermined number of words.

SIDE A

Segment and Blend Phonemes: Initial/Final Digraphs and Trigraphs

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Today we will segment, or break, words into their individual sounds and then blend, or combine, the sounds to form words. We'll focus on the beginning and last sounds in words that have the sounds /hw/, /ch/, and /f/.

STEP 2 \ MODEL

- Demonstrate segmenting a word into its phonemes. Listen to this word: *pinch.* Have students repeat the word. Then segment each sound in the word. Listen to the individual sounds in the word: /p/ /i/ /n/ /ch/. Say each sound with me: /p/ /i/ /n/ /ch/.

- Demonstrate blending the phonemes to combine them into a word. Now listen as I blend the sounds together to say the word: /p/ /i/ /n/ /ch/, *pinch.* You try it with me: /p/ /i/ /n/ /ch/, *pinch.*

STEP 3 \ GUIDE PRACTICE

Listen to this word: *photo.* I'm going to say each sound. I want you to repeat the sound after I say it. Say each sound. Give students time to repeat the phonemes. /f/ /ō/ /t/ /ō/. Now let's blend the sounds a little more quickly: /f/ /ō/ /t/ /ō/. What is the word? (*photo*) That is correct. The word is *photo.*

STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in each word after you say it.

phone	bunch	which	watch	match

SIDE B

Segment and Blend Phonemes:
Initial/Final Digraphs and Trigraphs

CORRECTIVE FEEDBACK

IF students cannot segment and blend the sounds of words,

THEN model how to segment and blend the sounds in words with initial and final digraphs and trigraphs, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend the sounds of words may benefit from a visual and tactile approach as they segment and blend sounds.

- I'm going to count the sounds in words using my fingers. Let's practice with the word *chop.* Segment the sounds. Count on your fingers for each phoneme. /ch/ /o/ /p/. There are three sounds in *chop.* Count with me: /ch/ /o/ /p/.

- Let's count again, but once we've finished counting, we'll blend the sounds together and say *chop*. We'll close our fingers as we quickly say the word. Segment the sounds in the word again. After you finish, blend the sounds and "close" your fingers. Segment with me: /ch/ /o/ /p/. Blend with me: *chop*.

- Practice with these words.

| where |
| chair |
| graph |

Make It Harder

Students who can segment and blend the phonemes of words with initial and final digraphs and trigraphs can extend the activity by practicing with a partner.

- All of the words we practiced today have the sound /hw/, /ch/, or /f/. Let's think of other words that have those sounds at either the beginning or end of words. Allow time for students to think of other words. Segment the sounds in your word and then have your partner blend the sounds.

- My word is /hw/ /ā/ /l/. What's my word? The partner should blend the phonemes and say: Your word is *whale*.

- Continue the activity until each partner has successfully segmented and blended the sounds in a predetermined number of words.

SIDE A

Segment and Blend Phonemes: Initial/Final Digraphs and Trigraphs

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Today we will segment words into their individual sounds and then blend the sounds to form words.

STEP 2 \ MODEL

- Demonstrate segmenting a word into its phonemes. Listen to this word: *check.* Have students repeat the word. Then segment each sound in the word. Listen to the individual sounds in the word: /ch/ /e/ /k/. Say each sound with me: /ch/ /e/ /k/.

- Demonstrate blending the phonemes to combine them into a word. Now listen as I blend the sounds together to say the word: /ch/ /e/ /k/, *check.* You try it with me: /ch/ /e/ /k/, *check.* Allow time for students to repeat the phonemes and then to blend the sounds to say the word.

STEP 3 \ GUIDE PRACTICE

Listen to this word: *she'll.* This is a contraction for the words *she* and *will.* I'm going to say each sound. I want you to repeat the sound after I say it. Say each sound. Give students time to repeat the phonemes. /sh/ /ē/ /l/. Now let's blend the sounds a little more quickly: /sh/ /ē/ /l/. What is the word? (*she'll*) That is correct. The word is *she'll.*

STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in each word after you say it.

munch	they'll	whirl	she's

Segment and Blend Phonemes: Initial/Final Digraphs and Trigraphs

CORRECTIVE FEEDBACK

IF students cannot segment and blend the sounds of words,	**THEN** model how to segment and blend the sounds in words with initial and final digraphs and trigraphs, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend the sounds of words may benefit from a visual and tactile approach as they segment and blend sounds.

- I'm going to count the sounds in words using my fingers. Let's practice with the word *hatch.* Segment the sounds in the word. Count on your fingers for each phoneme. /h/ /a/ /ch/. There are three sounds in *hatch.* Count with me: /h/ /a/ /ch/.

- Let's count again, but once we've finished counting, we'll blend the sounds together and say *hatch*. We'll close our fingers as we quickly say the word. Segment the sounds in the word again. After you finish, blend the sounds and "close" your fingers. Segment with me: /h/ /a/ /ch/. Blend with me: *hatch*.

- Practice with the words at the right.

they'll
with
latch

Make It Harder

Students who can segment and blend the phonemes of words with initial and final digraphs and trigraphs can extend the activity by practicing in a small group.

- Have students sit in a circle. The first student begins by thinking of a word and segmenting its sounds. My word is /hw/ /i/ /p/. What's my word? The student to the right should blend the phonemes and reply. Your word is *whip*.

- Play continues this way until a student's word is a contraction. When a student segments a contraction, the flow of the activity reverses and the student to his or her left blends the contraction.

- Continue the activity until everyone has successfully segmented and blended the sounds in a word.

Manipulate Phonemes: Initial and Final

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

We can manipulate, or change, the beginning and ending sounds in words. Today we're going to switch the beginning and ending sounds in words to make new words.

STEP 2 \ MODEL

- Listen to this word: *bat.* As I say the word again, I want you to listen carefully to the first and last sounds. Repeat the word. The beginning sound is /b/ and the ending sound is /t/, *bat.* Say the sounds with me: /b/ /a/ /t/, *bat.*

- Let's switch the beginning sound /b/ with the ending sound /t/: /t/ /a/ /b/. Say the sounds with me: /t/ /a/ /b/. What is our new word? That is correct. Our new word is *tab.*

STEP 3 \ GUIDE PRACTICE

- Let's try another word. Listen to the beginning and ending sounds in this word: *top.* Say the sounds with me: /t/ /o/ /p/.

- Now let's switch the beginning and ending sounds: /p/ /o/ /t/. What is our new word? That's correct. The new word is *pot.*

STEP 4 \ ON THEIR OWN

- Listen to this word: /n/ /e/ /t/, *net.* Switch the beginning and ending sounds. What is our new word? That's correct. The word is *ten.* Have students practice with the words shown at the right.

- Now you think of other words. Switch the beginning and ending sounds to make a new word. Tell your partner your word.

| kit/tick |
| sag/gas |
| cut/tuck |

Manipulate Phonemes: Initial and Final

CORRECTIVE FEEDBACK

IF students cannot manipulate initial and final phonemes in words,

THEN model how to switch initial and final phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot switch initial and final phonemes might need more explicit instruction on how to identify and switch these sounds in words.

- Listen to this word: *lap*. The beginning sound is /l/, the middle sound is /a/, and the ending sound is /p/.

- Now let's switch the beginning and ending sounds. The new beginning sound is /p/, the middle sound is still /a/, and the ending sound is now /l/. Say the sounds with me: /p/ /a/ /l/. Let's put the sounds together and say our new word: /p/ /a/ /l/, *pal.*

- Let's try this with other words. After I say each word, I want you to say the beginning sound and then the ending sound. Then switch the beginning and ending sounds. Say each of the words. Allow time for students to say the initial and final sounds. Then have students say the new word.

| nip/pin |
| lid/dill |
| nab/ban |

Make It Harder

Students can extend the activity by playing a game.

- Have students sit in a circle. Begin by saying a word and then segmenting the phonemes. My word is *make,* /m/ /ā/ /k/. Switch the sounds! What's the word?

- The student to the right must switch the initial and final phonemes and determine if it's an actual word. The new word is *came,* /k/ /ā/ /m/. That's a word! If the new word isn't a word, the student says, "Not a word."

- Play continues with students switching initial and final phonemes in words.

- The game ends when everyone has had at least one turn saying a word and a turn switching the initial and final phonemes.

SIDE A

Remove Phonemes: Initial and Final

Phoneme deletion is stating the word that remains when a specific phoneme is removed.

ROUTINE

STEP 1 \ INTRODUCE

We can take away the beginning and ending sounds in words and make new words. Today we will say a word. Then we will remove the beginning or ending sound and make a new word.

STEP 2 \ MODEL

- Listen to this word: *sand*. As I say the word again, I want you to listen carefully to the sounds in the word: /s/ /a/ /n/ /d/. Repeat the word. I'm going to remove the beginning sound /s/. When I do that, I make a new word. Say the sounds with me, /a/ /n/ /d/. What is our new word? That is correct. Our new word is *and*.

- Let's try another word, but this time we'll take away the ending sound. Listen to this word: *seed,* /s/ /ē/ /d/. Say the sounds with me, /s/ /ē/ /d/. If I take away the /d/, I have the word *see.* Say *see* with me.

STEP 3 \ GUIDE PRACTICE

- Now let's do it together. Listen to this word: *paid,* /p/ /ā/ /d/. Remove the beginning sound /p/. What sounds remain? (/ā/ /d/) What is the new word? (*aid*) That's right! When we take away /p/ from *paid,* our new word is *aid.*

- Guide students in removing the initial or final phoneme of each word at the right.

| **beef: bee** (*final*) |
| **wall: all** (*initial*) |
| **had: ad** (*initial*) |

STEP 4 \ ON THEIR OWN

Listen to this word: *pup*, /p/ /u/ /p/. Remove the beginning sound. What sounds remain? (/u/ /p/) What is the new word? That's correct. The word is *up.* Now you think of a word. Remove either the beginning or ending sound to make a new word. Tell your partner your word.

Remove Phonemes: Initial and Final

CORRECTIVE FEEDBACK

IF students cannot remove initial or final phonemes in words,

THEN model how to remove initial and final phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot remove initial or final phonemes might need more explicit instruction on how to remove these sounds in words.

- Listen to this word: *mask*. The beginning sound is /m/, the middle sounds are /a/ /s/, and the ending sound is /k/.

- Let's remove the beginning sound /m/. The sounds we now have are /a/ /s/ /k/. This is a new word, *ask.*

- Let's try this with another word, only this time let's remove the final sound. Listen to this word: *team*. The beginning sound is /t/, the middle sound is /ē/, and the ending sound is /m/. If we remove the ending sound, we have /t/ /ē/, *tea.*

- Say each of the words at the right. Have students remove the initial or final phoneme as indicated.

| **moon** (final) |
| **zoom** (final) |
| **can** (initial) |
| **meat** (initial) |

Make It Harder

Students may be ready for this extension activity.

- The first partner begins by saying a word and then segmenting the phonemes. My word is *self,* /s/ /e/ /l/ /f/. Can a new word be made?

- The second partner must determine if removing either the initial or final phoneme makes an actual word. Yes. Remove the beginning sound /s/ and you have *elf.* The second partner then says a new word for the other partner. If a new word cannot be made, the partner says "Not a word" and then says his or her own word.

- Continue the activity until each partner has successfully removed initial or final phonemes in a predetermined number of words.

SIDE A
Isolate Phonemes: Medial /ū/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will identify the sound /ū/ in the middle of words.

STEP 2 \ MODEL

- Listen to this word: *rule.* As I say it again, I want you to listen carefully to the middle sound you hear. Repeat the word, emphasizing the sound /ū/.

- I hear /ū/ in *rule.* Say *rule* with me. Listen to make sure students pronounce the word correctly. Do you hear "oo" in *rule?* Pause for students to respond.

- Listen to this word: *mule.* As I say it again, I want you to listen carefully to the middle sound you hear. Repeat the word, emphasizing the sound /ū/. This word also has the sound /ū/, but it's pronounced like "you." Say *mule* with me.

STEP 3 \ GUIDE PRACTICE

Listen to this word: *tube*. Isolate and elongate the /ū/ as you pronounce it. Say it with me: *tube*. What is the middle sound? Yes, the middle sound is /ū/ pronounced "oo."

STEP 4 \ ON THEIR OWN

- I'm going to say several words. Raise your hand if the word has /ū/. Say the following words aloud. Have students raise their hands if the word has /ū/.

| cute | June | tone | huge | ball |

- Once you have finished the activity, have students try it on their own. Now you think of a word that has /ū/ and tell your partner that word.

Isolate Phonemes: Medial /ū/

CORRECTIVE FEEDBACK

IF students cannot isolate medial /ū/ in a word,

THEN model how to isolate medial /ū/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot produce medial /ū/ might need more explicit instruction on how to say the sound /ū/.

- We say the sound /ū/ by closing our mouths and saying "oo" like we might do when we see something amazing like fireworks. Demonstrate by pretending to see a fireworks display. Some words have a "you" sound, like when someone is talking to another person.

- I'm going to say some words. If the word has /ū/ with the "oo" sound, say "oo." If it has the /ū/ with the "you" sound, say "you."

- Say the following words aloud. Allow students time to respond after you say the word. Repeat each word as necessary, emphasizing the /ū/.

use	cute	blue	dune

Make It Harder

Students who are able to isolate medial /ū/ can extend the activity by producing other words with /ū/ with a partner.

- The first partner identifies medial /ū/ by saying a word with this sound. My word is *rule* with the "oo" sound.

- The second partner says another word with /ū/. My word is *fume* with the "you" sound.

- If a student is unable to produce a word with /ū/, he or she may pass.

- Continue until neither partner is able to produce other words. You may also choose to have students produce a predetermined number of words before finishing the practice.

SIDE A
Distinguish /u/ and /ū/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will identify the difference between the sounds /u/ and /ū/ in words.

STEP 2 \ MODEL

- Listen to this word: *mull.* As I say the word again, I want you to listen carefully to the middle sound you hear. Repeat the word. The middle sound is /u/. Say *mull* with me.

- Now listen to this word: *mule.* Listen for the middle sound as I say it again, *mule.* The middle sound is /ū/. Say *mule* with me.

- Listen as I say both words: *mull, mule.* Which word has the sound /u/? Pause for students to respond. That's correct, *mull*. What sound do you hear in *mule?* That's correct, /ū/.

STEP 3 \ GUIDE PRACTICE

Listen as I say another pair of words: *use, us.* Which word has /u/? (*us*) Which word has /ū/? (*use*) Say both words with me: *us, use.*

STEP 4 \ ON THEIR OWN

- I'm going to say pairs of words. Raise your hand when you hear the word that has /u/. Say the following pairs aloud. Repeat the words if students have difficulty hearing the difference between /u/ and /ū/.

| tune/ton | cut/cute | huge/hug | tube/tub | duck/duke |

- Once you have finished the activity, have students think of words that have the /u/ and /ū/. Now you think of words that have /u/ and /ū/. Tell your partner.

SIDE B

Distinguish /u/ and /ū/

CORRECTIVE FEEDBACK

IF students cannot distinguish /u/ and /ū/ in words,

THEN model how to isolate /u/ and /ū/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot distinguish /u/ and /ū/ might need more explicit instruction on how to identify the sounds /u/ and /ū/.

- Listen as I say this sound: /u/. Now listen as I say a word with /u/: *nuts.* Say *nuts* again, elongating the /u/. Say the word with me, and let's stretch the /u/ in the word: *nuuuts.*

- Now let's practice saying this sound: /ū/. Listen to this word: *rude.* Say *rude* again, elongating the /ū/. Say the word with me, and let's stretch the /ū/ in the word: *ruuude.*

- I'm going to say some words. If the word has /u/, raise your hand. Say the following words aloud. Allow students time to respond after you say the word. Repeat each word as necessary.

duke	bun	tune	putt	cute	tug	duck

Make It Harder

Students who are able to distinguish /u/ and /ū/ can extend the activity by playing a game in which students produce words with /u/ and /ū/.

- Have a small group of students sit in a circle. Begin by saying a word with sound /u/. My word is *pun.*

- The student to the right must say a word with sound /ū/. My word is *view.*

- Play continues with students alternating words with sounds /u/ and /ū/.

- If a student is unable to come up with another word, he or she may pass to the next student.

- Play continues until each student has had a chance to say both a word with sound /u/ and a word with sound /ū/, or until no one is able to provide a new word.

Remove Phonemes: Final

Phoneme deletion is stating the word that remains when a specific phoneme is removed.

ROUTINE

STEP 1 \ INTRODUCE

We can take away the ending sound in words to make new words. Today we will say a word. Then we will remove the ending sound and make a new word.

STEP 2 \ MODEL

- Listen to this word: *bean.* Listen carefully to the sounds as I say it again: /b/ /ē/ /n/, *bean.* I'm going to remove the ending /n/ sound. When I do that, I make a new word. Say the sounds with me: /b/ /ē/. What is our new word? That is correct. Our new word is *be*.

- Let's try another word. Listen to this word: *rake,* /r/ /ā/ /k/. Say the sounds with me: /r/ /ā/ /k/. If I take away the /k/, I have the word *ray.* Say the sounds with me: /r/ /ā/, *ray.*

STEP 3 \ GUIDE PRACTICE

- Now let's do it together. Listen to this word: /p/ /ā/ /d/. Remove the ending sound /d/. What sounds remain? (/p/ /ā/) What is the new word? *(pay)* That's right! When we take away /d/ from *paid,* our new word is *pay*.

- Guide students in removing the final sound in each of the words at the right.

| wait (*way*) |
| lamp (*lamb*) |
| inch (*in*) |

STEP 4 \ ON THEIR OWN

Listen to this word: /f/ /l/ /ō/ /t/, *float.* Remove the ending sound. What is the new word? That's correct. The word is *flow.* Now you think of a word. Remove the ending sound to make a new word. Tell your partner your word.

Remove Phonemes: Final

CORRECTIVE FEEDBACK

IF students cannot remove final phonemes in words,

THEN model how to remove final phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot remove final phonemes might need more explicit instruction on how to remove this sound in words.

- Listen to this word: *life*. The beginning sound is /l/, the middle sound is /ī/, and the ending sound is /f/.

- Let's remove the ending sound /f/. The sounds we now have are /l/ /ī/. This is a new word, *lie.*

- Let's try this with other words. I'm going to say a word, and then you remove the final sound. What is our new word? Say each of the following words. Have students remove the final phoneme and say the new word.

moon (*moo*)
zoom (*zoo*)
lake (*lay*)
meet (*me*)

Make It Harder

Students can extend the activity by working with a partner to determine if a new word can be made by removing the final phoneme in words.

- The first partner begins by saying a word and then segmenting the phonemes. My word is *self,* /s/ /e/ /l/ /f/. Can a new word be made?

- The second partner must determine if removing the final phoneme makes an actual word. Yes. Remove the ending sound /f/ and you have *sell.* The second partner then says a new word for the other partner.

- If a new word cannot be made, the partner says "Not a word" and then says his or her own word.

- Continue the activity until each partner has successfully removed final phonemes and created new words in a predetermined number of words.

SIDE A

Segment and Blend Phonemes: /ē/

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Today we will segment, or break, words into their individual sounds and then blend, or combine, the sounds to form words. We'll focus on words that have the sound /ē/.

STEP 2 \ MODEL

- Demonstrate segmenting a word into its phonemes. Listen to this word: *seen.* Say the word with me. Have students repeat the word. Then segment each sound in the word. Listen to the individual sounds in the word: /s/ /ē/ /n/. Say each sound with me: /s/ /ē/ /n/.

- Demonstrate blending the phonemes to combine them into a word. Now listen as I blend the sounds together to say the word: /s/ /ē/ /n/, *seen.* You try it with me: /s/ /ē/ /n/, *seen.*

STEP 3 \ GUIDE PRACTICE

Listen to this word: *feet.* I'm going to say each sound. I want you to repeat the sound after I say it. Say each sound. Give students time to repeat the phonemes. /f/ /ē/ /t/. Now let's blend the sounds a little more quickly: /f/ /ē/ /t/. What is the word? (*feet*) That is correct. The word is *feet.*

STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in each word after you say it.

| these | Pete | beep | Steve | treat |

Segment and Blend Phonemes: /ē/

CORRECTIVE FEEDBACK

IF students cannot segment and blend the sounds of words,

THEN model how to segment and blend words with /ē/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend the sounds in words with /ē/ may benefit from a visual and tactile approach as they segment and blend sounds.

- I'm going to count the sounds in words using my fingers. Let's practice with the word *we.* Segment the sounds. Count on your fingers for each phoneme. /w/ /ē/. There are two sounds in *we.* Count with me: /w/ /ē/.

- Let's count again, but once we've finished counting, we'll blend the sounds together and say *we.* We'll close our fingers as we quickly say the word. Segment the sounds in the word again. After you finish, blend the sounds and "close" your fingers. Segment with me: /w/ /ē/. Blend with me: *we.*

- Practice with the words at the right.

see
flea
greet

Make It Harder

Students who can segment and blend the phonemes of words with /ē/ can extend the activity by practicing with a partner.

- All of the words we practiced today have the sound /ē/. Let's think of other words that have that sound. Allow time for students to think of other words. Segment the sounds in your word and then have your partner blend the sounds to say the word.

- For example, my word is /hw/ /ē/ /l/. What's my word? The partner should blend the phonemes and reply. Your word is *wheel*.

- Continue the activity until each partner has successfully segmented and blended the sounds in a predetermined number of words.

SIDE A
Distinguish /e/ and /ē/

Phoneme isolation is the ability to identify individual sounds
(phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will identify the difference between the sounds /e/ and /ē/
in words.

STEP 2 \ MODEL

- Listen to this word: *bed.* As I say the word again, I want you to
  listen carefully to the middle sound you hear. Repeat the word. The
  middle sound is /e/. Say *bed* with me.

- Now listen to this word: *bead.* Listen for the middle sound as I say
  it again: *bead.* The middle sound is /ē/. Say *bead* with me.

- Listen as I say both words: *bed, bead.* Which word has the sound
  /e/? Pause for students to respond. That's correct, *bed*. What
  sound do you hear in *bead?* That's correct, /ē/.

STEP 3 \ GUIDE PRACTICE

Listen as I say another pair of words: *meet, met.* Which word has /e/?
(*met*) Which word has /ē/? (*meet*) Say both words with me: *met, meet.*

STEP 4 \ ON THEIR OWN

I'm going to say pairs of words. Raise your hand when you hear the word
that has sound /e/. Say the following pairs aloud. Repeat the words if
students have difficulty hearing the difference between /e/ and /ē/.

red/read	seat/set	men/mean	fell/feel

Once you have finished the activity, have students think of words that
have the sounds /e/ and /ē/. Now you think of words that have /e/ and
/ē/. Tell your partner.

Distinguish /e/ and /ē/

CORRECTIVE FEEDBACK

IF students cannot distinguish /e/ and /ē/ in words,

THEN model how to isolate /e/ and /ē/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot distinguish /e/ and /ē/ might need more explicit instruction on how to identify the sounds /e/ and /ē/.

- Listen as I say this sound: /e/. Now listen as I say a word with /e/: *net.* Say *net* again, elongating the /e/. Say the word with me, and let's stretch the /e/ in the word: *neeet.*

- Now let's practice saying this sound: /ē/. Listen to this word: *neat.* Say *neat* again, elongating the /ē/. Say the word with me, and let's stretch the /ē/ in the word: *neeeat.*

- I'm going to say some words. If the word has /e/, raise your hand. Say the following words. Allow students time to respond after you say the word. Repeat each word as necessary.

| ten | beep | teen | pet | bed |

Make It Harder

Students who are able to distinguish /e/ and /ē/ can extend the activity by playing a game in which students produce words with /e/ and /ē/.

- Have a small group of students sit in a circle. Begin by saying a word with sound /e/. My word is *tent.*

- The student to the right must say a word with sound /ē/. My word is *lean.*

- Play continues with students alternating sound /e/ words and sound /ē/ words.

- If a student is unable to come up with another word, he or she may pass to the next student.

- Play continues until each student has had a chance to say a sound /e/ word and a sound /ē/ word, or until no one is able to provide a new word.

SIDE A

Distinguish Final /ī/ and /ē/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will identify the difference between the sounds /ī/ and /ē/ at the end of words.

STEP 2 \ MODEL

- Listen to this word: *fly.* As I say the word again, I want you to listen carefully to the last sound you hear. Segment the sounds and then say the word. /f/ /l/ /ī/, *fly.* The last sound is /ī/.

- Now listen to this word: *puppy.* Listen for the last sound as I say it again: /p/ /u/ /p/ /ē/, *puppy.* The last sound is /ē/. Say *puppy* with me.

- Listen as I say both words: *fly, puppy.* Which word has the sound /ī/? Pause for students to respond. That's correct, *fly.* What sound do you hear at the end of *puppy?* That's correct, sound /ē/.

STEP 3 \ GUIDE PRACTICE

Listen as I say another pair of words: *my, city.* Which word has /ī/? (*my*) Which word has /ē/? (*city*) Say both words with me: *my, city.*

STEP 4 \ ON THEIR OWN

- I'm going to say some words. After I say each word, you say the final sound you hear in each. Say the words aloud. Pause to let students respond. Repeat the words if students have difficulty hearing the difference between final /ī/ and /ē/.

| **cry** (/ī/) | **muddy** (/ē/) | **hurry** (/ē/) | **fry** (/ī/) |

- Once you have finished the activity, have students think of words that have final /ī/ and /ē/. Now you think of words that end with /ī/ and /ē/. Tell your partner.

Distinguish Final /ī/ and /ē/

CORRECTIVE FEEDBACK

IF students cannot distinguish final /ī/ and /ē/ in words,

THEN model how to isolate final /ī/ and /ē/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot distinguish final /ī/ and /ē/ might need more explicit instruction on how to identify the final sounds in words.

- Listen as I say this sound: /ī/. Now listen as I say a word with /ī/ as the last sound: *July.* Say *July* again, elongating the final /ī/. Say the word with me, and let's stretch the /ī/ in the word: *Julyyy.*

- Now let's practice saying this sound: /ē/. Listen to this word: *pony.* Say *pony* again, elongating the final /ē/. Say the word with me, and let's stretch the /ē/ in the word: *ponyyy.*

- I'm going to say some words. If the word has /ē/ as the last sound, raise your hand. Say the following words aloud. Allow students time to respond after you say the word. Repeat each word as necessary.

| tiny | phony | try | apply | happy |

Make It Harder

Students who are able to distinguish final /ī/ and /ē/ can extend the activity by playing a game in which students produce words with final /ī/ and /ē/.

- Have a small group of students sit in a circle. Begin by saying a word with final sound /ī/. My word is *dry.*

- The student to the right must say a word with final sound /ē/. My word is *healthy.* Play continues with students alternating words with final sound /ī/ and final sound /ē/.

- If a student is unable to come up with another word, he or she may pass to the next student. Play continues until each student has had a chance to say a word with final sound /ī/ and a word with final sound /ē/, or until no one is able to provide a new word.

Segment and Blend Phonemes: Initial/Final Consonant Blends and Digraphs

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Today we will segment and blend sounds to form words. We will quickly blend some of these sounds, but we will still hear each individual sound as we do this.

STEP 2 \ MODEL

- Listen to this word: *frog.* Have students repeat the word. Then segment each sound. Listen to each sound: /f/ /r/ /o/ /g/. The first two sounds blend together, /f/ /r/. Say each sound with me: /f/ /r /o/ /g/. Now let's blend them, making sure to quickly blend /f/ and /r/: /f/ /r/ /o/ /g/, *frog.*

- Now listen to this word: *desk,* /d/ /e/ /s/ /k/. We'll quickly blend the last two sounds, /s/ /k/. Say the sounds, and then blend them to form the word. Make sure to quickly blend the /s/ and /k/: /d/ /e/ /s/ /k/, *desk.*

STEP 3 \ GUIDE PRACTICE

Listen to this word: *bread.* Repeat the sound after I say it. Say each sound. Give students time to repeat. /b/ /r/ /e/ /d/. Now let's blend the sounds: /b/ /r/ /e/ /d/. Which sounds do we quickly blend? (/b/ /r/) That is correct. We quickly blend /b/ /r/ to say the word *bread.*

STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in each word after you say it.

| crack | tree | blend | train |

Segment and Blend Phonemes: Initial/Final Consonant Blends and Digraphs

CORRECTIVE FEEDBACK

IF students cannot segment and blend the sounds of words,

THEN model how to segment and blend initial and final consonant blends and digraphs, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend the sounds of words may benefit from a visual and tactile approach as they segment and blend sounds.

- I'm going to count the sounds in words using my fingers. Let's practice with the word *skin.* Segment the sounds in the word. Count on your fingers for each phoneme. /s/ /k/ /i/ /n/. There are four sounds in *skin.* Count with me: /s/ /k/ /i/ /n/.

- Let's count again, but once we've finished counting, we'll blend the sounds together and say *skin*. We'll close our fingers as we quickly say the word. Segment the sounds in the word again. After you finish, blend the sounds and "close" your fingers. Segment with me: /s/ /k/ /i/ /n/. Blend with me: *skin*. Which two sounds do we quickly blend? That's correct. We quickly blend /s/ and /k/.

- Practice with the words at the right.

best
spot
blue

Make It Harder

Students who can segment and blend the phonemes of words with initial and final blends and digraphs can extend the activity by practicing with a partner.

- Let's think of other words that have blends at either the beginning or end of words. Allow time for students to think of other words. Segment your word and then have your partner blend it.

- My word is /s/ /n/ /a/ /k/. What's my word? The partner should blend the phonemes and reply. Your word is *snack*.

- Continue the activity until each partner has successfully segmented and blended the sounds in a predetermined number of words.

Manipulate Phonemes: Initial and Final

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

We can manipulate, or change, the beginning and ending sounds in words. Today we're going to switch the beginning and ending sounds in words to make new words.

STEP 2 \ MODEL

- Listen to this word: *late.* As I say the word again, I want you to listen carefully to the first and last sounds. Repeat the word. The beginning sound is /l/ and the ending sound is /t/, *late.* Say the sounds with me: /l/ /ā/ /t/, *late.*

- Let's switch the beginning sound /l/ with the ending sound /t/: /t/ /ā/ /l/. Say the sounds with me: /t/ /ā/ /l/. What is our new word? That is correct. Our new word is *tale.*

STEP 3 \ GUIDE PRACTICE

- Let's try another word. Listen to the beginning and ending sounds in this word: *feel.* Say the sounds with me: /f/ /ē/ /l/.

- Now let's switch the beginning and ending sounds: /l/ /ē/ /f/. What is our new word? That's correct. The new word is *leaf.*

STEP 4 \ ON THEIR OWN

Listen to this word: /f/ /ī/ /l/, *file.* Switch the beginning and ending sounds. What is our new word? That's correct. The word is *life.* Have students practice with the words at the right.

Now you think of other words. Switch the beginning and ending sounds to make a new word. Tell your partner your word.

came/make
kneel/lean
might/time

Manipulate Phonemes: Initial and Final

CORRECTIVE FEEDBACK

IF students cannot manipulate initial and final phonemes in words,

THEN model how to switch initial and final phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot switch initial and final phonemes might need more explicit instruction on how to identify and switch these sounds in words.

- Listen to this word: *meet*. The beginning sound is /m/, the middle sound is /ē/, and the ending sound is /t/.

- Now let's switch the beginning and ending sounds. The new beginning sound is /t/, the middle sound is still /ē/, and the ending sound is now /m/. Say the sounds with me: /t/ /ē/ /m/. Let's put the sounds together and say our new word: /t/ /ē/ /m/, *team.*

- Let's try this with other words. After I say each word, you say the beginning sound and then the ending sound. Then switch the beginning and ending sounds. Say each of the following words. Allow time for students to say the initial and final sounds. Then have students say the new word.

| aim/may |
| leap/peel |
| mile/lime |

Make It Harder

Students may be ready for this extension activity.

- Have students sit in a circle. Begin by saying a word and then segmenting the phonemes. My word is *kale,* /k/ /ā/ /l/. Switch the sounds! What's the word?

- The student to the right must switch the initial and final phonemes and determine if it's an actual word. The new word is *lake,* /l/ /ā/ /k/. That's a word! If the new word isn't a word, the student says, "Not a word."

- Play continues with students switching initial and final phonemes in words. Emphasize that the words should have the middle sounds /ā/, /ē/, and /ī/. The game ends when everyone has had at least one turn.

SIDE A

Isolate Phonemes: Final /ngk/ and /ng/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will identify the ending sounds /ngk/ and /ng/ in words.

STEP 2 \ MODEL

- Listen to this word: *sink.* As I say it again, I want you to listen carefully to the ending sound. Repeat the word, emphasizing the sound /ngk/.

- I hear /ngk/ in *sink*. Say *sink* with me. Listen to make sure students pronounce the word correctly. What is the ending sound in *sink?* Pause for students to respond. That is correct. The sound is /ngk/.

- Listen to this word: *sing.* As I say it again, I want you to listen carefully to the ending sound you hear. Repeat the word, emphasizing the sound /ng/. This word has the sound /ng/. Say *sing* with me. What is the ending sound? Pause for responses. That is correct. The sound is /ng/.

STEP 3 \ GUIDE PRACTICE

Listen to this word: *plank*. Isolate and elongate /ngk/ as you pronounce it. Say it with me: *plank*. What is the ending sound? Yes, the ending sound is /ngk/. Repeat with the word *king* to practice the sound /ng/*.*

STEP 4 \ ON THEIR OWN

- I'm going to say several words. Say the final sound in each word. Say the following words aloud. Have students respond either /ngk/ or /ng/.

skunk	think	long	bring	tank

- Once you have finished the activity, have students choose their own word and try it on their own. Tell your partner another word with these sounds.

Isolate Phonemes: Final /ngk/ and /ng/

CORRECTIVE FEEDBACK

IF students cannot isolate final /ngk/ and /ng/ in a word,

THEN model how to isolate final /ngk/ and /ng/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot produce final /ngk/ and /ng/ might need more explicit instruction on how to say the final sounds /ngk/ and /ng/.

- Demonstrate how to say the final sound /ngk/. We hear the final sound /ngk/ in words like *bank*. Listen to the sounds: /b/ /a/ /ngk/. We quickly blend the sounds together. Say *bank* with me.

- Demonstrate how to say the final sound /ng/. We also blend the sounds quickly in the word *sang:* /s/ /a/ /ng/. Say *sang* with me.

- Say the following words aloud. Have students say either the sound /ngk/ or /ng/ after each word.

  | drink | sunk | thing | spring |

Make It Harder

Students who are able to isolate final /ngk/ and /ng/ can extend the activity by producing other words with these sounds with a partner.

- The first partner identifies final /ngk/ by saying a word with this sound. My word is *honk* with the sound /ngk/.

- The second partner says another word with /ngk/. My word is *wink* with the sound /ngk/.

- Continue in this fashion by having students produce words with the final sound /ng/.

- If a student is unable to produce a word with either sound, he or she may pass. Continue until students have produced a predetermined number of words with each final sound.

Segment and Blend Syllables in Spoken Words: Two Syllables

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

We can segment and blend sounds in syllables, or word parts. Today we will segment words into two syllables, identify the sounds in each of those syllables, and then blend the syllables to form words.

STEP 2 \ MODEL

- Listen to this word: *lady.* Have students repeat the word. Next, segment into syllables. Listen as I say the two syllables: /lā/ (pause) /dē/. Say the syllables with me: /lā/ (pause) /dē/.

- Practice blending the syllables. Now let's blend the two syllables to form a word: /lā/ • /dē/, *lady*.

STEP 3 \ GUIDE PRACTICE

Let's try this together. Listen to these two syllables: /tē/ • /chər/. Say them with me. Allow time for students to repeat. Now let's blend the syllables to form a word: /tē/ • /chər/. What is the word? That's correct: *teacher.*

STEP 4 \ ON THEIR OWN

Say the syllables in each of these words. Have students repeat the syllables after you say them. Then have students blend the syllables to form the word.

/bā/ • /bēz/ (babies)
/shī/ • /nē/ (shiny)
/bā/ • /kər/ (baker)
/dī/ • /nər/ (diner)

Segment and Blend Syllables in Spoken Words: Two Syllables

CORRECTIVE FEEDBACK

IF students cannot segment and blend syllables in spoken words,

THEN model how to segment and blend two syllables in spoken words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend syllables in spoken words may benefit from a visual and tactile approach as they segment and blend sounds.

- I'm going to count the syllables in a word by tapping with my fingers. Let's practice with the word *major.* Segment the syllables. Lightly tap the palm of your hand for each syllable. /mā/ • /jər/. Tap the syllables with me. Segment the syllables again, making sure the students segment the syllables in the word correctly.

- Let's count again, but once we've finished counting, we'll blend the syllables together and say *major*. Segment the syllables again, tapping each syllable. After you finish, blend the syllables and tap once as you say the whole word. Segment with me: /mā/ • /jər/. Tap twice. Blend with me: *major*. Tap once.

- Practice with the words at the right.

> /kā/ • /bəl/ (cable)
> /sī/ • /əns/ (science)
> /nā/ • /chər/ (nature)

Make It Harder

Students who can segment and blend syllables can extend the activity by practicing with a partner.

- Think of a word that has two syllables. Allow time for students to think of other words. Segment the syllables and then have your partner blend them.

- The syllables in my word are /tī/ • /gər/. What's my word? The partner should blend the syllable and reply. Your word is *tiger*.

- Continue the activity until each partner has successfully segmented and blended the syllables in a predetermined number of words.

Add Phonemes: Initial and Final

Phoneme addition is the ability to make a new word by adding a phoneme (sound) to a word.

ROUTINE

STEP 1 \ INTRODUCE

We can add phonemes, or sounds, to words and make new words. Today we're going to add sounds to the beginning and ending of words to make new words.

STEP 2 \ MODEL

- Listen to the sounds in this word: *eat,* /ē/ /t/. I'm going to add /b/ to make a new word: /b/ /ē/ /t/. I added /b/ to the beginning of *eat* to make the word *beat.* Let's combine the sounds to form our new word: /b/ /ē/ /t/, *beat*.

- Listen to the sounds in this word: /f/ /ər/. What is this word? Allow time for students to reply. That is correct . This word is *fur.* Let's add /n/ to the end. Say the sounds with me, /f/ /ər/ /n/. What is our new word? That is correct. Our new word is *fern.*

STEP 3 \ GUIDE PRACTICE

- Let's try another word. Listen to the sounds in this word: *so.* Say the sounds with me: /s/ /ō/. Now listen to the sounds in this word: *soak.* Say the sounds with me, /s/ /ō/ /k/.

- What phoneme, or sound, was added to *so?* Allow time for students to reply. That's correct, /k/ was added to the end of *so* to make the word *soak.*

STEP 4 \ ON THEIR OWN

- Read the pairs of words at the right. I'm going to say two words. You tell me what sound was added to the first word to make the new word.

- Have students share pairs of words with their partner. Now you try it!

| it/sit (/s/) |
| he/heat (/t/) |
| lamb/slam (/s/) |

Add Phonemes: Initial and Final

CORRECTIVE FEEDBACK

IF students cannot add initial or final phonemes in words,

THEN model how to add initial and final phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot add initial or final phonemes might need more explicit instruction on how to identify and switch these sounds in words.

- Listen to this word: *me.* The beginning sound is /m/ and the ending sound is /ē/.

- Now let's add a /t/ sound to the end of the word. The beginning sound is /m/, the middle sound is /ē/, and the ending sound is now /t/. Say the sounds with me: /m/ /ē/ /t/. Let's put the sounds together and say our new word: /m/ /ē/ /t/, *meet.*

- Let's try this with other words. I'm going to say a word, and then I'm going to say another word. You tell me what sound was added to the first word. Say each of these words. Repeat each pair of words and sounds as necessary.

| and/sand (/s/) |
| fly/flight (/t/) |
| lag/flag (/f/) |

Make It Harder

Extend the activity by playing a game in which students produce a word and then determine if a new word can be made by adding an initial or final phoneme.

- Have a small group of students sit in a circle. Begin by saying a word and then segmenting the phonemes. My word is *fall,* /f/ /ȯ/ /l/. Can a new word be made?

- The student to the right must add either an initial or final phoneme to make a new word. I can add /t/ to the end and make the word *fault,* /f/ /ȯ/ /l/ /t/. That student then says a new word for the next student.

- Play continues with students adding initial and final phonemes to words. If a student has difficulty in thinking of a word, she or he may ask another student for a hint.

- The game ends when everyone has had at least one turn saying a new word and a turn adding an initial or final phoneme to another student's word.

SIDE A

Segment and Blend Phonemes: /ôr/

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Today we will segment, or break, words into their individual sounds and then blend, or combine, the sounds to form words. We'll focus on words that have the sound /ôr/.

STEP 2 \ MODEL

- Demonstrate segmenting a word into its phonemes. Listen to this word: *storm.* Say the word with me. Have students repeat the word. Then segment each sound in the word. Listen to the individual sounds in the word: /s/ /t/ /ôr/ /m/. Say each sound with me: /s/ /t/ /ôr/ /m/.

- Demonstrate blending the phonemes to combine them into a word. Now listen as I blend the sounds together to say the word: /s/ /t/ /ôr/ /m/, *storm.* You try it with me: /s/ /t/ /ôr/ /m/, *storm.*

STEP 3 \ GUIDE PRACTICE

Listen to this word: *cork.* I'm going to say each sound. I want you to repeat each sound after I say it. Say each sound. Give students time to repeat the phonemes. /k/ /ôr/ /k/. Now let's blend the sounds a little more quickly: /k/ /ôr/ /k/. What is the word? (*cork*) That is correct. The word is *cork.*

STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in each word after you say it.

corn	north	for	score	more

Segment and Blend Phonemes: /ôr/

CORRECTIVE FEEDBACK

IF students cannot segment and blend the sounds of words,

THEN model how to segment and blend words with /ôr/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend /ôr/ in words may benefit from a visual and tactile approach as they segment and blend sounds.

- I'm going to count the sounds in words using my fingers. Let's practice with the word *sore.* Segment the sounds in the word. Count on your fingers for each phoneme. /s/ /ôr/. There are two sounds in *sore.* Count with me: /s/ /ôr/.

- Let's count again, but once we've finished counting, we'll blend the sounds together and say *sore.* We'll close our fingers as we quickly say the word. Segment the sounds again. After you finish, blend the sounds and "close" your fingers. Segment with me: /s/ /ôr/. Blend with me: /s/ /ôr/, *sore.*

form
door
fork

- Practice with the words at the right.

Make It Harder

Students who can segment and blend the phonemes of words with /ôr/ can extend the activity by practicing with a partner.

- All of the words we practiced today have the sound /ôr/. Let's think of other words that have that sound. Allow time for students to think of other words. Segment the sounds in your word and then have your partner blend them.

- For example, the sounds in my word are /p/ /ôr/. What's my word? The partner should blend the phonemes and reply. Your word is *pour*.

- Continue the activity until each partner has successfully segmented and blended the sounds in a predetermined number of words.

SIDE A

Segment and Blend Phonemes: Compound Words

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Compound words are words that are made up of two smaller words. Today we will segment compound words into two words, identify the sounds in each of those words, and then blend the sounds and say the words.

STEP 2 \ MODEL

- Listen to this word: *cupcake.* Have students repeat the word. Then segment the sounds in each smaller word of the compound. Listen to the sounds in *cup:* /k/ /u/ /p/. Say the sounds with me: /k/ /u/ /p/. Now listen to the sounds in *cake:* /k/ /ā/ /k/. Say those sounds with me: /k/ /ā/ /k/.

- Practice blending the two smaller words. Now let's blend the two smaller words to form the compound word: /k/ /u/ /p/ • /k/ /ā/ /k/, *cupcake.*

STEP 3 \ GUIDE PRACTICE

Let's try this together. Listen to this word: *popcorn.* Listen to the sounds in the first word: /p/ /o/ /p/. Say them with me. Allow time for students to repeat. Now listen to the sounds in the second word: /k/ /ôr/ /n/. Say them with me. Allow time for students to repeat. Let's blend the sounds in both words and say the compound word: /p/ /o/ /p/ • /k/ /ôr/ /n/, *popcorn.*

STEP 4 \ ON THEIR OWN

Practice with these words. Say the phonemes. Then have students repeat the phonemes and blend to form the word. Have students think of another word to tell their partner.

/s/ /n/ /ō/ • /m/ /a/ /n/
(*snowman*)

/u/ /p/ • /s/ /e/ /t/
(*upset*)

Segment and Blend Phonemes: Compound Words

CORRECTIVE FEEDBACK

IF students cannot segment and blend words in compound words,

THEN model how to segment and blend compound words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend words in compound words may benefit from a visual and tactile approach as they segment and blend sounds.

- I'm going to count the sounds in each word by tapping with my fingers. Let's practice with the word *inside.* Segment the sounds in each smaller word of the compound. The first word in *inside* is *in,* /i/ /n/. Lightly tap the palm of your hand for each phoneme. The second word is *side,* /s/ /ī/ /d/. Lightly tap the three phonemes.

- Let's count again, but once we've finished counting, we'll blend the sounds together and say *inside*. Segment the sounds in the word again, tapping each phoneme. Segment with me: /i/ /n/ • /s/ /ī/ /d/. After you finish, blend the phonemes and tap once for each smaller word as you say the compound word. Blend with me: /i/ /n/ • /s/ /ī/ /d/. Tap twice. *inside*.

- Practice with these words.

| raincoat |
| football |
| mailbox |

Make It Harder

Students who can segment and blend the smaller words in compound words can extend the activity by practicing with a partner.

- Think of a compound word. Allow time for students to think of a word. Segment your word and then have your partner blend it.

- The two smaller words in my compound word are /r/ /ā/ /n/ • /b/ /ō/. What's my compound word? The partner should blend the phonemes and reply. Your word is *rainbow*.

- Continue the activity until each partner has successfully segmented and blended the two smaller words in a predetermined number of compound words.

SIDE A
Add Phonemes: /ôr/

Phoneme addition is the ability to make a new word by adding a phoneme (sound) to a word.

ROUTINE

STEP 1 \ INTRODUCE

We can add phonemes, or sounds, to words and make new words. Today we're going to add sounds to words with /ôr/ to make new words.

STEP 2 \ MODEL

- Listen to the sounds in this word: *core,* /k/ /ôr/. Repeat the sounds. Say the sounds with me: /k/ /ôr/, *core.*

- Listen to this word: *corn*, /k/ /ôr/ /n/. What sound did I add to *core?* Allow time for students to respond. That's correct. I added /n/ to the ending of *core* to make the word *corn.* Let's combine the sounds to form our new word: /k/ /ôr/ /n/, *corn.*

STEP 3 \ GUIDE PRACTICE

- Listen to this word: *store*. Say the word with me. Have students repeat the word. Segment each sound in the word. Listen to the individual sounds in the word: /s/ /t/ /ôr/. Say each sound with me: /s/ /t/ /ôr/, *store*.

- Now listen to this word: *storm.* What phoneme, or sound, was added to *store?* Allow time for students to reply. That's correct, /m/ was added to the end of *store* to make the word *storm.*

STEP 4 \ ON THEIR OWN

- Read the pairs of words at the right. I'm going to say two words. You tell me what sound was added to the first word to make the new word.

- Have students share pairs of words with their partners.

> **or/more** (/m/)
>
> **port/sport** (/s/)
>
> **wore/worn** (/n/)

SIDE B
Add Phonemes: /ôr/

CORRECTIVE FEEDBACK

IF students cannot add phonemes to words with /ôr/,

THEN model how to add phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot add phonemes to words with /ôr/ might need more explicit instruction on how to identify these sounds in words.

- Listen to this word: *core,* /k/ /ôr/. The beginning sound is /k/ and the ending sound is /ôr/.

- Now let's add the /s/ sound to the beginning of the word. Listen to the sounds: /s/ /k/ /ôr/. Say the sounds with me: /s/ /k/ /ôr/. Allow time for students to respond. Let's put the sounds together and say our new word: /s/ /k/ /ôr/, *score.*

- Let's try this with other words. I'm going to say a word, and then I'm going to say another word. You tell me what sound was added to the first word. Say each of these words. Repeat each pair of words and sounds as necessary.

core/chord (/d/)

for/form (/m/)

or/chore (/ch/)

Make It Harder

Students can extend the activity by playing a game. Have students produce a word with /ôr/ and then determine if a new word can be made by adding either an initial or final phoneme to the word.

- Begin by saying a word and then segmenting the phonemes. My word is *oar,* /ôr/. Can a new word be made?

- The other students try to add either an initial or final phoneme to make a new word. They should raise their hand when they have one. The first student chooses a student to respond. I can add /f/ to the beginning and make the word *four,* /f/ /ôr/. That student then says a new word for the group.

- Play continues with students adding initial or final phonemes to words with /ôr/.

- The game ends when everyone has had at least one turn saying a new word and a turn adding an initial or final phoneme to another student's word.

SIDE A

Segment and Blend Phonemes: /är/

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Today we will segment, or break, words into their individual sounds and then blend, or combine, the sounds to form words. We'll focus on words that have the sound /är/.

STEP 2 \ MODEL

- Demonstrate segmenting a word into its phonemes. Listen to this word: *far.* Say the word with me. Have students repeat the word. Then segment each sound in the word. Listen to the individual sounds in the word: /f/ /är/. Say each sound with me: /f/ /är/.

- Demonstrate blending the phonemes to combine them into a word. Now listen as I blend the sounds together to say the word: /f/ /är/, *far.* You try it with me: /f/ /är/, *far.*

STEP 3 \ GUIDE PRACTICE

Listen to this word: *park.* I'm going to say each sound. I want you to repeat each sound after I say it. Say each sound. Give students time to repeat the phonemes. /p/ /är/ /k/. Now let's blend the sounds a little more quickly: /p/ /är/ /k/. What is the word? (*park*) That is correct. The word is *park.*

STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in each word after you say it.

tar	dark	park	march	start

Segment and Blend Phonemes: /är/

CORRECTIVE FEEDBACK

IF students cannot segment and blend words with /är/,

THEN model how to segment and blend words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend the sounds in words with sound /är/ may benefit from a visual and tactile approach as they segment and blend sounds.

- I'm going to count the sounds in words using my fingers. Let's practice with the word *barn.* Segment the sounds. Count on your fingers for each phoneme. /b/ /är/ /n/. There are three sounds in *barn.* Count with me: /b/ /är/ /n/.

- Let's count again, but once we've finished counting, we'll blend the sounds together and say *barn*. We'll close our fingers as we quickly say the word. Segment the sounds again. After you finish, blend the sounds and "close" your fingers. Segment with me: /b/ /är/ /n/. Blend with me: /b/ /är/ /n/, *barn.*

- Practice with the words at the right.

| arm |
| car |
| part |

Make It Harder

Students can extend the activity by practicing with a partner.

- All of the words we practiced today have the sound /är/. Let's think of other words that have that sound. Allow time for students to think of other words. Segment the sounds in your word and then have your partner blend them.

- For example, my word is /sh/ /är/ /k/. What's my word? The partner should blend the phonemes and reply. Your word is *shark*.

- Continue the activity until each partner has successfully segmented and blended the sounds in a predetermined number of words.

SIDE A

Isolate Phonemes: Final /əz/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will add the ending sound /əz/ to words. We add this ending sound to some words to make a new word meaning more than one of something, or we add it to a word to show an action.

STEP 2 \ MODEL

- Listen to this word: *box,* /b/ /o/ /ks/. Have students segment the sounds of the word with you. Say the sounds with me: /b/ /o/ /ks/. Now we'll blend them to form the word: /b/ /o/ /ks/, *box.*

- Let's add /əz/ to the end of *box.* Say the sounds with me: /b/ /o/ /ks/ /əz/. Now blend those sounds: /b/ /o/ /ks/ /əz/, *boxes.*

- By adding /əz/ to the end of *box,* I created *boxes,* meaning "more than one box."

STEP 3 \ GUIDE PRACTICE

Let's try it with this word: *teach,* /t/ /ē/ /ch/. If I add /əz/ to this word, what's my new word? Allow time for students to respond. That's correct. My new word is /t/ /ē/ /ch/ /əz/, *teaches.* This is an action word.

STEP 4 \ ON THEIR OWN

- I'm going to say several words. Raise your hand when you hear /əz/ at the end of a word. Say the following words aloud. Pause after each word to allow students time to reply.

| watch | catches | hatches | peaches | wish |

- Once you have finished the activity, have students add /əz/ to a word of their own. Have students tell their words to a partner.

Isolate Phonemes: Final /əz/

CORRECTIVE FEEDBACK

IF students cannot isolate final /əz/ in a word,	**THEN** model how to isolate final /əz/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot produce final /əz/ might need more explicit instruction on how to say the sound.

- Demonstrate how to say the final sound /əz/. Listen as I say the sound /əz/. Repeat the sound with students. Say the sound with me: /əz/.

- We hear the final sound /əz/ in a word like *classes*. Listen to the sounds: /k/ /l/ /a/ /s/ /əz/. We quickly blend the sounds together /k/ /l/ /a/ /s/ /əz/ and make the word *classes.* Say *classes* with me.

- Say the following words aloud. Have students add the /əz/ sound after each word and say the new word.

peach (*peaches*)	**buzz** (*buzzes*)	**glass** (*glasses*)	**itch** (*itches*)

Make It Harder

Students who are able to isolate final /əz/ can extend the activity by challenging a partner to make other words with the sound /əz/.

- The first partner says a word that can have /əz/ added. My word is *please.* Can /əz/ be added?

- The second partner decides if /əz/ can be added and blends the word. Yes! The new word is *pleases* with the /əz/ sound.

- Continue in this fashion by having students produce words that can have the final /əz/ sound added to form a new word.

- If a student is unable to produce a word to which the /əz/ sound can be added, he or she may pass.

- Continue until students have each successfully produced a predetermined number of words with final /əz/ before completing the practice.

Distinguish Medial Short and Long Vowel Sounds

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

When we change a sound in words, we also change the word. Today we're going to focus on the middle sound in words.

STEP 2 \ MODEL

- Listen to this word: *cute.* As I say the sounds and then the word, I want you to listen carefully to the middle sound you hear. Segment the sounds and then say the word. /k/ /ū/ /t/, *cute.* The middle sound is /ū/.

- Now listen to this word: *cut.* Listen to the middle sound as I say it again, /k/ /u/ /t/, *cut.* The middle sound is /u/. Say it with me, *cut*.

- Listen as I say both words, *cute, cut.* Which word has the sound /ū/? Pause for students to respond. That's correct, *cute.* What sound do you hear in the middle of *cut?* That's correct, sound /u/.

STEP 3 \ GUIDE PRACTICE

Listen as I say another pair of words: *not, note.* Which word has /ō/? (*note*) Which word has /o/? (*not*) Say both words with me: *not, note.*

STEP 4 \ ON THEIR OWN

- I'm going to say two words. After I say the words, tell me the middle sound in the second word. Say the words aloud, pausing after each. Repeat the words if students have difficulty hearing the differences in the phonemes.

| rip/ripe (/ī/) | feel/fell (/e/) | sit/sight (/ī/) | cape/cap (/a/) |

- Now have students change the middle sound in a word of their own to create a new word. Have them tell their partners the pairs of words.

Distinguish Medial Short and Long Vowel Sounds

CORRECTIVE FEEDBACK

IF students cannot distinguish medial phoneme changes in words,

THEN model how to distinguish medial phoneme changes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot distinguish medial phoneme changes in words might need more explicit instruction on how to identify the medial sounds in words.

- Listen to this word: *bit.* Now listen as I segment the sounds: /b/ /i/ /t/. What is the middle sound? Repeat the sounds if necessary. That's correct. The middle sound is /i/. Let's blend the sounds together, and let's stretch the /i/ in the word: *biiit.*

- Now let's change the middle sound /i/ to sound /ī/. Listen to this word: *bite.* Say *bite* again, elongating the middle /ī/. Say the word with me, and let's stretch the /ī/ in the word: *biiite.*

- I'm going to say some words. I want you to tell me the middle sound in each word. Say the following words aloud. Allow students time to respond after you say the word. Repeat each word as necessary.

| **not** (/o/) | **note** (/ō/) | **sign** (/ī/) | **week** (/ē/) |

Make It Harder

Students can extend the activity by playing a game in which one student produces a word and then another student changes the medial phoneme.

- Have a small group of students sit in a circle. The first student begins by saying a word with a medial long vowel sound. My word is *might.*

- The next student changes the medial sound to a short vowel. My word is *mitt.*

- Students continue alternating medial short and long vowel sounds.

- Play continues until each student has had a chance to successfully produce both a medial long and a medial short vowel word.

Segment and Blend Phonemes: Medial /ėr/

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Today we will segment, or break, words into their individual sounds and then blend, or combine, the sounds to form words. We'll focus on words that have the sound /ėr/.

STEP 2 \ MODEL

- Demonstrate segmenting a word into its phonemes. Listen to this word: *fern.* Say the word with me. Have students repeat the word. Then segment each sound in the word. Listen to the individual sounds in the word: /f/ /ėr/ /n/. Say each sound with me: /f/ /ėr/ /n/.

- Demonstrate blending the phonemes to combine them into a word. Now listen as I blend the sounds together to say the word: /f/ /ėr/ /n/, *fern.* You try it with me: /f/ /ėr/ /n/, *fern.*

STEP 3 \ GUIDE PRACTICE

Listen to this word: *girl.* I'm going to say each sound. I want you to repeat each sound after I say it. Say each sound. Give students time to repeat the phonemes. /g/ /ėr/ /l/. Now let's blend the sounds a little more quickly: /g/ /ėr/ /l/. What is the word? (*girl*) That is correct. The word is *girl.*

STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in each word below after you say it. Then have students think of other words with /ėr/. Have them tell their partners their word.

bird	purse	shirt	hurt	curb

Segment and Blend Phonemes: Medial /ėr/

CORRECTIVE FEEDBACK

IF students cannot segment and blend the medial /ėr/ sound in words,

THEN model how to segment and blend words with /ėr/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend words with the sound /ėr/ may benefit from a visual and tactile approach as they segment and blend sounds.

- I'm going to count the sounds in words using my fingers. Let's practice with the word *burn.* Segment the sounds. Count on your fingers for each phoneme. /b/ /ėr/ /n/. There are three sounds in *burn.* Count with me: /b/ /ėr/ /n/.

- Let's count again, but once we've finished counting, we'll blend the sounds together and say *burn*. We'll close our fingers as we quickly say the word. Segment the sounds again. After you finish, blend the sounds and "close" your fingers. Segment with me: /b/ /ėr/ /n/. Blend with me: /b/ /ėr/ /n/, *burn.*

- Practice with the words at the right.

dirt
bird
germ

Make It Harder

Students who can segment and blend the phonemes of words with /ėr/ can extend the activity by practicing with a partner.

- All of the words we practiced today have the sound /ėr/. Let's think of other words that have that sound. Allow time for students to think of other words. Segment your word and then have your partner blend it.

- For example, my word is /f/ /ėr/ /s/ /t/. What's my word? The partner should blend the phonemes and reply. Your word is *first*.

- Continue the activity until each partner has successfully segmented and blended the sounds in a predetermined number of words.

Segment and Blend Phonemes: Medial Short Vowel Sounds

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Today we will segment, or break, words into their individual sounds and then blend, or combine, the sounds to form words. We'll focus on words that have the middle sounds /a/, /e/, /i/, /o/, and /u/.

STEP 2 \ MODEL

- Demonstrate segmenting a word into its phonemes. Listen to this word: *mop.* Say the word with me. Have students repeat the word. Listen to the individual sounds in the word: /m/ /o/ /p/. I hear the sound /o/ in the middle. Say each sound with me: /m/ /o/ /p/.

- Demonstrate blending the phonemes to combine them into a word. Now listen as I blend the sounds together to say the word: /m/ /o/ /p/, *mop.* You try it with me: /m/ /o/ /p/, *mop.*

STEP 3 \ GUIDE PRACTICE

Listen to this word: *flap.* I'm going to say each sound. I want you to repeat each sound after I say it. Say each sound. Give students time to repeat the phonemes. /f/ /l/ /a/ /p/. This word has the middle sound /a/. Say the word with me: *flap.*

STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in each of the following words after you say it. Then have students think of other words with sounds /a/, /e/, /i/, /o/, and /u/ in the middle. Have them tell their partners their words.

ran	mug	pet	flip	cob

Segment and Blend Phonemes: Medial Short Vowel Sounds

CORRECTIVE FEEDBACK

IF students cannot segment and blend medial short vowel sounds in words,

THEN model how to segment and blend words with medial short vowel sounds, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend medial short vowel sounds in words may benefit from a tactile approach as they segment and blend sounds.

- I'm going to count the sounds in words using my fingers. Let's practice with the word *crab.* Segment the sounds in the word. Count on your fingers for each phoneme. /k/ /r/ /a/ /b/. There are four sounds in *crab.* Count with me: /k/ /r/ /a/ /b/.

- Let's count again, but once we've finished counting, we'll blend the sounds together and say *crab*. We'll close our fingers as we quickly say the word. Segment the sounds again. After you finish, blend the sounds and "close" your fingers. Segment with me: /k/ /r/ /a/ /b/. Blend with me: /k/ /r/ /a/ /b/, *crab.*

- Practice with the words at the right.

met
fix
fun

Make It Harder

Students who can segment and blend the phonemes of words with medial short vowel sounds can extend the activity by practicing with a partner.

- All of the words we practiced today have the middle sound /a/, /e/, /i/, /o/, or /u/. Look around the room for words that have the middle sound /a/, /e/, /i/, /o/, or /u/. Allow time for students to scan the room for other words. Segment the sounds in your word and then have your partner blend them to say the word.

- For example, my word is /m/ /a/ /p/. What's my word? The partner should blend the phonemes and reply. Your word is *map*.

- Challenge the students to find a word for each short vowel sound.

- Continue the activity until each partner has successfully segmented and blended the sounds in a predetermined number of words.

SIDE A

Change Phonemes: Medial /ėr/ and /är/

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

We can change the middle sound in words to make new words. Today we're going to change the sound in words that have the middle sounds /ėr/ and /är/.

STEP 2 \ MODEL

- Listen to this word: *curl.* As I say the word again, I want you to listen carefully to the middle sound. Repeat the word. The beginning sound is /k/, the middle sound is /ėr/, and the last sound is /l/, *curl.*

- Let's change the middle /ėr/ sound to /är/: /k/ /är/ /l/. The new word is *Carl,* like a person's name. Segment and blend with me: /k/ /är/ /l/, *Carl.*

STEP 3 \ GUIDE PRACTICE

- I'm going to change the middle sound in another word. Listen carefully for the middle sound in the word *barn.* What is the beginning sound? (/b/) What is the middle sound? (/är/) What is the last sound? (/n/) Blend the word with me: /b/ /är/ /n/, *barn.*

- Now I'm going to change the middle sound to /ėr/: /b/ /ėr/ /n/. What is the new word? Allow students time to reply. That's correct. The new word is *burn.*

STEP 4 \ ON THEIR OWN

- I'm going to say a word that has either the middle sound /ėr/ or /är/. Then I'm going to say a new word. Tell me what the new middle sound is in the word. Use the words at the right. Make sure students are able to tell what the new medial sound is.

- Have students think of other words that have either the medial sound /ėr/ or /är/. Now you think of words that have the middle sound /ėr/ or /är/. Change the middle sound to make a new word. Tell your partner your word.

| Bert/Bart (/är/) |
| dart/dirt (/ėr/) |
| curve/carve (/är/) |

Change Phonemes: Medial /ėr/ and /är/

CORRECTIVE FEEDBACK

IF students cannot change medial phonemes in words,

THEN model how to change medial /ėr/ and /är/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot change medial phonemes might need more explicit instruction on how to identify and change the medial sound in words.

- Listen to this word: *dart*. The beginning sound is /d/, the middle sound is /är/, and the ending sound is /t/. Say the sounds with me: /d/ /är/ /t/. Now blend the sounds: /d/ /är/ /t/, *dart*.

- Now let's change the middle sound to /ėr/. Say the sound with me: /ėr/. Let's blend the sounds together: /d/ /ėr/ /t/, *dirt.* Say the new word with me: *dirt.*

- Let's try this with other words. After I say each word, change the middle sound to either /ėr/ or /är/. Then say the new word with the new middle sound. Use the words at the right. Repeat each word as necessary.

barn: /ėr/ (*burn*)

firm: /är/ (*farm*)

Curt: /är/ (*cart*)

Make It Harder

Students who are able to change medial phonemes can extend the activity by playing a game in which students produce new words with /ėr/ or /är/.

- Have a small group of students sit in a circle. The first student begins by saying a word with either /ėr/ or /är/. My word is *lark*. Change the middle sound!

- The student to the right must change the medial sound to create a new word. My word is *lurk.* Make a word with the /är/ sound. The next student makes a word with that medial sound.

- Play continues with students changing the medial phoneme of words to either /ėr/ or /är/.

- If a new word cannot be made, the student says, "Not a word" and instead comes up with a new word with either the medial /ėr/ or /är/ sound.

Add Phonemes: Final /er/ and /est/

Phoneme addition is the ability to make a new word by adding a phoneme (sound) to a word.

ROUTINE

STEP 1 \ INTRODUCE

We can add phonemes, or sounds, to words and make new words. Today we're going to add sounds to the ending of words to make new words that compare.

STEP 2 \ MODEL

- A horse is big, but an elephant is bigger. What sound did I add to *big* to make the word *bigger?* Allow time for students to reply. That's correct. I added /er/ to make the word *bigger.*

- A horse, an elephant, and a whale are big, but the whale is the biggest. What sound did I add to *big* to make the word *biggest?* Allow time for students to reply. That's correct. I added /est/ to make the word *biggest.*

STEP 3 \ GUIDE PRACTICE

- Let's try another comparison. A car is fast, but a jet is faster. What sound did I add to *fast?* Allow time for students to reply. That's correct. I added /er/ to *fast* to make the word *faster.*

- A car, a jet, and a spaceship are all fast, but a spaceship is fastest. What sound did I add to *fast?* Allow time for students to reply. That's correct. I added /est/ to *fast* to make the word *fastest.*

STEP 4 \ ON THEIR OWN

- Read the pairs of words at the right. I'm going to say two words. You tell me what sound was added to the first word to make the new word.

- Have students share words with /er/ or /est/ with their partner.

small/smallest (/est/)

old/older (/er/)

tall/tallest (/est/)

Add Phonemes: Final /er/ and /est/

CORRECTIVE FEEDBACK

IF students cannot add final /er/ and /est/ in words,

THEN model how to add final phonemes /er/ and /est/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty adding /er/ or /est/ might need more explicit instruction on how to identify and add these sounds in words.

- We add /er/ to the end of a word describing two items. Say /er/ with me: /er/. Now add /er/ to the word *thick.* What's the new word? Allow time for replies. That's correct. The new word is *thicker.*

- We add /est/ to the end of a word describing three or more items. Say /est/ with me: /est/. Now add /est/ to *thick.* What's the new word? Allow time for replies. That's correct. The new word is *thickest.* Be sure to say the /t/ sound at the end.

thin/thinner (/er/)
bright/brightest (/est/)
large/larger (/er/)

- Now I'm going to say a word, and then I'm going to say another word. You tell me what sound was added to the first word. Say each of these words. Repeat as necessary.

Make It Harder

Students can extend the activity by playing a game. Have one student begin a sentence that will compare two or more objects. The next student completes the sentence and adds /er/ or /est/ to the comparing word.

- Have a small group of students sit in a circle. The first student begins a sentence. Ants are small, . . .

- The student to the right completes the sentence and adds /er/ or /est/ to the comparing word: . . . but fleas are smaller. That student then starts a new sentence.

- Play continues with students starting and completing sentences. Students may challenge themselves by starting a sentence comparing three or more items. For example, *Candles and flashlights are all bright, but the sun is brightest.*

- The game ends when everyone has had a turn to start and complete a sentence.

Isolate Phonemes: Final /j/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will be listening for the sound /j/ at the end of words.

STEP 2 \ MODEL

- Say the word *badge*: *badge. What do I notice about the final sound in the word badge? I notice that the final sound in badge is /j/. Badge. /j/.*

- *Let me try this with another word. Ledge. What do I notice about the final sound in the word ledge? I notice that the final sound in ledge is /j/. Ledge. /j/.*

- *Badge* and *ledge* both end with the /j/ sound. Let's say the sound together. /j/

STEP 3 \ GUIDE PRACTICE

- Say the word *hedge*: *hedge. What is the final sound you hear in hedge?* (/j/)

- Let's try this with another word. *Smudge. What is the final sound you hear in smudge?* (/j/)

STEP 4 \ ON THEIR OWN

Listen to these words carefully. When you hear a word that has the final sound /j/, stand up. If a word does not have the final sound /j/, remain seated.

dodge	**bear**
cup	**fudge**

Isolate Phonemes: Final /j/

CORRECTIVE FEEDBACK

IF students cannot isolate the final /j/ sound in a word,	**THEN** model how to isolate the final /j/ sound, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify final sound /j/ in words may benefit from the following activity.

- Say the sound /j/ with me. /j/. Let's say it together again. /j/. /j/ is the sound we are listening for at the end of words.

- When you hear the word *sludge,* where do you hear the sound /j/? Students should identify the sound /j/ at the end of *sludge*. Repeat saying *sludge* if needed.

- Listen to the following words. When you hear the sound /j/ in the word, raise your hand. Say the following words with emphasis on the final /j/ sound.

pledge	bridge	nudge	ridge

Make It Harder

Students who can identify final sound /j/ in words should work on the following extension activity.

Listen to the following words. When you hear the final sound /j/, clap your hands. If you hear the sound /j/ in another part of the word, give me a thumbs down.

jump	ridge	grudge	jewel	budge	joy

SIDE A

Remove Phonemes:
Initial and Final

Phoneme deletion is stating the word that remains when a specific phoneme is removed.

ROUTINE

STEP 1 \ INTRODUCE

Today we will practice making a new word by removing, or taking away, a sound from another word.

STEP 2 \ MODEL

- Listen as I say the word *clock*. *Clock*. What is the initial, or first, sound I hear in *clock?* (/k/) I hear the initial sound /k/ in *clock*.

- What happens when I remove the initial sound /k/ from *clock?* When I remove the initial sound /k/ from *clock,* the new word *lock* is formed.

STEP 3 \ GUIDE PRACTICE

- *Part*. What new word is formed when you remove the initial sound /p/ from *part?* (*art*)

- Say the word *pant* with me. *Pant*. What new word is formed when you remove the final sound /t/ from the word *pant?* (*pan*)

STEP 4 \ ON THEIR OWN

For each word I say, I will ask you to remove the initial or final sound. Identify the sound to remove and then tell me the new word that is formed.

| **Remove initial sound: harm** (/h/; *arm*) | **teach** (/t/; *each*) |

| **Remove final sound: seed** (/d/; *see*) | **note** (/t/; *no*) |

SIDE B

Remove Phonemes: Initial and Final

CORRECTIVE FEEDBACK

IF students cannot remove initial and final phonemes,

THEN model how to remove initial and final phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot remove initial and final phonemes may benefit from focusing on deleting initial phonemes.

- *Jam*. What initial, or first, sound do you hear in the word *jam?* /j/ /a/ /m/. Students should identify the initial sound /j/. Let's say the initial sound /j/ together. /j/.

- When the initial sound /j/ is taken away from the word *jam,* what sounds do you hear? Students should identify the sounds /a/ /m/. What word do the sounds /a/ /m/ form? /a/ /m/. Students should identify that sounds /a/ /m/ form the word *am*.

- Listen to these words. Tell me the initial sound in each word. Then, tell me the new word that is formed when the initial sound is taken away.

| **call** (*all*) |
| **sold** (*old*) |
| **nice** (*ice*) |

Make It Harder

Students who can remove initial and final phonemes should work on the following extension activity.

- Listen to the following words. Tell me whether the initial sound or the final sound needs to be deleted to form a new word. Say the sound that should be deleted. Then, say the new word.

- For each word, students should identify the initial sound or final sound that should be deleted. Then, they should say the new word.

| **bat** (initial; /b/; *at*) | **felt** (final; /t/; *fell*) | **zoom** (final; /m/; *zoo*) |
| **roar** (initial; /r/; *oar*) | **ant** (final; /t/; *an*) | **bill** (initial; /b/; *ill*) |

SIDE A

Isolate Phonemes: Medial and Final /ou/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Words are made up of different sounds. Today we will identify the middle and final sound /ou/ in words.

STEP 2 \ MODEL

- Listen to the sounds in the word *loud*. /l/ /ou/ /d/. *Loud*. What is the middle sound in *loud?* /ou/. The middle sound in the word *loud* is /ou/.

- I am going to say another word. *Bow*. /b/ /ou/. *Bow*. What is the final sound in *bow?* /ou/. The final sound in the word *bow* is /ou/.

STEP 3 \ GUIDE PRACTICE

- Listen carefully to the sounds in the word *town*. /t/ /ou/ /n/. *Town*. Say the word with me. *Town*. What is the middle sound in the word *town?* (/ou/)

- Let's try another word. *Vow. /v/ /ou/. Vow.* Say the word with me. *Vow*. What is the final sound in the word *vow?* (/ou/)

STEP 4 \ ON THEIR OWN

With a partner, think of two words with the middle sound /ou/. Visit each set of partners to check for understanding. Now, with your partner think of two words with the final sound /ou/. Revisit each set of partners to check for understanding.

Isolate Phonemes: Medial and Final /ou/

CORRECTIVE FEEDBACK

IF students cannot identify medial and final /ou/,

THEN model how to identify medial and final /ou/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify medial and final /ou/ may benefit from focusing on identifying the final sound /ou/.

- *Wow*. What is the final, or end, sound you hear in the word *wow?* Emphasize each sound. /w/ /ou/. Students should identify the final sound /ou/. Let's say the final sound /ou/ together: /ou/.

- Let's do that again with another word. *Brow*. What is the final, or end, sound in the word *brow?* Emphasize each sound. /b/ /r/ /ou/. Students should identify the final sound /ou/. Let's say the final sound /ou/ together: /ou/.

- Repeat with the words below.

how	plow	allow

Make It Harder

Students who can identify medial and final /ou/ should work on the following extension activity.

- Listen to the sentence. Identify the word with /ou/ as the middle sound and the word with /ou/ as the final sound. Read aloud the first sentence at the right. Repeat the sentence before students respond. (middle sound /ou/ – *house;* final sound /ou/ – *plow*)

- Repeat with the second sentence at the right. (middle sound /ou/ – *loud* and *shout;* final sound /ou/ – *How*)

> I need to plow the snow near my house.

> How loud can you shout while playing on the swings?

SIDE A
Distinguish /a/ and /ā/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will identify the difference between the sounds /a/ and /ā/ in words.

STEP 2 \ MODEL

- *Bat.* As I say the word *bat,* I notice the middle sound /a/. Say each sound while emphasizing /a/. /b/ /a/ /t/. *Bat.*

- Let me try this with another word. *Bait.* I notice the middle sound /ā/. Say each sound while emphasizing /ā/. /b/ /ā/ /t/. *Bait.*

- The two sounds are different. *Bat. Bait. Bat* has the middle sound /a/. /b/ /a/ /t/. *Bat. Bait* has the middle sound /ā/. /b/ /ā/ /t/. *Bait.*

STEP 3 \ GUIDE PRACTICE

- *Fan.* /f/ /a/ /n/. *Fan.* Say the word with me. *Fan.* What is the middle sound in the word *fan?* (/a/)

- *Wave.* /w/ /ā/ /v/. *Wave.* Say the word with me. *Wave.* What is the middle sound in the word *wave?* (/ā/)

STEP 4 \ ON THEIR OWN

Say the following words. Ask students to clap when they hear a word with the sound /a/. If they hear /ā/, they should not clap.

| snail | clay | bag | vain |

SIDE B
Distinguish /a/ and /ā/

CORRECTIVE FEEDBACK

IF students cannot distinguish /a/ and /ā/ in words,

THEN model how to distinguish /a/ and /ā/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot distinguish between /a/ and /ā/ might need more explicit instruction on how to identify the sound /a/.

- /a/. Say the sound with me. /a/. Let's look at some words that have sound /a/.

- Listen to the following word. *Pack*. /p/ /a/ /k/. *Pack*. Say the word with me. *Pack*. What is the middle sound you hear in the word *pack*? (/a/) Let's say the middle sound in *pack* together. /a/.

- *Had*. Say the word with me. *Had*. What is the middle sound you hear in the word *had*? /h/ /a/ /d/. (/a/) Let's say the middle sound in *had* together. /a/.

- Listen to the following words. When you hear the sound /a/, tap your nose.

sack	help	rash	bread

Make It Harder

Students who can distinguish /a/ and /ā/ should work on the following extension activity.

- Ask students to think of words with /a/ and /ā/. Students should say one of their words to their partner. The partner should identify whether the word has /a/ or /ā/.

- Ask students to take turns sharing and responding.

SIDE A

Change Phonemes: Vowels /ā/ and /ou/

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will change sound /ā/ to /ou/ and sound /ou/ to /ā/ in words.

STEP 2 \ MODEL

- As I say the word *brain,* I notice that the middle sound is /ā/. Say each sound while emphasizing /ā/. /b/ /r/ /ā/ /n/. *Brain*. The middle sound in *brain* is /ā/.

- I wonder what will happen if I change /ā/ to the sound /ou/? /b/ /r/ /ou/ /n/. *Brown*. When I change the sound /ā/ to the sound /ou/, *brain* becomes the word *brown*.

STEP 3 \ GUIDE PRACTICE

- Listen to the word *lousy*. /l/ /ou/ /z/ /ē/. *Lousy*. Say the word with me. *Lousy*. What is the middle sound in the word *lousy?* (/ou/)

- What happens when the sound /ou/ is changed to /ā/? Students should identify that *lousy* becomes *lazy*. When the sound /ou/ in *lousy* is changed to the sound /ā/, the word becomes *lazy*.

STEP 4 \ ON THEIR OWN

Say one of the following words in each pair. Ask students to change either the sound /ā/ or the sound /ou/ to form a new word.

drain/drown	hail/howl	date/doubt

Change Phonemes: Vowels /ā/ and /ou/

CORRECTIVE FEEDBACK

IF students cannot change phonemes /ā/ and /ou/,

THEN model how to change phonemes /ā/ and /ou/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot change phonemes /ā/ and /ou/ might need more explicit instruction on changing the sound /ā/ to the sound /ou/.

- What is the middle sound you hear in *fail?* Say the word again, emphasizing the sounds. /f/ /ā/ /l/. (/ā/)

- If the sound /ā/ is changed to /ou/, what is the new word? Students should identify the word *fowl.*

- What is the middle sound in *gain?* Say the word again, emphasizing the sounds. /g/ /ā/ /n/. (/ā/)

- If the sound /ā/ is changed to /ou/, what is the new word? Students should identify the word *gown.*

- Continue with the following words.

skate/scout	laid/loud	rained/round

Make It Harder

Students who can change phonemes /ā/ and /ou/ should work on the following extension activity.

Have students create a comical sentence that includes a pair of words where the sound /ā/ is changed to /ou/ or vice versa. For example, "My *brain* thinks of brownies when my eyes see *brown*." Invite students to share their sentences and have others identify the words with the changed sounds.

Isolate Phonemes: Medial and Final /oi/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will identify the sound /oi/ in the middle and end of words.

STEP 2 \ MODEL

- *Boil*. When I say the word *boil,* I notice that the middle sound is /oi/. Say each sound while emphasizing /oi/. /b/ /oi/ /l/. *Boil*.

- Where do I hear the sound /oi/ in the word *joy?* /j/ /oi/. In the word *joy,* I hear the sound /oi/ at the end of the word. *Joy*.

STEP 3 \ GUIDE PRACTICE

- *Voice*. Say this word with me. *Voice*. In the word *voice,* where do you hear the sound /oi/? /v/ /oi/ /s/ Students should identify the sound /oi/ as the middle sound in the word *voice*.

- Where do you hear the sound /oi/ in the word *coy?* /k/ /oi/. Say the word with me. *Coy*. Students should identify the sound /oi/ as the final sound in the word *coy*.

STEP 4 \ ON THEIR OWN

Say the following words. Ask students to stand up when they hear the sound /oi/ in the middle of the word. Ask students to remain seated when they hear the sound /oi/ as the final sound of the word.

| annoy | soy | royal | foil | boy |

Isolate Phonemes: Medial and Final /oi/

CORRECTIVE FEEDBACK

IF students cannot isolate medial and final /oi/,	**THEN** model how to isolate medial and final /oi/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot isolate medial and final /oi/ might need more explicit instruction on isolating medial /oi/.

- Let's say the sound /oi/ together. /oi/. What sound are we learning to identify? (/oi/)

- As I say the following word, listen for the sound /oi/. *Moist*. Say the word with me. *Moist*. Where do you hear the sound /oi/ in the word *moist?* /m/ /oi/ /s/ /t/. Students should identify the sound /oi/ as the middle sound.

- Let's try identifying the sound /oi/ in the word *spoil*. Say the word with me. *Spoil*. Where do you hear the sound /oi/ in the word *spoil?* /s/ /p/ /oi/ /l/. Students should identify the sound /oi/ as the middle sound.

- Repeat with the following words.

choice	loyal	point	noise

Make It Harder

Students who can isolate medial and final /oi/ should work on the following extension activity.

Have students work in pairs. One person should think of and act out a word with either medial sound /oi/ or final sound /oi/. The other person should identify the word while keeping in mind that the sound /oi/ will either be the middle or final sound.

SIDE A

Isolate Phonemes: Initial and Final /ē/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will identify the sound /ē/ at the beginning and end of words.

STEP 2 \ MODEL

- *Easel*. When I say the word *easel,* I notice that the initial, or beginning, sound is /ē/. Say the word again while emphasizing /ē/. *Easel.*

- Where do I hear the sound /ē/ in the word *tea?* /t/ /ē/. In the word *tea,* I hear the sound /ē/ at the end of the word. Say the word again while emphasizing /ē/. *Tea.*

STEP 3 \ GUIDE PRACTICE

- *East*. Say this word with me. *East*. In the word *east,* where do you hear the sound /ē/? /ē/ /s/ /t/. Students should identify the sound /ē/ as the initial sound in the word *east.*

- Where do you hear the sound /ē/ in the word *envy?* Say the word with me. *Envy*. Students should identify the sound /ē/ as the final sound.

STEP 4 \ ON THEIR OWN

Have students work with a partner to think of words with initial and final /ē/. Then have students switch partners and share their words.

Isolate Phonemes: Initial and Final /ē/

CORRECTIVE FEEDBACK

IF students cannot isolate initial and final /ē/,	**THEN** model how to isolate initial and final /ē/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot isolate initial and final /ē/ might need more explicit instruction on isolating initial /ē/.

- Say the sound /ē/ with me. /ē/. Let's explore some words to identify the sound /ē/.

- As I say the following word, listen for the sound /ē/. *Eager*. Say the word with me. *Eager*. Where do you hear the sound /ē/ in the word *eager?* Students should identify the sound /ē/ as the initial sound.

- Let's try identifying the sound /ē/ in the word *ease*. Say the word with me. *Ease*. Where do you hear the sound /ē/ in the word *ease?* Students should identify the sound /ē/ as the initial sound.

- For each of the following words, ask students to give a thumbs up when they hear the sound /ē/ as the initial sound.

eaten	egg	eagle	each	end

Make It Harder

Students who can isolate initial and final /ē/ should work on the following extension activity.

- Listen to the sentence. Identify the word with the sound /ē/ as the initial sound and the word with /ē/ as the final sound.
  Read aloud the first sentence at the right. Repeat the sentence before students respond. (initial sound /ē/ – *eats;* final sound /ē/ – *busy*)

- Repeat with the second sentence at the right. (initial sound /ē/ – *eager;* final sound /ē/ – *lady*)

> Frank eats fruit on busy days.

> An eager mouse ran at the lady.

SIDE A
Distinguish /o/ and /ō/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will identify the difference between the sounds /o/ and /ō/.

STEP 2 \ MODEL

- When I say the word *mop,* I hear the middle sound /o/. *Mop.* /m/ /o/ /p/. *Mop.*

- When I say the word *mope,* I hear the middle sound /ō/. *Mope.* /m/ /ō/ /p/. *Mope.*

- The two middle sounds are different. *Mop. Mope. Mop* has the middle sound /o/. /m/ /o/ /p/. *Mop. Mope* has the middle sound /ō/. /m/ /ō/ /p/. *Mope.*

STEP 3 \ GUIDE PRACTICE

- Listen to the word *cod*. *Cod*. /k/ /o/ /d/. *Cod*. Say the word with me. *Cod*. What middle sound do you hear in *cod?* (/o/)

- Now listen to the word *code*. *Code*. /k/ /ō/ /d/. *Code*. Say the word with me. *Code*. What middle sound do you hear in *code?* (/ō/)

STEP 4 \ ON THEIR OWN

Say each of the following words. Ask students to stand up if a word has the sound /o/ and to remain seated if a word has the sound /ō/.

| tot/tote | rod/road | smock/smoke |

Distinguish /o/ and /ō/

CORRECTIVE FEEDBACK

IF students cannot distinguish between /o/ and /ō/,

THEN model how to distinguish between /o/ and /ō/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot distinguish between /o/ and /ō/ might need more explicit instruction on identifying the sound /o/.

- Say the sound /o/ with me. /o/. Let's say some words that have sound /o/ in them.

- As I say the following word, listen for the sound /o/. *Rob*. Say the word with me. *Rob*. What middle sound do you hear in *rob?* (/o/)

- Let's do this with another word. *Not*. Say the word with me. *Not*. What middle sound do you hear in *not?* (/o/)

- For each of the following words, ask students to clap when they hear the sound /o/.

| hop | slope | pop | stop | rope |

Make It Harder

Students who can distinguish between /o/ and /ō/ should work on the following extension activity.

- Ask students to sit in a circle. Have one student say a word with the sound /o/.

- The next student should say a word with the sound /ō/.

- Go around the circle repeating this pattern until each student has had an opportunity to share a word with the sound /o/ and a word with the sound /ō/.

SIDE A

Segment and Blend Phonemes:
Initial Blends and Final /ī/

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Today we will segment words into their individual sounds and then blend the sounds to form words.

STEP 2 \ MODEL

- When I segment the sounds in a word, I listen to the individual sounds in the word. *Spy.* To segment the sounds in the word *spy,* I listen to the individual sounds in the word. /s/ /p/ /ī/.

- When I blend sounds, I say the sounds together to form a word. /s/ /p/ /ī/. To blend /s/ /p/ /ī/, I say the sounds together. *Spy.*

STEP 3 \ GUIDE PRACTICE

- Listen to the following word. *Try.* Say the word with me. *Try.* I am going to segment the sounds in the word *try.* /t/ /r/ /ī/. Now, repeat the sounds of the word *try* after me. Allow students time to repeat the sounds. /t/ /r/ /ī/.

- Now let's blend the sounds together. /t/ /r/ /ī/ forms what word? (*try*) When we blend /t/ /r/ /ī/, we form the word *try.*

STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in each of the words at the right.

sty	cry
fly	dry

Segment and Blend Phonemes: Initial Blends and Final /ī/

CORRECTIVE FEEDBACK

IF students cannot segment and blend the sounds in words with initial blends and final /ī/,

THEN model how to segment and blend the sounds in words with initial blends and final /ī/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend the sounds in words with initial blends and final /ī/ might need more explicit instruction on segmenting.

- Listen to the following word. *Buy.* Segment the sounds of the word *buy,* placing a counter from left to right as you say each phoneme. /b/ /ī/. Tap each counter as you say: /b/ /ī/.

- Listen to the following word. *Sly.* Provide students with counters to segment the sounds of the word *sly*. Tap each counter as you say: /s/ /l/ /ī/.

- Repeat with the following words.

try	my	fry	sky

Make It Harder

Students who can segment and blend the sounds in words with initial blends and final /ī/ should work on the following extension activity.

- Ask students to think of a word that ends with final /ī/.

- Students should turn to a partner and say the word. The partner should segment and blend the sounds in the word.

- Have partners take turns and repeat the above with new words.

Isolate Phonemes: Middle and Final

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will identify the sounds in the middle and end of words.

STEP 2 \ MODEL

- *Lime*. When I say the word *lime,* I notice that the middle sound is /ī/. /l/ /ī/ /m/. Say the word again while emphasizing /ī/. *Lime*.

- What is the final, or last, sound I hear in the word *lime?* /l/ /ī/ /m/. *Lime*. The final sound I hear in the word *lime* is /m/. Say the word again while emphasizing /m/. *Lime*.

STEP 3 \ GUIDE PRACTICE

- *Fan*. Say this word with me. *Fan*. In the word *fan,* what is the middle sound? /f/ /a/ /n/. Students should identify the sound /a/ as the middle sound in the word *fan*.

- What is the final sound in the word *fan?* /f/ /a/ /n/. Students should identify the sound /n/ as the final sound in the word *fan*.

STEP 4 \ ON THEIR OWN

Say the words at the right. Ask students to identify the middle and final sounds. (*bean*: /ē/ and /n/, *pet*: /e/ and /t/, *stomp*: /o/ and /p/)

bean
pet
stomp

Isolate Phonemes: Middle and Final

CORRECTIVE FEEDBACK

IF students cannot isolate middle and final phonemes,

THEN model how to isolate middle and final phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot isolate middle and final phonemes might need more explicit instruction on isolating middle phonemes.

- Say the word *tack* with me. *Tack.* What is the middle sound you hear in the word *tack?* /t/ /a/ /k/. Students should identify the middle sound /a/.

- Let's try this with another word. *Cup.* What is the middle sound you hear in the word *cup?* /k/ /u/ /p/. Students should identify the middle sound /u/.

- For each of the following words, ask students to identify the middle sound. (*jazz: /a/, fish: /i/, mat: /a/, lock: /o/*)

jazz	fish	mat	lock

Make It Harder

Students who can isolate middle and final phonemes should work on the following extension activity.

- Have students form pairs.

- Ask partners to choose objects from around the room.

- For each object, one partner should identify the middle sound of the name of the object. The other partner should identify the final sound of the name of the object.

SIDE A

Distinguish /i/ and /ī/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will identify the difference between the sounds /i/ and /ī/.

STEP 2 \ MODEL

- *Sit*. As I say the word *sit,* I notice the sound /i/. Say each sound while emphasizing /i/. /s/ /i/ /t/. *Sit*. The middle sound in *sit* is /i/.

- Let me try this with another word. *Sight*. What middle sound do I hear in the word *sight*? /s/ ī/ /t/. The middle sound I hear in *sight* is /ī/.

- The two sounds are different. *Sit*. *Sight*. *Sit* has the sound /i/. /s/ /i/ /t/. *Sit*. *Sight* has the sound /ī/. /s/ ī/ /t/. *Sight*.

STEP 3 \ GUIDE PRACTICE

- Listen to the word *kit*. *Kit*. Pause after saying each sound. /k/ /i/ /t/. Repeat the word. *Kit*. Say the word with me. *Kit*. What is the middle sound in the word *kit*? (/i/)

- Now listen to the word *kite*. *Kite*. Pause after saying each sound. /k/ /ī/ /t/. Repeat the word. *Kite*. Say the word with me. *Kite*. What is the middle sound in the word *kite*? (/ī/)

STEP 4 \ ON THEIR OWN

Working in partners, one student is responsible for saying words with /i/. The other student is responsible for saying words with /ī/. Ask students to take turns sharing their words in a call-and-response format.

Distinguish /i/ and /ī/

CORRECTIVE FEEDBACK

IF students cannot distinguish /i/ and /ī/ in words, | **THEN** model how to distinguish /i/ and /ī/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot distinguish /i/ and /ī/ might need more explicit instruction on how to identify the sound /i/.

- /i/. Say the sound /i/ with me. /i/. Let's look at some words that have sound /i/.

- Listen to the following word. *Lick*. /l/ /i/ /k/. *Lick*. Say the word with me. *Lick*. What is the middle sound you hear in the word *lick?* (/i/) Let's say the middle sound in *lick* together. /i/.

- *Hid*. Say the word with me. *Hid*. What is the middle sound you hear in the word *hid?* /h/ /i/ /d/. (/i/) Let's say the middle sound in *hid* together. /i/.

- Listen to the following words. When you hear a word with /i/, raise your hand.

sick	bite	light	pick	fit

Make It Harder

Students who can distinguish /i/ and /ī/ should work on the following extension activity.

- Say the following words.

mile	fix	write	bill	spin	tight	time

- For each word that has the sound /i/, students should say "sit" and remain seated.

- For each word that has the sound /ī/, students should say "rise" and stand up.

SIDE A

Isolate Phonemes: Medial and Final /ō/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will identify the middle and final sound /ō/ in words.

STEP 2 \ MODEL

- Listen to the letter sounds in the word *bone*. Pause after saying each sound. /b/ /ō/ /n/. Repeat the word. *Bone*. What is the middle sound in *bone?* /ō/. The middle sound in the word *bone* is /ō/.

- I am going to say another word. *Low*. Pause after saying each sound: /l/ /ō/. Repeat the word. *Low*. What is the final sound in *low?* /ō/. The final sound in the word *low* is /ō/.

STEP 3 \ GUIDE PRACTICE

- Listen carefully to the letter sounds in the word *hole*. Pause after saying each sound. /h/ /ō/ /l/. Repeat the word. *Hole.* Say the word with me. *Hole.* What is the middle sound in the word *hole?* (/ō/)

- Let's try another word. *Snow*. Pause after saying each sound. /s/ /n/ /ō/. Repeat the word. *Snow*. Say the word with me. *Snow*. What is the final sound in the word *snow?* (/ō/)

STEP 4 \ ON THEIR OWN

With a partner, identify two words with the middle sound /ō/. Visit each set of partners to check for understanding. Now, with your partner, identify two words with the final sound /ō/. Revisit each set of partners to check for understanding.

Isolate Phonemes: Medial and Final /ō/

CORRECTIVE FEEDBACK

IF students cannot identify medial and final /ō/,

THEN model how to identify medial and final /ō/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify medial and final /ō/ may benefit from focusing on identifying the medial /ō/ sound.

- *Robe*. What is the middle sound you hear in the word *robe?* Emphasize each sound. /r/ /ō/ /b/. Students should identify the medial sound /ō/. Let's say the middle sound /ō/ together. /ō/.

- Let's do that again with another word. *Joke*. What is the middle sound you hear in the word *joke?* Emphasize each sound. /j/ /ō/ /k/. Students should identify the medial sound /ō/. Let's say the middle sound /ō/ together. /ō/.

- Repeat with the words below.

| rose | woke | dome | note | cope |

Make It Harder

Students who can identify medial and final /ō/ should work on the following extension activity.

- Listen to the sentence. Identify the word with /ō/ as the middle sound and the word with /ō/ as the final sound. Read aloud the first sentence at the right. Repeat the sentence before students respond. (middle /ō/ sound – *home;* final /ō/ sound – *know*)

- Repeat with the second sentence at the right. (middle /ō/ sound – *roam;* final /ō/ sound – *below*)

> Do you know where Lee's home is?

> The cat likes to roam below the stairs.

Segment and Blend Phonemes: Initial Three-Letter Blends

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Today we will segment words into their individual sounds and then blend the sounds to form words.

STEP 2 \ MODEL

- When I segment the sounds in a word, I listen to the individual sounds in the word. *Sprint.* To segment the sounds in the word *sprint,* I listen to the individual sounds in the word. /s/ /p/ /r/ /i/ /n/ /t/.

- When I blend sounds, I say the sounds together to form a word. /s/ /p/ /r/ /i/ /n/ /t/. To blend /s/ /p/ /r/ /i/ /n/ /t/, I say the sounds together. *Sprint.*

STEP 3 \ GUIDE PRACTICE

- Listen to the following word. *Strike.* Say the word with me. *Strike.* I am going to segment the sounds in the word *strike.* /s/ /t/ /r/ /ī/ /k/. Now, repeat the sounds of the word *strike* after me. /s/ /t/ /r/ /ī/ /k/.

- Now, let's blend the sounds together. /s/ /t/ /r/ /ī/ /k/ forms what word? (*strike*) When we blend /s/ /t/ /r/ /ī/ /k/, the word *strike* is formed.

STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in each of the words at the right after you say them.

strap	scrub
spray	stride

Segment and Blend Phonemes: Initial Three-Letter Blends

CORRECTIVE FEEDBACK

IF students cannot segment and blend the sounds in words with initial three-letter blends,

THEN model how to segment and blend the sounds in words with initial three-letter blends, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend words with initial three-letter blends might need more explicit instruction on segmenting.

- Listen to the following word. *Sprain.* Segment the sounds of the word *sprain,* placing a counter from left to right as you say each phoneme. /s/ /p/ /r/ /ā/ /n/. Tap each counter as you say: /s/ /p/ /r/ /ā/ /n/.

- Listen to the following word. *Stroke.* Provide students with counters to segment the sounds of the word *stroke*. Tap each counter as you say: /s/ /t/ /r/ /ō/ /k/.

- Repeat with the following words.

| street | spread | split | stream |

Make It Harder

Students who can segment and blend the sounds in words with initial three-letter blends should work on the following extension activity.

- Say the following sounds. Ask students to blend the sounds to form the words.

  /s/ /p/ /l/ /i/ /n/ /t/ (*splint*)

  /s/ /t/ /r/ /ē/ /k/ (*streak*)

- With a partner, students should continue the activity. One partner should segment the sounds in a word. The other partner should blend the sounds and say the word. Partners should take turns segmenting and blending.

SIDE A

Distinguish /o/ and /ō/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will identify the difference between the sounds /o/ and /ō/.

STEP 2 \ MODEL

- When I say the word *dot,* I hear the sound /o/. *Dot.* /d/ /o/ /t/. *Dot.*

- When I say the word *dote,* I hear the sound /ō/. *Dote.* /d/ /ō/ /t/. *Dote.*

- The two sounds are different. *Dot*. *Dote*. *Dot* has the sound /o/. /d/ /o/ /t/. *Dot*. *Dote* has the sound /ō/. /d/ /ō/ /t/. *Dote.*

STEP 3 \ GUIDE PRACTICE

- Listen to the word *nod*. *Nod*. /n/ /o/ /d/. *Nod*. Say the word with me. *Nod*. What middle sound do you hear in *nod?* (/o/)

- Now listen to the word *node*. *Node*. /n/ /ō/ /d/. *Node*. Say the word with me. *Node*. What middle sound do you hear in *node?* (/ō/)

STEP 4 \ ON THEIR OWN

Say each of the words at the right. Ask students to stand up if a word has the sound /o/ and to remain seated if the word has sound /ō/.

cot/coat
got/goat
sock/soak

Distinguish /o/ and /ō/

CORRECTIVE FEEDBACK

IF students cannot distinguish between /o/ and /ō/, | **THEN** model how to distinguish between /o/ and /ō/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot distinguish between /o/ and /ō/ might need more explicit instruction on identifying the sound /ō/.

- Say the sound /ō/ with me. /ō/. Let's say some words that have the sound /ō/ in them.

- As I say the following word, listen for the sound /ō/. *Mow*. Say the word with me. *Mow*. What is the last sound do you hear in *mow?* (/ō/)

- Let's try another word. *Load*. Say the word with me. *Load*. What middle sound do you hear in *load?* (/ō/)

- For each of the following words, ask students to say the sound /ō/ when they hear that sound.

| coal | moan | dock | box | nose |

Make It Harder

Students who can distinguish between /o/ and /ō/ should work on the following extension activity.

Say the words at the right. Students should identify one of the following sounds in each word: /o/, /ō/, /a/, or /ā/.

grown (/ō/)	mop (/o/)
game (/ā/)	tan (/a/)
elbow (/ō/)	

SIDE A
Distinguish /u/ and /ū/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will identify the difference between the sounds /u/ and /ū/.

STEP 2 \ MODEL

- When I say the word *fun,* I hear the middle sound /u/. *Fun*. /f/ /u/ /n/. *Fun*.

- When I say the word *fume,* I hear the middle sound /ū/. *Fume*. /f/ /ū/ /m/. *Fume*.

- The two sounds are different. *Fun*. *Fume*. *Fun* has the middle sound, /u/. /f/ /u/ /n/. *Fun*. *Fume* has the middle sound /ū/. /f/ /ū/ /m/. *Fume*.

STEP 3 \ GUIDE PRACTICE

- Listen to the word *mutt*. *Mutt*. /m/ /u/ /t/. *Mutt*. Say the word with me. *Mutt*. What middle sound do you hear in the word *mutt?* (/u/)

- Now listen to the word *mute*. *Mute*. /m/ /ū/ /t/. *Mute*. Say the word with me. *Mute*. What middle sound do you hear in the word *mute?* (/ū/)

STEP 4 \ ON THEIR OWN

Say each of the following words. Ask students to stand up if a word has the sound /u/ and to remain seated if a word has the sound /ū/.

fuss/fuse	tub/tube	us/use	cut/cute

Distinguish /u/ and /ū/

CORRECTIVE FEEDBACK

IF students cannot distinguish between /u/ and /ū/,

THEN model how to distinguish between /u/ and /ū/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot distinguish between /u/ and /ū/ might need more explicit instruction on identifying the sound /u/.

- Say the sound /u/ with me. /u/. Let's say some words that have the sound /u/ in them.

- As I say the following word, listen for the sound /u/. *Hum*. Say the word with me. *Hum*. What middle sound do you hear in *hum*? (/u/)

- *Jump*. Say the word with me. *Jump*. What middle sound do you hear in *jump*? (/u/)

- For each of these words, ask students to say the sound /u/ when they hear it in a word. Say the words at the right.

luck	huge
bump	skunk
view	

Make It Harder

Students who can distinguish between /u/ and /ū/ should work on the following extension activity.

Say the words. Students should identify one of the following sounds in each of the words: /u/, /ū/, /o/, or /ō/.

flute (/ū/)	boat (/ō/)	trust (/u/)	sock (/o/)

Isolate Phonemes: Final /ər/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will be listening for the sound /ər/ at the end of words.

STEP 2 \ MODEL

- *Packer.* What do I notice about the final sound in the word *packer?* /p/ /a/ /k/ /ər/. *Packer.* I notice that the final sound in *packer* is /ər/.

- Let me try this with another word. *Tailor.* What do I notice about the final sound in the word *tailor?* /t/ /ā/ /l/ /ər/. *Tailor.* I notice that the final sound in *tailor* is /ər/.

- *Packer* and *tailor* both end with the sound /ər/.

STEP 3 \ GUIDE PRACTICE

- Say *planner* while emphasizing the final sound. *Planner.* Say the word with me. *Planner.* What is the final sound you hear in *planner?* (/ər/) Yes, the final sound in *planner* is /ər/.

- Let's try this with another word. *Major.* Say the word with me. *Major.* What is the final sound you hear in *major?* (/ər/) Yes, the final sound in *major* is /ər/.

STEP 4 \ ON THEIR OWN

Listen to the following words carefully. When you hear a word that has the final sound /ər/, give me a thumbs up. If a word does not have the final sound /ər/, give me a thumbs down.

| humor | designer | mattress | monitor | notebook |

Isolate Phonemes: Final /ər/

CORRECTIVE FEEDBACK

| **IF** students cannot isolate the final sound /ər/ in a word, | **THEN** model how to isolate the final sound /ər/, using Steps 2 and 3. Next, work through the Make It Easier activity. |

Make It Easier

Students who cannot identify the final sound /ər/ in words may benefit from the following activity.

- Say the sound /ər/ with me. /ər/. Let's say it together again. /ər/. /ər/ is the sound we are listening for at the end of words.

- When you hear the word *minor,* where do you hear the sound /ər/? Students should identify the sound /ər/ at the end of the word *minor*. Repeat saying *minor* if needed.

- Listen to the following words. When you hear the sound /ər/ in the word, raise your hand. Say the following words with emphasis on the final sound /ər/.

| favor | jeweler | radar | writer | guitar |

Make It Harder

Students who can identify the final sound /ər/ in words should work on the following extension activity.

- Have students work in pairs and take turns saying words with the final sound /ər/.

- If a student cannot think of a word with the final sound /ər/, he or she may pass.

Segment and Blend Phonemes: Two to Five Phonemes

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Today we will segment words into their individual sounds and then blend the sounds to form words. Today's words will have two to five sounds.

STEP 2 \ MODEL

- When I segment the sounds in a word, I listen to the individual sounds in a word. *Mow*. To segment the sounds in the word *mow,* I listen to the individual sounds in the word. /m/ /ō/.

- When I blend sounds, I say the sounds together to form a word. /m/ /ō/. To blend /m/ /ō/, I say the sounds together. *Mow*.

STEP 3 \ GUIDE PRACTICE

- *Coat*. Say the word with me. *Coat*. I am going to segment the sounds in the word *coat*. /k/ /ō/ /t/. Now, repeat the sounds of the word *coat* after me. Say each sound. Allow students time to repeat the sounds. /k/ /ō/ /t/.

- Now let's blend the sounds together. /k/ /ō/ /t/ forms what word? (*coat*) When we blend /k/ /ō/ /t/, the word *coat* is formed.

STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in each of the words at the right.

twist	moat
split	grow

Segment and Blend Phonemes: Two to Five Phonemes

CORRECTIVE FEEDBACK

IF students cannot segment and blend two to five phonemes,

THEN model how to segment and blend two to five phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend two to five phonemes might need more explicit instruction on blending.

- Listen to the following word. *Slow.* Segment the sounds of the word *slow,* placing a counter from left to right as you say each phoneme. /s/ /l/ /ō/. Tap each counter as you say: /s/ /l/ /ō/.

- Now sweep your hand under the counters as you say the sounds more quickly. /s/ /l/ /ō/. What is the word? (*slow*)

- Repeat with the following words, adjusting the number of counters as needed for each word.
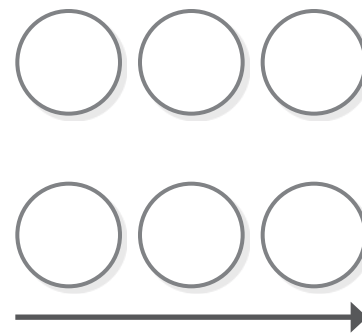
spray	glow	straw	toe	split

Make It Harder

Students who can segment and blend two to five phonemes should work on the following extension activity.

- Ask students to identify objects in the classroom. The objects' names should have three or more sounds.

- Students should turn to a partner and say the name of the object. The partner should segment and blend the sounds in the word.

- Have partners take turns and repeat the above with other objects from the classroom.

SIDE A

Segment and Blend Phonemes: Medial and Final /ü/

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

We will segment words into individual sounds and then blend the sounds to form words. We will focus on words with the sound /ü/.

STEP 2 \ MODEL

- When I segment the sounds in a word, I listen to the individual sounds in the word. *Tool*. To segment the sounds in the word *tool,* I listen to the individual sounds in the word. /t/ /ü/ /l/.

- When I blend sounds, I say the sounds together to form a word. /t/ /ü/ /l/. To blend /t/ /ü/ /l/, I say the sounds together. *Tool*.

STEP 3 \ GUIDE PRACTICE

- *Stew*. Say the word with me. *Stew*. I am going to segment the sounds in the word *stew*. /s/ /t/ /ü/. Now, repeat the sounds of the word *stew* after me. Allow students time to repeat the sounds. /s/ /t/ /ü/.

- Now let's blend the sounds together. The sounds /s/ /t/ /ü/ form what word? (*stew*) When we blend /s/ /t/ /ü/, we form the word *stew.*

STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in each of the words at the right.

soup	blue
move	prune

Segment and Blend Phonemes: Medial and Final /ü/

CORRECTIVE FEEDBACK

IF students cannot segment and blend the sounds in words with medial and final /ü/,

THEN model how to segment and blend the sounds in words with medial and final /ü/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend the sounds in words with medial and final /ü/ might need more explicit instruction on segmenting.

- Listen to the following word. *Rule.* Segment the sounds of the word *rule,* placing a counter from left to right as you say each phoneme. /r/ /ü/ /l/. Tap each counter as you say: /r/ /ü/ /l/.

- Listen to the following word. *Grew*. Provide students with counters to segment the sounds of the word *grew*. Tap each counter as you say: /g/ /r/ /ü/.

- Repeat with the following words: *shoe, June, zoo, rude, glue.*

Make It Harder

Students who can segment and blend the sounds in words with medial and final /ü/ should work on the following extension activity.

- Say the sounds. Ask students to blend the sounds to form the words.

/k/ /r/ /ü/ (*crew*)	**/b/ /r/ /ü/ /m/** (*broom*)	**/s/ /k/ /r/ /ü/** (*screw*)

- Have pairs continue the activity. One partner should segment the sounds in a word. The other partner should blend the sounds to say the word. Have partners take turns segmenting and blending. The words should have the /ü/ sound.

SIDE A

Segment and Blend Phonemes: Four Phonemes

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Today we will segment words into their individual sounds and then blend the sounds to form words. The words we focus on will have four sounds.

STEP 2 \ MODEL

- When I segment the sounds in a word, I listen to the individual sounds in the word. *Pant*. To segment the sounds in the word *pant,* I listen to the individual sounds in the word. /p/ /a/ /n/ /t/.

- When I blend sounds, I say the sounds together to form a word. /p/ /a/ /n/ /t/. To blend /p/ /a/ /n/ /t/, I say the sounds together. *Pant*.

STEP 3 \ GUIDE PRACTICE

- *Globe*. Say the word with me. *Globe*. I am going to segment the sounds in the word *globe*. /g/ /l/ /ō/ /b/. Now, repeat the sounds of the word *globe* after me. Allow students time to repeat the sounds. /g/ /l/ /ō/ /b/.

- Now let's blend the sounds together. The sounds /g/ /l/ /ō/ /b/ form what word? (*globe*) When we blend /g/ /l/ /ō/ /b/, we form the word *globe.*

STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in each of the words at the right.

mist	brush
flip	spot

SIDE B

Segment and Blend Phonemes: Four Phonemes

CORRECTIVE FEEDBACK

IF students cannot segment and blend four phonemes,	**THEN** model how to segment and blend four phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend four phonemes might need more explicit instruction on blending.

- Listen to the following word. *Spin.* Segment the sounds of the word *spin,* placing a counter from left to right as you say each phoneme. /s/ /p/ /i/ /n/. Tap each counter as you say: /s/ /p/ /i/ /n/.

- Now sweep your hand under the counters as you say the sounds more quickly. /s/ /p/ /i/ /n/. What is the word? (*spin*)

- Repeat with the following words.

crab	mask	sand	drum	sleep

Make It Harder

Students who can segment and blend four phonemes should work on the following extension activity.

- Ask students to think of words with four or more sounds.

- Students should turn to a partner and say a word. The partner should segment and blend the sounds in the word.

- Have partners take turns and repeat the activity with different words.

SIDE A
Manipulate Phonemes: Initial and Final

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

We can manipulate, or change, the sounds in words to make new words. Today, we are going to switch the first and last sounds in words to make new words.

STEP 2 \ MODEL

- *Cat*. When I listen to the sounds in the word *cat,* I hear /k/ /a/ /t/. The initial, or first, sound I hear is /k/ and the final, or last, sound I hear is /t/. *Cat*.

- Let me switch the first sound, /k/, with the last sound, /t/. /t/ /a/ /k/. *Tack*. When I switch the first and last sounds in the word *cat,* the new word *tack* is formed.

STEP 3 \ GUIDE PRACTICE

- Listen to the following word. *Pack*. Say the word with me. *Pack*. What is the first sound in the word *pack?* (/p/) What is the last sound in the word *pack?* (/k/)

- Let's switch the first sound, /p/, with the last sound, /k/. What new word is formed? (*cap*) When we switch the first and last sounds in the word *pack,* the new word *cap* is formed.

STEP 4 \ ON THEIR OWN

Have students switch the initial and final sounds in the words at the right. Listen to these words and switch the first and last sounds.

| **tap** (*pat*) |
| **team** (*meat*) |
| **park** (*carp*) |
| **keep** (*peak*) |

Manipulate Phonemes: Initial and Final

CORRECTIVE FEEDBACK

IF students cannot manipulate initial and final phonemes,

THEN model how to manipulate initial and final phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot manipulate initial and final phonemes might need more explicit instruction on manipulating initial phonemes.

- Listen to the following word. *Take*. What are the sounds we hear in the word *take?* (/t/ /ā/ /k/) We hear /t/ /ā/ /k/.

- What happens to the word *take* when we change the first sound to /b/? Students should identify that the word *take* changes to the word *bake* when /t/ is changed to /b/.

- Let's try this with another word. *Hat*. What are the sounds we hear in *hat?* (/h/ /a/ /t/) The sounds we hear in the word *hat* are /h/ /a/ /t/.

- What happens to the word *hat* when we change the first sound to /b/? Students should identify that the word *hat* changes to the word *bat* when /h/ is changed to /b/.

- Repeat the process with the words at the right.

| nail/mail |
| glow/flow |
| wing/sing |

Make It Harder

Students who can manipulate initial and final phonemes should work on the following extension activity.

- Have students work in pairs. One student should say a word and then segment the sounds in the word.

- The partner should switch the initial and final sounds and determine if the new word is a word.

- Have partners take turns. Emphasize that students should think of words that form other words when the first and final sounds are switched.

SIDE A

Remove Phonemes: Initial

Phoneme deletion is stating the word that remains when a specific phoneme is removed.

ROUTINE

STEP 1 \ INTRODUCE

Today, we will remove, or take away, the beginning sound in a word to form a new word.

STEP 2 \ MODEL

- *Feet.* When I listen to the sounds in the word *feet,* I hear /f/ /ē/ /t/. The initial, or beginning, sound I hear in the word *feet* is /f/.

- If I remove, or take away, the sound /f/ from the word *feet,* the sounds /ē/ /t/ are left. The sounds /ē/ /t/ form the word *eat*.

- When the beginning sound /f/ is removed from the word *feet,* the word *eat* is formed.

STEP 3 \ GUIDE PRACTICE

- Listen to the following word. *Pink*. Say the word with me. *Pink*. What is the beginning sound in the word *pink?* (/p/)

- If we remove the initial sound /p/ from the word *pink,* what sounds are left? (/i/ /ngk/)

- What word do the sounds /i/ /ngk/ form? (*ink*)

STEP 4 \ ON THEIR OWN

Say the words at the right. Ask students to remove the initial sound. Then ask them to identify the new word.

pout/out

supper/upper

cape/ape

train/rain

Remove Phonemes: Initial

CORRECTIVE FEEDBACK

IF students cannot remove initial phonemes,

THEN model how to remove initial phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot remove initial phonemes might need more explicit instruction on identifying initial phonemes.

- Listen to the following word. *Lake*. What are the sounds we hear in the word *lake*? (/l/ /ā/ /k/) The sounds we hear in the word *lake* are /l/ /ā/ /k/.

- What is the beginning, or first, sound we hear in the word *lake*? (/l/) The beginning sound we hear in the word *lake* is /l/.

- Let's try this with another word. *Flip*. What are the sounds we hear in the word *flip*? (/f/ /l/ /i/ /p/) The sounds we hear in the word *flip* are /f/ /l/ /i/ /p/.

- What is the beginning, or first, sound we hear in the word *flip*? (/f/) The beginning sound we hear in the word *flip* is /f/.

- Repeat with the words at the right.

pace	draw
crust	

Make It Harder

Students may be ready to change the initial phoneme of words.

- What word do we have when we change /h/ in *hold* to /b/? (*bold*) That's right!

- Now tell me what these words are.

Change /b/ in **ball** to /t/: (*tall*)	Change /s/ in **sold** to /k/: (*cold*)
Change /ch/ in **chair** to /h/: (*hair*)	Change /l/ in **land** to /b/: (*band*)
Change /f/ in **find** to /k/: (*kind*)	Change /k/ in **cost** to /l/: (*lost*)

Segment and Blend Phonemes: Four Phonemes

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Today we will segment words into their individual sounds and then blend the sounds to form words. The words we segment and blend will have four sounds.

STEP 2 \ MODEL

- When I segment the sounds in a word, I listen to the individual sounds in the word. *Photo*. To segment the sounds in the word *photo,* I listen to the individual sounds in the word. /f/ /ō/ /t/ /ō/.

- When I blend sounds, I say the sounds together to form a word. /f/ /ō/ /t/ /ō/. To blend /f/ /ō/ /t/ /ō/, I say the sounds together. *Photo*.

STEP 3 \ GUIDE PRACTICE

- *Cruise*. Say the word with me. *Cruise*. I am going to segment the sounds in the word *cruise*. /k/ /r/ /ü/ /z/. Now, repeat the sounds of the word *cruise* after me. Allow students time to repeat the sounds. /k/ /r/ /ü/ /z/.

- Let's blend the sounds together. The sounds /k/ /r/ /ü/ /z/ form what word? (*cruise*) The sounds /k/ /r/ /ü/ /z/ form the word *cruise*.

STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in each of the words at the right.

toast	drill
frog	milk

Segment and Blend Phonemes: Four Phonemes

CORRECTIVE FEEDBACK

IF students cannot segment and blend four phonemes,

THEN model how to segment and blend four phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend four phonemes might need more explicit instruction on segmenting and blending words with two and three phonemes.

- Listen to the following word. *Pie*. To segment the sounds in the word *pie,* we say each sound. Segment the sounds of the word *pie,* pausing after each sound. /p/ /ī/. Repeat the sounds with me. /p/ /ī/.

- To blend the sounds /p/ /ī/, we say the sounds quickly together. What word do the letter sounds /p/ /ī/ form? (*pie*)

- Listen to the following word. *Bug*. To segment the sounds in the word *bug,* we say each sound. Segment the sounds of the word *bug,* pausing after each sound. /b/ /u/ /g/. Repeat the sounds with me. /b/ /u/ /g/.

- To blend the sounds /b/ /u/ /g/, we say the sounds quickly together. What word do the sounds /b/ /u/ /g/ form? (*bug*)

- Repeat with the words at the right.

cup	boy
oak	dig
peach	

Make It Harder

Students who can segment and blend four phonemes should work on the following extension activity.

- Ask students to think of words with five or more letter sounds.

- Students should turn to a partner and say a word. The partner should segment and blend the sounds in the word.

- Have partners take turns and repeat the activity with different words.

Manipulate Phonemes: Initial and Final

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

We can manipulate, or change, the sounds in words to make new words. Today, we are going to switch the first and last sounds in words to make new words.

STEP 2 \ MODEL

- *Bat*. When I listen to the sounds in the word *bat,* I hear /b/ /a/ /t/. The initial, or first, sound I hear is /b/ and the final, or last, sound I hear is /t/. *Bat*.

- Let me switch the first sound, /b/, with the last sound, /t/. /t/ /a/ /b/. *Tab*. When I switch the first and last sounds in the word *bat,* the new word *tab* is formed.

STEP 3 \ GUIDE PRACTICE

- Listen to the following word. *Tame*. Say the word with me. *Tame*. What is the first sound in the word *tame?* (/t/) What is the last sound in the word *tame?* (/m/)

- Let's switch the first sound, /t/, with the last sound, /m/. What new word is formed? (*mate*) When we switch the first and last sounds in the word *tame,* the new word *mate* is formed.

STEP 4 \ ON THEIR OWN

Have students switch the initial and final sounds in the words at the right. Listen to these words, and switch the first and last sounds.

make/came
bus/sub
tug/gut
tip/pit

Manipulate Phonemes: Initial and Final

CORRECTIVE FEEDBACK

IF students cannot manipulate initial and final phonemes,

THEN model how to manipulate initial and final phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot manipulate initial and final phonemes might need more explicit instruction on manipulating final phonemes.

- Listen to the following word. *Cake*. What are the sounds we hear in *cake?* (/k/ /ā/ /k/) The sounds we hear are /k/ /ā/ /k/.

- What happens to the word *cake* when we change the last sound to /m/? Students should identify that the word *cake* changes to the word *came* when /k/ is changed to /m/.

- Let's try this with another word. *Sat*. What are the sounds we hear in the word *sat?* (/s/ /a/ /t/) We hear /s/ /a/ /t/.

- What happens to the word *sat* when we change the last sound to /k/? Students should identify that the word *sat* changes to the word *sack* when /t/ is changed to /k/.

- Repeat with the words at the right.

pet/pen

bike/bite

rice/right

Make It Harder

Students who can manipulate initial and final phonemes should work on the following extension activity.

- Have students work in pairs. One student should think of a word that can form a new word by switching the initial and final sounds.

- The student should say and segment the sounds in the word.

- The partner should switch the initial and final phonemes and say the new word.

- Have partners take turns.

Segment and Blend Phonemes: Three to Four Phonemes

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Today we will segment and blend the sounds in words. The words we will segment and blend will have three or four sounds.

STEP 2 \ MODEL

- When I segment the sounds in a word, I listen to the individual sounds in the word. *Mitt*. To segment the sounds in the word *mitt,* I listen to the individual sounds. /m/ /i/ /t/.

- When I blend sounds, I say the sounds together to form a word. /m/ /i/ /t/. To blend /m/ /i/ /t/, I say the sounds together. *Mitt.*

STEP 3 \ GUIDE PRACTICE

- *Shift.* Say the word with me. *Shift.* I am going to segment the sounds in the word *shift.* /sh/ /i/ /f/ /t/. Now, repeat the sounds of the word *shift* after me. Allow students time to repeat the sounds. /sh/ /i/ /f/ /t/.

- Let's blend the sounds together. The sounds /sh/ /i/ /f/ /t/ form what word? (*shift*) /sh/ /i/ /f/ /t/ form the word *shift.*

STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in each of the words at the right.

lock	wipe
grace	crane

Segment and Blend Phonemes: Three to Four Phonemes

CORRECTIVE FEEDBACK

IF students cannot segment and blend three to four phonemes,

THEN model how to segment and blend three to four phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend three to four phonemes might need more explicit instruction on segmenting.

- Listen to the following word. *Wave.* Segment the sounds of the word *wave,* placing a counter from left to right as you say each phoneme. /w/ /ā/ /v/. Tap each counter as you say: /w/ /ā/ /v/.

- Listen to the following word. *Stop*. Provide students with counters to segment the sounds of the word *stop.* Tap each counter as you say: /s/ /t/ /o/ /p/.

- Repeat with the following words.

| tag | treat | joke | claim |

Make It Harder

Students who can segment and blend three to four phonemes should work on the following extension activity.

- Ask students to identify objects in the classroom that have five or more phonemes.

- Students should turn to a partner and segment the sounds in the name of the object. The partner should blend the sounds and say the word.

- Have partners take turns and repeat the activity with different objects.

SIDE A

Manipulate Phonemes: Initial and Final

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

We can manipulate, or change, the sounds in words to make new words. Today, we are going to switch the first and last sounds in words to make new words.

STEP 2 \ MODEL

- *Top.* When I listen to the sounds in the word *top,* I hear /t/ /o/ /p/. The initial, or first, sound I hear is /t/ and the final, or last, sound I hear is /p/. *Top.*

- Let me switch the first sound, /t/, with the last sound, /p/. /p/ /o/ /t/. *Pot.* When I switch the first and last sounds in the word *top,* the new word *pot* is formed.

STEP 3 \ GUIDE PRACTICE

- Listen to the following word. *Tug.* Say the word with me. *Tug.* What is the first sound in the word *tug?* (/t/) What is the last sound in the word *tug?* (/g/)

- Let's switch the first sound, /t/, with the last sound, /g/. What new word is formed? (*gut*) When we switch the first and last sounds in the word *tug,* the new word *gut* is formed.

STEP 4 \ ON THEIR OWN

Have students switch the initial and final sounds in the words at the right. Listen to these words and switch the first and last sounds.

| boot/tube |
| lap/pal |
| ton/nut |

Manipulate Phonemes: Initial and Final

CORRECTIVE FEEDBACK

IF students cannot manipulate initial and final phonemes,

THEN model how to manipulate initial and final phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students might need more explicit instruction on manipulating initial phonemes.

- Listen to the following word. *Jam*. What are the sounds we hear in *jam?* (/j/ /a/ /m/) The sounds we hear in the word *jam* are /j/ /a/ /m/.

- What happens to the word *jam* when we change the first sound to /l/? Students should identify that the word *jam* changes to the word *lamb* when /j/ is changed to /l/.

- Let's try this with another word. *Bail*. What are the sounds we hear in *bail?* (/b/ /ā/ /l/) The sounds we hear in the word *bail* are /b/ /ā/ /l/.

- What happens to the word *bail* when we change the first sound to /f/? Students should identify that the word *bail* changes to the word *fail* when /b/ is changed to /f/.

- Repeat with the words at the right.

| chase/face |
| head/led |
| box/fox |

Make It Harder

Students who can manipulate initial and final phonemes should work on the following extension activity.

- Have students work in pairs. One student should say a word and then segment the sounds in the word.

- The partner should switch the initial and final sounds and determine if the new word is a word.

- Ask the partners to take turns. Emphasize that students should think of words that form words when the first and final sounds are switched.

SIDE A

Manipulate Phonemes: Initial and Final

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

We can manipulate, or change, the sounds in words to make new words. Today, we are going to switch the first sound and final blend in words to make new words.

STEP 2 \ MODEL

- *Fist*. When I listen to the sounds in the word *fist,* I hear /f/ /i/ /s/ /t/. The initial, or first, sound I hear is /f/ and the final blend I hear is /s/ /t/. *Fist*.

- Let me switch the first sound, /f/, with the final blend, /s/ /t/. /s/ /t/ /i/ /f/. *Stiff*. When I switch the first sound and final blend in the word *fist,* the new word *stiff* is formed.

STEP 3 \ GUIDE PRACTICE

- Listen to the following word. *Cast*. Say the word with me. *Cast*. What is the first sound in the word *cast?* (/k/) What is the final blend in the word *cast?* (/s/ /t/)

- Let's switch the first sound, /k/, with the final blend, /s/ /t/. What new word is formed? (*stack*) When we switch the first sound and final blend in the word *cast,* the new word *stack* is formed.

STEP 4 \ ON THEIR OWN

Have students switch the initial sound and final blend in each word at the right. Listen to these words, and switch the first sound and final blend in each word.

| **dust/stud** |

| **list/still** |

| **pest/step** |

SIDE B

Manipulate Phonemes: Initial and Final

CORRECTIVE FEEDBACK

IF students cannot manipulate initial and final phonemes,

THEN model how to manipulate initial and final phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot manipulate initial and final phonemes might need more explicit instruction on manipulating final phonemes.

- Listen to the following word. *Fast*. What are the sounds we hear in the word *fast?* (/f/ /a/ /s/ /t/) The sounds we hear in the word *fast* are /f/ /a/ /s/ /t/.

- What is the final blend we hear in *fast?* Students should identify the blend /s/ /t/.

- What happens to the word *fast* when the final blend /s/ /t/ is changed to /n/? Students should identify the new word *fan* is formed.

- Repeat with the following words.

pest/pen	test/ten	cast/can

Make It Harder

Students who can manipulate initial and final phonemes should work on the following extension activity.

Say the following words. Ask students to switch the initial sound and final blend for each word. Then, they should determine if the new word is a word or not a word.

fast (word: *staff*)	**mist** (not a word: *stim*)	**cost** (word: *stalk*)
lost (word: *stall*)	**best** (not a word: *steb*)	

SIDE A

Segment and Blend Phonemes: Medial /ు̇/

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Today we will segment words into their individual sounds and then blend the sounds to form words. Listen for /ు̇/ as the middle sound in the words we segment and blend.

STEP 2 \ MODEL

- When I segment the sounds in a word, I listen to the individual sounds in the word. *Bush*. To segment the sounds in the word *bush,* I listen to the individual sounds. /b/ /ు̇/ /sh/.

- When I blend sounds, I say the sounds together to form a word. /b/ /ు̇/ /sh/. To blend /b/ /ు̇/ /sh/, I say the sounds together. *Bush*.

STEP 3 \ GUIDE PRACTICE

- Listen to the following word. *Nook*. Say the word with me. *Nook*. I am going to segment the sounds in the word *nook*. /n/ /ు̇/ /k/. Now, repeat the sounds of the word *nook* after me. /n/ /ు̇/ /k/.

- Now let's blend the sounds together. The sounds /n/ /ు̇/ /k/ form what word? (*nook*) When we blend /n/ /ు̇/ /k/, the word *nook* is formed.

STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in each of the words at the right after you say them.

stood	foot
wood	pull

Segment and Blend Phonemes: Medial / u̇/

CORRECTIVE FEEDBACK

IF students cannot segment and blend the sounds of words with medial /u̇/,

THEN model how to segment and blend the sounds of words with medial /u̇/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend the sounds of words with medial /u̇/ might need more explicit instruction on segmenting.

- Listen to the following word. *Full.* Segment the sounds of the word *full,* placing a counter from left to right as you say each phoneme. /f/ /u̇/ /l/. Tap each counter as you say: /f/ /u̇/ /l/.

- Listen to the following word. *Book.* Provide students with counters to segment the sounds of the word *book.* Tap each counter as you say: /b/ /u̇/ /k/.

- Repeat with the following words.

| look | bull | soot | wool |

Make It Harder

Students who can segment and blend the sounds of words with medial /u̇/ should work on the following extension activity.

- Students should work with a partner. One partner should segment the sounds of a word with medial /u̇/.

- The other partner should blend the sounds of the word.

- Have partners take turns segmenting and blending.

SIDE A

Manipulate Phonemes: Initial and Final

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

We can manipulate, or change, the sounds in words to make new words. Today, we are going to switch the first and last sounds in words to make new words.

STEP 2 \ MODEL

- *Ten.* When I listen to the sounds in the word *ten,* I hear /t/ /e/ /n/. The initial, or first, sound I hear is /t/ and the final, or last, sound I hear is /n/. *Ten.*

- Let me switch the first sound, /t/, with the last sound, /n/. /n/ /e/ /t/. *Net.* When I switch the first and last sounds in the word *ten,* the new word *net* is formed.

STEP 3 \ GUIDE PRACTICE

- Listen to the following word. *Sail.* Say the word with me. *Sail.* What is the first sound in the word *sail?* (/s/) What is the last sound in the word *sail?* (/l/)

- Let's switch the first sound, /s/, with the last sound, /l/. What new word is formed? (*lace*) When we switch the first and last sounds in the word *sail,* the new word *lace* is formed.

STEP 4 \ ON THEIR OWN

Have students switch the first and last sounds in each of the words at the right. Listen to these words and switch the first and the last sounds in each of the words.

| mate/tame |
| bag/gab |
| tone/note |

Manipulate Phonemes: Initial and Final

CORRECTIVE FEEDBACK

IF students cannot manipulate initial and final phonemes,

THEN model how to manipulate initial and final phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot manipulate initial and final phonemes might need more explicit instruction on manipulating final phonemes.

- Listen to the following word. *Sweep.* What are the sounds we hear in the word *sweep?* (/s/ /w/ /ē/ /p/) We hear /s/ /w/ /ē/ /p/.

- What happens to the word *sweep* when we change the last sound to /t/? Students should identify that the word *sweep* changes to the word *sweet* when /p/ is changed to /t/.

- Let's try this with another word. *Skill.* What are the sounds we hear in *skill?* (/s/ /k/ /i/ /l/) The sounds we hear are /s/ /k/ /i/ /l/.

- What happens to the word *skill* when we change the last sound to /p/? Students should identify that the word *skill* changes to the word *skip* when /l/ is changed to /p/.

- Repeat with the words at the right.

trace/trade
steal/steep
stage/steak

Make It Harder

Students who can manipulate initial and final phonemes should work on the following extension activity.

- Have students work in pairs. One student should say a word and then segment the sounds in the word.

- The partner should switch the initial and final sounds and determine if the new word is a word.

- Ask the partners to take turns. Emphasize that students should think of words that form new words when the first and final sounds are switched.

SIDE A

Segment and Blend Phonemes: Three to Five Phonemes

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

We will segment words into individual sounds and then blend the sounds to form words. The words we will segment and blend will have three to five sounds.

STEP 2 \ MODEL

- When I segment the sounds in a word, I listen to the individual sounds in the word. *Grape*. To segment the sounds in the word *grape,* I listen to the individual sounds. /g/ /r/ /ā/ /p/.

- When I blend sounds, I say the sounds together to form a word. /g/ /r/ /ā/ /p/. To blend /g/ /r/ /ā/ /p/, I say the sounds together. *Grape*.

STEP 3 \ GUIDE PRACTICE

- *Knit*. Say the word with me. *Knit*. I am going to segment the sounds in the word *knit*. /n/ /i/ /t/. Now, repeat the sounds of the word *knit* after me. Allow students time to repeat the sounds. /n/ /i/ /t/.

- Now let's blend the sounds together. The sounds /n/ /i/ /t/ form what word? (*knit*) When we blend /n/ /i/ /t/, the word *knit* is formed.

STEP 4 \ ON THEIR OWN

Have students segment and blend the sounds in each of the words at the right.

smell	prize
phone	three

Segment and Blend Phonemes: Three to Five Phonemes

CORRECTIVE FEEDBACK

IF students cannot segment and blend the sounds in words with three to five phonemes, | **THEN** model how to segment and blend the sounds in words with three to five phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend the sounds in words with three to five phonemes might need more explicit instruction on segmenting and blending the sounds in words with three phonemes.

- Listen to the following word. *Van.* Segment the sounds of the word *van,* placing a counter from left to right as you say each phoneme. /v/ /a/ /n/. Tap each counter as you say: /v/ /a/ /n/.

- Now, let's blend together the sounds. Sweep your hand from left to right under each counter as you say the word *van*. *Van.*

- Repeat with the following words: *ship, chin, ant, jug, week.*
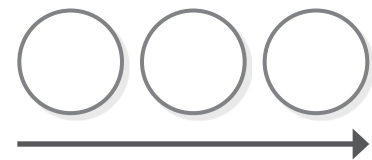
Make It Harder

Students who can segment and blend the sounds in words with three to five phonemes should work on the following extension activity.

- Ask students to sit in a circle. One person should say a word with four or more phonemes.

- The student to the right should segment the sounds in the word and identify the number of phonemes.

- Continue the game until every student has had a chance to segment the sounds in a word and identify the number of phonemes in the word.

Phonics
Level 1

SIDE A
Short *a* Words

Blending is the ability to string together the sound that each letter spells in a word.

ROUTINE

STEP 1 \ INTRODUCE

Display the word *at* using letter tiles or cards, or write the word *at* on the board. Point to *a*. This is the letter *a*. The letter *a* in this word spells the vowel sound /a/. Say /a/. (/a/) The sound /a/ is the short *a* sound. Point to *t*. You know what sound the letter *t* spells. It spells the sound /t/.

STEP 2 \ MODEL

- I will write the word *at*. The word *at* begins with the sound /a/. I can write the letter *a*. Write *a*. The next sound I hear is /t/. Point to the letter *t*. Sweep your hand under *at* as you say: *at*.

- This is how I blend the sounds in the word. Point to each sound spelling in *at* as you say its sound: /a/ /t/. Then sweep your hand under *at* as you blend the sounds in the word: /a/ /t/, *at.*

STEP 3 \ GUIDE PRACTICE

Display the word *mat*. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *mat* as students blend the sounds in the word with you: /m/ /a/ /t/, *mat.* Ask: What is the vowel sound in *mat?* (/a/) How do we spell that sound? (*a*) Have students write the letter *a* with you.

STEP 4 \ ON THEIR OWN

Have students blend the letter sounds to read these words. Then have them write the letter *a* several times.

am	sat	Sam	Tam

Short *a* Words

CORRECTIVE FEEDBACK

IF students cannot blend letter sounds to read words with the short vowel *a,*

THEN model how to blend the sounds of words with the short vowel *a,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who can segment each sound of a word but cannot blend the sounds may benefit from a tactile activity.

- Display letter tiles or cards for *at,* leaving space between each letter. Point to each sound spelling and say the sound.

- Then push the letter tiles together as you blend the sounds to say the word.

- Provide each student with a set of letter tiles or cards. Using the words below, have students isolate each letter sound and then push the tiles together as they say the word.

am	sat	Sam	Tam

Make It Harder

Students who can blend the sounds to read short *a* words may be ready to build other words using additional letters.

- Provide individual students or partners with a set of these six letter tiles or cards.

- Have students build and read aloud as many two-letter short *a* words as they can with the given letters. (*am, an, as, at*)

- Then repeat, having students build and read aloud as many three-letter short *a* words as they can. (*man, mat, ram, Tam, ant, ran, tan, rat, sat, Sam*)

SIDE A
Short *a* Words with *Mm, Ss, Tt*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

Display the letters *m, s,* and *t* using letter tiles or cards.

- Point to *m.* This is the letter *m.* The letter *m* spells the sound /m/. Model how to write the letters *M* and *m.* Then repeat for letters *Ss* and *Tt.*

- Today we will read words with the letters *m, s,* and *t.*

m
s
t

STEP 2 \ MODEL

Display the words *mat* and *sat* using letter tiles or cards.

- This is how I read the word *mat.* Point to each sound spelling in *mat* as you segment each letter sound: /m/ /a/ /t/. Then sweep your hand from left to right under the tiles as you read the word: *mat.*

- This is how I read the word *sat.* Point to each sound spelling in *sat* as you segment each letter sound: /s/ /a/ /t/. Then sweep your hand from left to right as you read the word: *sat.*

m	a	t

s	a	t

STEP 3 \ GUIDE PRACTICE

Display the word *Sam* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *Sam* as students decode the word with you: /s/ /a/ /m/, *Sam.* Ask: What name did you read? (*Sam*) How do we spell the sounds in *Sam?* (*S, a, m*)

S	a	m
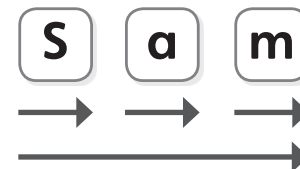
STEP 4 \ ON THEIR OWN

Have students decode these words and then write them in a list.

Tam	sat	mat	Sam

Short *a* Words with *Mm, Ss, Tt*

CORRECTIVE FEEDBACK

IF students cannot decode short *a* words with *Mm, Ss, Tt,*

THEN model how to read short *a* words with *Mm, Ss, Tt,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who can identify the sound spellings of *a, m, s, t* but cannot decode words that contain these letters may benefit from a tactile blending activity.

- Display letter tiles for *sat,* leaving space between each letter. Tap each sound spelling as you say: /s/ /a/ /t/.

- Now I'll blend the sounds to say the word. Push the tiles together from left to right as you say: *sat.* Ask: What is the first sound in *sat?* (/s/) What is the last sound in *sat?* (/t/)

- Provide students with letter tiles *a, m, s,* and *t.* Have students spell each word below. Next, have students tap each letter as they say its sound and then push the tiles together as they blend the sounds and say the word.
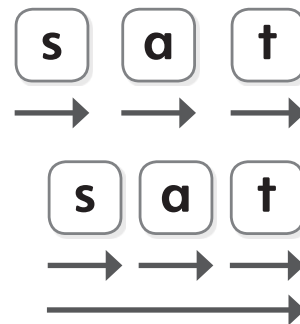
mat	Tam	sat	Sam

Make It Harder

Students may be ready for the following extension activity.

- Have students work with a partner. Each student thinks of a word with short vowel *a.*

- One partner says his or her word. The other partner spells the word, writes it, and reads aloud the word.

- Partners check for correct spelling of the word and revise as needed. Partners continue taking turns as time allows.
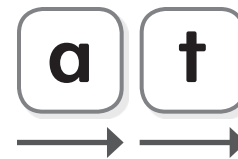
Short *i* Words

Blending is the ability to string together the sound that each letter spells in a word.

ROUTINE

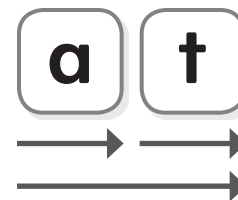## STEP 1 \ INTRODUCE

Display the word *it* using letter tiles or cards. Point to *i* as you say: This is the letter *i.* The letter *i* in this word spells the vowel sound /i/. Say /i/. (/i/) The sound /i/ is the short *i* sound. Point to *t.* You know what sound the letter *t* spells. It spells the sound /t/.
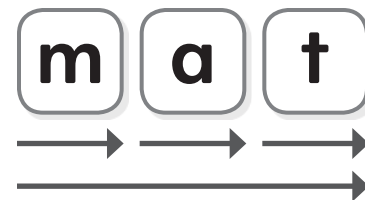
i t
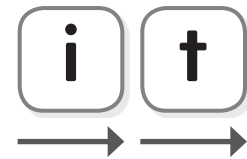
STEP 2 \ MODEL

- I will write the word *it.* The word *it* begins with the sound /i/. I can write the letter *i.* Write *i.* The next sound in *it* is /t/. Write *t.*

- This is how I blend the sounds in the word. Point to each sound spelling in *it* as you say its sound: /i/ /t/. Then sweep your hand from left to right as you blend the sounds in the word: /i/ /t/, *it.*

i t
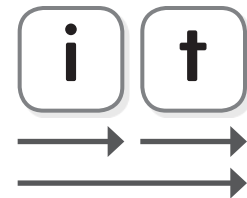
STEP 3 \ GUIDE PRACTICE

Display the word *sit* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *sit* as students decode the word with you: /s/ /i/ /t/, *sit.* Ask: What is the vowel sound in *sit?* (/i/) How do we spell that sound? (*i*) Have students write the word *sit* with you.
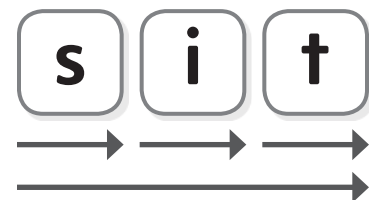
s i t

STEP 4 \ ON THEIR OWN

Have students blend the letter sounds to read these words. Then have them write each word.

| it | sit | Tim |

SIDE B
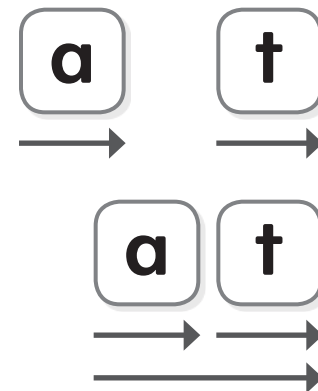# Short *i* Words

CORRECTIVE FEEDBACK

IF students cannot blend letter sounds to read words with the short vowel *i,*

THEN model how to blend the sounds in words with the short vowel *i,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who can segment each sound in a word but cannot blend the sounds may benefit from a tactile activity.

- Display letter tiles for *it,* leaving space between each letter. Tap each sound spelling as you say: /i/ /t/.

- Now I'll blend the sounds to say the word. Push the tiles together from left to right as you say: *it.*

- Provide students with letter tiles *i, m, s,* and *t.* Have students spell the words below. Next, have students tap each letter as they say its sound and then push the tiles together as they blend the sounds and say the word.
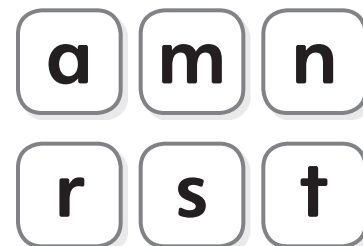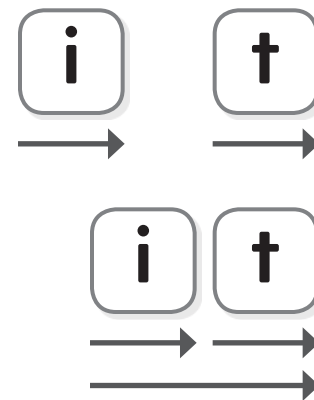
it	sit	Tim

Make It Harder

Students who can blend the sounds to read short *i* words may be ready to use additional letters to build words.

- Provide individual students or partners with a set of the seven letter tiles or cards shown at the right.

- Build and read as many two- and three-letter short *i* words as you can. (*is, it, in, sit, sip, tip, tin, pit, pin, nip*)

- Which words are your favorites? Write them. Then turn to a partner and use those words in sentences.
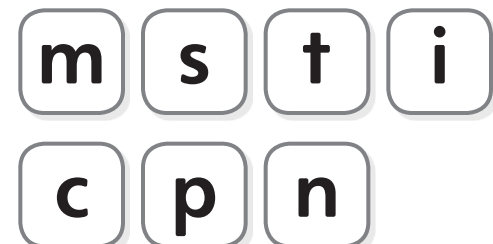
SIDE A

Words with *Cc, Pp, Nn*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

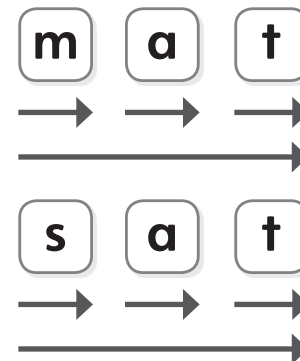Display the letters *c, p,* and *n* using letter tiles or cards.

- Point to *c.* This is the letter *c.* The letter *c* spells the sound /k/ in *cat.* Model how to write the letters *C* and *c.* Then repeat for letters *Pp* and *Nn.*

- Today we will read words with the letters *c, p,* and *n.*

c

p

n

STEP 2 \ MODEL

Display the words *cat* and *pin* using letter tiles or cards.

- This is how I read the word *cat.* Point to each sound spelling in *cat* as you say its sound: /k/ /a/ /t/. Then sweep your hand from left to right under the tiles as you read the word: *cat.*

- This is how I read the word *pin.* Point to each sound spelling in *pin* as you say its sound: /p/ /i/ /n/. Then sweep your hand from left to right as you read the word: *pin.*

c a t

p i n

STEP 3 \ GUIDE PRACTICE

Display the word *nip* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *nip* as students decode the word with you: /n/ /i/ /p/, *nip.* Ask: What word did you read? (*nip*) How do we spell the sounds in *nip*? (*n, i, p*)

n i p
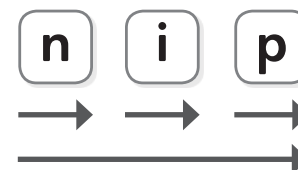
STEP 4 \ ON THEIR OWN

Have students decode these words and then write them in a list.

can	pin	pit	cap

Words with *Cc, Pp, Nn*

CORRECTIVE FEEDBACK

IF students cannot decode words with *Cc, Pp,* and *Nn,*

THEN model how to read words with *Cc, Pp,* and *Nn,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who can identify the sound spellings of *c, p, n* but cannot decode words that contain these consonants may benefit from a tactile blending activity.

- Display letter tiles for *pin,* leaving space between each letter. Tap each sound spelling as you say: /p/ /i/ /n/.

- Now I'll blend the sounds to say the word. Push the tiles together from left to right as you say: *pin.* Ask: What is the first sound in *pin?* (/p/) What is the last sound in *pin?* (/n/)

- Provide students with letter tiles *a, i, c, p,* and *n.* Have students spell each word below. Next, have students tap each letter as they say its sound and then push the tiles together as they blend the sounds and say the word.
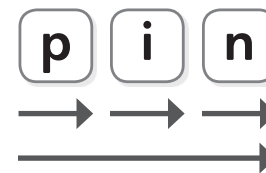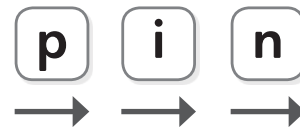
| nip | cap | pan | can | nap |

Make It Harder

Students may be ready for the following extension activity.

- Have students work with a partner. Each student thinks of a word with either short *a* or short *i.*

- One partner says his or her word. The other partner spells the word, writes it, and reads aloud the word.

- Partners check for correct spelling of the word and revise as needed. Partners continue taking turns as time allows.

SIDE A
Short *o* Words

Blending is the ability to string together the sound that each letter spells in a word.

ROUTINE

STEP 1 \ INTRODUCE

Display the word *on* using letter tiles or cards. Point to *o* as you say: This is the letter *o.* The letter *o* in this word spells the short *o* sound /o/. Say /o/. (/o/) The sound /o/ is the short *o* sound. Point to *n.* You know what sound the letter *n* spells. It spells the sound /n/.
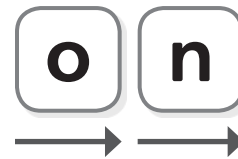
STEP 2 \ MODEL

- I will write the word *on.* The word *on* begins with the sound /o/. I can write the letter *o.* Write *o.* The last sound in *on* is /n/. Write *n.*

- This is how I blend the sounds in the word. Point to each sound spelling in *on* as you say its sound: /o/ /n/. Then sweep your hand from left to right as you blend the sounds in the word: /o/ /n/, *on.*
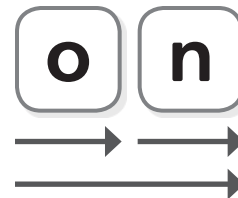
STEP 3 \ GUIDE PRACTICE

Display the word *not* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *not* as students decode the word with you: /n/ /o/ /t/, *not.* Ask: What is the vowel sound in *not?* (/o/) How do we spell that sound? (*o*) Have students write the word *not* with you.
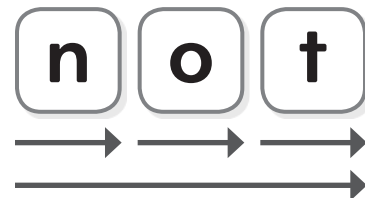
STEP 4 \ ON THEIR OWN

Have students blend the letter sounds to read these words. Then have them write each word.

| on	not	mop	Tom	mom

Short *o* Words

CORRECTIVE FEEDBACK

IF students cannot blend letter sounds to read words with the short vowel *o,*

THEN model how to blend the sounds in words with the short vowel *o,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who can segment each sound in a word but cannot blend the sounds may benefit from a tactile activity.

- Display letter tiles for *pot,* leaving space between each letter. Tap each sound spelling as you say: /p/ /o/ /t/.

- Now I'll blend the sounds to say the word. Push the tiles together from left to right as you say: *pot.*

- Provide students with letter tiles *o, n, m, p,* and *t.* Have students spell the words below. Next, have students tap each letter as they say its sound and then push the tiles together as they blend the sounds and say the word.
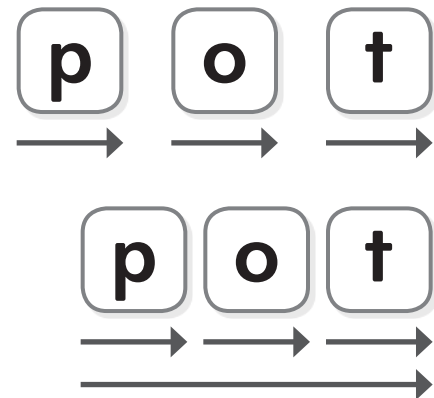
pot	top	mop	not	Tom

Make It Harder

Students may be ready to use additional letters to build words.

- Provide individual students or partners with a set of the seven letter tiles or cards shown at the right.

- Build and read as many two- or three-letter short *o* words as you can. (*on, not, mop, Tom, pot, top, cop, cot*)

- Which words are your favorites? Write them. Then turn to a partner and use those words in sentences.
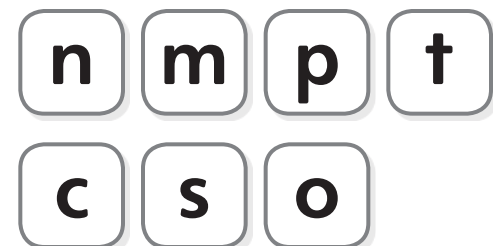
SIDE A

Words with *Ff, Bb, Gg*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

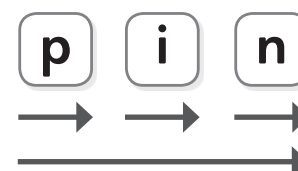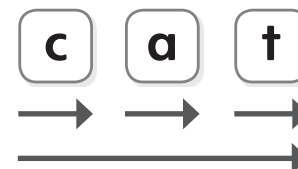Display the letters *f, b,* and *g* using letter tiles or cards.

- Point to *f.* This is the letter *f.* The letter *f* spells the sound /f/ in *fig.* Model how to write the letters *F* and *f.* Then repeat for letters *Bb* and *Gg.*

- Today we will read words with the letters *f, b,* and *g.*

f
b
g

STEP 2 \ MODEL

Display the words *bag* and *got* using letter tiles or cards.

- This is how I read the word *bag.* Point to each sound spelling in *bag* as you say its sound: /b/ /a/ /g/. Then sweep your hand from left to right under the tiles as you read the word: *bag.*

- This is how I read the word *got.* Point to each sound spelling in *got* as you say its sound: /g/ /o/ /t/. Then sweep your hand from left to right as you read the word: *got.*

b	a	g

g	o	t

STEP 3 \ GUIDE PRACTICE

Display the word *fib* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *fib* as students decode the word with you: /f/ /i/ /b/, *fib.* Ask: What word did you read? (*fib*) How do we spell the sounds in *fib?* (*f, i, b*)

f	i	b

STEP 4 \ ON THEIR OWN

Have students decode these words and then write them in a list.

big	fit	bin	fig

Words with *Ff, Bb, Gg*

CORRECTIVE FEEDBACK

**IF** students cannot decode words with *Ff, Bb,* and *Gg,*

THEN model how to read words with *Ff, Bb, and Gg,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who can identify the sound spellings of *f, b, g* but cannot decode words that contain these consonants may benefit from a tactile blending activity.

- Display letter tiles for *big,* leaving space between each letter*.* Tap each sound spelling as you say: /b/ /i/ /g/.

- Now I'll blend the sounds to say the word. Push the tiles together from left to right as you say: *big.* Ask: What is the first sound in *big?* (/b/) What is the last sound in *big?* (/g/)

- Provide students with letter tiles *a, i, o, t, f, b,* and *g.* Have students spell each word below. Next, have students tap each letter as they say its sound and then push the tiles together as they blend the sounds and say the word.
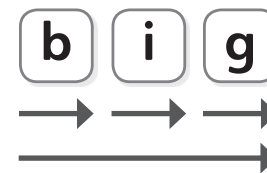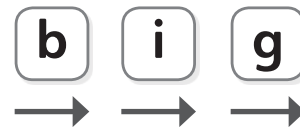
| got | fat | bat | gab | fit |

Make It Harder

Students may be ready for the following extension activity.

- Have students work with a partner. Each student thinks of a word with the consonants *f, b,* and *g* and short *a, i,* or *o.*

- One partner says his or her word. The other partner spells the word, writes it, and reads aloud the word.

- Partners check for correct spelling of the word and revise as needed. Partners continue taking turns as time allows.

SIDE A

Short *e* Words

Blending is the ability to string together the sound that each letter spells in a word.

ROUTINE

STEP 1 \ INTRODUCE

Display the word *net* using letter tiles or cards. Point to *n.* You know what sound the letter *n* spells. It spells the sound /n/. Point to *e* as you say: This is the letter *e.* The letter *e* in this word spells the short *e* sound /e/. Say /e/. (/e/) The sound /e/ is the short *e* sound. Point to *t.* You know what sound the letter *t* spells. It spells the sound /t/.

n e t
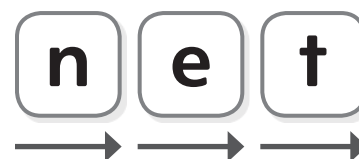
STEP 2 \ MODEL

- I will write the word *net.* The word *net* begins with the sound /n/. Write the letter *n.* The next sound in *net* is /e/. I can write the letter *e.* Write *e.* The last sound in *net* is /t/. Write *t.*

- This is how I blend the sounds in the word. Point to each sound spelling in *net* as you say its sound: /n/ /e/ /t/. Then sweep your hand from left to right as you blend the sounds in the word: /n/ /e/ /t/, *net.*

n e t
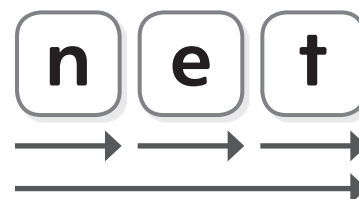
STEP 3 \ GUIDE PRACTICE

Display the word *beg* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *beg* as students decode the word with you: /b/ /e/ /g/, *beg.* Ask: What is the vowel sound in *beg?* (/e/) How do we spell that sound? (e) Have students write the word *beg* with you.
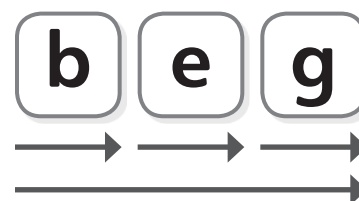
b e g

STEP 4 \ ON THEIR OWN

Have students blend the letter sounds to read these words. Then have them write each word.

| pen | set | peg | ten | get |

Short *e* Words

CORRECTIVE FEEDBACK

IF students cannot blend letter sounds to read words with the short vowel *e,*

**THEN** model how to blend the sounds in words with the short vowel *e,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who can segment each sound in a word but cannot blend the sounds may benefit from a tactile activity.

- Display letter tiles for *pet,* leaving space between each letter. Tap each sound spelling as you say: /p/ /e/ /t/.

- Now I'll blend the sounds to say the word. Push the tiles together from left to right as you say: *pet.*

- Provide students with letter tiles *b, e, g, m, n, p, s,* and *t.* Have them spell the words below. Next, have students tap each letter as they say its sound and then push the tiles together as they blend the sounds and say the word.
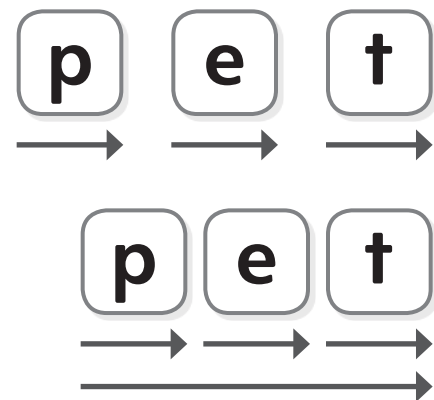
met	bet	men	set	peg

Make It Harder

Students may be ready to build words with letter tiles.

- Provide individual students or partners with a set of the eight letter tiles or cards shown at the right.

- Build and read aloud as many three-letter short *e* words as you can. (*beg, Ben, bet, get, Meg, men, met, net, peg, pen, pet, set, ten*)

- Which words are your favorites? Write them. Then turn to a partner and use those words in sentences.

SIDE A
Words with *Dd, Ll, Hh*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

- Display the letters *d, l,* and *h* using letter tiles or cards.

- Point to *d.* This is the letter *d.* The letter *d* spells the sound /d/ in *den.* Model how to write the letters *D* and *d.* Then repeat for letters *Ll* and *Hh.*

- Today we will read words that begin with the letters *d, l,* and *h.*

d
l
h
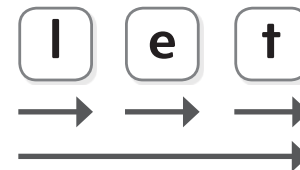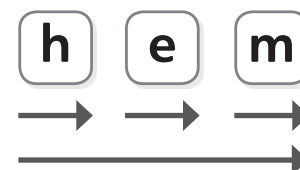
STEP 2 \ MODEL
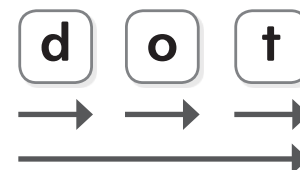
Display the words *let* and *hem* using letter tiles or cards.

- This is how I read the word *let.* Point to each sound spelling in *let* as you say its sound: /l/ /e/ /t/. Then sweep your hand from left to right under the tiles as you read the word: *let.*

- This is how I read the word *hem.* Point to each sound spelling in *hem* as you say its sound: /h/ /e/ /m/. Then sweep your hand from left to right as you read the word: *hem.*

l	e	t

h	e	m

STEP 3 \ GUIDE PRACTICE

Display the word *dot* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *dot* as students decode the word with you: /d/ /o/ /t/, *dot.* Ask: What word did you read? (*dot*) How do we spell the sounds in *dot?* (*d, o, t*)

d	o	t

STEP 4 \ ON THEIR OWN

Have students decode these words and then write them in a list.

den	leg	hen	dip	let	ham

Words with *Dd, Ll, Hh*

CORRECTIVE FEEDBACK

IF students cannot decode words with initial *Dd, Ll,* and *Hh,*

THEN model how to read words with *Dd, Ll, and Hh,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with initial *d, l,* and *h* may benefit from a tactile blending activity.

- Display letter tiles for *den,* leaving space between each letter. Tap each letter and say the sound: /d/ /e/ /n/.

- Now I'll blend the sounds to say the word. Push the tiles together from left to right as you say: *den.* Ask: What is the first sound in *den?* (/d/)

- Provide students with letter tiles *d, g, h, i, l, m, o, p,* and *t.* Have them spell each word below. Next, have students tap each letter as they say its sound and then push the tiles together as they blend the sounds and say the word.
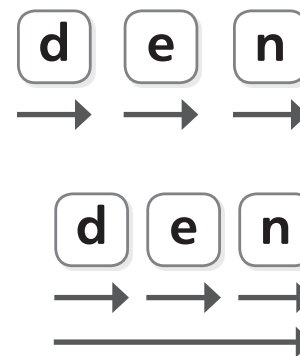
| dog | lip | hot | dim | lot | hop |

Make It Harder

Students may be ready for the following extension activity.

- Have students work with a partner. Each student thinks of a word with consonants *d, l,* and *h* and short *a, e, i,* or *o.*

- One partner says his or her word. The other partner spells the word, writes it, and reads aloud the word.

- Partners check for correct spelling of the word and revise as needed. Partners continue taking turns as time allows.

SIDE A

Short *u* Words

Blending is the ability to string together the sound that each letter spells in a word.

ROUTINE

STEP 1 \ INTRODUCE

Display the word *hug* using letter tiles or cards. Point to *h.* You know what sound the letter *h* spells. It spells the sound /h/. Point to *u* as you say: This is the letter *u.* The letter *u* in this word spells the short *u* sound /u/. Say /u/. (/u/) The sound /u/ is the short *u* sound. Point to *g.* You know what sound the letter *g* spells. It spells the sound /g/.

h u g
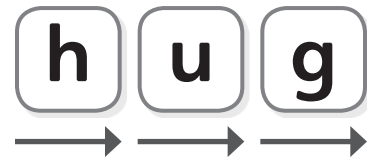
STEP 2 \ MODEL

- I will write the word *hug.* The word *hug* begins with the sound /h/. Write the letter *h.* The next sound in *hug* is /u/. I can write the letter *u.* Write *u.* The last sound in *hug* is /g/. Write *g.*

- This is how I blend the sounds in the word. Point to each sound spelling in *hug* as you say its sound: /h/ /u/ /g/. Then sweep your hand from left to right as you blend the sounds in the word: /h/ /u/ /g/, *hug.*

h u g
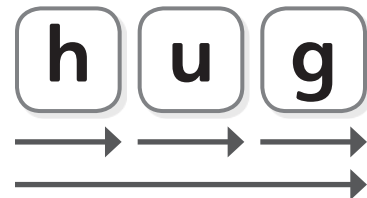
STEP 3 \ GUIDE PRACTICE

Display the word *nut* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *nut* as students decode the word with you: /n/ /u/ /t/, *nut.* Ask: What is the vowel sound in *nut?* (/u/) How do we spell that sound? (*u*) Have students write the word *nut* with you.
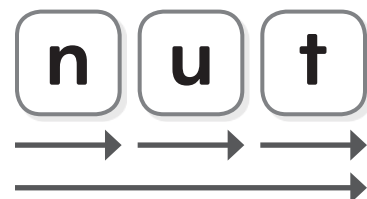
n u t

STEP 4 \ ON THEIR OWN

Have students blend the letter sounds to read these words. Then have them write each word.

| cup | sum | tug | hub | bun |

Short *u* Words

CORRECTIVE FEEDBACK

IF students cannot blend letter sounds to read words with the short vowel *u,*

THEN model how to blend the sounds in words with the short vowel *u,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who can segment each sound in a word but cannot blend the sounds may benefit from a tactile activity.

- Display letter tiles for *bun,* leaving space between each letter. Tap each letter as you say its sound: /b/ /u/ /n/.

- Now I'll blend the sounds to say the word. Push the tiles together from left to right as you say: *bun.*

- Provide students with letter tiles *b, c, g, h, m, t,* and *u.* Have them spell the words below. Next, have students tap each letter as they say its sound and then push the tiles together as they blend the sounds and say the word.

| mug | hum | tub | gut | cub |

b u n

b u n
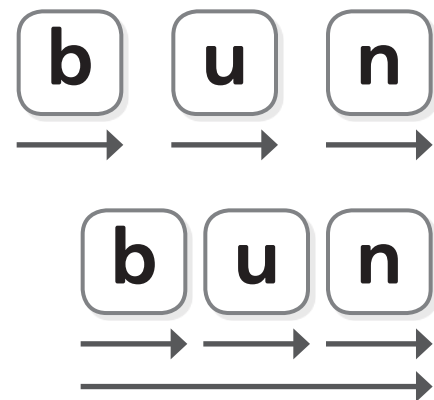
Make It Harder

Students may be ready to build words with letter tiles.

- Provide individual students or partners with a set of the eight letter tiles or cards shown at the right.

- Build and read aloud as many three-letter short *u* words as you can with these letters. (*bud, bug, bun, dug, hub, hug, hum, mud, mug, pug, pun*)

- Which words are your favorites? Write them. Then turn to a partner and use those words in sentences.

b d g h

m n p u

Words with *Rr, Ww, Jj, Kk*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

- Display the letters *r, w, j,* and *k* using letter tiles or cards.

- Point to *r.* This is the letter *r.* The letter *r* spells the sound /r/ in *rub.* Model how to write the letters *R* and *r.* Then repeat for letters *Ww, Jj,* and *Kk.*

- Today we will read words that begin with the letters *r, w, j,* and *k.*

r

w

j

k

STEP 2 \ MODEL

Display the words *ran, wet, jug,* and *kit* using letter tiles or cards.

- This is how I read the word *ran.* Point to each sound spelling in *ran* as you say its sound: /r/ /a/ /n/. Then sweep your hand from left to right under the tiles as you read the word: *ran.*

- Repeat with the words *wet, jug,* and *kit.*

r	a	n
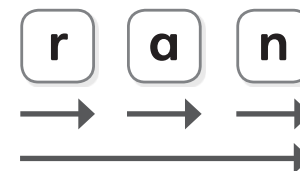
STEP 3 \ GUIDE PRACTICE

Display the word *web* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *web* as students decode the word with you: /w/ /e/ /b/, *web.* Ask: What word did you read? (*web*) How do we spell the sounds in *web*? (*w, e, b*)
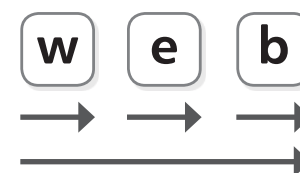
w	e	b

STEP 4 \ ON THEIR OWN

Have students decode these words and then write them in a list.

jot	Ken	rig	wet	jog	kid

SIDE B

Words with *Rr, Ww, Jj, Kk*

CORRECTIVE FEEDBACK

IF students cannot decode words with initial *Rr, Ww, Jj,* and *Kk,*

THEN model how to read words with *Rr, Ww, Jj, and Kk,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with initial *r, w, j,* and *k* may benefit from a tactile blending activity.

- Display letter tiles for *jug,* leaving space between each letter. Tap each letter and say the sound: /j/ /u/ /g/.

- Now I'll blend the sounds to say the word. Push the tiles together from left to right as you say: *jug.* Ask: What is the first sound in *jug?* (/j/)

- Provide students with letter tiles *a, b, g, i, j, k, n, o, r, t, u,* and *w.* Have students spell each word below. Next, have them tap each letter as they say its sound and then push the tiles together as they blend the sounds and say the word.
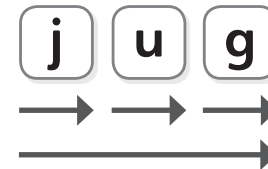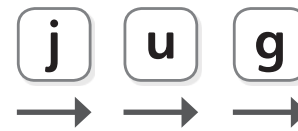
| bin | rag | wig | job | kit | rut |

Make It Harder

Students may be ready for the following extension activity.

- Have partners work together. Each student thinks of a word with consonants *r, w, j,* and *k* and short *a, e, i, o,* or *u.*

- One partner says his or her word. The other partner spells the word, writes it, and reads aloud the word.

- Partners check for correct spelling of the word and revise as needed. Partners continue taking turns as time allows.

SIDE A

Initial *qu* Words

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

- Display the letters *q* and *u* using letter tiles or cards. Point to *q* and then *u* as you say: These two letters are *q and u. The letter q* doesn't like to be alone in words, so the letter *u* usually walks with it. The letters *q* and *u* spell the sound /kw/. Move the fingers of your hand like a quacking duck and say: A duck says, "Quack, quack, quack." Move your fingers like a quacking duck and say it with me: "quack, quack, quack.*"

q   u

- Model how to write the letters *Qu* and *qu.*

- Today we will read words that begin with the letters *qu.*

STEP 2 \ MODEL

- Display the name *Quin* using letter tiles or cards.

- This is how I read the name *Quin.* Point to *Qu* together as you segment the letter sounds in *Quin*: /kw/ /i/ /n/. Then sweep your hand from left to right under the tiles as you read the word: *Quin.*

Q   u   i   n
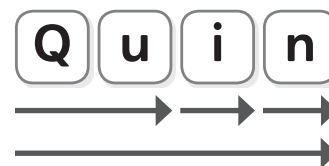
STEP 3 \ GUIDE PRACTICE

Display the word *quiz* using letter tiles or cards. Let's try this word. Point to the sound spellings *qu, i,* and *z,* having students say the sounds with you. Then sweep your hand under *quiz* as students decode the word with you: /kw/ /i/ /z/, *quiz.* Ask: What word did we read? (*quiz*) How do we spell the sound /kw/? (*q, u*) How do we spell the sounds in *quiz?* (*q, u, i, z*)
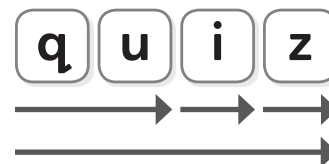
q   u   i   z

STEP 4 \ ON THEIR OWN

Have students decode these words and then write them in a list.

quit	Quin	quiz

# Initial *qu* Words

CORRECTIVE FEEDBACK

IF students cannot decode words with initial *Qu* and *qu,*

THEN model how to read words with initial *Qu* and *qu,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a tactile activity.

- Display letter tiles for the word *quit,* leaving space between each letter. Tap *q* and *u* as you say: /kw/. Then tap each sound spelling and say the sound: /kw/ /i/ /t/.

- Now I'll blend the sounds to say the word. Push the tiles together from left to right as you say: *quit.* Ask: How do we spell the sound /kw/ in *quit?* (*q, u*) How do we spell the sounds in *quit?* (*q, u, i, t*)

- Provide each student with letter tiles *i, n, q, t, u,* and *z.* Have students spell each word below. Next, have them tap the letters as they say the sounds and then push the tiles together as they blend the sounds and say the word.

quit	Quin	quiz

Make It Harder

Students may be ready for the following extension activity.

- Have students create cards with these words: *Quin, quit, quiz.* Have partners combine their cards and place them face down.

- Partners take turns turning over a card, reading aloud the word, and turning over another card to find the matching word. Continue until all matches are found.

SIDE A

Words with *Vv, Yy, Zz*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

- Display the consonants *v, y,* and *z* using letter tiles or cards.

- Point to *v.* This is the letter *v.* The letter *v* spells the sound /v/ in *van.* Model how to write the letters *V* and *v.* Then repeat for letters *Yy* and *Zz.*

- Today we will read words with the consonants *v, y,* and *z.*

v
y
z

STEP 2 \ MODEL

Display the words *van, yam,* and *zap* using letter tiles or cards.

- This is how I read the word *van.* Point to each sound spelling in *van* as you say its sound: /v/ /a/ /n/. Then sweep your hand from left to right under the tiles as you read the word: *van.*

- Repeat with the words *yam* and *zap.*

v	a	n

STEP 3 \ GUIDE PRACTICE

Display the word *yum* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *yum* as students decode the word with you: /y/ /u/ /m/, *yum.* Ask: What word did you read? (*yum*) How do we spell the sounds in *yum?* (*y, u, m*)

y	u	m

STEP 4 \ ON THEIR OWN

Have students decode these words and then write them in a list.

zip	vet	yak	Val	quiz	yet

Words with *Vv, Yy, Zz*

CORRECTIVE FEEDBACK

IF students cannot decode words with *Vv, Yy,* and *Zz,*

THEN model how to read words with *Vv, Yy,* and *Zz,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with *v, y,* and *z* may benefit from a tactile blending activity.

- Display letter tiles for *zap,* leaving space between each letter. Tap each letter and say the sound: /z/ /a/ /p/.

- Now I'll blend the sounds to say the word. Push the tiles together from left to right as you say: *zap.* Ask: What is the first sound in *zap?* (/z/)

- Provide students with letter tiles *a, e, i, m, p, q, s, t, u, v, y,* and *z.* Have students spell each word below. Then have them tap each letter sound as they say its sound and then push the tiles together as they blend the sounds and say the word.
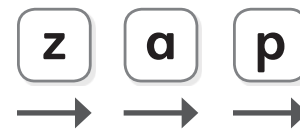
vat	yes	zip	yam	quiz	yum

Make It Harder

Students may be ready for the following extension activity.

- Have students work with a partner. Each student thinks of a word with initial consonants *v, y,* or *z* and short *a, e, i,* or *u.*

- One partner says his or her word. The other partner spells the word, writes it, and reads aloud the word.

- Partners check for correct spelling of the word and revise as needed. Partners continue taking turns as time allows.

SIDE A

Initial Consonant Blends

A **consonant blend** is a blended sound represented by two or three consonant letters.

ROUTINE

STEP 1 \ INTRODUCE

- Display the consonants *l, r,* and *s* using letter tiles or cards. Point to *l: The letter l spells the sound /l/ at the beginning of lid.* Repeat for consonants *r* in *rap* and *s* in *sat.*

- Today we will read words that blend, or combine, the sounds /l/, /r/, and /s/ with other letter sounds you know.

| l |
| r |
| s |

STEP 2 \ MODEL

- Display the word *clap* using letter tiles or cards. This is how I read the word *clap.* Point to each sound spelling as you say its sound, exaggerating the sounds /k/ and /l/: /k/ /l/ /a/ /p/. Listen to how the letters *c* and *l* blend, or go together: /k/ /l/, /kl/. Say it with me: /k/ /l/, /kl/. Sweep your hand under the tiles as you blend the sounds and read the word: /kl/ /a/ /p/, *clap.* Model how to write *clap.*

- Repeat with the words *grin* and *stop.*

| c | l | a | p |

STEP 3 \ GUIDE PRACTICE

Display the word *grab* using letter tiles or cards. Point to the sound spellings and have students say the sounds with you, exaggerating the sounds /g/ /r/, /gr/. Then sweep your hand under *grab* as students decode the word with you: /gr/ /a/ /b/, *grab.* Ask: How do we spell the sounds in *grab*? (*g, r, a, b*)

| g | r | a | b |

STEP 4 \ ON THEIR OWN

Have students decode these words and then write them in a list.

| flag | crab | step | trip | flat | stub |

SIDE B
Initial Consonant Blends

CORRECTIVE FEEDBACK

IF students cannot decode words with initial consonant blends,

THEN model how to read words with initial consonant blends, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from a tactile blending activity.

- Display letter tiles for the word *stem,* leaving space between each letter. Tap *s* and *t* and blend the sounds: /s/ /t/, /st/, /st/, /st/. Have students repeat. Tap the sound spellings and say the sounds: /st/ /e/ /m/. Have students repeat.

- Now I'll blend all the sounds to say the word. Push the tiles together from left to right as you say: *stem.* Ask: How do we spell the sounds in *stem?* (*s, t, e, m*)

- Provide students with letter tiles *a, b, c, d, f, g, i, l, n, p, r, s, t,* and *u.* Have students place tiles to spell each word below. Then have them tap each sound spelling as they say its sound and then push the tiles together as they blend the sounds and say the word.
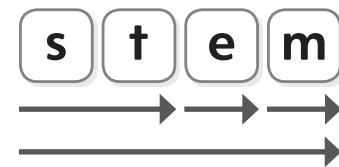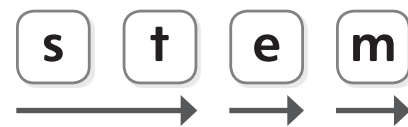
| flip | grin | flap | club | grid | Stan |

Make It Harder

Students may be ready for the following extension activity.

- Have students work with a partner. Each student thinks of a four-letter word with an initial consonant blend.

- One partner says his or her word. The other partner spells the word, writes it, and reads aloud the word.

- Partners check for correct spelling of the word and revise as needed. Partners continue taking turns as time allows.

SIDE A

Words with Final *x*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

Display the letter *x* using a letter tile or card.

- Point to *x*. This is the letter *x*. The letter *x* spells the sound /ks/ at the end of the word *ox*. Model how to write the letter *x*.

- Today we will read words that end with the letter *x*.

x

STEP 2 \ MODEL

- Display the word *box* using letter tiles or cards.

- This is how I read the word *box*. Point to each sound spelling in *box* as you say its sound: /b/ /o/ /ks/. Then sweep your hand from left to right under the tiles as you read the word: *box*.

b o x
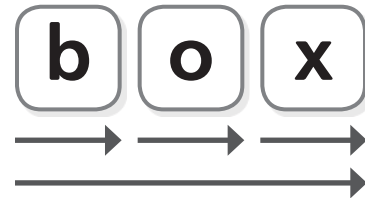
STEP 3 \ GUIDE PRACTICE

Display the word *mix* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *mix* as students decode the word with you: /m/ /i/ /ks/, *mix*. Ask: What word did you read? (*mix*) How do we spell the sound /ks/ at the end of *mix*? (*x*)

m i x
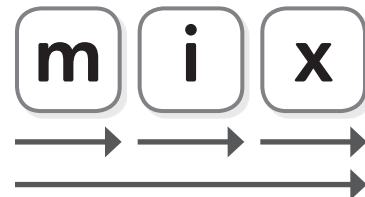
STEP 4 \ ON THEIR OWN

Have students decode these words and then write them in a list.

| fox | wax | fix | tax | six | flex |

Words with Final *x*

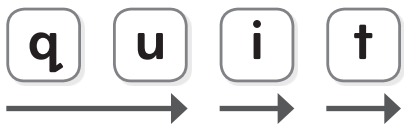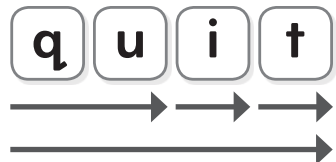**CORRECTIVE FEEDBACK**

IF students cannot decode words with final *x,*

THEN model how to read words with final *x,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with final *x* may benefit from a tactile blending activity.

- Display letter tiles for *mix,* leaving space between each letter. Tap each letter and say the sound: /m/ /i/ /ks/.

- Now I'll blend the sounds to say the word. Push the tiles together from left to right as you say: *mix.* Ask: What is the last sound in *mix?* (/ks/) How do we spell sound /ks/? (*x*)

- Provide students with letter tiles *a, f, i, o, s, t,* and *x.* Have students spell each word below. Next, have students tap each letter as they say its sound and then push the tiles together as they blend the sounds and say the word.
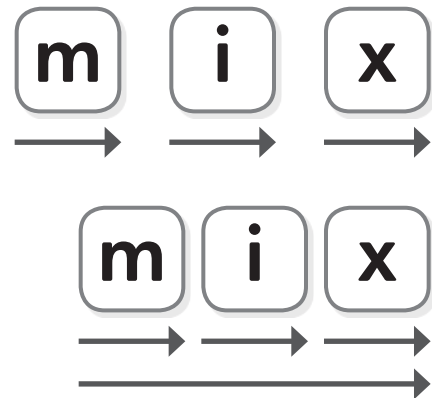
fax	ox	six	fix	fox	tax

Make It Harder

Students may be ready for the following memory game extension activity.

- Have students create cards with these words: *mix, flex, box, wax, ox,* and *fox*. Have partners combine their cards and place them face down.

- Partners take turns turning over a card, reading aloud the word, and turning over another card to find the matching word. Continue until all matches are found.

SIDE A

Consonant Pattern *-ck*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

- Display the letter *k* using a letter tile or card. Point to *k:* You know what sound the letter *k* spells. It spells the sound /k/. Have students repeat sound /k/.

  k

- Display and point to the letters *ck:* The letters *ck* can also spell the sound /k/. Today we will read words with sound /k/ spelled *ck.*

  c k

STEP 2 \ MODEL

- Display the word *back* using letter tiles or cards. This is how I read the word *back.* Point to the letter *b:* The first sound I hear is /b/. Point to the letter *a:* The second sound I hear is /a/. Point to letters *ck* together: The last sound I hear is /k/. The letters *ck* at the end of a word spell the sound /k/. Then sweep your hand from left to right under the tiles as you read the word: *back.*

  b a c k

- Model how to write *back.*

STEP 3 \ GUIDE PRACTICE

Display the word *duck* using letter tiles or cards. Point to the sound spellings *d, u,* and *ck* having students say the sounds with you. Then sweep your hand under *duck* as students decode the word with you: /d/ /u/ /k/, *duck.* What word did we read? (*duck*) How do we spell sound /k/ at the end of *duck?* (*ck*)

  d u c k

STEP 4 \ ON THEIR OWN

Have students decode these words and then write them in a list.

rock	tick	pack	deck	kick	luck

Consonant Pattern -*ck*

CORRECTIVE FEEDBACK

IF students cannot decode words with final consonant pattern -*ck,*

THEN model how to read words with final consonant pattern -*ck,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a tactile activity.

- Display letter tiles for the word *pick,* leaving space between each letter. Tap the letter *p:* The first sound I hear is /p/. Tap the letter *i:* The second sound I hear is /i/. Tap letters *ck* together: The last sound I hear is /k/. The letters *ck* at the end of a word spell the sound /k/. Repeat all sounds: /p/ /i/ /k/.

- Now I'll blend the sounds to say the word. Push the tiles together from left to right as you say: *pick.* Ask: How do we spell the sound /k/ in *pick?* (*ck*) How do we spell the sounds in *pick?* (*p, i, c, k*)

- Provide students with letter tiles *a, c, e, i, k, l, n, o, p, s, t,* and *u.* Have students spell each word below. Then have them tap each letter as they say its sound and then push the tiles together as they blend the sounds and say the word.
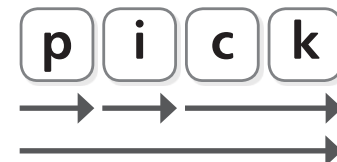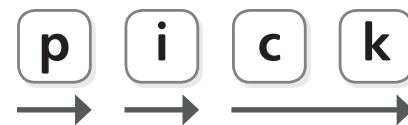
| neck | sack | lick | puck | sock | tack |

Make It Harder

Students may be ready for the following extension activity.

- Have partners work together. Each student thinks of a word with final consonant pattern -*ck.* One partner says his or her word. The other partner spells the word, writes it, and reads it.

- Partners check for correct spelling of the word and revise as needed. Partners continue taking turns as time allows.

SIDE A
Words with Final /s/, /z/ Spelled *s*

A **plural noun** names more than one person, animal, place, or thing.

ROUTINE

STEP 1 \ INTRODUCE

We can add the letter *s* to the end of a noun, or word that names a person, animal, place, or thing. Today we will add the letter *s* to the end of nouns to change the words to mean "more than one."

STEP 2 \ MODEL

- Display the nouns *cat* and *rug* using letter tiles or cards. Point to *cat:* We know these words. Say them with me: /k/ /a/ /t/, *cat.* Point to *rug:* /r/ /u/ /g/, *rug.* We use *cat* and *rug* when we talk about one cat or rug.

- Place a letter *s* tile at the end of each word: We can add the letter *s* to *cat* and *rug* to mean "more than one." Point to each sound spelling in *cats:* /k/ /a/ /t/ /s/, *cats.* Point to *s:* The *s* at the end of *cats* spells the sound /s/. Point to *rugs:* /r/ /u/ /g/ /z/, *rugs.* Point to *s:* The *s* at the end of *rugs* spells the sound /z/. Model how to write *cats* and *rugs.*

c	a	t

r	u	g

c	a	t	s

r	u	g	s

STEP 3 \ GUIDE PRACTICE

Display the nouns *map* and *web*. Let's try these words. Have students decode the words with you: *map, web.* Add *s* to the end of each word. Point to *maps* and have students say each letter sound: /m/ /a/ /p/ /s/. What is the new word? (*maps*) How do we spell the sound /s/ at the end of *maps?* (*s*) Repeat with *webs:* /w/ /e/ /b/ /z/. What is the new word? (*webs*) How do we spell the sound /z/ at the end of *webs?* (*s*) Have students write the words.

m	a	p	s

w	e	b	s
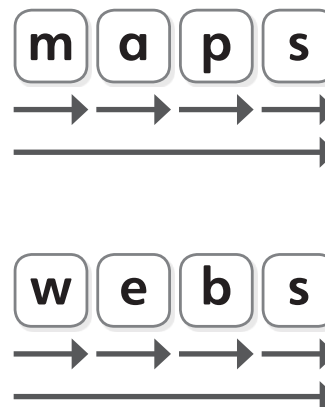
STEP 4 \ ON THEIR OWN

Have students decode these words and then write them in a list.

ducks	beds	crops	pigs	mats	tubs

Words with Final /s/, /z/ Spelled *s*

CORRECTIVE FEEDBACK

IF students cannot decode plural nouns with final /s/, /z/ spelled *s,*

THEN model how to read plurals with final *s,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode plural nouns with final *s* may benefit from this activity.

- Display letter tiles for the noun *dots.* Many words that end in *s* mean "more than one." Cover the letter *s.* We know how to read this word. Have students read aloud the base word with you: *dot.* Then uncover the letter *s* and point to *s.* The letter *s* at the end of *dots* spells the sound /s/. Point to *dots: dot, /s/, dots.* Have students repeat. *Dots* means more than one dot.

- Display letter tiles for the noun *crabs.* Cover the letter *s* and have students read aloud the base word. (*crab*) Then uncover the letter *s* and point to *s.* The letter *s* at the end of *crabs* spells the sound /z/. Point to *crabs: crab, /z/, crabs.* Have students repeat. *Crabs* means more than one crab.

- Display the nouns below. Have students decode each word by breaking it into its base word and then adding the sound /s/ or /z/.

| plums | hats | buds | flaps | twigs | steps |

Make It Harder

Some students may be ready for the following memory game.

- Have students create cards with these nouns: *clubs, spots, cribs, traps, sleds,* and *drops*. Have partners combine their cards and place them face down.

- Have partners take turns turning over two cards and reading each word aloud. If the cards match, the student uses the noun in a sentence, keeps the cards, and takes another turn. If the cards do not match, the student turns both cards face down, and the partner takes a turn. Continue until students match and read every word.

SIDE A
Final Consonant Blends

A **consonant blend** is a blended sound represented by two or three consonant letters.

ROUTINE

STEP 1 \ INTRODUCE

- Display the word *stop.* We know how to read this word: *stop.* Point to *s* and *t*: Listen as I blend the letters *s* and *t*: /s/ /t/, /st/. Say it with me: /s/ /t/, /st/. The letters *s* and *t* spell a blend of two sounds at the beginning of *stop.*

- Today we will read words that blend the sounds of two letters at the end of the words.

s	t	o	p
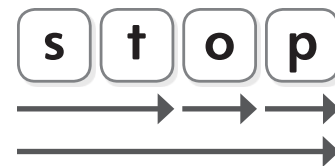
STEP 2 \ MODEL

- Display the word *dust* using letter tiles or cards. This is how I read the word *dust.* Point to the sound spellings as you segment the letter sounds, exaggerating the final sounds /s/ and /t/: /d/ /u/ /s/ /t/. Listen to how the letters *s* and *t* blend, or go together, at the end of *dust:* /s/ /t/, /st/. Say it with me: /s/ /t/, /st/. Then sweep your hand under the tiles as you blend the sounds and read the word: /d/ /u/ /st/, *dust.* Model how to write *dust.*

- Repeat with the words *sent* and *help.*

d	u	s	t
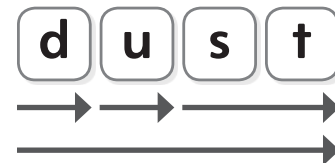
STEP 3 \ GUIDE PRACTICE

Display the word *raft* using letter tiles or cards. Point to the sound spellings and have students say the sounds with you, exaggerating the sounds /f/ /t/, /ft/. Then sweep your hand under *raft* as students decode the word with you: /r/ /a/ /ft/, *raft.* Ask: How do we spell the sounds in *raft?* (*r, a, f, t*)

r	a	f	t
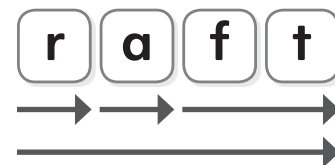
STEP 4 \ ON THEIR OWN

Have students decode these words and then write them in a list.

jump	kept	hint	past	silk	self

Final Consonant Blends

CORRECTIVE FEEDBACK

IF students cannot decode words with final consonant blends,

THEN model how to read words with final consonant blends, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from a tactile blending activity.

- Display letter tiles for the word *land,* leaving space between each letter. Tap each sound spelling and say the sound: /l/ /a/ /n/ /d/. Have students repeat. Tap *n* and *d* and blend the sounds: /n/ /d/, /nd/, /nd/, /nd/. Have students repeat.

- Now I'll blend all the sounds to say the word. Push the tiles together from left to right as you say: *land.* Ask: How do we spell the sounds in *land?* (*l, a, n, d*)

- Provide students with letter tiles *a, b, d, e, f, k, l, m, n, p, s, t,* and *u.* Have students spell each word below. Next, have students tap each sound spelling as they say the sounds and then push the tiles together as they blend the sounds and say the word.
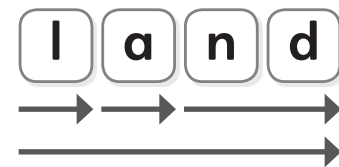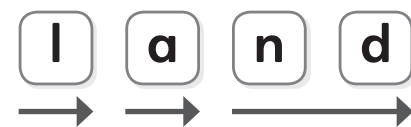
| last | self | bent | bump | desk | sand |

Make It Harder

Students may be ready for the following extension activity.

- Have students work with a partner. One partner says a word with a final consonant blend. The other partner spells the word, writes it, and reads it aloud.

- Partners check for correct spelling of the word and revise as needed. Partners continue taking turns as time allows.

SIDE A
Inflectional Ending -s

An **inflected ending** is a letter or group of letters added to a base word that changes the word's tense, voice, or number.

ROUTINE

STEP 1 \ INTRODUCE

We can add an -s to the end of most verbs, or words that show action. The -s ending tells what one person, animal, or thing does. The -s ending can spell the sound /s/ or /z/. Today we will read verbs with the -s ending.

STEP 2 \ MODEL

- Display the verbs *hop* and *rub* using letter tiles or cards. Point to *hop:* /h/ /o/ /p/, *hop. Children hop.* Point to *rub:* /r/ /u/ /b/, *rub. Fingers rub.* We use *hop* and *rub* when we talk about what more than one person, animal, or thing does.

- Place a letter *s* tile at the end of each word: We can add *s* to *hop* and *rub* to tell what one person, animal, or thing does. Point to each sound spelling in *hops:* /h/ /o/ /p/ /s/, *hops. Jake hops.* Point to *s:* The *s* at the end of the verb *hops* spells the sound /s/. Point to *rubs:* /r/ /u/ /b/ /z/, *rubs. Mia rubs her eye.* Point to *s:* The *s* at the end of *rubs* spells the sound /z/. Model how to write *hops* and *rubs.*

h o p

r u b

h o p s

r u b s
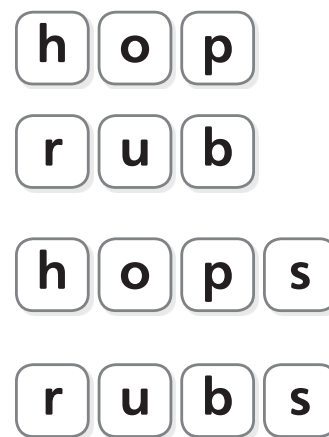
STEP 3 \ GUIDE PRACTICE

Display the verbs *cut* and *hum.* Have students decode the words with you: *cut, hum.* Add *s* to the end of each word. Point to *cuts* and have students say each letter sound: /k/ /u/ /t/ /s/. What word did you read? (*cuts*) How do we spell the sound /s/ at the end of *cuts?* (*s*) Repeat with *hum:* /h/ /u/ /m/ /z/. What word did you read? (*hums*) How do we spell the sound /z/ at the end of *hums?* (*s*) Have students use *cuts* and *hums* in sentences.

c u t s

h u m s
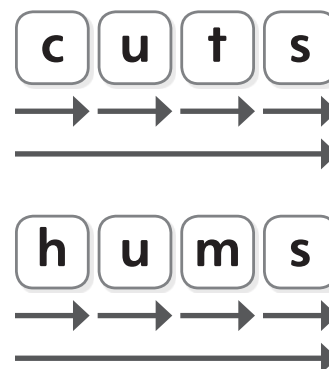
STEP 4 \ ON THEIR OWN

Have students decode these words and then write them in a list.

| dips | runs | flips | nods | slams | clogs |

Inflectional Ending -*s*

CORRECTIVE FEEDBACK

IF students cannot decode verbs with the inflected ending -*s,*

THEN model how to read verbs with the inflected ending -*s,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from this activity.

- Display letter tiles for the verb *licks.* Many verbs that end in *s* tell what one person, animal, or thing does. Cover the letter *s. We know how to read this word.* Have students read aloud the word with you: *lick.* Then uncover the letter *s* and point to *s. The letter s at the end of licks* spells the sound /s/. Point to *licks: lick, /s/, licks.* Have students repeat. I can use the word *licks* in a sentence: *The cat licks its paw.*

- Display letter tiles for the verb *spins.* Cover the letter *s* and have students read aloud the word. (*spin*) Then uncover the letter *s* and point to *s. The letter s at the end of spins* spells the sound /z/. Point to *spins: spin, /z/, spins.* Have students repeat. Then have students use *spins* in a sentence.

- Display the verbs below. Have students decode each word by breaking it into its main verb and then adding the sound /s/ or /z/. Next, have students use the verb with the inflected ending -*s* in a sentence.

tips	nods	clicks	slams	drops	tags

Make It Harder

Some students may be ready for the following memory game.

- Have students create cards with these verbs: *jumps, grins, trots, stubs, clucks,* and *grabs*. Have partners combine their cards and place them face down.

- Have partners take turns turning over two cards and reading aloud the words. If they match, the student uses the verb in a sentence, keeps the cards, and takes another turn. If the cards do not match, the student turns both cards face down, and the partner takes a turn. Continue until students match and read every word.

SIDE A

Initial Consonant Digraphs *sh, th*

A **consonant digraph** is a single sound represented by two consonants.

ROUTINE

STEP 1 \ INTRODUCE

A consonant digraph is two consonants that spell one sound. Display the digraphs *sh* and *th*. Point to *sh* as you say: The consonants *s* and *h* together spell the sound /sh/. Point to digraph *th* as you say: The consonants *t* and *h* together spell the soft sound /th/ in *thin* or the hard sound /th/ in *they.* Have students say each sound. Today we will read words that begin with the consonant digraphs *sh* and *th.*

sh

th

STEP 2 \ MODEL

- Display the word *shin.* This is how I read the word *shin.* Point to the sound spelling *sh:* Remember, *s* and *h* together spell the one sound /sh/. Say it with me: /sh/. Point to each sound spelling as you say its sound: /sh/ /i/ /n/. Then sweep your hand under *shin* as you blend the sounds and read the word: /sh/ /i/ /n/, *shin.* Model how to write *shin.*

- Repeat for digraph *th,* using the word *thin.*

| sh | i | n |

STEP 3 \ GUIDE PRACTICE

- Display the word *thud:* Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *thud* as students decode the word with you: /th/ /u/ /d/, *thud.* Ask: What sound do *t* and *h* together spell at the beginning of *thud?* (/th/) Have students write *thud* with you.

- Repeat for these words: *ship, thick, shot, this, shed,* and *then.*

| th | u | d |

STEP 4 \ ON THEIR OWN

Have students decode and write these words: *shop, them, shut, thick, shelf, this.*

Initial Consonant Digraphs *sh, th*

CORRECTIVE FEEDBACK

IF students cannot decode words with initial digraph *sh* or *th,*

THEN model how to decode words with initial digraph *sh* or *th*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need practice with the sound spellings.

- Display letter tiles or cards for the word *this,* leaving space between each letter. Point to *t* and *h.* Then push the two letters together as you say: The letters *t* and *h* work together to spell /th/. Say it with me: /th/, /th/, /th/. Point to *i* and *s* as you say: /i/ /s/. Push the *th* letter tiles into the *i* and *s* tiles as you blend the sounds in the word: /th/ /i/ /s/, *this.* Have students say the word with you.

- Provide each student with a set of letter tiles or cards. Using the words below, have students segment each digraph and letter sound and then push the tiles together as they say the word.
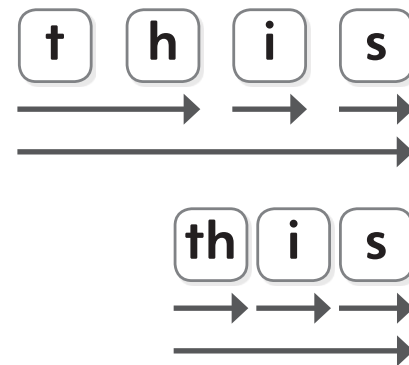
| t | h | i | s |

| th | i | s |

| thud | ship | them | shop | thin | shelf |

Make It Harder

Students who can decode words with initial digraphs *sh* and *th* may be ready to build other words that contain initial *sh* and *th.*

- Provide partners with a set of letter tiles or cards.

- Have partners take turns building a word with initial digraph *sh* or initial digraph *th.* Students may build words such as *shin, ship, shop, shack, shed, shut, shot, shelf, shift, thin, that, thick, then, this, them,* and *thud.*

- Have partners challenge each other in reading aloud each word they build.

SIDE A

Final Consonant Digraphs *sh, th*

A **consonant digraph** is a single sound represented by two consonants.

ROUTINE

STEP 1 \ INTRODUCE

- You know that a consonant digraph is two consonants that spell one sound. Display the digraphs *sh* and *th.* Point to *sh* as you say: The consonants *s* and *h* together spell the sound /sh/. Point to digraph *th* as you say: The consonants *t* and *h* together spell the soft sound /th/ at the end of *with.* Have students repeat each sound. Today we will read words that end with the consonant digraphs *sh* and *th.*

sh

th

STEP 2 \ MODEL

- Display the word *wish.* This is how I read the word *wish.* Point to the sound spelling *sh:* Remember, *s* and *h* together spell the one sound /sh/. Say it with me: /sh/. Point to each sound spelling as you say its sound: /w/ /i/ /sh/. Then sweep your hand under *wish* as you blend the sounds and read the word: /w/ /i/ /sh/, *wish.* Model how to write *wish.*

- Repeat for digraph *th,* using the word *math.*

w i sh
→ → →
→

STEP 3 \ GUIDE PRACTICE

- Display the word *path:* Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *path* as students decode the word with you: /p/ /a/ /th/, *path.* Ask: What sound do *t* and *h* together spell at the end of *path?* (/th/) Have students write *path* with you.

- Repeat for these words: *rush, bath, cash,* and *with.*

p a th
→ → →
→

STEP 4 \ ON THEIR OWN

Have students decode and write these words: *dash, Beth, fish, with, rash, mash.*

Final Consonant Digraphs *sh, th*

CORRECTIVE FEEDBACK

IF students cannot decode words with final digraph *sh* or *th,*

THEN model how to decode words with final digraph *sh* or *th*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with final digraph *sh* or *th* may need more practice with the sound spellings.

- Display letter tiles or cards for the word *hush,* leaving space between each letter. Point to *s* and *h.* Then push the two letters together as you say: The letters *s* and *h* work together to spell /sh/. Say it with me: /sh/, /sh/, /sh/. Point to *h* and *u* as you say: /h/ /u/. Push the *h* and *u* letter tiles into the *s* and *h* tiles as you blend the sounds in the word: /h/ /u/ /sh/, *hush.* Have students say the word with you.

- Provide students with a set of letter tiles. Using the words below, have them segment each letter and digraph sound and then push the tiles together as they say the word.

| bath | fish | path | cash | with | dish |

Make It Harder

Students may be ready to build other words that contain final or initial *sh* and *th.*

- Provide partners with a set of letter tiles or cards.

- Have partners take turns building a word with consonant digraph *sh* or *th* in the final or initial position. Students may build these words: *fish, cash, dish, wish, rush, dash, rash, hush, fresh, crash, flash, brush, math, bath, with, path, tenth, shin, ship, shop, shack, shed, shut, shot, shelf, shift, thin, that, thick, then, this, them,* and *thud.*

- Have partners challenge each other in reading aloud each word they build.

SIDE A
Inflectional Ending *-ing*

An **inflected ending** is a letter or group of letters added to a base word that changes the word's tense, voice, or number.

ROUTINE

STEP 1 \ INTRODUCE

We can add *-ing* to the end of some verbs, or action words, to show when actions happen. The *-ing* ending makes a new word that tells what is, was, or will be happening. Today we will read verbs with the *-ing* ending.

STEP 2 \ MODEL

- Display the verb *act* using letter tiles or cards. Point to *act:* We know this word. Say it with me: /a/ /k/ /t/, *act.*

- Display the ending *-ing* using letter tiles or cards. Point to *ing* and then sweep your hand under the tiles as you say: The ending *-ing* spells the sounds /i/ /ng/, *ing.* Say it with me: /i/ /ng/, *ing.*

- We can add *-ing* to *act* to make a new word. Move the *-ing* tiles to the end of the word *act.* Sweep your hand as you blend the sounds: /a/ /k/ /t/ /i/ /ng/, *acting.* The word *acting* shows when the action happens. *She is acting silly now.* What is the new word? (*acting*) Model how to write *acting.*

STEP 3 \ GUIDE PRACTICE

Display the verb *rest.* Have students decode the word with you: *rest.* Add *ing* to the end of the word. Point to *resting* and have students say each letter sound: /r/ /e/ /s/ /t/ /i/ /ng/. What is the new word? (*resting*) How do we spell the sounds /i/ /ng/ at the end of *resting?* (*i, n, g*) Have students use *resting* in a sentence.

STEP 4 \ ON THEIR OWN

Have students decode these words and then write them in a list.

| waxing | listing | packing | boxing | hunting | helping |

a	c	t
i	n	g
act	ing
r	e	s	t
rest	ing

SIDE B
Inflectional Ending *-ing*

CORRECTIVE FEEDBACK

IF students cannot decode verbs with the inflected ending *-ing,*

THEN model how to read verbs with the inflected ending *-ing,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode verbs with the inflected ending *-ing* may benefit from this activity.

- Display letter tiles for the verb *licking.* Many verbs that end in *-ing* tell what is, was, or will be happening.

- Cover the ending *-ing.* We know how to read this word. Have students read aloud the word with you: *lick.* Then uncover and point to the ending *-ing:* The ending *-ing* in *licking* spells the sounds /i/ /ng/, *ing.* Point to *licking: lick,* /i/ /ng/, *licking.* Have students repeat. I can use the word *licking* in a sentence: *The children are licking their ice cream cones.*

- Display the verbs below. Have students decode each word by breaking it into the main verb and the *-ing* ending and then blending the sounds together to read the word. Next, have students use the verb with the inflected ending *-ing* in a sentence.

| bending | fishing | jumping | kicking | mixing | sending |

Make It Harder

Some students may be ready for the following memory game.

- Have students create cards with these verbs: *jumping, hunting, listing, helping, resting,* and *picking*. Have partners combine their cards and place them face down.

- Have partners take turns turning over two cards and reading each word aloud. If the cards match, the student uses the verb in a sentence, keeps the cards, and takes another turn. If the cards do not match, the student turns both cards face down, and the partner takes a turn. Continue until students match and read every word.

SIDE A

Long *a* (VC*e*) Words

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

Display the word *cap* using letter tiles or cards. Point to *cap* as you say: We know how to read this word. Say it with me: *cap.* Point to *a:* The letter *a* in *cap* spells the short *a* sound: /a/. Today we will read words with the long *a* sound: /ā/. Long *a* has the same sound as its letter name. Say the long *a* sound with me: /ā/.

c	a	p

STEP 2 \ MODEL

- Add a letter *e* tile to the end of *cap* and point to letter *e.* The letter *e* at the end of this word changes the short *a* sound to the long *a* sound. The letter *e* is silent.

c	a	p	e

- This is how we blend the sounds and read the word. Point to each letter and sweep your hand under the tiles as you say: /k/ /ā/ /p/, *cape.* Say it with me: /k/ /ā/ /p/, *cape.*

c	a	p	e
→

- Point to *a, p, e* as you say: Many words spell the sound /ā/ when the word has the letter *a,* a consonant, and the letter *e* at the end. Model how to write *cape.*

STEP 3 \ GUIDE PRACTICE

Display the word *made* using letter tiles or cards. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *made* as students blend the sounds and decode the word with you: /m/ /ā/ /d/, *made.* Ask: What sound does the letter *a* spell in *made?* (/ā/; long *a*) How do we know? (*Made* has the vowel-consonant-*e* pattern.) Have students write the word.

m	a	d	e
→

STEP 4 \ ON THEIR OWN

Have students read and write each of these words.

sale	cave	fame	take	base	wave

Long *a* (VC*e*) Words

CORRECTIVE FEEDBACK

IF students cannot decode words with long *a* spelled VC*e,*

THEN model how to read words with long *a,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may need more practice recognizing words with long *a* spelled VC*e.*

- Display the word *cane* using letter tiles or cards*.* This is the word *cane. Cane* has the long *a* sound /ā/.

- Cover the final *e.* Then say: Now the word does not have a long *a* sound. Point to each letter as you say: This word is /k/ /a/ /n/, *can.* Say it with me: /k/ /a/ /n/, *can.*

- Uncover the final *e* and point to *e:* The *e* at the end of this word signals that we say the long vowel sound. Point to each letter as you say: /k/ /ā/ /n/, *cane.* What is this word? (*cane*) What is the vowel sound in *cane?* (/ā/; long *a*)

- Distribute letter tiles or cards to students. Have students spell the words below. For each word, have students cover the final *e* and decode the short *a* word. Then have them uncover the final *e* and decode the long *a* word.

| ate | tape | made | mane | rate | pane | hate |

Make It Harder

Students may be ready to build words with letter tiles.

- Provide students with letter tiles *a, b, c, e, f, k, l, m, n, p, r, t, v.*

- Build and read aloud as many long *a* words as you can with these letters. (*bake, cake, fake, lake, make, rake, take, cane, lane, mane, pane, vane*)

- Which words are your favorites? Write them. Then turn to a partner and use those words in sentences.

SIDE A

Vowel Sound in *ball* Spelled *a, al, aw*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

Explain that the vowel sound /ȯ/ can be spelled *a, al,* or *aw.*
Today we will read words with vowel sound /ȯ/.

STEP 2 \ MODEL

Use letter tiles to spell the words at the right. Point to each letter as you say its sound.

- This is the word *ball.* The letter *a* spells the sound /ȯ/. Segment and blend the sounds in this word with me: /b/ /ȯ/ /l/, *ball.* Sweep the letters as you blend the sounds in the word.

- Repeat with *talk*. The letters *al* spell the sound /ȯ/. Segment and blend the sounds in this word with me: /t/ /ȯ/ /k/, *talk.* Sweep the letters as you blend the sounds.

- Repeat with *paw*. The letters *aw* spell the sound /ȯ/. Segment and blend the sounds in this word with me: /p/ /ȯ/, *paw.* Sweep the letters as you blend the sounds.

b a l l

t a l k

p a w

STEP 3 \ GUIDE PRACTICE

Let's try this word: *thaw.* Have students decode with you: /th/ /ȯ/, *thaw.* What word did you read? (*thaw*) How do we spell the sounds in *thaw?* (*t, h, a, w*)

t h a w

STEP 4 \ ON THEIR OWN

- Display these words. Read each word. How is the sound /ȯ/ spelled in each word? Allow time for students to respond.

- Have students think of another word that has the sound /ȯ/ spelled *al* or *aw* and share it with their partner. Students should write these words.

small

chalk

saw

Vowel Sound in *ball* Spelled *a, al, aw*

CORRECTIVE FEEDBACK

IF students cannot decode /ȯ/ spelled *a, al,* or *aw,*

THEN model how to read words with /ȯ/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from a blending activity.

- Display *small.* This is the word *small.* The middle sound is /ȯ/ spelled *a.* Point to each sound spelling as you say: Blend the sounds with me: /s/ /m/ /ȯ/ /l/, *small.* Which letter spells the sound /ȯ/? Allow time for students to respond. That's correct. The letter *a* spells the sound /ȯ/ in *small.*

s m a l l

- Display *walk.* This is the word *walk.* The middle sound is /ȯ/ spelled *al.* Point to each sound spelling as you say: Blend the sounds with me: /w/ /ȯ/ /k/, *walk.* Which letters spell the sound /ȯ/? Allow time for students to respond. That's correct. The letters *al* spell the sound /ȯ/ in *walk.*

w a l k

- Display *lawn.* This is the word *lawn.* The middle sound is /ȯ/ spelled *aw.* Point to each sound spelling as you say: Blend the sounds with me: /l/ /ȯ/ /n/, *lawn.* Which letters spell the sound /ȯ/? Allow time for students to respond. That's correct. The letters *aw* spell the sound /ȯ/ in *lawn.*

l a w n
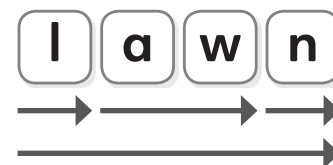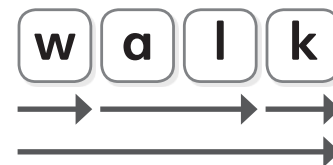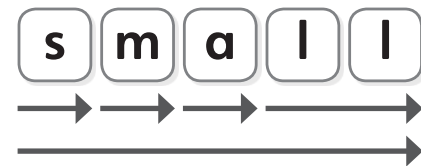
Make It Harder

Students can extend the activity by building other words with the letters *a, al, aw.*

- Provide partners with letter tiles. The first student makes a word with the letters and identifies which letters spell the sound /ȯ/. My word is *stalk.* The letters *al* spell the sound /ȯ/. Both students write the words. The partner then takes a turn. My word is *yawn.* The letters *aw* spell the sound /ȯ/.

- Each partner must make at least one word with each sound spelling: *a, al, aw*.

SIDE A

Long *i* (VC*e*) Words

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

The long vowel sound /ī/ can be spelled vowel-consonant-*e*. Today we are going to practice reading and writing words with the long *i* sound.

STEP 2 \ MODEL

- Display the word *pine.* This is the word *pine*. *Pine* has the long *i* sound in the middle. Segment and blend the sounds in this word with me: /p/ /ī/ /n/, *pine.* Sweep the letters as you blend the sounds in the word.

- Point to the letter *e*. When we blend *pine,* we don't make a sound for the final letter *e.* The letter *e* is silent.

- The vowel *i* is followed by the consonant *n* and the final letter *e.* The *i*-consonant-*e* pattern spells the long *i* sound. Have students write the word.

p	i	n	e

STEP 3 \ GUIDE PRACTICE

Let's try this word: *like.* Point to each letter and have students decode with you: /l/ /ī/ /k/, *like.* What sound does the letter *i* spell in *like?* (/ī/; long *i*) How do we know? (*Like* has the vowel-consonant-*e* pattern.) Have students write the word.

l	i	k	e

STEP 4 \ ON THEIR OWN

- Display these words. Read each word. How do we know these words have the sound /ī/? (They have the vowel-consonant-*e* pattern.) Have students write the words in a list.

- Have students think of another word that has the sound /ī/ spelled *i*-consonant-*e* and share it with their partner. Have them add the words to their lists.

time

bite

lime

Long *i* (VC*e*) Words

CORRECTIVE FEEDBACK

IF students cannot decode words with long *i* spelled VC*e*, | **THEN** model how to read words with /ī/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from a blending activity.

- Display the word *time.* This is the word *time.* The vowel sound is /ī/ spelled *i,* consonant *m, e.* Point to each sound spelling and have the students say each sound with you. Blend the sounds with me: /t/ /ī/ /m/, *time.* Which letter is silent? Allow time for students to respond. That's correct. The letter *e* is silent. Let's write the word *time.*

- Display the word *bite.* Let's practice with this word. This is the word *bite.* What is the vowel sound? Allow time for students to reply. That's correct. The vowel sound is long *i.* Blend the sounds in the word with me: /b/ /ī/ /t/, *bite.* Which letters spell the sound /ī/? Allow time for students to respond. That's correct. The letters *i,* consonant *t, e* spell the sound /ī/ in *bite.* Write *bite*.

- Display the word *mile.* Let's figure out this word together. Segment the sounds with me, and then blend the sounds to say the word. Point to each letter as you segment the sounds in the word. Then blend as you sweep your hand under each letter. What is this word? Allow time for students to respond. That is correct. The word is *mile.* Write *mile*.

Make It Harder

Students may be ready to build other words with the long *i* vowel sound.

- Provide students with letter tiles. The first student makes a word with the sound /ī/ but doesn't say the word. Here is my word: *m, i, n, e.* What is my word?

- The partner segments and blends the sounds in the word. /m/ /ī/ /n/. Your word is *mine.* The partner then displays a word of his or her own for the other to decode.

- Have students decode a predetermined number of words. As an added challenge, have them use each word in a sentence.

SIDE A

Words with /s/ Spelled *c* and /j/ Spelled *g*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

The sound /s/ can be spelled *c,* and the sound /j/ can be spelled *g.* Today we are going to practice reading and writing words with these sound spellings.

STEP 2 \ MODEL

- Display the word *race.* This is the word *race. Race* has the sound /s/ spelled *c.* Segment and blend the sounds in this word with me: /r/ /ā/ /s/, *race.* Sweep the letters as you blend the sounds. Which letter spells the sound /s/? Allow time for students to respond. That's correct. The letter *c* spells the sound /s/.

- Display the word *gel.* This is the word *gel. Gel* has the sound /j/ spelled *g.* Segment and blend the sounds in this word with me: /j/ /e/ /l/, *gel.* Sweep the letters as you blend the sounds. Which letter spells the sound /j/? Allow time for students to respond. That's correct. The letter *g* spells the sound /j/.

STEP 3 \ GUIDE PRACTICE

Display the words *mice* and *sage.* Let's practice with these words. Point to each letter in each word and have students decode with you: /m/ /ī/ /s/, *mice;* /s/ /ā/ /j/, *sage.* How is the sound /s/ spelled in *mice?* How is the sound /j/ spelled in *sage?* Allow time for replies. Have students write each word in a list.

STEP 4 \ ON THEIR OWN

- Display these words. Have students read each word and then identify the letters that spell either the sound /s/ or /j/ in each.

- Have students write the words. Then have them think of other words that have either the sound /s/ or /j/ spelled *c* or *g* and share them with their partner. Have them add these words to their lists.

nice
gem
stage
cent

Words with /s/ Spelled *c* and /j/ Spelled *g*

CORRECTIVE FEEDBACK

IF students cannot decode words with /s/ spelled *c* and /j/ spelled *g,*

THEN model how to read words with these sounds, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from a blending activity.

- Display the word *face.* This is the word *face.* The sound /s/ is spelled *c.* Point to each sound spelling and have the students say each sound with you. Blend the sounds with me: /f/ /ā/ /s/, *face.* Which letter spells the sound /s/? Allow time for students to respond. That's correct. The letter *c* spells the sound /s/. Let's write the word *face.*

| f | a | c | e |

- Display the word *wage.* This is the word *wage.* The sound /j/ is spelled *g.* Point to each sound spelling and have the students say each sound with you. Blend the sounds with me: /w/ /ā/ /j/, *wage.* Which letter spells the sound /j/? Allow time for students to respond. That's correct. The letter *g* spells the sound /j/. Let's write the word *wage.*

| w | a | g | e |

- Repeat with the word *stage,* having students segment and then blend the sounds to read the word.

Make It Harder

Students may be ready to build other words with these sounds.

- Provide students with letter tiles. The first student makes a word with the sound /j/ or /s/. Here is my word: *p, l, a, c, e.* What is my word?

- The partner segments and blends the sounds. /p/ /l/ /ā/ /s/. Your word is *place.* The partner then displays a word for the other to decode.

- Have students decode a set number of words with each sound spelling.

Consonant Digraphs *wh*, *ch*, *ph* and Trigraph *tch*

A **consonant digraph** is a single sound represented by two consonants. A **trigraph** is a single sound represented by three consonants.

ROUTINE

STEP 1 \ INTRODUCE

A consonant digraph is two letters that spell one sound. A trigraph is three letters that spell one sound. Display the digraphs *wh*, *ch*, *ph*, and the trigraph *tch*. Point to each digraph and trigraph as you say: *wh* spells the sound /hw/; *ch* spells the sound /ch/; *ph* spells the sound /f/; and *tch* spells the sound /ch/. Have students repeat each sound after you.

wh	ph
ch	tch

STEP 2 \ MODEL

- Display the word *chin*. This is how I blend the sounds in *chin*. Point to each sound spelling as you say its sound: /ch/ /i/ /n/. Then sweep your hand under *chin* as you blend the sounds to read the word: /ch/ /i/ /n/, *chin*.

- Now I will write the word. The word *chin* begins with the sound /ch/. I can write the letter combination *ch*. Write *ch*. The next sound I hear is /i/. Write *i.* The last sound I hear is /n/, so I write *n*. Write *n.*

c	h	i	n
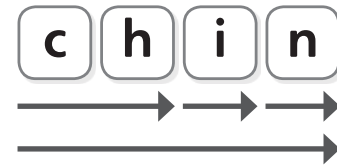
STEP 3 \ GUIDE PRACTICE

- Display the word *shop*. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *shop* as students blend the sounds to read the word with you: /sh/ /o/ /p/, *shop.* Have students write the word with you.

- Repeat for these sound spellings and words: *wh, when; ch, chimp; ph, phase;* and *tch, itch.*

s	h	o	p
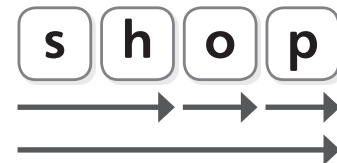
STEP 4 \ ON THEIR OWN

Have students blend the sounds to read and write these words. Then have them write a word of their own with each sound spelling.
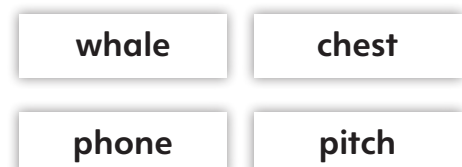
whale	chest
phone	pitch

Consonant Digraphs *wh, ch, ph* and Trigraph *tch*

CORRECTIVE FEEDBACK

IF students cannot blend the sounds of a word with a digraph or trigraph,

THEN model how to blend the sounds in the word, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may need additional practice with the sound spellings.

- Display *white,* leaving space between each letter. Point to *w* and *h.* Then push the two letters together as you say: The letters *w* and *h* work together to spell one sound, /hw/. Say it with me: /hw/, /hw/, /hw/. Point to *i, t,* and *e* as you say: /ī/ /t/. Push the *wh* letter tiles into the *i, t,* and *e* tiles as you blend the sounds of the word: /hw/ /ī/ /t/, *white.* Have students blend the sounds to say the word with you.
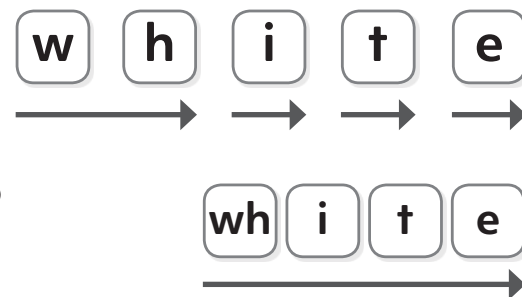
- Provide each student with a set of letter tiles or cards and have students spell each of these words: *when, chill, phase,* and *patch*. Next, have students isolate each letter, digraph, or trigraph sound and then push the tiles together as they blend the sounds to say the word.

Make It Harder

Students may be ready to build other words that contain initial *wh;* initial or final *ch, ph;* and final *tch.*

- Provide partners with a set of letter tiles or cards.

- Have each student build a word for each digraph (*wh, ch, ph*) and the trigraph (*tch*). Ask students to include words with initial and final digraphs, consonant blends, and variant vowels.

- Have partners read aloud the words they built.

SIDE A

Contractions

A **contraction** is a shortened form of two words. Some letters are removed from one word and replaced with an apostrophe.

ROUTINE

STEP 1 \ INTRODUCE

A contraction is a combination of two words. We take away some letters from one word and replace those letters with an apostrophe to form a new word.

STEP 2 \ MODEL

- Display the words *she will*. Read these words with me: *she will.* Have students write the words.

- Remove the letters *wi.* I'm going to combine these two words. I remove the letters *wi* and replace them with an apostrophe. Push *she* and *ll* together. Insert an apostrophe.

- We now have a new word. I see the word *she,* but now we have the letters *ll* instead of *will.* Those letters make the sound /l/. Our word is *she'll.* Say the word with me: *she'll.* Have students write the new word.

s	h	e

w	i	l	l

s	h	e	'	l	l

STEP 3 \ GUIDE PRACTICE

- Display the words *I will*. Let's try making another contraction. Read these words with me: *I will.* Have students write the words. Remove the letters *wi* and replace with an apostrophe. What is our new word? Allow time for students to reply. That is correct. Our new word is *I'll.* Write this word.

- Repeat with: *are not* (*aren't*), *it is* (*it's*), *is not* (*isn't*).

I	w	i	l	l

I	'	l	l

STEP 4 \ ON THEIR OWN

Have students combine these words to read and write contractions: *he is (he's), you will (you'll), they are (they're), is not (isn't)*. Then have them write their own contraction and share it with a partner.

SIDE B
Contractions

CORRECTIVE FEEDBACK

IF students cannot make or decode contractions,

THEN model how to remove letters and combine words to make contractions, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit by using a tactile approach.

- Display tiles for the words *we will.* Read these words with me: *we will.* I'm going to make a contraction by combining these two words.

- Remove the *w* and *i* tiles. I remove the letters *w* and *i* in the word *will.* I replace those letters with an apostrophe. Insert an apostrophe between *we* and *ll.* We have created the contraction *we'll.* Say *we'll* with me.

- Provide students with a set of letter tiles, including apostrophes. Have them make these words. Students should then remove letters and replace with apostrophes to create contractions. Have students write the contractions.

| w | e | w | i | l | l |

| w | e | ' | l | l |

| you | will |

| does | not |

Make It Harder

Students may extend the activity by making contractions with a partner.

- Provide partners with a set of letter tiles, including apostrophes.

- Each student thinks of two words that could be combined into contractions. The student writes his or her two words and the contraction but doesn't show the other partner.

- The first student makes the two words with the letter tiles. The partner reads the words, removes the letters in one word and replaces them with an apostrophe to create a contraction. The student reads and writes the contraction. The second student then repeats this with his or her words.

- Students should create a predetermined number of contractions.

Long *o* (VC*e*) Words

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

The long vowel sound /ō/ can be spelled vowel-consonant-*e*. Today we are going to practice reading and writing words with the long *o* sound.

STEP 2 \ MODEL

- Display the word *rope.* This is the word *rope*. *Rope* has the long *o* sound. Segment and blend the sounds in this word with me: /r/ /ō/ /p/, *rope*. Sweep the letters as you blend the sounds to say the word.

- Point to the letter *e*. When we blend the sounds in *rope,* we don't say a sound for the final letter *e.* The letter *e* is silent. The vowel *o* is followed by the consonant *p* and the final letter *e.* The *o*-consonant-*e* pattern spells the long *o* sound.

r o p e

STEP 3 \ GUIDE PRACTICE

Let's try this word: *hope*. Point to each letter and have students decode with you: /h/ /ō/ /p/, *hope.* What sound does the letter *o* spell in *hope?* (/ō/; long *o*) How do we know? (*Hope* has the vowel-consonant-*e* pattern.) Have students write the word.

h o p e

STEP 4 \ ON THEIR OWN

- Display these words. Read each word. How do we know these words have the sound /ō/? (They have the vowel-consonant-*e* pattern.)

- Have students write the words in a list. Then have them think of another word that has the sound /ō/ spelled *o*-consonant-*e* and share it with their partner. Have them add both of these words to their lists.

| cone | home |
| joke | robe |

SIDE B

Long *o* (VC*e*) Words

Make It Easier

Students may benefit from a blending activity.

- Display the word *woke.* This is the word *woke.* The vowel sound is /ō/ spelled *o,* consonant *k, e.* Point to each sound spelling and have the students say each sound with you. Blend the sounds with me: /w/ /ō/ /k/, *woke.* Which letter is silent? Allow time for students to respond. That's correct. The letter *e* is silent. Let's write the word *woke.*

  w o k e →

- Display the word *pole.* This is the word *pole.* What is the vowel sound? Allow time for students to reply. That's correct. The vowel sound is long *o.* Blend the sounds with me: /p/ /ō/ /l/, *pole.* Which letters spell the sound /ō/? Allow time for students to respond. That's correct. The letters *o,* consonant *l,* and *e* spell the sound /ō/ in *pole.* Let's write *pole*.

  p o l e →

- Repeat with the word *vote,* having students segment and then blend the sounds to read the word.

Make It Harder

Students can extend the activity by building other words with the long *o* vowel sound.

- Provide students with letter tiles. The first student makes a word with the sound /ō/. Here is my word: *l, o, n, e.* What is my word?

- The partner segments and blends the sounds in the word. /l/ /ō/ /n/. Your word is *lone.* The partner then takes a turn. Both students write each word.

- Have students decode a predetermined number of words. As an added challenge, have them use each word in a sentence.

SIDE A

Long *u* and *e* Words (VC*e*)

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

The long vowel sounds /ū/ and /ē/ can be spelled vowel-consonant-*e*. Today we are going to practice reading and writing words with the long *u* and *e* sounds.

STEP 2 \ MODEL

- Display the word *rule*. This is the word *rule*. *Rule* has the long *u* sound. Segment and blend the sounds with me: /r/ /ū/ /l/, *rule*. Sweep the letters as you blend the sounds to say the word. Point to the letter *e*. When we blend the sounds in *rule,* we don't say a sound for the final letter *e*. The letter *e* is silent.

- Repeat with the word *eve*.

- Both of these words have the vowel-consonant-*e* pattern. The silent *e* makes the vowel a long vowel sound.

| r | u | l | e |

STEP 3 \ GUIDE PRACTICE

Let's try these words: *dune, Pete*. Point to each letter and have students decode with you: /d/ /ū/ /n/, *dune;* /p/ /ē/ /t/, *Pete*. How is the long vowel sound spelled in each word? Allow time for replies. That is correct. The long vowel sound is spelled vowel-consonant-*e,* and the *e* is silent. Have students write the words.

| d | u | n | e |

| P | e | t | e |

STEP 4 \ ON THEIR OWN

- Display these words. Read each word. How is the long vowel sound spelled? Allow time for students to respond. Have students write the words.

- Have students think of other words that have the long *u* and *e* sounds and share them with their partner. Have them write the words.

| cute | use |
| these | Steve |

Long *u* and *e* Words (VC*e*)

CORRECTIVE FEEDBACK

IF students cannot decode words with long *u* and *e* spelled VC*e*,

THEN model how to read words with the VC*e* pattern, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from a blending activity.

- Display the word *tune.* This is the word *tune.* The vowel sound is /ū/ spelled *u,* consonant *n, e.* Point to each sound spelling and have the students say each sound with you. Blend the sounds with me: /t/ /ū/ /n/, *tune.* Which letter is silent? Allow time for students to respond. That's correct. The letter *e* is silent. Let's write the word *tune.*

t | u | n | e

- Display the word *theme.* This is the word *theme.* What is the vowel sound? Allow time for students to reply. That's correct. The vowel sound is long *e.* Blend the sounds with me: /th/ /ē/ /m/, *theme.* Which letters spell the sound /ē/? Allow time for students to respond. That's correct. The letters *e,* consonant *m,* and *e* spell the sound /ē/ in *theme.* Let's write *theme*.

t | h | e | m | e

- Repeat with the word *huge,* having students segment and then blend the sounds to read the word.

Make It Harder

Students can extend the activity by building other words with this pattern.

- Provide students with letter tiles. The first student makes a word with the sound /ē/ or /ū/. Here is my word: *f, l, u, t, e.* What is my word?

- The partner segments and blends the sounds. /f/ /l/ /ū/ /t/. Your word is *flute.* Both partners write the word, and then the second partner displays a word.

- Have students decode and write a predetermined number of words.

SIDE A
Long *e* Spelled *e, ee*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

The long vowel sound /ē/ can be spelled with the letters *e* or *ee*. Today we are going to practice reading and writing words with the long *e* sound.

STEP 2 \ MODEL

- Display the word *he.* This is the word *he*. *He* has the long *e* sound. Segment and blend the sounds with me: /h/ /ē/, *he*. Sweep the letters as you blend the sounds to say the word. Point to the letter *e*. The long *e* sound is spelled *e.*

h	e

- Repeat with the word *heel*. This is the word *heel*. *Heel* has the long *e* sound. Segment and blend the sounds in this word with me: /h/ /ē/ /l/, *heel*. Sweep the letters as you blend the sounds to say the word. Point to the letters *ee*. The long *e* sound is spelled *ee* in this word.

h	e	e	l
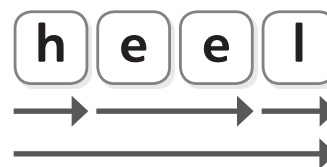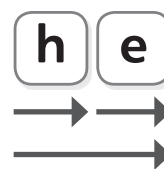
STEP 3 \ GUIDE PRACTICE

Let's try these words: *she, reel*. Point to each letter and have students decode with you: /sh/ /ē/, *she;* /r/ /ē/ /l/, *reel*. How is the long *e* vowel sound spelled in each word? Allow time for replies. That is correct. The long vowel sound in *she* is spelled *e,* and it is spelled *ee* in *reel*. Have students write the words.

s	h	e

r	e	e	l
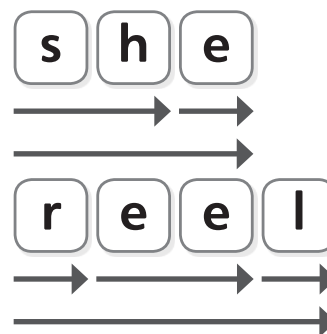
STEP 4 \ ON THEIR OWN

- Display these words. Read each word. How is the long *e* sound spelled? Allow time for students to respond. Have students write the words.

- Have students think of other words that have the long *e* sound spelled *e* or *ee* and share them with their partner. Have them write the words.

beet

we

jeep

SIDE B
Long *e* Spelled *e, ee*

CORRECTIVE FEEDBACK

IF students cannot decode words with long *e* spelled *e, ee,*

THEN model how to read words with long *e* spelled *e, ee*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from a blending activity.

- Display the word *be.* This is the word *be.* Point to each sound spelling and have the students say each sound with you. Blend the sounds with me: /b/ /ē/, *be.* How is the sound /ē/ spelled? Allow time for students to respond. That's correct. The vowel sound is /ē/ spelled *e.* Let's write the word *be.*

- Display the word *peel.* This is the word *peel.* What is the vowel sound? Allow time for students to reply. That's correct. The vowel sound is long *e.* Blend the sounds in the word with me: /p/ /ē/ /l/, *peel.* Which letters spell the sound /ē/? Allow time for students to respond. That's correct. The letters *ee* spell the sound /ē/ in *peel.* Let's write *peel*.

- Repeat with the words *feet* and *me,* having students segment and then blend the sounds to read each word.
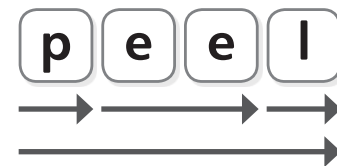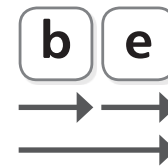
Make It Harder

Students can extend the activity by building other words with this pattern.

- Provide students with letter tiles. The first student makes a word with the sound /ē/ spelled *e* or *ee*. Here is my word: *c, h, e, e, k.* What is my word?

- The partner segments and blends the sounds to read the word. /ch/ /ē/ /k/. Your word is *cheek.* Both partners write the word and then the second partner displays a word for the other to decode and write.

- Have students decode and write a predetermined number of words.

SIDE A
Inflectional Ending -*ed*

An **inflected ending** is a letter or group of letters added to a base word that changes the word's tense, voice, or number.

ROUTINE

STEP 1 \ INTRODUCE

We add the ending -*ed* to a verb to show that the action happened in the past. The -*ed* ending can spell the sounds /d/, /əd/, or /t/.

STEP 2 \ MODEL

- Display the word *fill.* This is the verb *fill*. Decode this word with me: /f/ /i/ /l/, *fill*. I can add the ending -*ed* to show that the action happened in the past. Add -*ed.* Listen as I segment and blend: /f/ /i/ /l/ /d/, *filled*. Sweep the letters as you blend the sounds. Point to the letters *ed*. In this word, -*ed* spells the sound /d/.

- Display the words *twist* and *twisted.* This is *twist*. When I add -*ed*, the new word we make is *twisted.* The -*ed* ending spells the sound /əd/. Segment and blend *twisted.*

- Display the words *jump* and *jumped.* This is *jump.* When I add -*ed,* I make the word *jumped.* The -*ed* ending spells the sound /t/. Decode each word. Then have students write *filled, twisted,* and *jumped.*

f	i	l	l

f	i	l	l	e	d
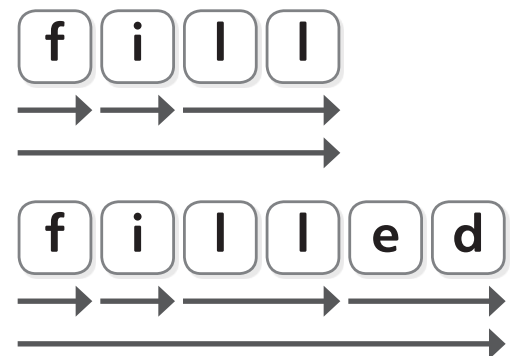
STEP 3 \ GUIDE PRACTICE

Display these words. Have students decode each word and identify the sound of the ending -*ed*. Have them write the words.

passed	traded
yelled	

STEP 4 \ ON THEIR OWN

- Display these words. Students should read and write each word and then add -*ed.* Have them read the new word.

- Have students think of other words that have the -*ed* ending and share them with their partner. Then have them write the words.

mix	smell
greet	mold

Inflectional Ending *-ed*

CORRECTIVE FEEDBACK

IF students cannot decode words with the inflectional ending *-ed,*

THEN model how to add the ending *-ed,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from a blending activity.

- Display *line.* This is the word *line.* Blend the sounds with me: /l/ /i/ /n/, *line.* Let's add *-ed.* Let's decode the word together: /l/ /i/ /n/ /d/, *lined.* What sound does *-ed* spell in this word? Allow time for students to respond. That's correct. The letters *-ed* spell the sound /d/. Let's write the word *lined.*

- Display *rest.* Let's practice with this word: *rest.* Decode with me: /r/ /e/ /s/ /t/, *rest.* Let's add *-ed.* Let's decode the word together: /r/ /e/ /s/ /t/ /əd/, *rested.* What sound does *-ed* spell in this word? Allow time for students to respond. That's correct. The letters *-ed* spell the sound /əd/. Let's write the word *rested.*

- Repeat with the word *rocked,* having students segment and then blend the sounds to read the word: /r/ /o/ /k/ /t/, *rocked.*

l	i	n	e

l	i	n	e	d

r	e	s	t

r	e	s	t	e	d

r	o	c	k	e	d

Make It Harder

Students can extend the activity by building other words with this inflectional ending.

- Provide students with letter tiles. The first student makes a present tense verb. The partner determines if a new word can be created by adding *-ed.* Here is my word: *c, a, l, l.* Add *-ed.* What's the word?

- The partner adds *-ed* and decodes the word. /k/ /ȯ/ /l/ /d/. Your word is *called.* Both partners write the word and then the second partner takes a turn.

- Have students decode and write a predetermined number of words.

SIDE A
Final *y* Vowel Sounds /ē/ and /ī/

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

The long *i* and long *e* vowel sounds can be spelled with the letter *y.* Today we are going to focus on words that have *y* at the end.

STEP 2 \ MODEL

- Display the word *sunny.* This is the word *sunny*. It's spelled *s, u, n, n, y.* Decode this word with me: /s/ /u/ /n/ /ē/, *sunny.* Point to each letter as you segment, and then sweep the word as you blend. What sound does the letter *y* spell? Allow time for replies. That's correct. The *y* spells the long *e* sound, /ē/.

| s | u | n | n | y |

- Repeat with *fly.* This is the word *fly.* It's spelled *f, l, y*. Segment and blend. Let's decode this word: /f/ /l/ /ī/, *fly.* What sound does *y* spell in this word? Allow time for replies. That's correct. The *y* spells the long *i* sound, /ī/.

| f | l | y |
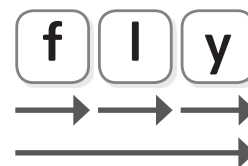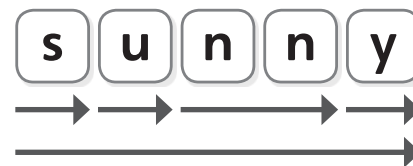
STEP 3 \ GUIDE PRACTICE

- Display the following words. Let's decode these words. Segment and blend with me: /m/ /ī/, *my.* What sound does the final *y* spell? Allow time for replies. That's correct. The final *y* spells the sound /ī/.

| m | y |

- Repeat with *happy.* Have students write *my* and *happy.*
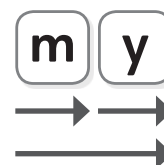
STEP 4 \ ON THEIR OWN

- Display these words. Students should decode and write each word.

- Have students think of other words that have the *y* ending and share them with their partner. Have them write the words.

| pony | try |

| puppy | sky |
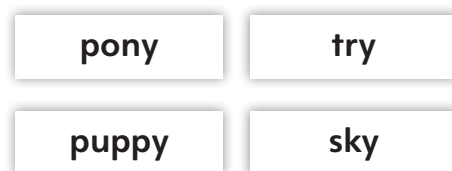
SIDE B
Final *y* Vowel Sounds /ē/ and /ī/

CORRECTIVE FEEDBACK

IF students cannot decode words with the final *y* vowel sound,

THEN model how to read words with final *y,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from a blending activity.

- Display the word *by.* This is the word *by.* It's spelled *b, y.* Point to each letter as you blend. Decode the word with me: /b/ /ī/, *by.* What sound does *y* spell in this word? Allow time for students to respond. That's correct. The letter *y* spells the sound /ī/. Let's write *by.*

| b | y |

- Display the word *guppy.* Let's practice with this word: *guppy.* It's spelled *g, u, p, p, y.* Point to each letter as you blend. Decode with me: /g/ /u/ /p/ /ē/, *guppy.* What sound does the letter *y* spell in this word? Allow time for students to respond. That's correct. The letter *y* spells the sound /ē/. Let's write *guppy.*

| g | u | p | p | y |

- Repeat with the words *rocky* and *cry,* having students segment and then blend the sounds to read each word.
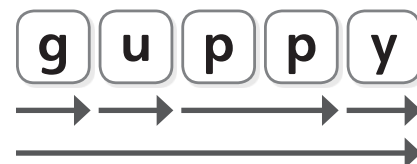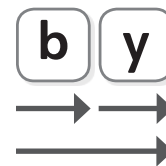
| rocky | cry |

Make It Harder

Students can extend the activity by building other words with this ending.

- Provide students with letter tiles. The first student makes a word with final *y.* The partner decodes the word. Here is my word: *f, l, u, f, f, y.* What's the word?

- The partner decodes the word. /f/ /l/ /u/ /f/ /ē/. Your word is *fluffy.* Both partners write the word and then the second partner takes a turn.

- Have students decode and write a predetermined number of words. As an added challenge, have students list words they find in the classroom that have the final *y.*

SIDE A
Syllable Pattern VCCV

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

## STEP 1 \ INTRODUCE

A syllable is a word part that has a vowel sound. Today we are going to focus on words that have two syllables.

STEP 2 \ MODEL

- Display the word *tennis.* This is the word *tennis*. Decode this word with me: /t/ /e/ /n/ /ə / /s/, *tennis.* Sweep the letters as you blend the sounds. I hear two vowel sounds, /e/ spelled *e,* and /ə / spelled *i,* so *tennis* has two syllables, ten • nis.

t	e	n	n	i	s

- Display the word *basket.* Sweep the letters as you blend the sounds. This is the word *basket,* /b/ /a/ /s/ /k/ /i/ /t/. How many vowel sounds are there? Allow time for replies. That is correct. There are two, so there are two syllables, bas • ket.

b	a	s	k	e	t

- These words have the vowel-consonant-consonant-vowel, or VCCV pattern. Point to *e-n-n-i* in *tennis* and *a-s-k-e* in *basket*. We divide between the two middle consonants.

STEP 3 \ GUIDE PRACTICE

Let's practice: *mitten*. Have students decode with you: /m/ /i/ /t/ /ə / /n/, *mitten*. What is the VCCV pattern? (*itte*) Have students write the word.

m	i	t	t	e	n

STEP 4 \ ON THEIR OWN

- Display these words. Read each word. What are the syllables? Allow time for students to respond. Have students write the words.

rabbit	velvet
dentist	helmet

- Have students think of other words that have the VCCV pattern and share them with their partner. Have them write the words.

Syllable Pattern VCCV

CORRECTIVE FEEDBACK

IF students cannot decode words with the VCCV pattern,

THEN model how to read words with the VCCV pattern, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from a tactile approach to decoding the pattern.

- Display the word *biggest.* This is the word *biggest.* Say it with me, and lightly clap your hands for each syllable you hear: *big* (clap) *gest.* (clap) How is the first vowel sound spelled? Allow time for students to respond. That's correct. The first vowel sound is spelled *i.* How is the second vowel sound spelled? (*e*)

biggest

big	gest

- What are the two middle consonants? Allow time for students to reply. That's correct. The middle consonants are *gg.* Separate the word into syllables. We can divide the word into two syllables by breaking it apart between the two *g*s.

- Repeat with the word *napkin,* having students decode the word, clap the syllables, and identify the VCCV pattern.

napkin

nap	kin

Make It Harder

Students can extend the activity by building other words with this pattern.

- Provide partners with letter tiles. The first student makes a word with the VCCV pattern. Here is my word: *b, a, t, t, e, r.* What is my word? How do you divide it?

- The partner segments and blends the sounds. Your word is *batter.* You divide it between the two letter *t*s. Both partners write the word and then the second partner displays a word of his or her own for the other to decode and write.

- Have students decode and write a predetermined number of words.

SIDE A

Consonant Patterns *ng, nk*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

Today we are going to focus on words ending with consonant patterns *ng* and *nk*. Gather letter tiles for this activity.

STEP 2 \ MODEL

- Display *sink.* Listen to this word: *sink.* Now listen carefully to the ending sound. Repeat the word, emphasizing the sound /ngk/.

s	i	n	k

- The sound /ngk/ in *sink* is spelled *nk.* Decode *sink* with me: /s/ /i/ /ngk/. Point to each letter as you decode. What is the ending sound in *sink?* How is it spelled? Pause for students to respond. That is correct. The sound is /ngk/. /ngk/ is spelled *nk.* Let's write *sink.*

s	i	n	k

- Repeat with the word *sing,* having students identify the sound /ng/ and its spelling.

STEP 3 \ GUIDE PRACTICE

Listen to this word: *plank.* Decode it with me: /p/ /l/ /a/ /ngk/, *plank.* Point to each letter as you decode. What is the ending sound? (/ngk/) How is it spelled? (*nk*) Write *plank.*

p	l	a	n	k

STEP 4 \ ON THEIR OWN

- Display the following words. Read each word. How is the sound /ng/ or /ngk/ spelled in each? Have students write the words.

skunk	bring
think	tank
long	

- Have students write their own word with the consonant pattern *ng* or *nk.*

Consonant Patterns *ng, nk*

CORRECTIVE FEEDBACK

IF students cannot decode final *ng* or *nk* in a word,

THEN model how to decode final *ng* and *nk,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may need more explicit instruction.

- Display the word *bank.* Demonstrate how to decode the consonant pattern *nk*. The final sound /ngk/ is spelled *nk* in *bank*. Point to each letter as you decode. Let's decode together: /b/ /a/ /ngk/, *bank*. We quickly blend *n* and *k* together. Spell *bank* with me: *b, a, n, k.*

| b | a | n | k |

- Repeat with *sang,* demonstrating how to decode the word and then having students identify the sound for *ng*.

| s | a | n | g |

- Have students decode and write these words. Have them underline the letters that make the sound /ng/ or /ngk/.
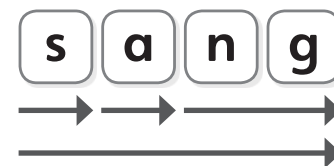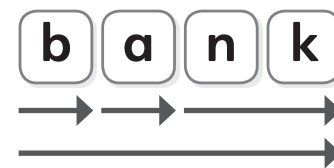
| drink | sunk | thing | spring |

Make It Harder

Students can extend the activity by producing other words with these sounds.

- Have students work with a partner. Have the first partner say a word with the ending sound /ngk/ or /ng/. Have the second partner spell the word with letter tiles. Then have partners switch roles.

- Have students continue taking turns until they have named a predetermined number of words with each final sound.

SIDE A
Open Syllables

A syllable that ends with a long vowel sound is called an **open syllable.**

ROUTINE

STEP 1 \ INTRODUCE

A syllable is a word part that has one vowel sound. Today we are going to focus on syllables that end with a long vowel sound. These are called open syllables.

STEP 2 \ MODEL

- Display the word *he.* This is the word *he*. Sweep the letters as you blend the sounds. Decode the word with me: /h/ /ē/, *he. He* ends with the long *e* sound spelled *e.* A syllable that ends with a long vowel sound is an open syllable. Have students write *he.*

  h e

- Display *tiger.* This word is *tiger. Tiger* has two syllables. Point to *ige.* The consonant *g* is between two vowels. The *g* goes with the second syllable *ger,* making the *i* in the first syllable long. Let's decode: /tī/ • /gər/, *tiger*. Have students write *tiger.*

  t i g e r

STEP 3 \ GUIDE PRACTICE

Display these words. Point to each letter and have students decode with you: /b/ /ē/, *be;* /rō/ • /bot/, *robot*. What is the open syllable in each word? Allow time for replies. That is correct. *Be* is an open syllable word. The first syllable in *robot, ro-,* is the open syllable.

  b e

  r o b o t

STEP 4 \ ON THEIR OWN

- Display these words. Have students read each word and then identify the open syllable in each. Have students write the words.

- Have students think of another word with an open syllable and share it with their partner. Students should write these words.

go	locate
tulip	meter

Open Syllables

CORRECTIVE FEEDBACK

IF students cannot decode words with open syllables,

THEN model how to decode these words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty may need explicit instruction on decoding words with open syllables.

- Display the word *we.* This is the word *we.* Point to each sound spelling and have the students say each sound with you. Decode the word with me: /w/ /ē/, *we.* How many vowel sounds do you hear? Allow time for students to respond. That's correct. There is only one vowel sound: /ē/ spelled *e. We* only has one syllable. It ends with a long *e,* so it is an open syllable. Have students write *we*.

w	e

- Display *hotel*. Point to *ote.* The consonant *t* is between two vowels. The *t* goes with the second syllable *tel,* making the *o* in the first syllable long. Have students decode and write the word.

h	o	t	e	l
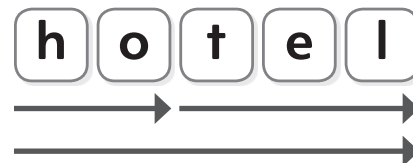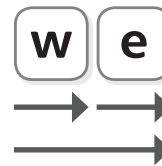
Make It Harder

Students can extend the activity by building other words with open syllables.

- Provide students with letter tiles. The first student makes a word with an open syllable. Here is my word: *b, e, f, o, r, e.* What is the open syllable?

- The partner segments and blends the word. /b/ ē/ /f/ /ôr/. Your word is *before.* The first syllable is the open syllable. Both partners write the word and then the second partner displays a word for the other to decode and write.

- Have students decode and write a predetermined number of words.

SIDE A

r-Controlled Vowels *or, ore*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

Gather letter tiles to display words. When the letter *r* comes after a vowel, the vowel makes a special sound. Today we are going to decode words that have the sound /ôr/ spelled *or* and *ore.*

STEP 2 \ MODEL

- Display the word *before*. This is the word *before*. Point to each letter and then blend the sounds. Decode the word with me: /b/ /ē/ /f/ /ôr/, *before*. The sound /ôr/ in the second syllable is spelled *ore.* Have students write *before.*

b	e	f	o	r	e

- Repeat with the word *for*. This is the word *for*. Point to each letter and then blend the sounds. The sound /ôr/ is spelled *or*. Have students write *for.*

f	o	r

STEP 3 \ GUIDE PRACTICE

Display the word *storm*. Let's identify the sound /ôr/ in *storm*. Point to each letter and have students decode with you: /s/ /t/ /ôr/ /m/, *storm*. How is the sound /ôr/ spelled? Allow time for replies. That is correct. The sound /ôr/ is spelled *or*. Repeat with the word *more*, identifying the sound /ôr/ spelled *ore*. Have students write both words, underlining *or* and *ore*.

s	t	o	r	m

STEP 4 \ ON THEIR OWN

- Display these words. Have students read each word and identify how the *r*-controlled vowel sound is spelled.

corn	score
north	sore

- Have students think of another word with the sound /ôr/ and share that word with a partner. Have students identify how the sound /ôr/ is spelled. Students should write these words.

r-Controlled Vowels *or, ore*

CORRECTIVE FEEDBACK

IF students cannot decode words with *r*-controlled vowels,	**THEN** model how to decode these words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty may need explicit instruction on decoding words with *r*-controlled vowels *or, ore.*

- Display the word *form.* This is the word *form.* Point to each sound spelling and have the students say each sound with you. Decode the word with me: /f/ /ôr/ /m/, *form.* How is the sound /ôr/ spelled? Allow time for students to respond. That's correct. The sound /ôr/ is spelled *or.* Have students write *form* and then underline the letters *or.*

- Display the word *store.* This is the word *store.* Point to each sound spelling and have the students say each sound with you. Decode the word with me: /s/ /t/ /ôr/, *store.* How is the sound /ôr/ spelled? Allow time for students to respond. That's correct. The sound /ôr/ is spelled *ore.* Have students write *store* and then underline the letters *ore.*

Make It Harder

Students can extend the activity by building other words with *or* and *ore.*

- Provide students with letter tiles. The first student makes a word with an *r*-controlled vowel spelled either *or* or *ore*. Here is my word: *b, e, f, o, r, e.* What is my word? Which letters spell the sound /ôr/?

- The partner segments and blends the word. /b/ ē/ /f/ /ôr/. Your word is *before.* The sound /ôr/ is spelled *ore.* Both partners write the word and then the second partner displays a word for the other to decode.

- Have students decode and write a predetermined number of words with each sound spelling.

Compound Words

Compound words are words made of two smaller words.

ROUTINE

STEP 1 \ INTRODUCE

Gather letter tiles to display several words. Compound words are words that are made up of two smaller words. Today we will decode compound words by reading the smaller words in each compound word.

STEP 2 \ MODEL

- Display the word *backpack*. *Backpack* is a compound word. I see the two smaller words, *back* and *pack.*

- Sweep your hand under *back* and then *pack*. We can read the longer word by reading the two smaller words: *back, pack*. Put the two words together and then read the word: *backpack.* Have students write *backpack.*

backpack

STEP 3 \ GUIDE PRACTICE

Display *handmade.* Let's try this word together. What two smaller words do you see? Allow time for students to respond. That's correct. The two smaller words are *hand* and *made*. Sweep your hand under *hand* and *made*. Now read the whole word: *handmade.* Have students write *handmade.*

handmade

STEP 4 \ ON THEIR OWN

Practice with these words. Have students identify the two smaller words, read the compound word, and then write each word. Have students think of another compound word and tell their partner the word.

lipstick **notepad**

football **birthday**

Compound Words

CORRECTIVE FEEDBACK

IF students cannot decode compound words,

THEN model how to decode the smaller words in compound words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode compound words may benefit from first decoding the smaller words.

- Display *popcorn.* Let's segment and blend this word: /p/ /o/ /p/ /k/ /ôr/ /n/, *popcorn.* Run your hand under each letter and then sweep the entire word. I hear two words, *pop* and *corn.* Let's decode each smaller word: /p/ /o/ /p/ • /k/ /ôr/ /n/. Now decode the larger word: /p/ /o/ /p/ /k/ /ôr/ /n/, *popcorn.*

- Repeat with *sunset.*

- Practice with: *cupcake, inside, bathtub, pancake.*
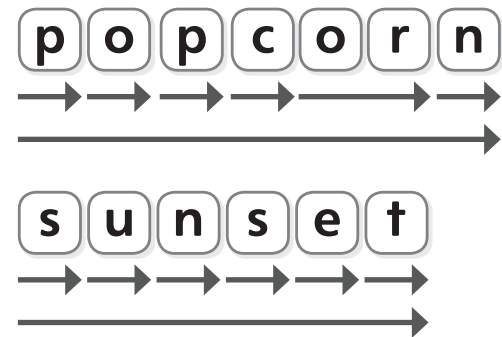
Make It Harder

Students can extend the activity by practicing with a partner.

- The first student thinks of a word that could be the first part of a compound word. My word is *bath.* Add a word to make a compound word!

- The second student adds a word to make a compound word. I can make the word *bathtub.* The student then suggests another smaller word for the first student to create a compound word. My word is *flag.* Make a compound word! The first student could reply *flagpole.*

- As an added challenge, students could suggest the second part of a compound word and then the partner adds the first word; for example, the student suggests *ball* and the first student could add *soft* to create *softball*.

SIDE A
r-Controlled Vowel *ar*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

Gather a number of letter tiles to display words. When the vowel *a* is followed by the consonant *r,* it spells the sound /är/. Today we are going to decode words that have the sound /är/ spelled *ar.*

STEP 2 \ MODEL

- Display the word *car.* This is the word *car*. Point to each letter and then blend the sounds. Decode the word with me: /k/ /är/, *car*. The sound /är/ is spelled *ar.* These two letters go together to spell the sound /är/ in some words. Have students write *car* and underline *ar.*

- Repeat with the word *harp.*

STEP 3 \ GUIDE PRACTICE

- Display *start*. Let's identify the sound /är/ in this word. Point to each letter and have students decode with you: /s/ /t/ /är/ /t/, *start*. How is the sound /är/ spelled? Allow time for replies. That is correct. The sound /är/ is spelled *ar.*

- Repeat with *mart,* identifying the sound /är/ spelled *ar*. Have students write both words, underlining *ar* in each.

STEP 4 \ ON THEIR OWN

- Display these words. Have students read each word and then identify how the *r*-controlled vowel sound is spelled.

- Have students think of another word with the sound /är/ and share it with a partner. Have students identify how the sound /är/ is spelled. Students should write the words, underlining *ar* in each word.

| c | a | r |

| h | a | r | p |

| s | t | a | r | t |

| cart | yarn |
| farm | card |

r-Controlled Vowel *ar*


CORRECTIVE FEEDBACK

IF students cannot decode words with *r*-controlled vowel *ar,*

THEN model how to decode these words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty may need explicit instruction on decoding words with *r*-controlled vowel *ar.*

- Display the word *art.* This is the word *art.* Slide your hand under the letters *ar.* Decode the word with me: /är/ /t/, *art.* How is the sound /är/ spelled? Allow time for students to respond. That's correct. The sound /är/ is spelled *ar.* Have students write *art* and then underline the letters *ar.*

| a | r | t |

- Display the word *hard.* This is the word *hard.* Point to each sound spelling and have the students say each sound with you. Decode the word with me: /h/ /är/ /d/, *hard.* How is the sound /är/ spelled? Allow time for students to respond. That's correct. The sound /är/ is spelled *ar.* Have students write *hard* and then underline the letters *ar.*
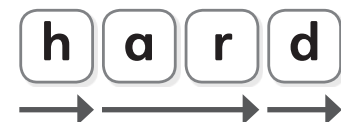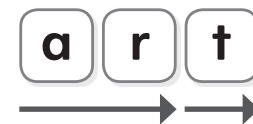
| h | a | r | d |

Make It Harder

Students can extend the activity by building other words with /är/.

- Provide students with letter tiles. The first student makes a word with the *r*-controlled vowel spelled *ar.* Here is my word: *p, a, r, k.* What is my word? Which letters spell the sound /är/?

- The partner segments and blends the word. /p/ /är/ /k/. Your word is *park*. The sound /är/ is spelled *ar.* Both partners write the word and then the second partner displays a word for the other to decode and write.

- Have students decode and write a predetermined number of words.

SIDE A

Inflectional Ending *-es*, Plural *-es*

An **inflected ending** is a letter or group of letters added to a base word that changes the word's tense, voice, or number. A **plural noun** names more than one person, animal, place, or thing.

ROUTINE

STEP 1 \ INTRODUCE

We add the ending *-es* to a verb to show that the action is happening now. The *-es* ending can also be added to a noun to show that there is more than one.

STEP 2 \ MODEL

- Display the word *fix*. This is the verb *fix*. Decode this word with me: /f/ /i/ /ks/, *fix*. I can add the ending *-es* to show that the action is happening right now. Add *-es*. Listen as I segment and blend: /f/ /i/ /ks/ /əz/. Point to each letter and then blend the sounds. Point to the letters *es*. In this word *-es* spells the sound /əz/. Have students write *fixes.*

f	i	x	e	s

- Display the word *dish*. This is the word *dish*. When I add *-es*, the new word we make is *dishes,* meaning more than one dish. The *-es* spells the sound /əz/. Segment and blend the sounds in *dishes.* Have students write *dishes.*

d	i	s	h	e	s

STEP 3 \ GUIDE PRACTICE

Display the word *pass*. Say this word with me: *pass.* What word do we make if we add *-es?* Allow time for students to reply. That's correct. Our new word is *passes.* Display *passes.* Let's decode *passes* together: /p/ /a/ /s/ /əz/.

p	a	s	s	e	s

STEP 4 \ ON THEIR OWN

- Display these words. Students should read and write each word and then add *-es.* Have them read the new word and then write it.

- Have students think of other words that have the *-es* ending and share them with their partner. Students should write these words.

mix	fox
bunch	itch

SIDE B
Inflectional Ending *-es*, Plural *-es*

CORRECTIVE FEEDBACK

IF students cannot decode words with the inflectional ending *-es* or plural *-es*,

THEN model how to read words with the ending *-es*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from a blending activity.

- Display *peach.* This is the word *peach.* Blend the sounds in the word with me: /p/ /ē/ /ch/, *peach.* Let's add *-es.* Display *peaches.* Let's decode the word together: /p/ /ē/ /ch/ /əz/, *peaches.* What sound does *-es* spell? Allow time for students to respond. That's correct. The letters *-es* spell the sound /əz/. Let's write the word *peaches.*

- Repeat with the word *fizz,* having students decode the word and identify the sound for *-es.* Have students write the word.

- Work with students to think of other words that end in *-es.* Have them write the words.
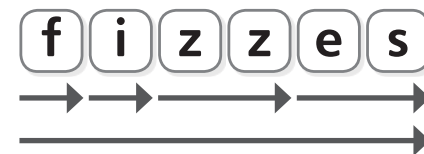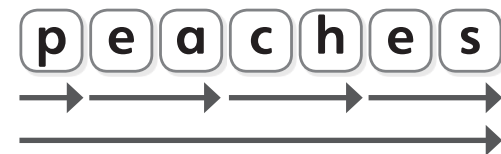
Make It Harder

Students can extend the activity by building other words with this ending.

- Provide students with letter tiles. The first student makes a word ending in *s, ch, sh, z,* or *x.* My word is *w, i, s, h.* Add *-es.* What's the word?

- The partner adds *-es* and decodes the word. /w/ /i/ /sh/ /əz/. Your word is *wishes.* Both partners write the word. The second partner displays a word for the other to decode and write.

- Have students decode and write a predetermined number of words.

SIDE A

r-Controlled Vowels *er, ir, ur*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

Gather letter tiles to display words. Today we will decode words that have the vowel sound /ėr/.

STEP 2 \ MODEL

- Display the word *herd.* This is the word *herd*. Point to each letter and then blend the sounds. Decode the word with me: /h/ /ėr/ /d/, *herd.* The vowel sound /ėr/ is spelled *er.* These two letters go together to spell the vowel sound /ėr/ in some words. Have students write *herd* and underline *er.*

h	e	r	d

- Repeat with the word *bird.* Point to each letter and then blend the sounds. The vowel sound /ėr/ is spelled *ir.* Have students write *bird* and underline *ir.*

b	i	r	d

- Continue with the word *burn.* Point to each letter and then blend the sounds. The vowel sound /ėr/ is spelled *ur.* Have students write *burn* and underline *ur.*

b	u	r	n

STEP 3 \ GUIDE PRACTICE

Display *stir*. Point to each letter and have students decode with you: /s/ /t/ /ėr/, *stir.* How is the vowel sound /ėr/ spelled? Allow time for replies. That is correct. The vowel sound /ėr/ is spelled *ir.* Repeat with *clerk* and *curb*.

s	t	i	r

STEP 4 \ ON THEIR OWN

- Display these words. Have students read each word and then identify how the *r*-controlled vowel sound is spelled. Have students write the words.

germ	dirt

fur

- Have students think of other words with the vowel sound /ėr/ spelled *er, ir,* or *ur*. Have them write the words.

r-Controlled Vowels *er, ir, ur*

CORRECTIVE FEEDBACK

IF students cannot decode words with *r*-controlled vowels,

THEN model how to decode these words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty may need explicit instruction.

- Display the word *fern.* This is the word *fern.* Slide your hand under the letters *er.* Decode the word with me: /f/ /ėr/ /n/, *fern.* How is the vowel sound /ėr/ spelled? Allow time for students to respond. That's correct. The vowel sound /ėr/ is spelled *er.* Have students write *fern* and then underline the letters *er.*

- Repeat with *girl* and *purse.* Point to the sound spelling in each word and have the students say each sound with you. Have them identify how /ėr/ is spelled in each word.

- Have students write the words and then underline the letters that spell the vowel sound /ėr/ in each one.

f e r n

Make It Harder

Students can extend the activity by building other words with vowel sound /ėr/ spelled *er, ir,* or *ur*.

- Provide students with letter tiles. The first student makes a word with the *r*-controlled vowel spelled either *er, ir,* or *ur*. Here is my word: *t, u, r, n.* What is my word and which letters spell the sound /ėr/?

- The partner segments and blends the word. /t/ /ėr/ /n/. Your word is *turn.* The sound /ėr/ is spelled *ur.* Both partners write the word and then the second partner displays a word for the other to decode.

- Have students decode and write a predetermined number of words with each vowel sound spelling.

SIDE A
Inflectional Endings *-ed, -ing*

An **inflected ending** is a letter or group of letters added to a base word that changes the word's tense, voice, or number.

ROUTINE

STEP 1 \ INTRODUCE

When a word has a short vowel sound and ends with just one consonant, we double the final consonant before adding the ending *-ed* or *-ing.*

STEP 2 \ MODEL

- Display *grab.* This is the verb *grab.* The *a* spells the short vowel sound /a/. *Grab* ends in consonant *b.* I can add the ending *-ed* to show that the action happened in the past, but before I do that, I double the final consonant. Add *bed.* The new word is *grabbed.* Point to *bed* as you read the word. Read both words with me: *grab, grabbed.*

| grab |
| grabbed |

- Display *grabbing.* If I want to show that I am doing an action right now, I can add the ending *-ing.* I double the final consonant and then add *-ing.* Add *bing.* Point to *bing* as you read the word. Read the word with me: *grabbing.*

| grabbing |

- Display the words *grab, grabbed,* and *grabbing.* Let's read these words together: *grab, grabbed, grabbing.*

| grab |
| grabbed |
| grabbing |

STEP 3 \ GUIDE PRACTICE

Demonstrate adding *-ed* and *-ing* to *stop.* Have students read each word with you. Then have them write the words.

| stop |
| stopped |
| stopping |

STEP 4 \ ON THEIR OWN

- Display these words. Students should read each word and then add *-ed* and *-ing* to each one. Have them write each word.

| plan | shrug |
| tap | nod |

- Have students think of other words that double the final consonant before adding *-ed* or *-ing* and share them with their partner. Have them write the words.

Inflectional Endings *-ed, -ing*

CORRECTIVE FEEDBACK

IF students cannot decode words with the inflectional endings *-ed* or *-ing,*

THEN model how to decode words with those endings, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from a blending activity.

- Display *pop.* This is the verb *pop.* Blend the sounds with me: /p/ /o/ /p/, *pop.* What is the vowel sound? Allow time for replies. That's correct. The vowel sound is short *o, /o/.* What's the final consonant? Allow time for replies. That's correct. The final consonant is *p, /p/.* Let's write *pop.*

| pop |

- To show that the action happened earlier, I double the final consonant and add *-ed.* Let's decode the word together: /p/ /o/ /p/ /t/. The new word is *popped.* The letters *-ed* spell the sound /t/. Let's write *popped.*

| popped |

- Repeat the process, adding *-ing* to show that the action is happening now. Have students decode and write the new word.

| popping |

- To check understanding, have students explain how to add *-ed* and *-ing* to words with short vowel sounds and a single final consonant.

Make It Harder

Students can extend the activity by building other words with these inflectional endings.

- Provide partners with letter tiles. The first student makes a present tense verb with the tiles. The partner creates new words by adding *-ed* and *-ing.* Here is my word: *z, a, p.* Add *-ed* and *-ing.* What are the new words?

- The partner adds *-ed* and *-ing.* The words are *zap, zapped, zapping.* Both partners write the words and then the second partner takes a turn.

- Have students decode and write a predetermined number of words.

SIDE A

Comparative Endings -*er*, -*est*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

The ending -*er* is added to a word when you compare two things. The ending -*est* is added to a word when you compare three or more things.

STEP 2 \ MODEL

- Display the word *fast*. I can run *fast.*

- Display the word *faster.* My friend runs *faster.* I am comparing two things, so I add -*er* to the word *fast* to compare how my friend and I run. Read the word *faster* and point to -*er*.

- Display the word *fastest.* My sister runs the *fastest.* I am comparing three things, so I add -*est* to the word *fast*. Read the word *fastest* and point to -*est*.

fast

faster

fastest

STEP 3 \ GUIDE PRACTICE

- Display the word *tall*. A cow is *tall*.

- When I compare a cow to a horse, I say that a horse is _____. (*taller*) I add -*er* to *tall* because I am comparing two animals. Write the word *taller*. Ask students to write and decode the word *taller*.

- When I compare a cow, horse, and giraffe, I say that a giraffe is the _____. (*tallest*) I add -*est* to *tall* because I am comparing three animals. Write the word *tallest*. Ask students to write and decode the word *tallest*.

tall

taller

tallest

STEP 4 \ ON THEIR OWN

Display the words at the right. Ask students to add -*er* and -*est* to the words. Then ask students to write and decode the words with the comparative endings.

small		green

short

Comparative Endings -*er*, -*est*

CORRECTIVE FEEDBACK

IF students cannot decode words with comparative endings -*er* and -*est,*

THEN model how to decode words with comparative endings -*er* and -*est,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with comparative endings may benefit from explicit instruction on decoding comparative ending -*er*.

- Display the word *strong*. When I compare an ant to a lion, I say that a lion is *stronger* than an ant. Add the ending -*er* to the word *strong* to form the word *stronger*. I add -*er* to the word *strong* to form the word *stronger*. Let's read the word together. *Stronger*. Ask students to write and decode the word *stronger*.

strong
stronger

- Repeat with the word *deep,* comparing a river to the ocean. Have students write and decode the word *deeper.*

deep
deeper

- Ask students to think of other comparisons between two things. Check for understanding of the use of the ending -*er.*

Make It Harder

Students may be ready for the following extension activity.

- Display these words. Ask students to write the words with the comparative endings -*er* and -*est*. Then ask students to decode the words.

small	green
quick	

- Ask students to use the words in sentences to show comparisons.

- Check for understanding of using -*er* to compare two things and -*est* to compare three or more things.

SIDE A

Trigraph *dge*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

Three letters that spell one sound are called trigraphs. Today, we are going to learn about the trigraph *dge* that spells the sound /j/.

STEP 2 \ MODEL

- Display the word *fudge*. The word *fudge* ends with the letters *dge*. The letters *dge* spell one sound, /j/. Say the word *fudge* while underlining *dge*. The letters *dge* spell the sound /j/.

| f | u | d | g | e |

- Display the word *badge*. The word *badge* ends with the letters *dge*. The letters *dge* spell one sound, /j/. Say the word *badge* while underlining *dge*. The letters *dge* spell the sound /j/.

| b | a | d | g | e |

STEP 3 \ GUIDE PRACTICE

- Display the word *wedge*. What are the last three letters in the word *wedge?* (*dge*) Underline the letters *dge* and say: Yes, the last three letters in the word *wedge* are *dge*. What sound do the letters *dge* spell? (/j/) Ask students to write the word *wedge* and underline the letters *dge*.

| w | e | d | g | e |

- Display the word *ledge*. What are the last three letters in the word *ledge?* (*dge*) Underline the letters *dge* and say: Yes, the last three letters in the word *ledge* are *dge*. What sound do the letters *dge* spell? (/j/) Ask students to write the word *ledge* and underline the letters *dge*.

| l | e | d | g | e |

STEP 4 \ ON THEIR OWN

Display the words at the right. Ask students to read aloud the words. Then ask students to write the words and underline the letters that spell the sound /j/.

| lodge | edge |

| ridge |

SIDE B

Trigraph *dge*

CORRECTIVE FEEDBACK

IF students cannot decode words with trigraph *dge,*

THEN model how to decode words with trigraph *dge,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from explicit instruction.

- Display *judge*. Let's say the word *judge* together. *Judge. What are the last three letters in the word *judge?* (*dge*) Point to each of the last three letters and say: The last three letters in the word *judge* are *dge*. Ask students to write the word *judge* and underline the last three letters.

j	u	d	g	e

- Display *grudge*. Let's say the word *grudge* together. *Grudge.* What are the last three letters in the word *grudge?* (*dge*) Point to each of the last three letters and say: The last three letters in the word *grudge* are *dge*. Ask students to write the word *grudge* and underline the last three letters.

g	r	u	d	g	e

- Repeat with the following words.

nudge	fridge	smudge	bridge

Make It Harder

Students may be ready for the following extension activity.

- Ask students to sit in a circle. Each student should think of a word that ends with the sound /j/.

- The student on the right has to spell the word to determine if it ends with the trigraph *dge*.

- Continue going around in the circle until each student has had a turn to spell.

SIDE A
Diphthong /ou/ Spelled *ow, ou*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

The vowel sound /ow/ can be spelled *ow* or *ou*. Today we will read and write words that have the vowel sound /ou/ spelled *ow* or *ou*.

STEP 2 \ MODEL

- Display the word *shout*. When I read the word *shout,* I hear the vowel sound /ou/. Read the word *shout* with emphasis on the vowel sound /ou/. *Shout*. In the word *shout,* the vowel sound /ou/ is spelled *ou*. Underline *ou* in the word *shout*.

| s | h | o | u | t |

- Display the word *crown*. When I read the word *crown,* I hear the vowel sound /ou/. Read the word *crown* with emphasis on the vowel sound /ou/. *Crown.* In the word *crown,* the vowel sound /ou/ is spelled *ow*. Underline *ow* in the word *crown*.

| c | r | o | w | n |

STEP 3 \ GUIDE PRACTICE

- What vowel sound do you hear in the word *cloud?* (/ou/) Display the word *cloud.* How is the vowel sound /ou/ spelled in the word *cloud?* (*ou*) Underline the letters *ou*. Ask students to write the word *cloud* and underline the letters *ou*.

| c | l | o | u | d |

- What vowel sound do you hear in the word *plow?* (/ou/) Display the word *plow.* How is the vowel sound /ou/ spelled in the word *plow?* (*ow*) Underline the letters *ow*. Ask students to write the word *plow* and underline *ow*.

| p | l | o | w |

STEP 4 \ ON THEIR OWN

Ask students to read aloud the words at the right. Then ask students to write the words and underline the letters that spell the vowel sound /ou/.

| couch | down |

| foul |

Diphthong /ou/ Spelled *ow, ou*

CORRECTIVE FEEDBACK

IF students cannot decode words with diphthong /ou/ spelled *ow* and *ou,*

THEN model how to decode words with diphthong /ou/ spelled *ow* and *ou,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students benefit from explicit instruction on decoding diphthong /ou/ spelled *ow*.

- Display the word *frown*. Let's say the word *frown* together. *Frown.* What letters in the word *frown* spell the vowel sound /ou/? (*ow*) Point to the letters *ow* and say: The letters *ow* in the word *frown* spell the vowel sound /ou/. Ask students to write the word *frown* and underline the letters that spell the vowel sound /ou/.

f	r	o	w	n

- Display the word *gown*. Let's say the word *gown* together. *Gown.* What letters in the word *gown* spell the vowel sound /ou/? (*ow*) Point to the letters *ow* and say: The letters *ow* in the word *gown* spell the vowel sound /ou/. Ask students to write the word *gown* and underline the letters that spell the vowel sound /ou/.

g	o	w	n

- Repeat with the following words.

clown	drown	brown	crowd

Make It Harder

Students may be ready to work on the following extension activity.

- Ask students to work with a partner. Each student should think of a word with diphthong /ou/ spelled *ow* or *ou*.

- One partner should say the word. The other partner should spell the word.

- Partners should check the correct spelling of the words.

SIDE A

Vowel Digraphs *ai, ay*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ **INTRODUCE**

The long *a* vowel sound can be spelled *ai* or *ay*.

STEP 2 \ **MODEL**

- Display the word *maid*. When I read the word *maid,* I hear the long *a* vowel sound. Read the word *maid* with emphasis on the long *a* vowel sound. *Maid*. In the word *maid,* the long *a* vowel sound is spelled *ai*. Underline the letters *ai* in the word *maid*.

| m | a | i | d |

- Display the word *play*. When I read the word *play,* I hear the long *a* vowel sound. Read the word *play* with emphasis on the long *a* vowel sound. *Play*. In the word *play,* the long *a* vowel sound is spelled *ay*. Underline the letters *ay* in the word *play*.

| p | l | a | y |

STEP 3 \ **GUIDE PRACTICE**

- What vowel sound do you hear in the word *gain?* (long *a*) Display the word *gain.* How is the long *a* vowel sound spelled in the word *gain?* (*ai*) Underline the letters *ai*. Ask students to write the word *gain* and underline the letters *ai*.

| g | a | i | n |

- What vowel sound do you hear in the word *lay?* (long *a*) Display the word *lay.* How is the long *a* vowel sound spelled in the word *lay?* (*ay*) Underline the letters *ay*. Ask students to write the word *lay* and underline the letters *ay*.

| l | a | y |

STEP 4 \ **ON THEIR OWN**

Ask students to read aloud the words at the right. Then ask students to write the words and underline the letters that spell the long *a* vowel sound.

| grain | stay |
| strain | play |

SIDE B

Vowel Digraphs *ai*, *ay*

CORRECTIVE FEEDBACK

IF students cannot decode words with digraphs *ai* and *ay*,

THEN model how to decode words with digraphs *ai* and *ay,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from explicit instruction on decoding vowel digraph *ai*.

- Display the word *brain*. Let's read the word *brain* together. *Brain.* What letters in the word *brain* spell the long *a* vowel sound? (*ai*) Point to the letters *ai* and say: The letters *ai* in the word *brain* spell the long *a* vowel sound. Ask students to write the word *brain* and underline the letters that spell the long *a* vowel sound.

| b | r | a | i | n |

- Display the word *waist*. Let's read the word *waist* together. *Waist.* What letters in the word *waist* spell the long *a* vowel sound? (*ai*) Point to the letters *ai* and say: The letters *ai* in the word *waist* spell the long *a* vowel sound. Ask students to write the word *waist* and underline the letters that spell the long *a* vowel sound.

| w | a | i | s | t |

- Repeat with the following words.

| rain | paid | pain | trail |

Make It Harder

Students may be ready to work on the following extension activity.

- Provide students with letter tiles. Have partners take turns spelling words with the long *a* vowel sound.

- Have students check their spellings in a dictionary.

SIDE A

Diphthong /oi/ Spelled *oi, oy*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

The vowel sound /oi/ can be spelled two ways, *oi* and *oy*.

STEP 2 \ MODEL

- Display the word *foil*. When I read the word *foil,* I hear the vowel sound /oi/. Read the word *foil* with emphasis on the vowel sound /oi/. *Foil*. In the word *foil,* the vowel sound /oi/ is spelled *oi*. Underline the letters *oi* in the word *foil*.

| f | o | i | l |

- Display the word *boy*. When I read the word *boy,* I hear the vowel sound /oi/. Read the word *boy* with emphasis on the vowel sound /oi/. *Boy*. In the word *boy,* the vowel sound /oi/ is spelled *oy*. Underline the letters *oy* in the word *boy*.

| b | o | y |

STEP 3 \ GUIDE PRACTICE

- What vowel sound do you hear in the word *join?* (/oi/) Display the word *join.* How is the vowel sound /oi/ spelled in the word *join?* (*oi*) Underline the letters *oi*. Ask students to write the word *join* and underline the letters *oi*.

| j | o | i | n |

- What vowel sound do you hear in the word *joy?* (/oi/) Display the word *joy.* How is the vowel sound /oi/ spelled in the word *joy?* (*oy*) Underline the letters *oy*. Ask students to write the word *joy* and underline the letters *oy*.

| j | o | y |

STEP 4 \ ON THEIR OWN

Ask students to read aloud the words at the right. Then ask students to write the words and underline the letters that spell the vowel sound /oi/.

| boil | soy |
| spoil | toy |

Diphthong /oi/ Spelled *oi, oy*

CORRECTIVE FEEDBACK

IF students cannot decode words with diphthong /oi/ spelled *oi* and *oy,*

THEN model how to decode words with diphthong /oi/ spelled *oi* and *oy,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from explicit instruction on decoding diphthong /oi/ spelled *oi*.

- Display the word *void*. Let's read the word *void* together. *Void.* What letters in the word *void* spell the vowel sound /oi/? (*oi*) Point to the letters *oi* and say: The letters *oi* in the word *void* spell the vowel sound /oi/. Ask students to write the word *void* and underline the letters that spell the vowel sound /oi/.

v	o	i	d

- Display the word *noise*. Let's read the word *noise* together. *Noise.* What letters in the word *noise* spell the vowel sound /oi/? (*oi*) Point to the letters *oi* and say: The letters *oi* in the word *noise* spell the vowel sound /oi/. Ask students to write the word *noise* and underline the letters that spell the vowel sound /oi/.

n	o	i	s	e

- Repeat with the following words.

voice	point	soil	coin

Make It Harder

Students may be ready for the following extension activity.

- Ask students to work with a partner. One partner should say a word with vowel sound /oi/. The other partner should spell the word to see if vowel sound /oi/ is spelled *oi* or *oy.*

- Have students take turns saying a word and spelling the word.

SIDE A

Vowel Digraph *ea*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

Today we will read words with the letters *ea* and see what sound, /e/ or /ē/, the letters *ea* spell in these words.

STEP 2 \ MODEL

- Display the word *thread*. When I read the word *thread,* I hear the vowel sound /e/. Point to the letters *ea* in the word *thread*. The vowel sound /e/ is spelled *ea* in the word *thread*.

- Display the word *seat*. When I read the word *seat,* I hear the vowel sound /ē/. Point to the letters *ea* in the word *seat*. The vowel sound /ē/ is spelled *ea* in the word *seat*.

- *Thread* and *seat* both have the letters *ea*. However, the letters *ea* spell different sounds in each word. In *thread, ea* spells the sound /e/. In *seat, ea* spells the sound /ē/.

STEP 3 \ GUIDE PRACTICE

- Now, let's read this word together. Write the word *spread*. *Spread.* What vowel sound do you hear in the word *spread*? (/e/) How is the vowel sound /e/ spelled in the word *spread*? (*ea*) Ask students to write the word *spread* and underline the letters that spell the sound /e/.

- Display the word *jeans*. *Jeans.* What vowel sound do you hear in the word *jeans*? (/ē/) How is the vowel sound /ē/ spelled in the word *jeans*? (*ea*) Ask students to write the word *jeans* and underline the letters that spell the sound /ē/.

STEP 4 \ ON THEIR OWN

Ask partners to write two words spelled with *ea*. One word should have the sound /e/. The second word should have the sound /ē/.

SIDE B

Vowel Digraph *ea*

CORRECTIVE FEEDBACK

IF students cannot decode words with vowel digraph *ea,*

THEN model how to decode words with vowel digraph *ea,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from explicit instruction on decoding vowel digraph *ea* in words with /e/.

- Display the word *head*. Let's read the word *head* together. *Head.* What letters in the word *head* spell the short *e* vowel sound? (*ea*) Point to the letters *ea* and say: The letters *ea* in the word *head* spell the short *e* vowel sound. Ask students to write the word *head* and underline the letters that spell the short *e* vowel sound.

h	e	a	d

- Display the word *health*. Let's read the word *health* together. *Health.* What letters in the word *health* spell the short *e* vowel sound? (*ea*) Point to the letters *ea* and say: The letters *ea* in the word *health* spell the short *e* vowel sound. Ask students to write the word *health* and underline the letters that spell the short *e* vowel sound.

h	e	a	l	t	h

- Repeat with the following words.

ready	dread	meant	breath

Make It Harder

Students may be ready for the following extension activity.

- Provide partners with letter tiles. Have students spell words with letters *ea*.

- Students should take turns identifying which sound the letters *ea* spell.

Endings for Words with Final *y* or *e*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

When a word ends in the letter *y,* we change the *y* to *i* before adding the ending *-ed* or *-es*. When a word ends in the letter *e,* we drop the letter *e* before adding the ending *-ed* or *-ing*.

STEP 2 \ MODEL

- Display the word *cry*. When I want to add the ending *-ed* to the word *cry,* I first change the letter *y* to the letter *i*. Then I add the ending *-ed* to the word. Read the word *cried* while underlining the ending *-ed*. This forms the new word *cried*.

| cry | cried |

- Display the word *bike.* When I want to add the ending *-ing* to the word *bike,* I first drop the letter *e*. Then I add the ending *-ing* to the word. Read the word *biking* while underlining the ending *-ing*. This forms the new word *biking*.

| bike | biking |

STEP 3 \ GUIDE PRACTICE

- Display the word *spy*. We want to change the word *spy* to the word *spies*. What is the first thing we have to do? (change the letter *y* to the letter *i*) Change the letter *y* to the letter *i*. What ending do we add to *spi* to form the word *spies?* (-es) Add the ending *-es* to form the new word *spies*. What new word have we formed? (*spies*)

| spy | spies |

- Repeat the above for the word *save.* Add the ending *-ed*.

| save | saved |

STEP 4 \ ON THEIR OWN

Ask students to add ending *-ed* and ending *-es* to the word *copy.* Then ask students to add ending *-ed* and ending *-ing* to the word *hope*. Students should write their new words.

SIDE B

Endings for Words with Final *y* or *e*

CORRECTIVE FEEDBACK

IF students cannot decode words with endings,

THEN model how to decode words with endings, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with endings may benefit from explicit instruction on adding *-es* to words that end in the letter *y*.

- Display the word *try*. Let's read the word *try* together. *Try.* Let's see what we have to do if we want to change the ending of the word *try* to form the new word *tries*.

try

- *Try* ends with what letter? (*y*) If a word ends with the letter *y,* what change needs to happen to the letter *y* in order to add a new ending? (The letter *y* changes to the letter *i*.) Display *tri*.

tries

- Now that we have changed the letter *y* to the letter *i,* let's add the ending *-es*. What new word do we have? (*tries*)

- Repeat with the following words.

fly	fry	dry

Make It Harder

Students who can decode words with endings should work on the following extension activity.

- Provide students with letter tiles. Working with partners, students should spell words.

- For each word, students should determine if the spelling of a word changes with the endings *-ed, -es,* or *-ing*.

- If the spelling changes, students should make the necessary changes.

SIDE A

Vowel Team *ie*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

A vowel team is two or more letters that work together to spell a vowel sound. The vowel team *ie* can spell the vowel sound /ī/ or /ē/.

STEP 2 \ MODEL

- Display *brief*. Read *brief* with emphasis on the long *e* sound. *Brief.* I hear the long *e* vowel sound. The long *e* vowel sound in *brief* is spelled *ie.* Underline the letters *ie*.

b	r	i	e	f

- Display *fried*. Read *fried* with emphasis on the long *i* sound. *Fried.* I hear the long *i* vowel sound. The long *i* vowel sound in *fried* is spelled *ie.* Underline the letters *ie*.

f	r	i	e	d

- *Brief* and *fried* both have the letters *ie.* However, the letters *ie* form different sounds in each word. In *brief,* the letters *ie* spell the sound /ē/. In *fried,* the letters *ie* spell the sound /ī/.
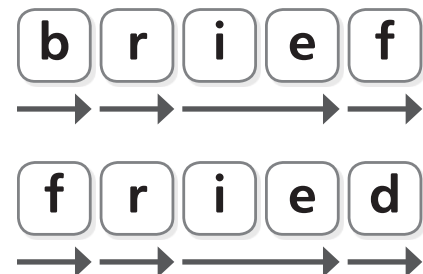
STEP 3 \ GUIDE PRACTICE

- Display *shield*. What vowel sound do you hear in *shield*? (/ē/) How is /ē/ spelled in *shield*? (*ie*) Underline the letters *ie*.

s	h	i	e	l	d

- Display *lie*. What vowel sound do you hear in *lie*? (/ī/) How is /ī/ spelled in *lie*? (*ie*) Underline the letters *ie*.
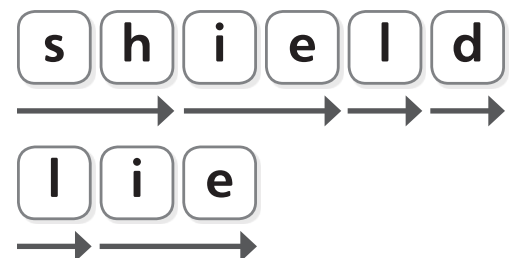
l	i	e

STEP 4 \ ON THEIR OWN

Ask students to read aloud and write the words at the right. Then, ask students to identify if the letters *ie* spell /ē/ or /ī/.

thief		pie

grief

SIDE B
Vowel Team *ie*

CORRECTIVE FEEDBACK

IF students cannot decode words with vowel team *ie,*

THEN model how to decode words with vowel team *ie,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from explicit instruction on decoding words with vowel team *ie* that spell the vowel sound /ē/.

- Display *chief*. Let's read *chief* together. *Chief.* What letters in the word *chief* spell the long *e* vowel sound? (*ie*) Point to the letters *ie* and say: The letters *ie* in *chief* spell the long *e* vowel sound. Ask students to write *chief* and underline the letters that spell the long *e* vowel sound. (*ie*)

  | c | h | i | e | f |

- Display *piece*. Let's read *piece* together. *Piece.* What letters in the word *piece* spell the long *e* vowel sound? (*ie*) Point to the letters *ie* and say: The letters *ie* in *piece* spell the long *e* vowel sound. Ask students to write *piece* and underline the letters that spell the long *e* vowel sound. (*ie*)

  | p | i | e | c | e |

- Repeat with the following words.

  | **grief** | **field** | **niece** | **yield** |

Make It Harder

Students may be ready for the following extension activity.

- Provide partners with letter tiles. Have one partner spell a word with vowel team *ie*.

- Have the other partner determine if the letters *ie* in the word spell the sound /ē/ or the sound /ī/.

- Partners should take turns spelling and determining the vowel sound.

SIDE A

Long *o* Spelled *oa, ow, oe*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

The vowel sound /ō/ can be spelled *oa, ow,* or *oe.* Today we will read and write words that have the vowel sound /ō/ spelled with *oa, ow,* or *oe.*

STEP 2 \ MODEL

- Display the word *goat.* When I read the word *goat,* I hear the vowel sound /ō/. Read the word *goat* with emphasis on the vowel sound /ō/. *Goat.* In the word *goat,* the vowel sound /ō/ is spelled *oa.* Underline the letters *oa* in the word *goat.*

| g | o | a | t |

- Display the word *snow.* When I read the word *snow,* I hear the vowel sound /ō/. Read the word *snow* with emphasis on the vowel sound /ō/. *Snow.* In the word *snow,* the vowel sound /ō/ is spelled *ow.* Underline the letters *ow* in the word *snow.*

| s | n | o | w |

STEP 3 \ GUIDE PRACTICE

- What vowel sound do you hear in the word *doe?* (/ō/) How is the vowel sound /ō/ spelled in the word *doe?* (*oe*) Display the word *doe* and underline the letters *oe.* Ask students to write the word *doe* and underline the letters that spell /ō/.

| d | o | e |

- What vowel sound do you hear in the word *soak?* (/ō/) How is the vowel sound /ō/ spelled in the word *soak?* (*oa*) Display the word *soak* and underline the letters *oa.* Ask students to write the word *soak* and underline the letters that spell /ō/.

| s | o | a | k |

STEP 4 \ ON THEIR OWN

Ask students to read aloud the words at the right. Then, ask students to write the words and underline the letters that spell the vowel sound /ō/.

| load | | foe |
| own | | |

SIDE B

Long *o* Spelled *oa, ow, oe*

CORRECTIVE FEEDBACK

IF students cannot decode words with long *o* spelled *oa, ow,* and *oe,*

THEN model how to decode words with long *o* spelled *oa, ow,* and *oe,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from explicit instruction on decoding words with long *o* spelled *oa*.

- Display *foam*. Let's read the word *foam* together. *Foam. What letters in the word foam* spell the vowel sound /ō/? (*oa*) Point to the letters *oa* and say: The letters *oa* in *foam* spell the vowel sound /ō/. Ask students to write the word *foam* and underline the letters that spell the vowel sound /ō/.

f	o	a	m

- Display *toast*. Let's read the word *toast* together. *Toast. What letters in the word toast* spell the vowel sound /ō/? (*oa*) Point to the letters *oa* and say: The letters *oa* in the word *toast* spell the vowel sound /ō/. Ask students to write the word *toast* and underline the letters that spell the vowel sound /ō/.

t	o	a	s	t

- Repeat with the following words.

oak	coal	toad	float

Make It Harder

Students may be ready for the following extension activity.

- Ask students to work with a partner. One partner should say a word with vowel sound /ō/. The other partner should spell the word.

- Students should take turns saying a word and spelling the word. Have them check their spellings in a dictionary.

Consonant Blends

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

## STEP 1 \ INTRODUCE

Sometimes letters are blended, or combined, together at the beginning of words when we read them.

STEP 2 \ MODEL

- When I read the word *split,* I hear the first three sounds blended together. *Split.* The letters *s, p,* and *l* in the word *split* are read quickly together. Read the word *split* while sweeping your hand under the first three letters quickly and sweeping your hand under the last two letters slowly.

- Repeat with the word *strive* for *str* and with the word *squint* for *squ.*

| s | p | l | i | t |
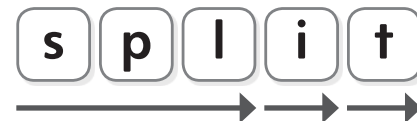
STEP 3 \ GUIDE PRACTICE

- Let's read the word *squeal* together. *Squeal.* What letters spell the sounds that blend together in the word *squeal?* (*squ*) Write the word *squeal* and underline the letters that spell the blend.

- Repeat with the word *spleen* for *spl* and with the word *struck* for *str.*
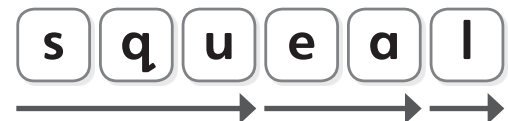
| s | q | u | e | a | l |

STEP 4 \ ON THEIR OWN

Ask students to read aloud the words at the right. Then, ask students to write the words and underline the letters that spell the blend in each word.

| street | splash |

| squash |

Consonant Blends

CORRECTIVE FEEDBACK

IF students cannot decode words with consonant blends,

THEN model how to decode words with consonant blends, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with consonant blends may benefit from more tactile instruction on blending.

- Display the letter tiles for the word *strict*. Tap *s, t,* and *r* and blend the sounds: /s/ /t/ /r/, /str/. Ask the students to repeat.

  [s] [t] [r] [i] [c] [t]

- Tap each sound spelling and say the sound: /str/ /i/ /k/ /t/. Ask the students to repeat.

- Now I will blend the sounds to say the word. Sweep your hand under the letter tiles and say: *strict.* How do I spell the sounds in the word *strict?* (*s, t, r, i, c, t*)

- Repeat with the following words.
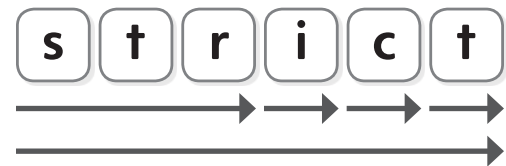
  | spray | straw | squish | splint |

Make It Harder

Students who can decode words with consonant blends should work on the following extension activity.

- Ask students to work with a partner. One partner should say a word with a consonant blend.

- The other partner should spell, write, and read the word.

- Students should take turns.

Long *i* Spelled *igh*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

The vowel sound long *i* can be spelled *igh*. Today we will read and write words with vowel sound long *i* spelled *igh*.

STEP 2 \ MODEL

- Display the word *might*. When I read the word *might*, I hear the long *i* sound. /m/ /ī/ /t/. The long *i* sound in the word *might* is spelled *igh*. Underline the letters *i, g,* and *h* in the word *might*.

| m | i | g | h | t |

- Display the word *high*. When I read the word *high*, I hear the long *i* sound. /h/ /ī/. The long *i* sound in the word *high* is spelled *igh*. Underline the letters *i, g,* and *h* in the word *high*.

| h | i | g | h |

STEP 3 \ GUIDE PRACTICE

- Display the word *night*. Let's read this word together. *Night*. What vowel sound do you hear in the word *night?* (long *i*) Which letters in the word *night* spell the vowel sound /ī/? (*igh*) Underline the letters *igh* and say: Yes, the letters *igh* in the word *night* spell the vowel sound long *i*.

| n | i | g | h | t |

- Display the word *sigh*. Let's read this word together. *Sigh*. What vowel sound do you hear in the word *sigh?* (long *i*) Which letters in the word *sigh* spell the vowel sound /ī/? (*igh*) Underline the letters *igh* and say: Yes, the letters *igh* in the word *sigh* spell the vowel sound long *i*.

| s | i | g | h |

STEP 4 \ ON THEIR OWN

Display the words at the right. Ask students to read aloud the words. Then, ask students to write the words and underline the letters that spell the vowel sound /ī/.

| tight | | thigh |

| bright |

Long *i* Spelled *igh*

CORRECTIVE FEEDBACK

IF students cannot decode words with long *i* spelled *igh,*

THEN model how to decode words with long *i* spelled *igh,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with long *i* spelled *igh* may benefit from more tactile instruction.

- Display letter tiles for the word *sight*. Say the word: *sight.*

- Tap each letter tile when saying the sounds of the letters in the word. For letters *i, g,* and *h,* say an elongated vowel sound /ī/. /s/ /ī/ /t/. Ask students to repeat the word.

- Ask: Which letters in the word *sight* spell the vowel sound long *i?* (*igh*)

- Repeat with the following words.

| **flight** | **light** | **right** |

s i g h t

Make It Harder

Students who can decode words with long *i* spelled *igh* should work on the following extension activity.

- Provide partners with letter tiles. Have students take turns spelling words with the vowel sound long *i.*

- Ask students to write the words.

SIDE A

Suffixes *-er, -or*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

A suffix is a word part added to the end of a word to make a new word. The suffixes *-er* and *-or* mean "someone who." For example, a *painter* is someone who paints. Adding the suffix *-er* to the word *paint* forms the new word *painter*.

STEP 2 \ MODEL

- Someone who sings is a *singer*. To spell the word *singer,* I add the suffix *-er* to *sing*. Display and spell the word *sing*. Now, I add the suffix *-er* to form the new word *singer*. Spell the word *singe*r while pointing to each letter.

| sing | singer |

- Someone who sails is a *sailor*. To spell the word *sailor,* I add the suffix *-or* to *sail*. Display and spell the word *sail*. Now, I add the suffix *-or* to form the new word *sailor*. Spell the word *sailor* while pointing to each letter.

| sail | sailor |

STEP 3 \ GUIDE PRACTICE

- Display the word *teach.* Say: Someone who teaches is a _____. (*teacher*) To spell *teacher,* what suffix is added to *teach?* (*-er*) Ask students to write *teacher* and underline the suffix.

- Display the word *edit.* Say: Someone who edits is an _____. (*editor*) To spell *editor,* what suffix is added to *edit?* (*-or*) Ask students to write *editor* and underline the suffix.

STEP 4 \ ON THEIR OWN

Ask students to read aloud the words. Ask: Someone who [*acts*/*plays*] is called a what? Students should write the new word with the appropriate suffix.

| act | play |

Suffixes *-er, -or*

CORRECTIVE FEEDBACK

IF students cannot decode words with suffixes *-er* and *-or,*

THEN model how to decode words with suffixes *-er* and *-or,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with suffixes *-er* and *-or* may benefit from more tactile instruction.

- A suffix is a word part added to the end of a word to make a new word. The suffixes *-er* and *-or* mean "someone who."

- Display the letter tiles for the word *train*. Say the word *train. Train.* Ask students to repeat the word with you.

- Say: Someone who trains is a _____. (*trainer*) Add letter tiles *e* and *r* after the word *train*. To spell the new word *trainer,* we add the suffix *-er* to the word *train*. Point to the suffix *-er*.

- Ask: Which letters in the word *trainer* spell the suffix? (*-er*)

- Repeat with the following words.

| bank | sail | golf |

Make It Harder

Students who can decode words with suffixes *-er* and *-or* should work on the following extension activity.

- Ask students to sit in a circle. One student should say a word that ends with the suffix *-er* or *-or*.

- The student on the right should spell the word.

- The activity should continue until every student has had a chance to say a word and spell a word.

SIDE A

Vowel Teams *ue, ew, ui*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

Today we will read and write words that have the vowel team *ue, ew,* or *ui* to spell the vowel sound /ü/.

STEP 2 \ MODEL

- Display the word *clue*. When I read the word *clue,* I hear the vowel sound /ü/. Read the word *clue* with emphasis on the vowel sound /ü/. *Clue.* In the word *clue,* the vowel sound /ü/ is spelled *ue.* Underline the letters *ue* in the word *clue.*

| c | l | u | e |

- Display the word *chew*. When I read the word *chew,* I hear the vowel sound /ü/. Read the word *chew* with emphasis on the vowel sound /ü/. *Chew.* In the word *chew,* the vowel sound /ü/ is spelled *ew.* Underline the letters *ew* in the word *chew*.

| c | h | e | w |

STEP 3 \ GUIDE PRACTICE

- Display the word *suit*. What vowel sound do you hear in the word *suit?* (/ü/) How is the vowel sound /ü/ spelled in the word *suit?* (*ui*) Students should write the word and underline the vowel team that spells the vowel sound /ü/.

| s | u | i | t |

- Display the word *true*. What vowel sound do you hear in the word *true?* (/ü/) How is the vowel sound /ü/ spelled in the word *true?* (*ue*) Students should write the word and underline the vowel team that spells the vowel sound /ü/.

| t | r | u | e |

STEP 4 \ ON THEIR OWN

Ask students to read aloud and write the words at the right. Then, ask students to underline the vowel team that spells the vowel sound /ü/.

| flew | | glue |

| juice |

Vowel Teams *ue, ew, ui*

CORRECTIVE FEEDBACK

IF students cannot decode words with vowel teams *ue, ew,* and *ui,*

THEN model how to decode words with vowel teams *ue, ew,* and *ui,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from more tactile instruction.

- Display letter tiles for the word *drew*. Let's read the word *drew* together. *Drew.* What letters in the word *drew* spell the vowel sound /ü/? (*ew*) Ask students to point to the letter tiles that spell the vowel sound /ü/. Say: Yes, the vowel sound /ü/ is spelled *ew* in the word *drew*. Ask students to write the word *drew* and underline the letters that spell the vowel sound /ü/.

d r e w

- Display the word *blue*. Let's read the word *blue* together. *Blue.* What letters in the word *blue* spell the vowel sound /ü/? (*ue*) Ask students to point to the letter tiles that spell the vowel sound /ü/. Say: Yes, the vowel sound /ü/ is spelled *ue* in the word *blue*. Ask students to write the word *blue* and underline the letters that spell the vowel sound /ü/.

b l u e

- Repeat with the following words.
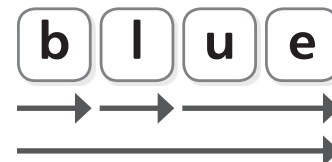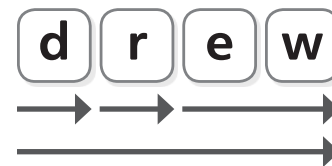
| fruit | grew | Sue |

Make It Harder

Students may be ready for the following extension activity.

Provide partners with letter tiles. One partner should spell a word with vowel team *ue, ew,* or *ui*. The other partner should decode the word and determine which letters in the word spell the vowel sound /ü/. Partners should take turns.

SIDE A

Prefixes *re-, un-*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

A prefix is a word part added to the beginning of a word to make a new word. The prefix *re-* means "again." The prefix *un-* means "not" or "the opposite of."

STEP 2 \ MODEL

- What word do I use if I want to tell something again? I know that I start with the word *tell*. I also know the prefix *re-* means "again." If I add the prefix *re-* to the word *tell,* the new word *retell* is formed. *Retell* means "to tell again."

| tell | retell |

- What word do I use if I want to say "not kind"? I know that I start with the word *kind*. I also know the prefix *un-* means "not." If I add the prefix *un-* to the word *kind,* the new word *unkind* is formed. *Unkind* means "not kind."

| kind | unkind |

STEP 3 \ GUIDE PRACTICE

- Display the word *sell.* Say: To sell something again is to _____ it. (*resell*) To spell the word *resell,* what prefix is added to the word *sell?* (*re-*) Ask students to write the word *resell* and underline the prefix.

| sell | resell |

- Display the word *wind.* Say: The opposite of *wind* is _____. (*unwind*) To spell the word *unwind,* what prefix is added to the word *wind?* (*un-*) Ask students to write the word *unwind* and underline the prefix.

| wind | unwind |

STEP 4 \ ON THEIR OWN

Ask students to read aloud the words. Then ask students to write the words with prefixes *re-* and *un-*. Have partners discuss the meanings of the new words.

| pack | tie |

SIDE B
Prefixes *re-*, *un-*

CORRECTIVE FEEDBACK

IF students cannot decode words with prefixes *re-* and *un-,*

THEN model how to decode words with prefixes *re-* and *un-,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from more tactile instruction.

- Say: The prefix *re-* means "again." The prefix *un-* means "not" or "the opposite of."

- Display the letter tiles for the word *think*. Say the word *think. Think.* Ask students to repeat the word with you.

- Ask: What prefix should I add to the word *think* if I want to say "think again"? (*re-*) Add letter tiles *r* and *e* before the word *think*. To spell the new word *rethink,* we add the prefix *re-* to the word *think*. Point to the prefix *re-*.

- Ask: Which letters in the word *rethink* spell the prefix? (*re*)

- Repeat with the following words and prefixes.

| **fold** (*un-*) | **wire** (*re-*) | **lock** (*un-*) | **make** (*re-*) |

t h i n k

r e t h i n k

Make It Harder

Students may be ready for the following extension activity.

- Ask students to sit in a circle. One person should say a word that begins with prefix *re-* or *un-*.

- The student on the right should spell the word. Then the student should say the meaning of the word.

- The activity should continue until every student has had a chance to participate.

Long *i* Before *ld* and *nd,* Long *o* Before *st* and *ld*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

When the letter *i* is followed by the consonant blend *ld* or *nd,* the vowel sound *i* is often the long *i* sound. When the letter *o* is followed by the consonant blend *ld* or *st,* the vowel *o* is often the long *o* sound.

STEP 2 \ MODEL

- When I read the word *wild,* I see that the letter *i* is followed by the consonant blend *ld*. This tells me that the vowel sound for *i* is probably long. Read the word *wild* while emphasizing the long *i* vowel sound.

| w | i | l | d |

- Repeat with the word *mind* for consonant blend *nd.*

- When I read the word *cold,* I see that the letter *o* is followed by the consonant blend *ld*. This tells me that the vowel sound for *o* is probably long. Read the word *cold* while emphasizing the long *o* vowel sound.

| c | o | l | d |

- Repeat with the word *post* for consonant blend *st.*

STEP 3 \ GUIDE PRACTICE

- Let's read the word *most* together. *Most.* What letters follow the vowel *o?* (consonant blend *st*) What vowel sound does the vowel *o* probably spell? (long *o*) Ask students to write the word *most*.

| m | o | s | t |

- Repeat with these words: *child, bind, bold.*

STEP 4 \ ON THEIR OWN

Students should read and write the words at the right. Then, they should underline the consonant blend and circle the vowel.

| kind | | old |

Long *i* Before *ld* and *nd*, Long *o* Before *st* and *ld*

CORRECTIVE FEEDBACK

IF students cannot decode words with long *i* and long *o,*

THEN model how to decode words with long *i* and long *o,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with long *i* and long *o* may benefit from more explicit instruction on long *i* before *ld* and *nd*.

- Display the letter tiles for the word *mild*. Let's read this word together. *Mild*. What sound does the letter *i* spell in the word *mild?* (long *i*)

- We know that the vowel sound probably is long *i* because the letter *i* is followed by the letters *ld*. When the vowel *i* is followed by the letters *ld,* the vowel sound is often long *i*.

- What letters in the word *mild* help us know that the vowel sound probably is long *i?* (*ld*)

- Repeat with the following words.
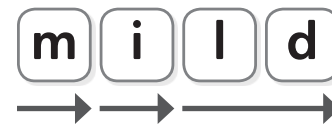
find	child	wild	wind

Make It Harder

Students who can decode words with long *i* and long *o* should work on the following extension activity.

- Ask students to spell words with letter *i* or letter *o* using letter tiles.

- A partner should read the word and then identify if the vowel sound is long or short.

- Partners should take turns spelling and reading words.

Suffixes *-ly, -ful*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

A suffix is a word part added to the end of a word to make a new word. The suffix *-ly* means "in a _____ way." For example, the word *loudly* means "in a loud way." The suffix *-ful* means "full of." For example, the word *joyful* means "full of joy."

STEP 2 \ MODEL

- When I want to say something is done in a soft way, I start with the base word *soft.* Write *soft*. Then I add the suffix *-ly.* Add the suffix *-ly* to the word *soft*. Read the word *softly*. Now, I have the new word *softly* that means "in a soft way."

soft	softly

- When I want to say something is full of care, I start with the base word *care.* Write *care*. Then I add the suffix *-ful.* Add the suffix *-ful* to the word *care*. Read the word *careful*. Now, I have the new word *careful* that means "full of care."

care	careful

STEP 3 \ GUIDE PRACTICE

- If we want to say "in a shy way," what do we write first? (base word *shy*) Write the word *shy.* What do we do after we write *shy?* (add the suffix *-ly*) Add the suffix *-ly* to the word *shy.* Now, we have the new word *shyly.*

shy	shyly

- If we want to say "full of use," what do we write first? (base word *use*) Write the word *use*. What do we do after we write *use?* (add the suffix *-ful*) Add the suffix *-ful* to the word *use.* Now, we have the new word *useful*.

use	useful

STEP 4 \ ON THEIR OWN

Ask students to read and write the words at the right. Then, ask students to work with a partner to add the suffix *-ly* or *-ful* to write a new word and to explain its meaning.

neat	fear

Suffixes *-ly, -ful*

CORRECTIVE FEEDBACK

IF students cannot decode words with suffixes *-ly* and *-ful,*

THEN model how to decode words with suffixes *-ly* and *-ful,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with suffixes *-ly* and *-ful* may benefit from more tactile instruction.

- A suffix is a word part added to the end of a word to make a new word.

- Display the letter tiles for the word *nice*. Say the word *nice. Nice.* Ask students to repeat the word with you.

- What suffix can we add to mean "in a nice way"? (*-ly*) Where should we add the suffix? (at the end of the word *nice*) Ask students to add the suffix *-ly* to the word *nice.*

- Read the new word. *Nicely.* When we add the suffix *-ly* to the word *nice,* what new word do we make? (*nicely*) What does *nicely* mean? (in a nice way)

- Repeat with the following words and suffixes.

| **thank** (*-ful*) | **sad** (*-ly*) | **cheer** (*-ful*) | **glad** (*-ly*) |

| n | i | c | e |

| n | i | c | e | l | y |

Make It Harder

Students who can decode words with suffixes *-ly* and *-ful* should work on the following extension activity.

- Display the sentences at the right. Ask students to fill in the blank with the correct form of the base word in parentheses.

- Then ask students to write the word.

Please be _____ when you use scissors. (care)

Walk _____ to avoid tripping on any rocks. (slow)

Treat the animals _____ at the zoo. (kind)

SIDE A
Open and Closed Syllables

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

Words are made up of syllables and each syllable has one vowel sound. An open syllable ends in a vowel and usually has a long vowel sound. A closed syllable ends in a consonant and usually has a short vowel sound.

STEP 2 \ MODEL

- Display *bonus*. *Bonus*. The first syllable is /bō/. The second syllable is /nəs/. The first syllable, /bō/, is an open syllable because it ends with the vowel long *o*. The second syllable, /nəs/, is closed because it ends with the consonant *s*.

- Display *napkin*. *Napkin*. The first syllable is /nap/. The second syllable is /kən/. Both syllables are closed because they both end with a consonant. Point out the ending consonant in each syllable.

b o n u s

n a p k i n
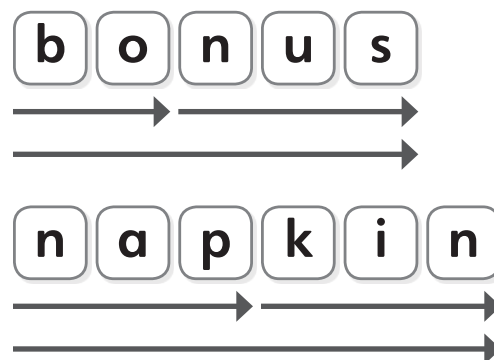
STEP 3 \ GUIDE PRACTICE

- Let's read this word: *pilot*. What is the first syllable? (/pī/) What sound do you hear at the end of /pī/? (long *i*) Is /pī/ an open or closed syllable? (open)

- What is the second syllable in *pilot*? (/lət/) What sound do you hear at the end of /lət/? (consonant *t*) Is /lət/ an open or closed syllable? (closed)

- Ask students to write the word *pilot*.

p i l o t
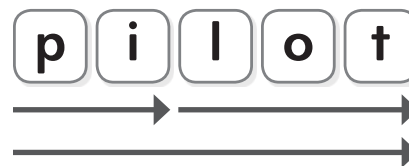
STEP 4 \ ON THEIR OWN

Ask students to read and write these words. Have partners determine if the syllables in each word are open or closed.

music   melon

Open and Closed Syllables

CORRECTIVE FEEDBACK

IF students cannot decode words with open and closed syllables,

THEN model how to decode words with open and closed syllables, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with open and closed syllables may benefit from more explicit instruction on identifying syllables.

- Display the word *he.* This is the word *he.* Point to each sound spelling and have the students say each sound with you. Decode the word with me: /h/ /ē/, *he.* How many vowel sounds do you hear? Allow time for students to respond. That's correct. There is only one vowel sound: /ē/ spelled *e. He* only has one syllable. Have students write *he.*

| h | e |
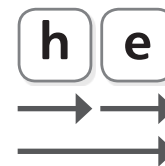
- Display the word *vanish.* Let's practice with this word. This is the word *vanish.* Point to each sound spelling and have the students say each sound with you. Decode the word with me: /v/ /a/ /n/ /i/ /sh/, *vanish.* How many vowel sounds do you hear? Allow time for students to respond. That's correct. There are two: /a/ spelled *a,* and /i/ spelled *i. Vanish* has two syllables. Have students write *vanish.*

| v | a | n | i | s | h |
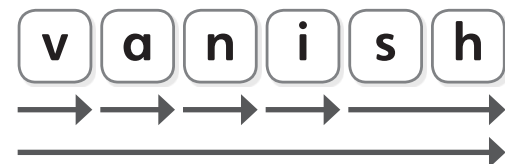
Make It Harder

Students who can decode words with open and closed syllables should work on the following extension activity.

- Ask students to work with a partner. One partner should spell a word with two syllables using letter tiles.

- The other partner should separate the word into syllables and identify if the syllables are open or closed.

- Students should write the words.

SIDE A
Vowel Sound in *moon: oo, ou*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

A vowel team is two or more letters that work together to spell a vowel sound. The vowel sound /ü/ can be spelled *oo* and *ou*.

STEP 2 \ MODEL

- Display *tool.* When I read the word *tool,* I hear the vowel sound /ü/. *Tool.* In the word *tool,* the vowel sound /ü/ is spelled *oo.* Underline *oo* in *tool.*

- Display *group.* When I read the word *group,* I hear the vowel sound /ü/. *Group.* In the word *group,* the vowel sound /ü/ is spelled *ou.* Underline *ou* in *group.*

- *Tool* and *group* both have the vowel sound /ü/. In the word *tool,* the vowel sound /ü/ is spelled *oo.* In the word *group,* the vowel sound /ü/ is spelled *ou.*

| t | o | o | l |

| g | r | o | u | p |

STEP 3 \ GUIDE PRACTICE

- Display *hoop.* What vowel sound do you hear in *hoop?* (/ü/) How is the vowel sound /ü/ spelled in *hoop?* (*oo*) Underline the letters *oo.* Ask students to write *hoop.*

- Display *soup.* What vowel sound do you hear in *soup?* (/ü/) How is the vowel sound /ü/ spelled in *soup?* (*ou*) Underline the letters *ou.* Ask students to write *soup.*

| h | o | o | p |

| s | o | u | p |

STEP 4 \ ON THEIR OWN

Ask students to read aloud and write the words at the right. Then, ask students to identify the letters that spell the vowel sound /ü/.

| scoop | | you |
| tooth | | |

SIDE B

Vowel Sound in *moon: oo, ou*

CORRECTIVE FEEDBACK

IF students cannot decode words with vowel teams *oo* and *ou,*

THEN model how to decode words with vowel teams *oo* and *ou,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from explicit instruction on decoding words with vowel team *oo* that spells the vowel sound /ü/.

- Display *roof*. Let's read the word *roof* together. *Roof.* What letters in the word *roof* spell the vowel sound /ü/? (*oo*) Point to the letters *oo* and say: The letters *oo* in the word *roof* spell the vowel sound /ü/. Ask students to write the word *roof* and underline the letters that spell the vowel sound /ü/.

r	o	o	f

- Display *food*. Let's read the word *food* together. *Food.* What letters in the word *food* spell the vowel sound /ü/? (*oo*) Point to the letters *oo* and say: The letters *oo* in the word *food* spell the vowel sound /ü/. Ask students to write the word *food* and underline the letters that spell the vowel sound /ü/.

f	o	o	d

- Repeat with the following words.

moon	pool	zoo	spoon

Make It Harder

Students may be ready for the following extension activity.

- Provide partners with letter tiles. One partner should say a word with vowel sound /ü/. The other partner should spell the word.

- Student should write the words and check their spellings in a dictionary.

Vowel Sound in *foot* Spelled *oo* and *u*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

The letters *oo* and *u* can spell the vowel sound /u̇/. For example, in the word *foot,* the letters *oo* spell the vowel sound /u̇/.

STEP 2 \ MODEL

- Display the word *took*. When I read the word *took,* I hear the vowel sound /u̇/. *Took.* In the word *took,* the vowel sound /u̇/ is spelled *oo*. Underline the letters *oo* in the word *took*.

- Display the word *push*. When I read the word *push,* I hear the vowel sound /u̇/. *Push.* In the word *push,* the vowel sound /u̇/ is spelled *u*. Underline the letter *u* in the word *push*.

- *Took* and *push* both have the vowel sound /u̇/. In the word *took,* the vowel sound /u̇/ is spelled *oo*. In the word *push,* the vowel sound /u̇/ is spelled *u*.

| t | o | o | k |

| p | u | s | h |

STEP 3 \ GUIDE PRACTICE

- Display *hood*. What vowel sound do you hear in *hood?* (/u̇/) How is the vowel sound /u̇/ spelled in *hood?* (*oo*) Underline the letters *oo*. Ask students to write *hood*.

- Display *pull*. What vowel sound do you hear in *pull?* (/u̇/) How is the vowel sound /u̇/ spelled in the word *pull?* (*u*) Underline the letter *u*. Ask students to write *pull*.

| h | o | o | d |

| p | u | l | l |

STEP 4 \ ON THEIR OWN

Ask students to read aloud and write the words at the right. Then, ask students to identify the letters that spell the vowel sound /u̇/.

| wool | bull | soot |

SIDE B
Vowel Sound in *foot* Spelled *oo* and *u*

CORRECTIVE FEEDBACK

IF students cannot decode words with vowel sound /ù/ spelled *oo* and *u,*

THEN model how to decode words with vowel sound /ù/ spelled *oo* and *u,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from explicit instruction on decoding words with vowel sound /ù/ spelled *oo*.

- Display *book*. Let's say *book* together. *Book.* What letters in *book* spell the vowel sound /ù/? (*oo*) Point to the letters *oo* and say: The letters *oo* in *book* spell the vowel sound /ù/. Ask students to write the word *book* and underline the letters that spell the vowel sound /ù/.

b	o	o	k

- Display *wood*. Let's say *wood* together. *Wood.* What letters in *wood* spell the vowel sound /ù/? (*oo*) Point to the letters *oo* and say: The letters *oo* in *wood* spell the vowel sound /ù/. Ask students to write the word *wood* and underline the letters that spell the vowel sound /ù/. (*oo*)

w	o	o	d

- Repeat with the following words.
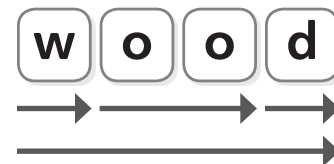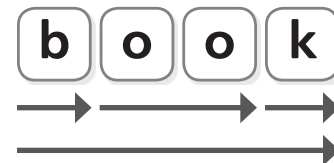
nook	stood	look	brook

Make It Harder

Students may be ready for the following extension activity.

- Provide partners with letter tiles. One partner should say a word with vowel sound /ù/. The other partner should spell the word.

- Students should write the words and check their spellings in a dictionary.

SIDE A

Final Syllable C + -*le*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

A consonant and the letters *le* at the end of a word form one syllable. For example, in the word *tumble,* the letters *ble* form a syllable.

STEP 2 \ MODEL

- When I read the word *bubble,* I see that the word ends with the letters *le*. This tells me that the consonant before the letters *le* and the letters *le* form one syllable. Point to the letter *b*. The consonant *b* comes before the letters *le.* Therefore, the letters *ble* form a syllable. Segment the syllables in the word. *bub • ble.* Blend the syllables. *Bubble*.

| b | u | b | b | l | e |

- When I read the word *waffle,* I see that the word ends with the letters *le*. This tells me that the consonant before the letters *le* and the letters *le* form one syllable. Point to the letter *f*. The consonant *f* comes before the letters *le.* Therefore, the letters *fle* form a syllable. Segment the syllables in the word. *waf • fle.* Blend the syllables. *Waffle*.

| w | a | f | f | l | e |

STEP 3 \ GUIDE PRACTICE

- Let's read this word together. *Marble.* What are the last two letters in the word *marble?* (*le*) What syllable is formed with the letters *le?* (*ble*) Segment the syllables in the word *marble*. (*mar • ble*) Now blend the syllables. (*marble*) Ask students to write the word *marble*.

| m | a | r | b | l | e |

- Repeat with the word *purple*.

STEP 4 \ ON THEIR OWN

Ask students to read and write the words at the right. Then, ask students to segment and blend the syllables.

| cuddle | fable | turtle |

Final Syllable C + -*le*

CORRECTIVE FEEDBACK

IF students cannot decode words with final syllable C + -*le,*

THEN model how to decode words with final syllable C + -*le,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from more explicit instruction on final syllables with letters *le.*

- Display *little.* Let's say this word together. *Little.* What are the last two letters in *little?* (*le*) When a word ends with *le,* the consonant before *le* joins the letters *le* to form the last syllable of the word.

| l | i | t | t | l | e |

- In *little,* what is the consonant letter before the letters *le?* (*t*) Yes, the consonant letter *t* is the letter before the letters *le.*

- To form the last syllable of the word *little,* you join the consonant letter *t* and the letters *le.* What is the last syllable in *little?* (*tle*) Yes, the last syllable in *little* is *tle.*

- Repeat with the following words.
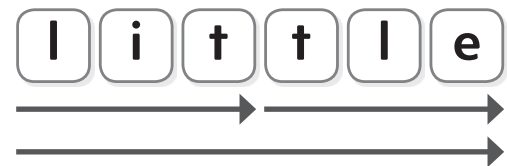
| apple | riddle | stable |

Make It Harder

Students may be ready for the following extension activity.

- Ask students to work with a partner. One partner should say a word that ends with a consonant and the letters *le.* The other partner should spell the word with letter tiles.

- Students should identify the syllables and write the words.

Fluency
Level 1

SIDE A

Accuracy

Accuracy refers to reading a text correctly, without omitting, adding, or changing any of the words.

ROUTINE

STEP 1 \ INTRODUCE

Describe reading with accuracy. Today we're going to practice reading with accuracy. We won't skip over any words, add words, or change words. We want to read all the words correctly so the text makes sense.

STEP 2 \ MODEL

- Display a short text to model reading aloud. Before I read aloud, I'm going to read to myself to make sure I can read all the words. If I see a word I don't know, I will stop and figure it out. Model reading silently.

- When I read aloud, I'm going to read every word correctly. Listen to me read. Watch to make sure I read every word. Track the text with your finger as you read along.

STEP 3 \ GUIDE PRACTICE

- Give a copy of the text to each student. I'm going to read aloud again. This time I want you to point to the words on your copy as I read. Read the text aloud again. Point to the words as you read.

- Did I read every word aloud? Did I change any words? Remember that we read accurately so that the text makes sense. Read the text aloud again in a choral read.

STEP 4 \ ON THEIR OWN

- Have students take turns reading the same text aloud with a partner. Have the partner follow along and provide feedback about any words that were added, omitted, or misread.

- Listen to each pair and provide feedback. Prompt students to self-correct and confirm accurate reading. Point out any words that are read incorrectly.

Accuracy

CORRECTIVE FEEDBACK

IF students have difficulty reading the text accurately,

THEN model accurate reading, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

If students struggle to read with accuracy, teach any words that were read aloud incorrectly.

- We can blend sounds to read some words. Help students read decodable words by blending sounds.

- Some words need to be memorized. Pronounce any high-frequency, non-decodable words students are having difficulty reading. Have them spell the words aloud and then write them on cards. Use the cards as flashcards until students can read the words accurately.

- Finally, have students reread the text aloud. Have them repeat reading the text aloud until they can read it fluently.

Make It Harder

Have students who can read on-level texts accurately be model readers for a partner or small group, which allows more practice for everyone.

- Suggest the model reader first read the text silently, to ensure she or he can read all the words correctly. Next, have her or him read the whole text aloud.

- Then, have the model reader lead an echo reading.

- Finally, have the model reader lead a choral reading.

Rate

Rate refers to oral reading at the speed of natural speech that demonstrates automatic word recognition and smooth pacing.

ROUTINE

STEP 1 \ INTRODUCE

Describe the skill. Today we will practice reading aloud at the same speed we use when we speak—not too fast, and not too slow. Reading aloud like we speak makes a reading easier to understand.

STEP 2 \ MODEL

- Display a short text. I want my reading to sound as if I were talking with someone, so I will read silently first to learn the words. Read silently with me. Pause to read silently. Now I will read aloud. As I read aloud, follow along and read with me. Notice the pace of my reading.

- Point to each word as you read it aloud at the same speed you normally speak.

STEP 3 \ GUIDE PRACTICE

- Distribute a copy of the same text to each student for choral reading. Now, read aloud with me. Point to each word as you read it and try to read at the same speed that you use when you speak.

- Read aloud the text with students.

STEP 4 \ ON THEIR OWN

- Have students read aloud the text without you. When they have finished reading, make suggestions for pausing, speeding up, or slowing down the rate. For optimal fluency, have students read aloud the text three or four times.

- Provide feedback on students' pace (too slow, too fast, just right).

Rate

CORRECTIVE FEEDBACK

IF students cannot read aloud at an appropriate rate,

THEN model how to read aloud at an appropriate rate, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read aloud at an appropriate rate may benefit from a word-recognition activity.

- Make a set of word cards of the decodable words from the text and another set of the high-frequency words from the text. Remember, we learn to read some words by saying the sounds that the letters make. We learn to read other words just by remembering them.

- Start with the decodable words and guide students in blending the sounds for each word. Then use the cards as flashcards and have students read aloud the words until they read them at an appropriate rate.

- Repeat using the high-frequency words.

- Have students read aloud the short text again until they make their reading "sound like talking."

Make It Harder

Students who can read aloud at an appropriate rate may enjoy reading aloud with a partner.

- Have each partner choose a short text in an appropriate leveled reader.

- Have partners take turns reading aloud their texts so their reading sounds like they are talking. Tell the other partner to listen carefully so he or she can ask the reader a question about the text.

- After each partner has read aloud and answered a question, have partners exchange texts and repeat the activity.

SIDE A

Prosody: Poetry

Prosody refers to oral reading with appropriate phrasing, intonation, and emphasis. **Rhythm** is the pattern of stressed and unstressed syllables. **Rhyme** is two or more words with the same middle and ending sounds.

ROUTINE

STEP 1 \ INTRODUCE

Describe reading poetry. Today we're going to practice reading poetry aloud. Poems often have rhythm, or a pattern of beats. Many poems also have rhyming words, such as *cat* and *rat,* which create patterns of sounds.

STEP 2 \ MODEL

- Display a poem to model reading aloud. When I read a poem aloud, I read all the words exactly the way they are written. I pause if I see a comma or a period. I also pause when I see a bigger space between the lines of poetry. My voice goes up when I see a question mark. Read the poem aloud. Track the text with your finger as you read.

- I also use my voice to show the rhythm and rhyme of the poem. I can feel the rhythm when I read; it makes me want to tap my feet. Words that rhyme, like _____ and _____, create repeating sounds. I'm going to read aloud again and this time I'll tap the rhythm as I read. Read the poem aloud and tap along with the rhythm.

STEP 3 \ GUIDE PRACTICE

- Give a copy of the poem to each student. I'm going to read aloud again, and this time I want you to tap as I read. Read the text aloud again. Can you hear the rhythm?

- Let's do an echo reading. Read and have students echo read every line (or every stanza).

- Call attention to the prosody of the poem. What words do we emphasize in this poem? After which words do we pause? Should our voices go up or down on any words?

- Read the text aloud once more in a choral read.

STEP 4 \ ON THEIR OWN

Have student pairs take turns reading stanzas to each other. Provide feedback on students' volume, intonation, and overall expression.

Prosody: Poetry

CORRECTIVE FEEDBACK

IF students have difficulty reading a poem with appropriate prosody, including rhythm and rhyme,

THEN model reading, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

If students are reading poetry without appropriate prosody, they may benefit from first discussing the poem's meaning and identifying cues for pauses.

- Briefly discuss the meaning of the poem. What is the poem about? Is it a happy poem or a sad poem? Is it about real things or make-believe things?

- If students are reading all the words correctly but are reading with uneven prosody, they may need help knowing where to pause. I'm going to mark the pauses in this first part. You read it aloud and pause only when you come to my slash. Have students mark the pauses in the rest of the poem.

- Do an echo reading with students, stopping after each line.

- Now work with a partner and do a partner reading. Have partners practice reading the poem until they can read it fluently.

Make It Harder

Students who can read on-level poems with appropriate prosody may want to read longer or more challenging poems.

- Have students select an appropriate poem and first read it silently to make sure they can read all the words and understand where to pause.

- Have students note rhyming words and tap the rhythm as they practice reading.

- Then have students work in pairs and read aloud to each other. Have them read aloud several times for optimal fluency practice.

Prosody: Narrative Texts

Prosody refers to oral reading with appropriate phrasing, intonation, and emphasis. With narrative texts, reading aloud often involves reading with expression to help show characters.

ROUTINE

STEP 1 \ INTRODUCE

Describe reading narrative texts with prosody. We're going to practice reading a story aloud. If a character is talking, we'll read the sentences the way the character would say them. Reading with expression helps listeners better understand the characters and the story.

STEP 2 \ MODEL

- Display a short narrative text to model reading aloud. Let's look at the punctuation. If I see a comma, I know to pause. If I see a period at the end of a sentence, I pause a little longer than I do for a comma. If I see a question mark, my voice goes up to show that the sentence is a question. If I see an exclamation mark, my voice gets louder to show excitement. Display punctuation marks for students. Read the story aloud.

- There's another type of important punctuation in narrative texts. Point out quotation marks around dialogue. These are quotation marks. They show when the characters speak. Watch how I use my voice when _____ is speaking. Read a section of dialogue aloud.

Punctuation Cues for Fluency

, = pause briefly

. = pause slightly longer

? = raise voice

! = show excitement

" " = read as the character would speak

STEP 3 \ GUIDE PRACTICE

- Give a copy of the story to each student. Let's read the first part together. After reading some dialogue aloud, stop to focus on expression. What is [the character] thinking about or feeling when [character] says _____? How can we use our voices to show that feeling?

- Continue reading the story aloud together. Call attention to important punctuation and points in the dialogue where students can read with expression to show character.

STEP 4 \ ON THEIR OWN

Have student pairs take turns reading the same story aloud with appropriate expression. Provide feedback on students' intonation, volume, emphasis, and phrasing.

Prosody: Narrative Texts

FLUENCY

CORRECTIVE FEEDBACK

IF students have difficulty reading a narrative text with appropriate prosody,

THEN model reading with prosody, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

If students are reading without expression, they may benefit from discussing the meaning of the text and dialogue and identifying punctuation cues.

- What is this story about? We know the character _____ is [excited/upset/ wondering about something] because of the punctuation here. Have the students point out the punctuation and what it suggests. How do you talk when you're feeling this way? Show that feeling when you're reading this part aloud.

- Point out important punctuation in the story and elicit how it is a clue to a character or the meaning of the story. Then guide students to read each part with appropriate expression.

- Do a partner reading with one student at a time. Take turns reading parts of the story, and then repeat, switching roles. Repeat several times for optimal fluency.

Make It Harder

Have students who can read on-level narrative texts accurately and with appropriate prosody and effective expression be model readers for a partner or small group. This will allow more practice for everyone.

- Suggest the model reader first practice reading aloud with expression on his or her own.

- When the student is ready, have her or him lead a choral reading with a partner or small group.

Prosody: Informational Texts

Prosody refers to oral reading with appropriate phrasing, intonation, and emphasis.

ROUTINE

STEP 1 \ INTRODUCE

Describe the routine. Today we're going to practice reading aloud informational texts. These texts give us information. We watch for commas and periods to know when to pause. We group words into phrases. This helps our listeners understand the information.

STEP 2 \ MODEL

- Display a short informational text to model reading aloud. Informational texts explain something or tell us how to do something. I read clearly and loudly enough so my listeners can understand me. I read groups of words in chunks, or phrases, so readers can understand the ideas. Model reading aloud, tracking the print.

- This text is about _____. It gives information, so I know to read it in a serious voice. I pause when I see commas and periods. Point out the space between paragraphs, if applicable. If I see a space between paragraphs, I pause there, too. Listen to me read aloud again, and pay close attention to how I use my voice. Model reading aloud again.

STEP 3 \ GUIDE PRACTICE

- Give a copy of the text to each student. I'm going to read aloud again. Point to each word on your copy as I read. Read the text aloud again.

- Call students' attention to your phrasing and your pauses. In that first sentence, which words did I group together? Mark the text. Where did I pause? How did the grouping help your understanding of the information? Mark the text. Then have students echo read the same sentence, matching your phrasing and pauses.

- Read the text aloud again in a choral read.

STEP 4 \ ON THEIR OWN

Have pairs take turns reading the same text aloud. Provide feedback on phrasing and pauses.

Prosody: Informational Texts

CORRECTIVE FEEDBACK

IF students have difficulty reading an informational text with appropriate prosody,

THEN model reading aloud, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle to read with appropriate phrasing and pauses may benefit from additional practice in using punctuation cues.

- Guide students to focus on phrasing and punctuation cues by marking pauses in the text. Review the punctuation in the text as needed. I'm going to mark the first few pauses on your copy, and then you mark the rest of them. Use a slash between words to indicate pauses. Let's read aloud. I'll read one sentence and then you read the next sentence.

- Have the students read aloud the entire text.

Punctuation Cues for Fluency

, = pause briefly

. = pause slightly longer

Make It Harder

Have students who can read informational text with appropriate phrasing be model readers for a partner or small group.

- Help students select appropriate informational texts and have them read independently first, to ensure they know all the words and to practice phrasing.

- Then have model readers lead an echo reading with a partner or small group.

Prosody: Drama

Prosody refers to oral reading with appropriate phrasing, intonation, and emphasis. Oral reading of plays includes reading characters' dialogue with expression.

ROUTINE

STEP 1 \ INTRODUCE

Describe reading aloud a drama. We're going to practice reading aloud a drama, or play. With drama, we read the dialogue, or what the characters say, with expression. We read the setting and character names in a neutral, or more regular, voice. We adjust how we read to help our audience better understand the characters and the drama.

STEP 2 \ MODEL

- Display a short drama. First I look at the text to see which parts are dialogue and which are other information. Point out dialogue. I see lines of dialogue for each character. I read this text with feeling. I show how each character would speak. Point out the title, character tags, and stage directions. I read this information in a regular voice.

- I'm going to read the text silently, to make sure I know the words. Model reading silently.

- Now I know what the play is about. I have an idea of how to read the characters' dialogue with feeling, or expression. Model reading aloud the drama fluently.

STEP 3 \ GUIDE PRACTICE

- Give each student a copy of the play and read it aloud again. What parts did I read with expression? Why? What parts did I read in a neutral voice? Elicit examples.

- I'm going to read the play again, as if I were on stage. I'll speak clearly and loudly enough so the audience can understand me. Follow along. Read the text aloud again. How does reading aloud with volume and expression help us understand and enjoy the play?

- Do a choral reading of the text.

STEP 4 \ ON THEIR OWN

Have students work in groups that allow for each student to take one part, including a narrator, if necessary. Have groups read the same text aloud, changing roles and reading the text several times. Provide specific feedback about students' prosody.

Prosody: Drama

CORRECTIVE FEEDBACK

IF students have difficulty reading a dramatic text with appropriate prosody,

THEN model reading with prosody, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle to read dialogue with appropriate expression may benefit from retelling and doing echo reading.

- Ask students to retell what happens in the text to ensure they understand its meaning. How would you use your voice to show what the character is thinking or feeling here? Have students focus on the lines of dialogue for one character at a time.

- Have students do an echo reading of the same text or section of dialogue several times. You may want to use a recording of the text to provide additional models of fluent oral reading.

- Once individual students are reading the play with some prosody, have them practice even more with partners who each take a role in the drama.

Make It Harder

Have students who can read on-level dramatic texts with appropriate prosody read aloud longer or more challenging dramas.

- Help students choose an appropriate text. Have them first work independently, reading the text silently and then practicing reading aloud on their own.

- Once students are comfortable with the text, have them do a partner reading. Encourage partners to talk about how reading dialogue clearly and with appropriate expression and volume helps their partners understand and enjoy the drama.

Fluency and Qualitative Measures

What Is Fluency?

Fluency is reading accurately, with expression, at an appropriate rate. To learn to read words and become fluent readers, students need a solid phonological base and strong alphabetic and language skills. Frequent practice reading high-frequency words helps students learn to recognize words automatically.

As students' ability to read words with automaticity grows, they begin to understand the text as they read and will be able to demonstrate different aspects of prosody as they read aloud. Fluent readers group words into meaningful phrases and use their voices to convey the meaning of a text by adjusting timing, expression, volume, emphasis, and intonation. As students make gains in fluency, they will read more quickly while maintaining accuracy and demonstrating expression.

Fluency is directly related to comprehending text, the ultimate goal of reading. Mastery of these skills—reading accurately with automaticity, at an appropriate rate, and with appropriate expression—is what helps students focus on the meaning of a text.

What Does a Fluency Test Measure?

A fluency test measures the number of words that a student reads aloud correctly in one minute (WCPM) in a grade-level text that the student has not previously seen. Speed, while an important indicator, is not the main objective.

- **Accuracy, Rate, and WCPM** The score (words correctly read per minute) is calculated by subtracting the number of errors the student makes from the total number of words the student read.

- **Results** Scores can be highly variable because of familiarity (or lack of familiarity) with a particular topic and related vocabulary, or due to student anxiety. The score of any one test should be seen within the context of a semester or a year.

Using *myView Cold Reads for Fluency and Comprehension*

Cold Reads for Fluency and Comprehension provides leveled selections and comprehension items that assess each week's comprehension focus and support emerging fluency.

- **Differentiation** Selections and items are written for students at varying levels of proficiency, as indicated at the bottom of each page: Developing (D), On-Level (OL), and Advanced (A).

- **High-Frequency Words** High-frequency words are strategically placed in the selections to give students additional practice reading these words in context.

- **Practice** Use selections to model fluent oral reading regularly in class. Selections can also provide students with ample opportunities to practice reading orally before they are assessed.

- **Assessment** Selections are designed to be administered as tests to assess student progress.

Qualitative Measures

Gaining fluency is a process that is different for every reader. Some students demonstrate fluency from early on, while for others it can be a gradual process. Over time and with effective reading instruction and practice, students will show improvement. Charting WCPM scores as students' reading improves motivates them to further practice and improve their fluency.

Key Variables

Emerging readers progress through phases, the timing of which varies but can be generalized as follows:

- A focus on pronouncing words and phrases (Kindergarten, Grade 1, and first half of Grade 2)

- Showing signs of prosody; starting to use expressive language (second half of Grade 2)

- Fluctuating oral reading fluency scores (at the end of Grade 3, moving into Grades 4 and 5)

Measuring Other Aspects of Fluency

To get an overall picture of a student's fluency, teachers will benefit from tracking not only WCPM but also those elements of prosody that are more subjective. As you listen to students' oral reading practice, pay attention to their demonstration of prosodic elements beyond accuracy and rate.

- **Phrasing** Does the student group words into meaningful chunks and pause appropriately when encountering commas and periods?

- **Intonation** Does the student's voice go up and down when she or he sees a question mark or exclamation mark, or when speaking as a character would?

- **Volume and Stress** Does the student translate the emotion and meaning of the text into his or her oral reading through appropriate shifts in volume and emphasis?

- **Self-correction** Does the student self-correct, an important fluency and comprehension skill, as he or she reads?

Use the **Oral Reading Fluency Rubric** to determine a student's level of fluency and assess areas in which a student may need practice.

Target Fluency Goals

One of the most effective ways to assess fluency is by taking a timed sample of a student's oral reading and measuring words correct per minute (WCPM).

Prepare for the Timed Sample
- Choose a selection that is on grade level and not previously seen by the student.
- Make two copies of the selection. Give one copy to the student and keep the other copy for yourself.
- Have a timer or clock available for timing the reading.

Administer the Timed Sample
- Have the student read aloud the selection for one minute, excluding the title.
- Mark on your copy of the selection any miscues or errors the student makes.
- Stop the student at exactly one minute and note precisely where he or she stopped.

Score the Results: WCPM = (Total number of words read) − (Number of errors)
- Count the total number of words read in one minute.
- Subtract the number of miscues or errors made.
- Record the words correct per minute score.

Interpret the Score

The following chart identifies performance benchmarks for winter and spring, with the expected benchmark at the 50th percentile. For example, a first-grade student reading 59 WCPM in winter is reading at the 75th percentile. The same student reading 116 WCPM in the spring is now reading at the 90th percentile.

GRADE	%ILE	FALL WCPM	WINTER WCPM	SPRING WCPM
1	90		97	116
	75		59	91
	50		29	60
	25		16	34
	20		9	18

Hasbrouck, J. & Tindal, G. (2017). "Compiled ORF Norms 2017" from *An Update to Compiled ORF Norms (Technical Report No. 1702)*. Eugene, OR, Behavioral Research and Teaching, University of Oregon. Used by permission.

IF the score is lower than the expected benchmark,

THEN evaluate your notes on the student's miscues to determine whether further instruction in decoding, vocabulary, and comprehension strategies is needed. Exposing the student to fluent reading models and encouraging the student to read more texts at an accessible reading level may also increase fluency.

Oral Reading Fluency Rubric

Score	VOLUME AND EXPRESSION	SYNTAX AND PHRASING	ACCURACY	RATE
4	The student reads enthusiastically with good expression throughout the text and varies expression and volume to match his or her interpretation of the text.	The student reads smoothly with some breaks; demonstrates meaningful phrasing, mostly in clause and sentence units; adjusts for punctuation; and preserves the author's syntax. Stress and intonation are appropriate.	The student reads accurately. A rare, minor error may occur or be self-corrected, but does not appear to detract from the overall comprehension of the text.	The student consistently reads at a natural-sounding, conversational pace.
3	The student reads with appropriate volume and some expression appropriate to the text.	The student generally uses appropriate phrasing but occasionally breaks smoothness with run-ons or mid-sentence pauses for breath, or does not adjust for punctuation. Stress and intonation are adequate, and the syntax of the author is mostly preserved.	The student mostly reads accurately. Errors sometimes result from a difficult word or sentence structure. Errors may be self-corrected and do not appear to affect comprehension.	The student sometimes reads at an uneven pace, too slow or too fast at times.
2	The student begins to use voice to make text sound natural but focuses mostly on reading the words and reads somewhat quietly. Expression is minimal.	The student reads in short phrases and does not adjust for punctuation, making the reading sound choppy. Stress and intonation are lacking or inappropriate at times.	The student makes a number of errors. Errors sometimes affect comprehension.	The student reads somewhat slowly. There may be frequent or extended pauses or hesitations.
1	The student reads the words but does not sound natural, is difficult to hear, and uses little or no expression.	The student reads in a choppy, word-by-word manner with frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts. Stress and intonation are absent or inappropriate.	The student makes many errors to the point of affecting comprehension.	The student reads slowly and with difficulty.

Phonological and Phonemic Awareness
Level 2

SIDE A

Distinguish Long and Short Vowel Sounds

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will listen for the vowel sound in words.

STEP 2 \ MODEL

- Listen carefully to the vowel sound in this word: *back,* /b/ /a/ /k/, *back*. We hear the vowel sound /a/ in the middle of *back.* Have students repeat /a/ after you.

- Listen to the vowel sound in this word: *bake,* /b/ /ā/ /k/, *bake*. We hear /ā/ in the middle of *bake*. Have students repeat /ā/ after you.

- Now I'm going to say a sound followed by two words. Listen carefully for the word that has the sound I say: /a/, *mat, plate*. The word *mat* has the sound /a/. Say the vowel sound in *mat* with me: /a/.

STEP 3 \ GUIDE PRACTICE

Continue the activity, saying the sounds and word pairs below. Let's try these sounds and words. For each sound, ask: Which word has the vowel sound __?

| /ē/ pen, <u>peas</u> | /i/ <u>rib</u>, right | /o/ loan, <u>block</u> | /ū/ crumb, <u>mule</u> |

STEP 4 \ ON THEIR OWN

Have students distinguish the vowel sounds in other spoken word pairs. For each sound, ask: Which word has the vowel sound __?

| /ā/ stack, <u>drain</u> | /e/ leak, <u>speck</u> | /ī/ <u>twice</u>, kick | /o/ loan, <u>lock</u> |
| /u/ <u>plug</u>, huge | /ē/ pets, <u>cheese</u> | /i/ price, <u>chimp</u> | /ō/ <u>broke</u>, stomp |

Distinguish Long and Short Vowel Sounds

CORRECTIVE FEEDBACK

IF students cannot distinguish long and short vowel sounds in word pairs,

THEN model how to segment the sounds in each word to identify its long or short vowel sound, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot distinguish long and short vowel sounds in word pairs may need practice identifying the long or short vowel sound in individual words.

- Listen carefully as I say a sound and a word. If you hear the sound I say in the word, show a "thumbs up." Say: /e/, *dress.* Show a "thumbs up." If you do not hear the sound in the word, show a "thumbs down." Say: /ē/, *track*. Show a "thumbs down."

- Say the following sounds and words. If students show the wrong thumb signal, guide them in segmenting the individual phonemes of the word and identifying the vowel sound.

> **Thumbs up:** /a/, plant   /ē/, screech   /ī/, flight   /o/, knot   /u/, stump

> **Thumbs down:** /ū/, lunch   /ī/, drift   /ā/, branch   /e/, dream   /ō/, prompt

Make It Harder

Students who can distinguish long and short vowel sounds in one-syllable words may be ready to identify the vowel sound in each part of two-syllable words.

- I will say a word with two parts. Listen carefully to the vowel sound in each part and say the vowel sound you hear.

- Read aloud one word at a time and have students identify the vowel sound they hear in each syllable: *handbag, cocoa, finish, leaky, lifetime, sandstone, subway, daydream, highway, sunfish*.

Distinguish Long and Short Vowel Sounds

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

I will say words with one syllable, or part. Listen to the sound in the middle of this word: *pin,* /p/ /i/ /n/, *pin*. You know the middle sound /i/ in *pin* is a short vowel sound. Now listen to the vowel sound in the middle of this word: *pine,* /p/ /ī/ /n/, *pine*. You know the middle sound /ī/ in *pine* is a long vowel sound. Today we will listen for long and short vowel sounds in two-syllable words.

STEP 2 \ MODEL

- Listen to this word: *cupcake. Cupcake* has two syllables, or parts: *cup* and *cake*. What is the middle sound in the first syllable, *cup?* (/u/) Is the sound /u/ a short vowel sound or a long vowel sound? (short)

- What is the middle sound in the second syllable, *cake?* (/ā/) Is the sound /ā/ a short vowel sound or a long vowel sound? (long)

STEP 3 \ GUIDE PRACTICE

Now listen to this word: *rainbow*. How many syllables does the word *rainbow* have? (two) What is the middle sound in the first syllable? (/ā/) Is /ā/ a short vowel sound or a long vowel sound? (long) What is the middle sound in the second syllable of *rainbow?* (/ō/) Is /ō/ a short vowel sound or a long vowel sound? (long)

STEP 4 \ ON THEIR OWN

Continue the activity, saying the words below. Have students identify the number of syllables in each word, the vowel sound in each syllable, and whether each vowel sound is short or long.

inside	light	mail	sunshine
goldfish	shake	myself	bedtime

Distinguish Long and Short Vowel Sounds

CORRECTIVE FEEDBACK

IF students cannot distinguish long and short vowel sounds in one- and two-syllable words,

THEN model how to segment the sounds in each syllable to identify its long or short vowel sound, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need practice identifying the long or short vowel sound.

- Review the short vowel sounds with students and have students repeat each sound: /a/, /e/, /i/, /o/, /u/. Then review the long vowel sounds and have students repeat each sound: /ā/, /ē/, /ī/, /ō/, /ū/.

- Have students stand, leaving a little space around them. I will say a word. Listen carefully to the middle sound in the word. If you hear a short vowel sound, repeat that sound as you squat to a short position. Demonstrate a squat after you say: /a/. If you hear a long vowel sound, repeat that sound as you reach high over your head to make your arms long. Demonstrate stretching your arms high over your head after you say: /ā/.

- Say the following words. If students confuse short and long vowel sounds, guide them in segmenting the individual phonemes of the words.

coat	**spell**	**brass**	**drive**
skate	**prince**	**block**	**peach**

Make It Harder

Some students may be ready to identify the vowel sound in each part of three- and four-syllable words.

- I will say a word with three or four syllables. Listen carefully to the vowel sound in each syllable and say the vowel sound you hear.

- Read aloud these words and have students identify the vowel sound they hear in each syllable: *elephant, umbrella, ladybug, ponytail, activity, identify, reality, radiate, motivate, identity, illustrate, accident.*

SIDE A

Identify and Produce Rhyming Words

Rhyming words are two or more words that have the same middle and ending sounds.

ROUTINE

STEP 1 \ INTRODUCE

You know that rhyming words have the same middle and ending sounds, like *bee* and *glee*. Today we'll listen to some words and decide if they rhyme. Then we'll say more rhyming words.

STEP 2 \ MODEL

- Listen to the sounds in the word *tie:* /t/ /ī/. Say the sounds with me: /t/ /ī/. Now listen to the sounds in *fly:* /f/ /l/ /ī/. *Tie, fly.* Both words end with the sound /ī/. *Tie* and *fly* are rhyming words.

- What other word do I know that ends with the sound /ī/? I know—*dry.* The word *dry* rhymes with *tie* and *fly: tie, fly, dry.* All three words end with /ī/.

STEP 3 \ GUIDE PRACTICE

Let's do it together. Listen to these words: *tan, plan.* Say: *tan,* /t/ /a/ /n/; *plan,* /p/ /l/ /a/ /n/. Both words end with the same vowel sound and ending sound /an/. Words rhyme when they end with the same ending sound. Do *tan* and *plan* rhyme? (yes) What other words do we know that end with /an/? (*fan, than, man, Dan*)

STEP 4 \ ON THEIR OWN

I'll say two words. You tell me if the words rhyme. If they rhyme, then tell me other words that rhyme with them. Accept all words that rhyme.

may, my (no)	**row, slow** (yes)	**grew, clue** (yes)	**neck, pack** (no)
buy, sigh (yes)	**flea, flow** (no)	**dough, show** (yes)	**high, thigh** (yes)

SIDE B

Identify and Produce Rhyming Words

Make It Easier

Some students may benefit from a rhyme completion task.

- Help me complete the following sentence with a word that rhymes: Seeing the blue jay, /j/ /ā/, made my ___. (*day,* /d/ /ā/)

- Have students complete these sentences with rhyming words. Accept nonsense and real words that rhyme.

  He washed his tie, /t/ /ī/, and then let it ___. (*dry,* /d/ /r/ /ī/)

  We went to the show, /sh/ /ō/, and sat in the middle ___. (*row,* /r/ /ō/)

  Mom wears plaid, /p/ /l/ /ad/, so she can feel ___. (*glad,* /g/ /l/ /ad/)

  The picture he drew, /d/ /r/ /ū/, gave us a ___. (*clue,* /k/ /l/ /ū/)

  The clever little man, /m/ /an/, had a ___. (*plan,* /p/ /l/ /an/)

  We shook the tree, /t/ /r/ /ē/, and got apples for ___. (*free,* /f/ /r/ /ē/)

  I took the old tray, /t/ /r/ /ā/, and painted it ___. (*gray,* /g/ /r/ /ā/)

Make It Harder

Students may be ready for this extension activity.

Have partners challenge each other to see who can produce the most rhyming words. Take turns telling your partner a word. The partner will say as many words as he or she can think of that rhyme with the word. Keep count of the number of rhyming words each partner says to see who thinks of the most rhyming words.

Identify and Produce Rhyming Words

Rhyming words are two or more words that have the same middle and ending sounds.

ROUTINE

STEP 1 \ INTRODUCE

Rhyming words have the same middle and ending sounds, like *cat* and *bat.* Today we'll listen to some words and decide if they rhyme. Then we'll say more rhyming words.

STEP 2 \ MODEL

- Listen to the sounds in the word *stay:* /s/ /t/ /ā/. Say the sounds with me: /s/ /t/ /ā/. Now listen to the sounds in *play:* /p/ /l/ /ā/. *Stay, play.* Both words end in /ā/. *Stay* and *play* are rhyming words.

- Now I'll find another word that rhymes with *stay* and *play.* What other word do I know that ends in /ā/? I know—*away.* The word *away* rhymes with *stay* and *play:* /s/ /t/ /ā/, /p/ /l/ /ā/, /ə/ /w/ /ā/. All three words end with /ā/.

STEP 3 \ GUIDE PRACTICE

- Let's do it together. Listen to these words: *sail, nail.* Say: *sail,* /s/ /ā/ /l/. Say the middle and ending sounds with me: /ā/ /l/. Say: *nail,* /n/ /ā/ /l/. Say the middle and ending sounds with me: /ā/ /l/.

- Do *sail* and *nail* rhyme? (yes) What other words do we know that end in /ā/ /l/? (*pail, mail*)

STEP 4 \ ON THEIR OWN

I'll say two words. You tell me if the words rhyme. If they rhyme, then tell me other words that rhyme with them. Accept both nonsense and real words.

| **sit, sat** (no) | **flag, bag** (yes) | **flat, hat** (yes) | **sag, knot** (no) |

Identify and Produce Rhyming Words

CORRECTIVE FEEDBACK

IF students cannot identify or produce rhyming words,

THEN model how to identify and produce rhyming words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty producing rhyming words may benefit from a rhyme completion task using phonograms instead of individual phonemes for the middle and ending sounds in words.

- Finish this sentence with a word that rhymes with *frog: The frog jumped on a ___.* (Possible response: *log*)

- Have students complete these sentences with rhyming words. Accept nonsense and real words that rhyme. Possible answers are given.

> ***What do you* see?** *I see a ___.* (*tree*)

> ***The* dog *became friends with a ___.*** (*frog*)

Make It Harder

Students who are able to produce rhyming words may participate with a partner in a rhyming activity in which one student points to an object in the classroom and the partner says a word that rhymes with it.

- Point to a book. My word is *book*. Say a word that rhymes with *book*.

- The second partner says a word that rhymes with the object and then points to another object. The first partner says a rhyming word for that object.

- Continue until each partner has produced a set number of rhyming words.

SIDE A
Change Phonemes: Initial

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

We can change the initial, or beginning, sound in words to make new words. Today we're going to change words by adding and taking away sounds at the beginning of words.

STEP 2 \ MODEL

- Listen to this word: *rice. Rice* has the beginning sound /r/, the middle sound /ī/, and the final sound /s/, *rice*.

  | rice |

- Let's change the beginning /r/ sound to /n/. The new word is *nice*. Repeat the word, emphasizing each sound. Segment it with me: /n/ /ī/ /s/, *nice*.

  | nice |

- We can also say a new word by taking away the initial sound in some words. If we take away the /n/ in *nice*, what is our new word? Allow time for replies. That is correct. The new word is *ice*.

  | ice |

STEP 3 \ GUIDE PRACTICE

- Let's try another word together. Say *hat*. If I take away the initial /h/, what word do I have? Allow time for replies. That's correct. I have *at*.

  | hat |
  | at |

- Now I'm going to add a new beginning sound, /m/. What is the new word? Allow students time to reply. That's correct. The new word is *mat*.

  | mat |

STEP 4 \ ON THEIR OWN

- Use these words and initial sounds to say new words. I'll say a word. Then I'll say a new initial sound. Say the new word. Make sure students pronounce the new word correctly.

  | **rails:** /n/ (*nails*) |
  | **foxes:** /b/ (*boxes*) |
  | **hand:** /st/ (*stand*) |

- Have students think of other words to add or remove the initial sound to say new words. Have them share words with a partner.

Change Phonemes: Initial

CORRECTIVE FEEDBACK

IF students cannot change initial phonemes in words, | **THEN** model how to change initial phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot change initial phonemes might need more explicit instruction on how to identify and change the initial sound in words.

- Listen to this word: *lime*. The beginning sound is /l/. If I take away the beginning sound /l/, I have /īm/. Say /īm/ with me.

- Now let's add a new beginning sound: /t/. Say /t/ with me: /t/. Let's put the two sounds together: /t/ /īm/. Say the new word with me: *time*.

- Let's try this with other words. After I say each word, I want you to say the beginning sound. Then I'm going to say a new beginning sound. I want you to say a new word with the new beginning sound. Say each of the following words aloud. Then say the new beginning sound. Have students say the new word. Repeat each word as needed.

| lime |
| time |
| **kite** (/k/): **/b/** (*bite*) |
| **mile** (/m/): **/t/** (*tile*) |
| **ride** (/r/): **/w/** (*wide*) |

Make It Harder

Students who are able to change initial phonemes can extend the activity by playing a game in which students produce new words by replacing or adding the initial phoneme.

- Have a small group of students sit in a circle. The first student says a word. My word is *pine*.

- The second student must change the initial sound to create a new word. My word is *mine*.

- The third student may either change the initial sound of the word or say, "New word!" and say a new word. The next student must then change the initial phoneme of this new word.

- The game ends when everyone has had at least one turn changing the initial phoneme or saying a new word.

SIDE A

Change Phonemes: Medial and Final

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

We can change the medial, or middle, and final, or ending, sounds in words to make new words. Today we're going to change the middle or ending sounds in words to make new words.

STEP 2 \ MODEL

- Listen to this word: *fly*. As I say the word again, I want you to listen carefully to the final sound. Repeat the word. The last sound is /ī/. Say the sounds with me: /f/ /l/ /ī/, *fly*.

- Demonstrate adding a final sound to make a new word. I can add the final sound /t/ to *fly* to make a new word. Say the sounds with me, /f/ /l/ /ī/ /t/. What is our new word? That is correct. Our new word is *flight*.

- Demonstrate changing a medial sound to make a new word. We can also change the middle sound. Listen to this word: *bake*. I can change the middle sound /ā/ to /ī/ to make the word *bike*. Say both words: *bake, bike*.

fly

flight

bake

bike

STEP 3 \ GUIDE PRACTICE

- Listen to these words: *time, tame*. What sound changed in these two words? Allow time for students to reply. That's correct. The middle sound /ī/ changed to /ā/.

- Repeat with the words *lock, log; site, sit*.

STEP 4 \ ON THEIR OWN

Have students identify the change between each pair of words. Then have partners think of other pairs of words.

sweep/sweet	bay/bye	grape/grade

Change Phonemes: Medial and Final

CORRECTIVE FEEDBACK

IF students cannot manipulate medial and final phonemes in words,

THEN model how to change these phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot change medial and final phonemes might need more explicit instruction on how to identify and change these sounds in words.

- Listen to this word: *pail.* The beginning sound is /p/, the middle sound is /ā/, and the ending sound is /l/. Say the sounds with me: /p/ /ā/ /l/, *pail.*

pail

- Let's change the middle sound to /ī/. Say the sounds with me: /p/ /ī/ /l/. Let's put the sounds together and say our new word: /p/ /ī/ /l/, *pile.*

pile

- Let's try this with other words. I'm going to say a word, and then I'm going to tell you which sound to change. You say the new sound and then the new word. Say each of these words and sounds. Allow time for students to say the sound and then the new word. Repeat the sounds as necessary.

bee: add final /t/ (*beet*)

lid: change /i/ to /ā/ (*lāid*)

Make It Harder

Students can extend the activity by playing a game in which students produce a word and then determine if a new word can be made by changing either the medial or final phoneme.

- Have a small group of students sit in a circle. Begin by saying a word and then segmenting the phonemes. My word is *make,* /m/ /ā/ /k/. Change either the middle or final sound. What's your word?

- The next student must change either the medial or final phoneme to make a new word. I'm going to change the final sound to /d/. My word is *made.* The student then says a new word for the next student.

- If it's not possible to make a new word by changing either the medial or final phoneme, the student says "Not a word!" and thinks of a new word.

- The game ends when everyone has had at least one turn saying a word and a turn changing the medial or final phoneme.

SIDE A

Change Phonemes: Initial, Medial, Final

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

When a sound in a word is changed, a new word is formed. Today we will change sounds in words to form new words.

STEP 2 \ MODEL

- *Toast*. When I listen to the sounds in the word *toast,* I can identify the sounds /t/ /ō/ /s/ /t/. I can identify /ō/ as the middle sound.

- Let me change the middle sound /ō/ to the sound /ā/. /t/ /ā/ /s/ /t/. *Taste*. The new word *taste* is formed when I change the sound /ō/ to the sound /ā/.

- Repeat with *name,* changing the initial sound /n/ to the sound /f/ to form *fame*.

STEP 3 \ GUIDE PRACTICE

- Listen to the following word. *Train*. Say the word with me. *Train*. What is the final sound in the word *train?* (/n/)

- Let's change the final sound /n/ to the sound /d/. What new word is formed? (*trade*)

- Repeat with *sail* to form *same*.

STEP 4 \ ON THEIR OWN

Say the words below. Ask students to identify whether the initial, medial, or final sound changed in each word.

| laugh/loaf | sick/pick | glad/glass |

Change Phonemes: Initial, Medial, Final

CORRECTIVE FEEDBACK

IF students cannot change phonemes, | **THEN** model how to change phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot change phonemes might need more explicit instruction on changing initial phonemes.

- Listen to the following word. *Note*. What are the sounds in the word *note?* (/n/ /ō/ /t/) The sounds in the word *note* are /n/ /ō/ /t/.

- What happens to the word *note* when we change the first, or initial, sound to /t/? Students should identify that the word *note* changes to the word *tote* when /n/ is changed to /t/.

- Let's try this with another word. *Dune*. What are the sounds in *dune?* (/d/ /ü/ /n/) The sounds in the word *dune* are /d/ /ü/ /n/.

- What happens to *dune* when we change the initial sound to /t/? Students should identify that the word *dune* changes to the word *tune* when /d/ is changed to /t/.

- Repeat with the words at the right.

| board/chord |
| nail/rail |
| feet/meet |

Make It Harder

Students who can change phonemes should work on the following extension activity.

- Have students sit in a circle. One student says a word that can be changed into a new word by changing a phoneme.

- The student on the right must say a new word and identify which phoneme he or she changed.

- The game continues until every student has had a chance to form a new word.

SIDE A

Change Phonemes: Initial, Medial, Final

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Each sound in a word is important. We make new words when we change a sound, or phoneme, in a word.

STEP 2 \ MODEL

- *Leg*. The sounds in *leg* are /l/ /e/ /g/. The initial, or first, sound is /l/.

- Let me change the first sound /l/ to the sound /p/. /p/ /e/ /g/. *Peg*. The new word *peg* is formed when I change the phoneme, or sound, /l/ to the sound /p/.

- I wonder what will happen if I change the initial sound to /m/. /m/ /e/ /g/. *Meg*. The new word *Meg* is formed when I change the initial sound /p/ to /m/.

STEP 3 \ GUIDE PRACTICE

- Listen to the following word. *Dig*. Say the word with me. *Dig*. What is the middle sound in the word *dig*? (/i/)

- Let's change the middle sound /i/ to the sound /o/. What new word is formed? (*dog*)

- What word is formed when you change the middle sound /o/ to the sound /u/? (*dug*)

STEP 4 \ ON THEIR OWN

Say each group of words. Ask students to identify whether the initial, middle, or final sound changed.

sand/bland
dill/dull/doll
bat/back/bag

Change Phonemes: Initial, Medial, Final

CORRECTIVE FEEDBACK

IF students cannot change phonemes,

THEN model how to change phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot change phonemes might need more explicit instruction on changing middle phonemes.

- Listen to the following word. *Track*. What sounds are in the word *track?* (/t/ /r/ /a/ /k/) The sounds /t/ /r/ /a/ /k/ are in the word *track*.

- What is the new word when we change the middle sound in *track* to /i/? Students should identify that the word *track* changes to the word *trick* when /a/ is changed to /i/.

- Let's try this with another word. *Flash*. What sounds are in the word *flash?* (/f/ /l/ /a/ /sh/) The sounds /f/ /l/ /a/ /sh/ are in the word *flash*.

- What is the new word when we change the middle sound in *flash* to /e/? Students should identify that the word *flash* changes to the word *flesh* when /a/ is changed to /e/.

- Repeat with the words on the right.

| bird/bored |
| vine/vein |
| grade/grid |

Make It Harder

Students who can change phonemes should work on the following extension activity.

- Have students work in partners. One student should say a word and then segment the word.

- The partner should change a phoneme in the word to form a new word.

- Ask the partners to take turns. Emphasize that students should think of words that form other words when a phoneme is changed.

Manipulate Phonemes: Initial and Final

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

We can manipulate, or switch, sounds in words to make new words. Today, we are going to switch the first and last sounds in words to make new words.

STEP 2 \ MODEL

- *Bowl*. The sounds in the word *bowl* are /b/ /ō/ /l/. The initial, or first, sound is /b/ and the final, or last, sound is /l/. *Bowl*.

- Let me switch the first sound, /b/, with the last sound, /l/. /l/ /ō/ /b/. *Lobe*. The new word *lobe* is formed when I switch the first and last sounds in the word *bowl*.

STEP 3 \ GUIDE PRACTICE

- Listen to the following word. *Shrub*. Say the word with me. *Shrub*. What is the first sound in the word *shrub?* (/sh/) What is the last sound in the word *shrub?* (/b/)

- Let's switch the first sound, /sh/, with the last sound, /b/. What new word is formed? (*brush*) The new word *brush* is formed when we switch the first and last sounds in the word *shrub*.

STEP 4 \ ON THEIR OWN

Have students switch the initial and final sounds in the words below. Listen to the following words and switch the first and last sounds.

| mood/doom | verse/serve | team/meet |

SIDE B

Manipulate Phonemes: Initial and Final

CORRECTIVE FEEDBACK

IF students cannot manipulate phonemes, | **THEN** model how to manipulate phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot manipulate phonemes might need more explicit instruction on changing initial phonemes.

- Listen to the following word. *Hat*. What are the sounds in the word *hat?* (/h/ /a/ /t/) The word *hat* has the sounds /h/ /a/ /t/.

- What new word is formed when we change the first sound in *hat* to /m/? Students should identify that the word *hat* becomes the new word *mat* when /h/ is changed to /m/.

- Let's try another word. *Cheek*. What are the sounds in the word *cheek?* (/ch/ /ē/ /k/) The sounds /ch/ /ē/ /k/ are in the word *cheek*.

- What new word is formed when we change the first sound in *cheek* to /b/? Students should identify that the word *cheek* becomes the word *beak* when /ch/ is changed to /b/.

- Repeat with the words on the right.

feet/seat
toys/boys
mouse/house

Make It Harder

Students who can manipulate phonemes should work on the following extension activity.

- Have students work in partners. One student should say a word and then segment the syllables in the word.

- The partner should switch the initial and final sounds to determine if the new word is a word or not a word.

- Ask the partners to take turns. Emphasize that students should think of words that form other words when the first and final sounds are switched.

SIDE A
Manipulate Phonemes: Initial and Final

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

We can manipulate, or switch, sounds in words to make new words. Today, we are going to switch the first and last sounds in words to make new words.

STEP 2 \ MODEL

- *March.* The sounds in *march* are /m/ /är/ /ch/. The initial, or first, sound I hear is /m/ and the final, or last, sound is /ch/. *March.*

- Let me switch the first sound /m/ with the last sound /ch/. /ch/ /är/ /m/. *Charm.* The new word *charm* is formed when I switch the first and last sounds in the word *march.*

STEP 3 \ GUIDE PRACTICE

- Listen to the following word. *Knife.* Say the word with me. *Knife.* What is the first sound in the word *knife?* (/n/) What is the last sound in the word *knife?* (/f/)

- Let's switch the first sound /n/ with the last sound /f/. What new word is formed? (*fine*) The new word *fine* is formed when we switch the first and last sounds in the word *knife.*

STEP 4 \ ON THEIR OWN

Have students switch the initial and final sounds in the words below. Listen to the following words and switch the first and last sounds.

loaf/foal	cub/buck	back/cab

Manipulate Phonemes: Initial and Final

CORRECTIVE FEEDBACK

| **IF** students cannot manipulate phonemes, | **THEN** model how to manipulate phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity. |

Make It Easier

Students who cannot manipulate phonemes might need more explicit instruction on changing final phonemes.

- Listen to the following word. *Cake*. What are the sounds in the word *cake?* (/k/ /ā/ /k/) The sounds are /k/ /ā/ /k/ in the word *cake*.

- What is the new word when we change the last sound in *cake* to /n/? Students should identify that the word *cake* changes to the word *cane* when /k/ is changed to /n/.

- Let's try this with another word. *Wing*. What are the sounds in the word *wing?* (/w/ /i/ /ng/) The sounds /w/ /i/ /ng/ are in the word *wing*.

- What is the new word when we change the last sound in *wing* to /sh/? Students should identify that the word *wing* changes to the word *wish* when /ng/ is changed to /sh/.

- Repeat with the words on the right.

| chip/chill |
| sock/sob |
| phone/foam |

Make It Harder

Students who can manipulate phonemes should work on the following extension activity.

- Say the following words. Ask students to switch the initial and final sounds. Then, have them determine if the new word is a word or not a word.

| **plate** (not a word: *tlap*) | **mug** (word: *gum*) | **doom** (word: *mood*) |

- Ask students to think of their own words in which the initial and final sounds switch to form new words.

Phonics
Level 2

Short Vowel Words

Blending is the ability to string together the sound that each letter spells in a word.

ROUTINE

STEP 1 \ INTRODUCE

Display the vowels *a, e, i, o,* and *u* using letter tiles or cards. You know that the letters *a, e, i, o,* and *u* are vowels. You also know that vowels have a short sound and a long sound. Point to each vowel and review its short vowel sound and then its long vowel sound. Today we will read consonant-vowel-consonant, or CVC, words. CVC words usually have short vowel sounds.

a	e	i
o	u	
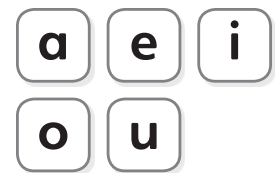
STEP 2 \ MODEL

- Display the word *tan* using letter tiles or cards. Point to *t.* The consonant *t* spells the sound /t/. Say /t/. (/t/) The vowel *a* spells the sound /a/. Say /a/. (/a/) The consonant *n* spells the sound /n/. Say /n/. (/n/) Now I will blend the sounds to read the word. Point to each sound spelling in *tan* as you say its sound: /t/ /a/ /n/. Then sweep your hand from left to right as you blend the sounds in the word: /t/ /a/ /n/, *tan.*

t	a	n

- I will write the word *tan.* The word *tan* begins with the sound /t/. Write the consonant *t.* The next sound in *tan* is /a/. I can write the vowel *a.* Write *a.* The last sound in *tan* is /n/. Write *n.* Point to the word and say: *tan.*
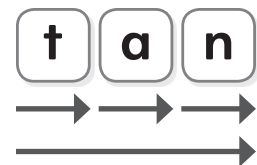
STEP 3 \ GUIDE PRACTICE

Display the word *leg* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *leg* as students decode the word with you: /l/ /e/ /g/, *leg.* Ask: What is the vowel sound in *leg?* (/e/; short *e*) How do we spell that sound? (*e*) Have students write the word *leg* with you.

l	e	g
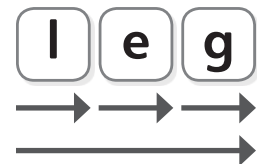
STEP 4 \ ON THEIR OWN

Have students read and write these words.

rid	cob	tub	jam	wag	vet	zip	top

SIDE B
Short Vowel Words

CORRECTIVE FEEDBACK

IF students cannot blend letter sounds to read CVC words,

THEN model how to blend the sounds in CVC words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who can identify each sound in a CVC word but cannot blend the sounds may benefit from a tactile activity.

- Display letter tiles for the word *bin,* leaving space between each letter. Tap each sound spelling as you say its sound: /b/ /i/ /n/.

- Now I'll blend the sounds to say the word. Push the tiles together from left to right as you say: *bin.*

- Provide each student with letter tiles and have students place tiles to spell the words below. Next, have students tap each letter as they say its sound and then push the tiles together as they blend the sounds and say the word.

b	i	n
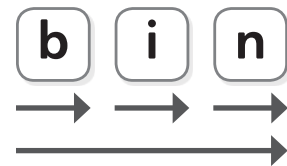
mop	hum	rap	wig	hem	sit	bud	rot

Make It Harder

Students who can blend the sounds to read CVC words may be ready to build their own words with letter tiles.

- Provide partners with a set of letter tiles or cards and a sheet of paper and pencil to keep score. Have both partners write their names on the paper.

- Take turns building a word with a short vowel in the middle. If your partner reads aloud the word correctly, you both score one point. If your partner reads the word incorrectly or asks you for help, then you score another point.

- Continue building words until both partners score ten points.

SIDE A

Long Vowel (CVC*e*) Words

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

Display the vowels *a, e, i, o,* and *u* using letter tiles or cards. You know that the vowels *a, e, i, o,* and *u* have a short sound and a long sound. Point to each vowel and review its short vowel sound and then its long vowel sound. Today we will read consonant-vowel-consonant-silent *e,* or CVC*e,* words. In CVC*e* words, the first vowel is usually long and the *e* at the end is silent.

a	e	i
o	u	
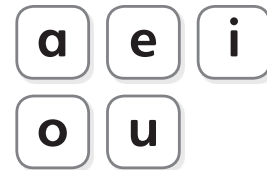
STEP 2 \ MODEL

- Display the word *can* using letter tiles or cards. Point to *can* as you say: We know how to read this CVC word. Say it with me: *can.* Point to *a:* The vowel *a* in *can* spells the short *a* sound: /a/.

c	a	n

- Add the vowel *e* to the end of *can* and point to final *e.* The *e* at the end of a consonant-vowel-consonant-*e* word usually changes the first vowel to a long sound. The letter *e* is silent.

c	a	n	e

- This is how we blend the sounds and read the word. Point to each sound spelling and sweep your hand under the letters as you say: /k/ /ā/ /n/, *cane.* Say it with me: /k/ /ā/ /n/, *cane.* Model how to write *cane.*

c	a	n	e
→
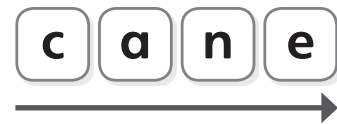
STEP 3 \ GUIDE PRACTICE

Display the word *dime* using letter tiles or cards. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *dime* as students blend the sounds and decode the word with you: /d/ /ī/ /m/, *dime.* Ask: What sound does the first vowel spell in *dime?* (/ī/; long *i*) Have students write the word *dime* with you.

d	i	m	e
→
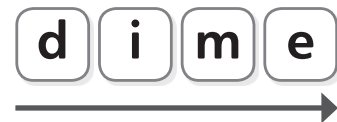
STEP 4 \ ON THEIR OWN

Have students read and write each of these words.

robe	fume	here	name	mile	vote	cube	fine

Long Vowel (CVC*e*) Words

CORRECTIVE FEEDBACK

IF students cannot decode long vowel CVC*e* words,

THEN model how to read CVC*e* words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need more practice with long vowel sounds.

- Display *cute* using letter tiles or cards. Say: This word has a consonant-vowel-consonant-silent *e* pattern. Point to *e:* The vowel *e* at the end of a CVC*e* word is silent. It doesn't spell a sound, but it usually gives the first vowel a long vowel sound. Point to *cute:* /k/ /ū/ /t/, *cute.* Say it with me: /k/ /ū/ /t/, *cute.*

- Remove the final *e* tile. Now the word has a consonant-vowel-consonant pattern. This pattern usually has a short vowel sound. Point to each letter: /k/ /u/ /t/, *cut.* Say it with me: /k/ /u/ /t/, *cut*.

- Replace the final *e* and point to *e:* The *e* at the end of this word usually signals that we say the long vowel sound. Point to each letter as you say its sound: /k/ /ū/ /t/. What is this word? (*cute*)

- Distribute letter tiles or cards. Have students spell and read aloud the first word below. Next, have students remove the final *e* and decode the short-vowel word. Repeat with the remaining words.

| mate | rode | fine | Pete | cube | rate | kite | note |

Make It Harder

Students may be ready to decode CVC*e* words with initial consonant blends.

- Display *smile*. Point to the letters *m, i, l, e* as you say: This word has the consonant-vowel-consonant-silent *e* pattern. This word will probably have a long vowel sound. Point to each sound spelling: /s/ /m/ /ī/ /l/, *smile.*

- Have students decode these words: *flake, drive, broke, flute, skate, smoke, trade.*

SIDE A

Consonant Blend Words

A **consonant blend** is a blended sound represented by two or three consonant letters.

ROUTINE

STEP 1 \ INTRODUCE

Today we will read words that blend, or combine, the sounds of two or three letters at the beginning and end of words. We will quickly blend these sounds, but we will still hear each individual sound as we do this.

STEP 2 \ MODEL

- Display the word *stem* using letter tiles or cards. *This is the word stem.* Point to the sound spellings as you segment the letter sounds, exaggerating the initial sounds /s/ and /t/: */s/ /t/ /e/ /m/. Listen as I blend the sounds of the letters s and t at the beginning of stem: /s/ /t/, /st/. Say it with me: /s/ /t/, /st/.* Then sweep your hand under the letters as you blend the sounds and read the word: */st/ /e/ /m/, stem.* Model how to write *stem.*

  | s | t | e | m |

- Display the word *fast* using letter tiles or cards. *This is how I read the word fast.* Point to the sound spellings as you segment the letter sounds, exaggerating the final sounds /s/ and /t/: */f/ /a/ /s/ /t/. Listen to how the sounds of the letters s and t blend at the end of fast: /s/ /t/, /st/. Say it with me: /s/ /t/, /st/.* Then sweep your hand under the letters as you blend the sounds and read the word: */f/ /a/ /st/, fast.* Model how to write *fast.*

  | f | a | s | t |
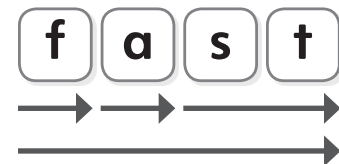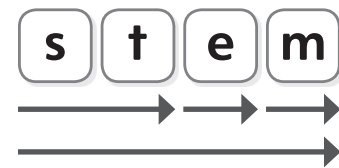
STEP 3 \ GUIDE PRACTICE

Display the word *strip* using letter tiles or cards. Point to the sound spellings and have students say the sounds with you: */s/ /t/ /r/, /str/.* Then sweep your hand under *strip* as students decode the word with you: */str/ /i/ /p/, strip.* Repeat for the word *bend.*

| s | t | r | i | p |
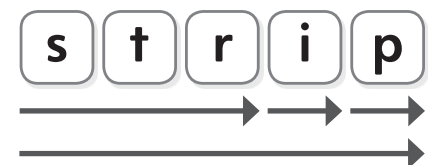
STEP 4 \ ON THEIR OWN

Have students decode and write these words: *clam, gold, snake, land, brim, desk, scrape,* and *dunk.*

Consonant Blend Words

CORRECTIVE FEEDBACK

IF students cannot decode words with consonant blends,

THEN model how to read words with consonant blends, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a tactile blending activity.

- Display letter tiles for *bend,* leaving space between each letter*.* Tap each sound spelling and say the sound: /b/ /e/ /n/ /d/. Have students repeat. Tap *n* and *d* and blend the sounds: /n/ /d/, /nd/, /nd/, /nd/. Have students repeat.

- Now I'll blend all the sounds to say the word. Push the tiles together from left to right as you say: *bend.* Ask: How do we spell the sounds in *bend?* (*b, e, n, d*)

- Provide students with letter tiles or cards. Have students spell *mask.* Next, have students tap the sound spelling of the consonant blend in *mask* as they say the sounds. Then have them tap each sound spelling and push the tiles together as they blend the sounds and say the word. Repeat for these words.
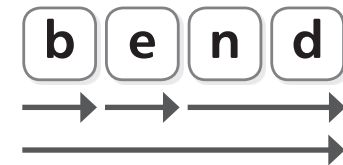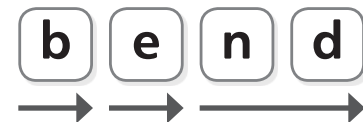
| flat | sent | crab | silk | prize | gift | strap |

Make It Harder

Some students may be ready for the following extension activity.

- Have students work with a partner. Each student thinks of a word with a consonant blend in the initial, final, or both initial and final positions.

- One partner says his or her word. The other partner spells the word, writes it, and reads aloud the word.

- Partners check for correct spelling of the word and revise the spelling as needed. Partners continue taking turns as time allows.

SIDE A

Consonant Digraphs *ch, sh, wh, th, ph* and Trigraph *tch*

A **consonant digraph** is a single sound represented by two consonants. A **consonant trigraph** is a single sound represented by three consonants.

ROUTINE

STEP 1 \ INTRODUCE

A consonant digraph is two consonants that spell one sound. A trigraph is three consonants that spell one sound. Display the digraphs *ch, sh, wh, th, ph* and trigraph *tch*. Point to each digraph and trigraph as you say its sound. Have students repeat each sound after you.

| ch | sh | wh |

| th | ph | tch |
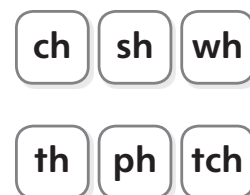
STEP 2 \ MODEL

• Display the word *chip*. This is how I blend the sounds in the word *chip*. Point to each sound spelling as you say its sound: /ch/ /i/ /p/. Then sweep your hand under *chip* as you blend the sounds to read the word: /ch/ /i/ /p/, *chip*.

| ch | i | p |

• Now I will write the word. The word *chip* begins with the sound /ch/. I can write the letter combination *ch*. Write *ch*. The next sound I hear is /i/. Write *i*. The last sound I hear is /p/, so I write *p*. Write *p*.
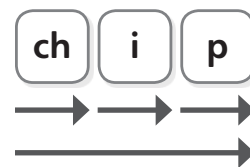
STEP 3 \ GUIDE PRACTICE

• Display the word *dash*. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *dash* as students blend the sounds to read the word with you: /d/ /a/ /sh/, *dash*. Have students write the word with you.

| d | a | sh |

• Repeat for these words: *whale, bath, phone,* and *catch*.
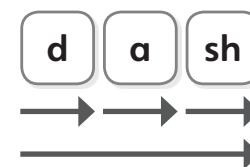
STEP 4 \ ON THEIR OWN

Have students blend the sounds to read and then write these words: *lunch, shade, white, thin, graph, patch*.

SIDE B

Consonant Digraphs *ch*, *sh*, *wh*, *th*, *ph* and Trigraph *tch*

CORRECTIVE FEEDBACK

IF students cannot blend the sounds in a word with a consonant digraph or trigraph,

THEN model how to blend each sound spelling in the word, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot blend the sounds in words with consonant digraphs or the trigraph *tch* may need practice with the sound spellings.

- Display tiles or cards for the word *whip,* leaving space between each letter. Point to *w* and *h*. Then push the two letters together as you say: The letters *w* and *h* work together to spell one sound, /hw/. Say it with me: /hw/, /hw/, /hw/. Point to *i* and *p* as you say: /i/ /p/. Push the tiles together as you blend the sounds of the word: /hw/ /i/ /p/, *whip*. Have students blend the sounds to say the word with you.

w	h	i	p

wh	i	p

- Provide each student with a set of letter tiles or cards for each word at the right. Have students isolate each letter, digraph, or trigraph sound, and then push the tiles together as they blend the sounds to say the word.
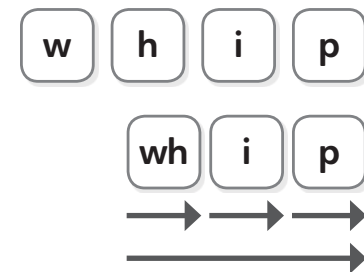
ranch	phone
crash	match
fifth	

Make It Harder

Students who can blend words with consonant digraphs and the trigraph *tch* may be ready to build other words.

- Have students use letter tiles or cards to build a word for each digraph and the trigraph *tch*.

- Have partners challenge each other in reading aloud the words they built.

SIDE A

Inflected Endings *-s, -es, -ed, -ing*

An **inflected ending** is a letter or group of letters added to a base word that changes the word's tense, voice, or number.

ROUTINE

STEP 1 \ INTRODUCE

Today we will read and write words with the endings *-s, -es, -ed,* and *-ing*.

STEP 2 \ MODEL

- We add the endings *-s* or *-es* to the end of most nouns to change the word to mean "more than one." Display the nouns *tents* and *dishes.* Point to *tents:* /t/ /e/ /n/ /t/ /s/, *tents.* The word *tents* means "more than one" tent. Point to *dishes:* /d/ /i/ /sh/ /əz/, *dishes.* The word *dishes* means "more than one" dish. Model how to spell and write *tents* and *dishes.*

- We add the endings *-s, -es, -ing,* and *-ed* to most verbs to show when the action happens. Display the verbs *camps, camping, washes,* and *washed.* Point to *camps:* /k/ /a/ /m/ /p/ /s/, *camps. Hayden camps.* The ending *-s* tells what Hayden does. Point to *camping:* /k/ /a/ /m/ /p/ /i/ /ng/, *camping. Hayden is camping.* The ending *-ing* tells what Hayden is doing now. Point to *washes:* /w/ /aw/ /sh/ /əz/, *washes. Hayden washes the tent.* The ending *-es* tells what Hayden does. Point to *washed:* /w/ /aw/ /sh/ /t/, *washed. Hayden washed the tent.* The ending *-ed* tells what Hayden did in the past. Model how to spell and write *camps, camping, washes,* and *washed.*

Inflected Endings Rules
- Add *-s* to form the plural of most nouns.
- Add *-es* to form the plural of nouns that end in *s, z, ch, sh,* and *x.*
- Change *y* to *i* and add *-es* to form the plural of a noun ending in a consonant and *y.*
- Double the final consonant of CVC verbs before adding *-ed* or *-ing.*

STEP 3 \ GUIDE PRACTICE

Display the nouns *flags* and *cities* and the verbs *steps, stepped, stepping,* and *tries.* Have students decode each word with you and then explain the meaning of each word. Review the rules for spelling words with inflected endings. Next, have students write each word.

STEP 4 \ ON THEIR OWN

Have students decode, explain the meaning of, and write these words: *flies, marches, planning, played, rules, classes, ponies, graphs.*

Inflected Endings *-s, -es, -ed, -ing*

CORRECTIVE FEEDBACK

IF students cannot decode words with the inflected endings *-s, -es, -ed,* and *-ing,*

THEN model how to read words with the endings, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty decoding words with the inflected endings *-s, -es, -ed,* and *-ing* may benefit from this activity.

- Display and point to the word *mix.* Segment and blend the sounds in the word with me: /m/ /i/ /ks/, *mix.*

- Display and point to the ending *-es* in the word *mixes.* This word has the ending *-es.* What sound does *-es* spell? (/əz/) That's correct. The letters *-es* spell the sound /əz/. Segment and blend the sounds in the word with me: /m/ /i/ /ks/ /əz/, *mixes.* Let's write the word *mixes.*

- Repeat for endings *-ed* in *mixed* and *-ing* in *mixing:* /m/ /i/ /ks/ /t/, *mixed;* /m/ /i/ /ks/ /i/ /ng/, *mixing.*

- Have students decode and write the following sets of words.

mix

mixes

mixed

mixing

clap, claps, clapped, clapping	crash, crashes, crashed, crashing
end, ends, ended, ending	pass, passes, passed, passing

Make It Harder

Students who can decode words with *-s, -es, -ed,* and *-ing* can extend the activity by working with a partner to build other words with these endings.

- Provide pairs of students with letter tiles. One student spells a noun or verb. My word is *f, i, s, h.* Add *-es.* What's the word?

- The partner writes the word, adds *-es,* and then decodes and reads aloud the new word: *f, i, s, h, e, s;* /f/ /i/ /sh/ /əz/. Your word is *fishes.*

- Students continue taking turns to build new words with endings as time allows.

SIDE A

r-Controlled Vowels *ar, or, ore, oar*

An ***r*-controlled vowel** refers to a single vowel followed by the letter *r* that has neither a long vowel sound nor a short vowel sound, but an *r*-controlled vowel sound.

ROUTINE

STEP 1 \ INTRODUCE

When the letter *r* follows a vowel, the vowel and *r* join together to spell a new sound. Today we will read words that have the vowel sounds /är/ and /ôr/.

STEP 2 \ MODEL

- Display the word *dark* using letter tiles or cards. This word is /d/ /är/ /k/, *dark.* Listen to the vowel sound as you say the word with me: /d/ /är/ /k/, *dark.* Point to the letters *ar:* The letters *a* and *r* join together to spell the vowel sound /är/. Say the vowel sound with me: /är/. Have students write *dark* and underline *ar.*

| d | a | r | k |

- Display the word *torn.* This is the word /t/ /ôr/ /n/, *torn.* Listen to the vowel sound as you say the word with me: /t/ /ôr/ /n/, *torn.* Point to the letters *or:* The letters *o* and *r* join together to spell the vowel sound /ôr/. Say the vowel sound with me: /ôr/. Have students write *torn* and underline *or.*

| t | o | r | n |

- Repeat for the sound /ôr/ spelled *ore* and *oar* using *wore* and *boar.*
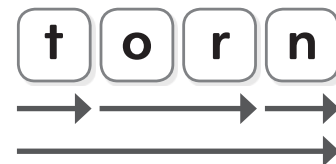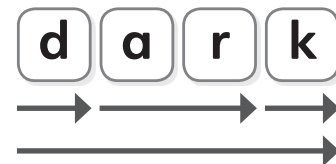
STEP 3 \ GUIDE PRACTICE

Display the word *smart.* Have students decode with you: /s/ /m/ /är/ /t/, *smart.* What letters spell the sound /är/? (*a, r*) Have students write *smart* and underline *ar.* Repeat for the sound /ôr/ spelled *or, ore,* and *oar* using *horn, core,* and *soar.*

| s | m | a | r | t |
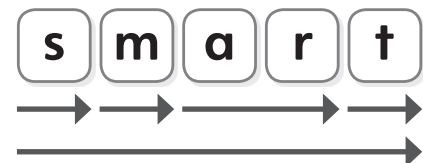
STEP 4 \ ON THEIR OWN

Have students decode and write each of these words.

| charm | sport | score | board | star | chore | born | roar |

r-Controlled Vowels *ar, or, ore, oar*

CORRECTIVE FEEDBACK

IF students cannot decode words with *r*-controlled *ar, or, ore,* and *oar,*

THEN model how to decode these words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need more explicit instruction.

- Display *pat* using letter tiles or cards and have students say the word with you. What is the vowel sound in *pat*? (/a/; short *a*) Add the letter *r* to spell the word *part.* Listen to the vowel sound in this word: /p/ /är/ /t/, *part.* What is the vowel sound in *part*? (/är/) Point to the letters *ar.* The letter *r* changes the vowel sound. The *r* blends with the vowel to spell the sound /är/. The letters *a* and *r* spell the sound /är/ in the word *part.*

- Repeat for the sound /ôr/ spelled *or* and *ore,* using *pot/port* and *toe/tore.*

- Remind students that the sound /ôr/ can also be spelled *oar* as in *soar.* Have students read these words: *roar, board, oar,* and *boar.*
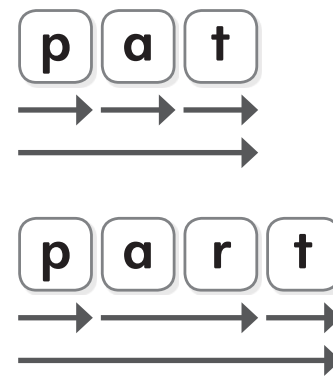
Make It Harder

Some students may be ready for this extension activity.

- Provide students with letter tiles or cards. The first student makes a word with the *r*-controlled vowel spelled *ar, or, ore,* or *oar* but doesn't say the word. Here is my word: *f, a, r, m.* What is my word? (*farm*) Which letters spell the sound /är/? (*a, r*) Both students write the word.

- Partners take turns making and decoding words with the *r*-controlled vowels spelled *ar, or, ore,* and *oar.* Have students continue until each student has decoded five to ten words.

SIDE A

Contractions

A **contraction** is a shortened form of two words. Some letters are removed from one word and replaced with an apostrophe.

ROUTINE

STEP 1 \ INTRODUCE

Draw an apostrophe on a small sticky note. Display the words at the right. Today we will combine these words with other words to make contractions. A contraction is a shorter word formed by taking away letters from a word and replacing them with an apostrophe.

am	is	are
was	were	will
has	have	had
do	does	did
not		

STEP 2 \ MODEL

- Display the words *they will* using letter tiles or cards and read aloud the words. I'm going to combine these two words. Remove the letters *wi* and replace them with the apostrophe sticky note. Point to the apostrophe. This punctuation mark is an apostrophe. It takes the place of the letters *wi* that I took out. Push *ll* next to the apostrophe to form *they'll.*

- Point to each part of *they'll:* A contraction has two parts. In this word, the parts are *they* and *'ll*. This is how I decode this word: *they, /l/; they'll.* Say the word with me: *they'll.* Model how to write *they'll.*

they will

they'll

STEP 3 \ GUIDE PRACTICE

- Display the words *have not* and have students read aloud the words with you. Replace the letter *o* with an apostrophe and push *n't* next to *have.* Let's read this word: *have, /n/ /t/; haven't.* Have students write the contraction.

- Repeat with other contractions: *I am* (*I'm*), *he is* (*he's*), *she has* (*she's*), *we had* (*we'd*), *they are* (*they're*), *we have* (*we've*), *do not* (*don't*).

have not

haven't

STEP 4 \ ON THEIR OWN

Have students form contractions from these words. Then have students read and write each contraction.

| **it is** (*it's*) | **he had** (*he'd*) | **I have** (*I've*) | **she will** (*she'll*) |

Contractions

CORRECTIVE FEEDBACK

IF students cannot form or decode contractions,

THEN model how to make and decode contractions, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a tactile approach.

- Display *had not.* Read these words with me: *had not.* Let's form a contraction by combining these two words.

- Remove the *o* tile. We remove the letter *o* in the word *not.* We replace that letter with an apostrophe. Insert an apostrophe sticky note between *n* and *t.* Now we push *n't* to *had.* Point to *hadn't.* We have formed the contraction *hadn't.* Say *hadn't* with me. Have students repeat.

- Have students use letter tiles and apostrophe sticky notes to form the contractions below. Then have students write and decode each contraction.
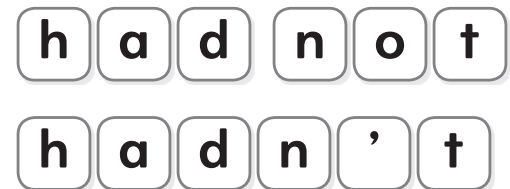
| h | a | d | n | o | t |

| h | a | d | n | ' | t |

| **they are** (*they're*) | **have not** (*haven't*) | **we have** (*we've*) |

| **let us** (*let's*) | **I am** (*I'm*) | **we will** (*we'll*) | **she is** (*she's*) |

Make It Harder

Students may be ready for this extension activity.

- Provide partners with a set of letter tiles and apostrophe sticky notes. Take turns forming a contraction and challenging your partner to read aloud the contraction and identify the two words that formed the contraction. Your partner scores one point for correctly reading aloud the contraction and one point for correctly identifying both words that formed the contraction.

- Partners continue taking turns until both partners score twenty points.

SIDE A
Vowel Digraphs *ai, ay, ea*

Vowel digraphs are letter combinations that spell one vowel sound.

ROUTINE

STEP 1 \ INTRODUCE

You know that the long *a* vowel sound can be spelled with the vowel *a* and with a consonant-vowel-consonant-silent *e* pattern. Today we will read words that spell the sound /ā/ with the vowels *ai, ay,* and *ea.*

STEP 2 \ MODEL

- Display the word *rail* using letter tiles or cards. Point to *ai* as you say: This word has the vowels *a* and *i* together. The vowels *ai* in this word spell the vowel sound /ā/. Point to the letters as you segment the sounds and then sweep your hand under the word: /r/ /ā/ /l/, *rail.* Say it with me: /r/ /ā/ /l/, *rail.* What vowel sound do we hear in *rail?* (/ā/; long *a*) Model how to write the word.

  r a i l

- Repeat for the sound /ā/ spelled *ay,* using the word *play,* and spelled *ea,* using the word *great.*
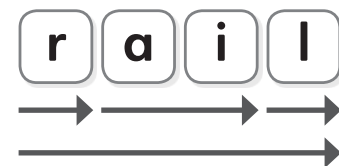
STEP 3 \ GUIDE PRACTICE

- Display the word *break* using letter tiles or cards. Point to *ea:* This word has the vowels *e* and *a* together. What sound might *ea* spell in this word? (/ā/; long *a*) That's right! In this word *ea* spells the sound /ā/. Let's decode the word together. Point to the letters as you segment the sounds with students and then sweep your hand under the word as you blend the sounds: /b/ /r/ /ā/ /k/, *break.* Have students write the word.

  b r e a k

- Repeat for the sound /ā/ spelled *ai,* using the word *train,* and spelled *ay,* using the word *clay*.
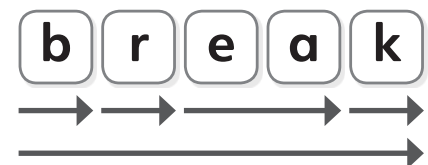
STEP 4 \ ON THEIR OWN

Have students read and write these words: *brain, steak, sway, drain, breaking, play, sprain, wait.*

SIDE B
Vowel Digraphs *ai, ay, ea*

CORRECTIVE FEEDBACK

IF students cannot decode words with digraphs *ai, ay,* and *ea,*

THEN model how to decode words with these digraphs, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from this tactile activity.

- Display *braid* using letter tiles or cards. Point to *ai:* When you see the vowels *a* and *i* together in a word, they often spell the long vowel sound /ā/. What vowel sound might this word have? (/ā/; long *a*) Push the letter tiles *a* and *i* together and say: /ā/. The letters *ai* spell the sound /ā/ in this word.

- Now let's segment the sounds: /b/ /r/ /ā/ /d/. Push the tiles together as you blend the sounds and say: *braid.* What vowel sound do we hear in *braid?* (/ā/; long *a*) How do we spell the long *a* sound in *braid?* (*ai*) Have students write the word *braid* and underline the letters that spell the long *a* vowel sound. (*ai*)

- Repeat for /ā/ spelled *ay,* using *stay,* and *ea,* using *steak.*

- Distribute letter tiles to students and have them spell, decode, and write these words: *stray, break, spray, quail, great, tray, main, clay.*
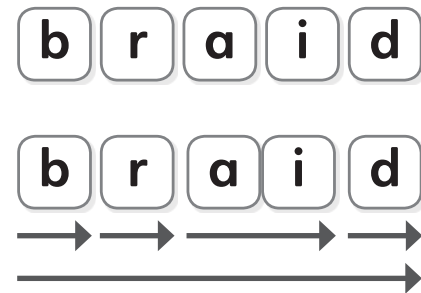
b r a i d

b r a i d

Make It Harder

Students may work on the following extension activity.

- Provide partners with letter tiles. Have one student spell the long *a* sound with either the *ai, ay,* or *ea* tiles.

- Have the partner build a word with that long *a* spelling and challenge the first student to read aloud the word and use it in a sentence. Have students continue as time allows.

SIDE A

Vowel Digraph *ie*

Vowel digraphs are letter combinations that spell one vowel sound.

ROUTINE

STEP 1 \ INTRODUCE

You know that long vowel sounds can be spelled different ways. Today we will read words with the letters *ie.* The letters *ie* can spell the long *i* sound /ī/ and the long *e* sound /ē/.

STEP 2 \ MODEL

- Display *pie* using letter tiles or cards. Point to *ie*: This word has the vowels *i* and *e* together. The vowels *ie* in this word spell the vowel sound /ī/. Point to the letters as you segment the sounds, and then sweep your hand under the word as you blend the sounds: /p/ /ī/, *pie.* Say it with me: /p/ /ī/, *pie.* What vowel sound do we hear in *pie?* (/ī/; long *i*) Model how to write the word.

p	i	e

- Display *field* using letter tiles or cards. Point to *ie* as you say: The vowels *ie* in this word spell the sound /ē/. Point to the letters as you segment the sounds, and then sweep your hand under the word as you blend the sounds: /f/ /ē/ /l/ /d/, *field.* Say it with me: /f/ /ē/ /l/ /d/, *field.* What vowel sound do we hear in *field?* (/ē/; long *e*) Model how to write the word.

f	i	e	l	d
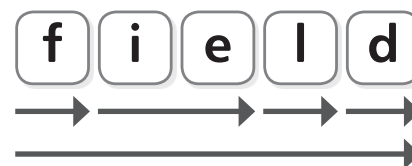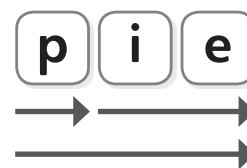
STEP 3 \ GUIDE PRACTICE

- Display *tied* using letter tiles or cards. Point to *ie:* Let's blend the sounds in this word. Point to the letters as you segment the sounds with students and then sweep your hand under the word: /t/ /ī/ /d/, *tied.* Have students write the word.

t	i	e	d

- Repeat for the sound /ē/ spelled *ie,* using the word *pier*.

p	i	e	r
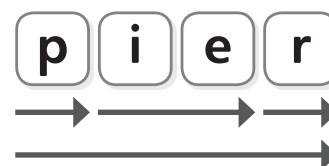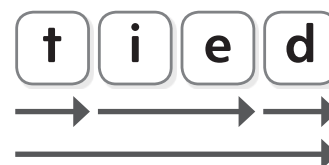
STEP 4 \ ON THEIR OWN

Have students read and write these words: *lies, shield, dries, thief, fried, niece, flies, chief.*

Vowel Digraph *ie*

CORRECTIVE FEEDBACK

IF students cannot decode words with the sounds /ī/ and /ē/ spelled *ie,*

THEN model how to decode words with this digraph, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students who cannot determine whether a word with *ie* spells the long *i* sound or the long *e* sound may benefit from this activity.

- Display the word *shield.* When you see the vowels *i* and *e* together in a word, they often spell the long *i* vowel sound /ī/ or the long *e* vowel sound /ē/. If you are not sure which long vowel sound to say, try them both. Point to *shield.* Let's try the long *i* vowel sound first. Point to the letters as you segment the sounds, saying /ī/ for *ie:* /sh/ /ī/ /l/ /d/, *shiled.* I don't know that word, so let's try the long *e* vowel sound: /sh/ ē/ /l/ /d/, *shield.* I know this word.

| s | h | i | e | l | d |

- Have students try both the long *i* sound and the long *e* sound as they decode these words: *tried, thief, cried, shriek, dries, fries.*
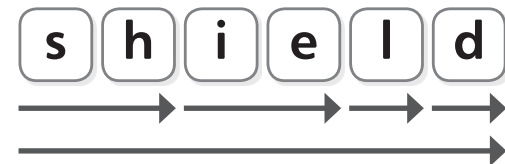
Make It Harder

Students may work on the following extension activity.

- Provide partners with letter tiles. Have one student build a word with long *i* or long *e* spelled *ie*.

- Have the partner read aloud the word, use it in a sentence, and then write the word. Then have that student build another long *i* or long *e* word spelled *ie.* Have students continue as time allows.

SIDE A

Long *e* Spelled *ee, ea, ey, y*

Vowel digraphs are letter combinations that spell one vowel sound.

ROUTINE

STEP 1 \ INTRODUCE

Today we will read words that spell the sound /ē/ with the vowels *ee, ea, ey,* and *y.*

STEP 2 \ MODEL

- Display *deep* using letter tiles or cards. Point to *ee* as you say: This word has the vowels *e* and *e* together. The vowels *ee* in this word spell the vowel sound /ē/. Point to the letters as you segment the sounds and then sweep your hand under the word as you blend the sounds: /d/ /ē/ /p/, *deep.* Say it with me: /d/ /ē/ /p/, *deep.* What vowel sound do we hear in *deep?* (/ē/; long *e*) Model how to write the word.

- Repeat for the sound /ē/ spelled *ea,* using the word *team;* spelled *ey,* using *key;* and spelled *y,* using *funny.*
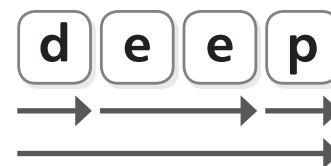
STEP 3 \ GUIDE PRACTICE

- Display *speak* using letter tiles or cards. Point to *ea:* What sound might *ea* spell in this word? (/ē/; long *e*) That's right! In this word, *ea* spells the sound /ē/. Let's decode the word together. Point to the letters as you segment the sounds with students and then sweep your hand under the word as you blend the sounds: /s/ /p/ /ē/ /k/, *speak.* Have students write the word.

- Repeat for the sound /ē/ spelled *ee,* using the word *sheep;* spelled *ey,* using *hockey;* and spelled *y,* using *sandy.*
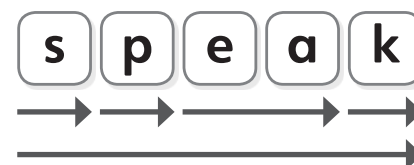
STEP 4 \ ON THEIR OWN

Have students read and write these words: *cheer, sneak, kidney, fifty, greet, reach, honey, lucky.*

Long *e* Spelled *ee, ea, ey, y*

CORRECTIVE FEEDBACK

IF students cannot decode long *e* words with digraphs *ee, ea, ey,* and *y,*

THEN model how to decode words with these digraphs, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from this tactile activity.

- Display *monkey* using letter tiles or cards. Point to *ey:* When you see the vowels *e* and *y* together in a word, they often spell the long vowel sound /ē/. What vowel sound might *ey* spell in this word? (/ē/; long *e*) Push tiles *e* and *y* together and say: /ē/. The letters *ey* spell the sound /ē/ in this word.

- Now let's segment the sounds in the word. Point to the letters as you say: /m/ /o/ /n/ /k/ /ē/. Push the tiles together as you blend the sounds and say: *monkey.* What vowel sound do we hear at the end of *monkey?* (/ē/; long *e*) How do we spell the long *e* sound in *monkey?* (*ey*) Have students write the word *monkey.*

- Repeat for the sound /ē/ spelled *ee,* using *speech;* spelled *ea,* using *clear;* and spelled *y,* using *empty.*

- Distribute letter tiles to students and have them spell, decode, and write these words: *free, team, donkey, chimney, story, seed, deal, dirty.*

Make It Harder

Students may work on the following extension activity.

- Provide partners with letter tiles. Have one student spell the long *e* sound with the *ee, ea, ey,* or *y* tiles. Have the partner build a word with that long *e* spelling and challenge the first student to read aloud the word and use it in a sentence.

- Have students continue as time allows.

SIDE A

Long *o* Spelled *o, oa, ow*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

Gather letter tiles to display words. Today we will read and write words that have the long *o* sound /ō/ spelled with the letters *o, oa,* or *ow.*

STEP 2 \ MODEL

- Display the word *no.* The word *no* has the vowel sound /ō/ spelled *o.* Decode *no,* having students repeat the sounds with you. /n/ /ō/, *no.* Have students write the word and underline the letter *o.*

n	o
→	→

- Display the word *goat.* The word *goat* has the long vowel sound /ō/ spelled *oa.* Have students decode with you. /g/ /ō/ /t/, *goat.* Have students write the word and underline the letters *oa.*

g	o	a	t
→	→	→	→

- Repeat with the word *snow.* The word *snow* has the vowel sound /ō/ spelled *ow.* Students should write *snow* and underline *ow.*

s	n	o	w
→	→	→	→

STEP 3 \ GUIDE PRACTICE

- Display the word *crow.* What vowel sound do you hear in the word *crow?* (/ō/) How is the vowel sound /ō/ spelled in the word *crow?* (*ow*) Ask students to write *crow* and underline *ow.*

c	r	o	w
→	→	→	→

- Display the word *soak.* What vowel sound do you hear in the word *soak?* (/ō/) How is the vowel sound /ō/ spelled in the word *soak?* (*oa*) Ask students to write *soak* and underline *oa.*

s	o	a	k
→	→	→	→

STEP 4 \ ON THEIR OWN

Have students read aloud these words. Then, ask students to write the words and underline the letters that spell the vowel sound /ō/.

load
post
own

SIDE B
Long *o* Spelled *o, oa, ow*

CORRECTIVE FEEDBACK

IF students cannot decode words with long *o* spelled *o, oa,* and *ow,*

THEN model how to decode words with long *o* spelled *o, oa,* and *ow,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with long *o* spelled *o, oa*, and *ow* may benefit from explicit instruction on decoding words with the long *o* sound.

- Display the word *foam*. Let's say the word *foam* together. *Foam.* What letters in the word *foam* spell the vowel sound /ō/? (*oa*) Point to the letters *oa* and say: The letters *oa* in the word *foam* spell the vowel sound /ō/. Students should write *foam* and underline *oa*.

foam

- Repeat with the word *told*. This is the word *told*. Which letter spells the vowel sound /ō/? (*o*) Point to the letter *o* and say: The letter *o* in the word *told* spells the vowel sound /ō/.

told

- Repeat with the word *grown.* This is the word *grown.* Which letters spell the vowel sound /ō/? (*ow*) Point to the letters *ow* and say: The letters *ow* in the word *grown* spell the vowel sound /ō/.

grown

- Practice with the following words.

most	toast	blow	float

Make It Harder

Students who can decode words with long *o* spelled *o, oa*, and *ow* should practice spelling words with the long *o* sound.

- Provide partners with letter tiles. One partner should say a word with vowel sound /ō/. My word is *so.*

- The other partner should spell the word with letter tiles and explain how the vowel sound /ō/ is spelled. *S, o.* The long *o* sound is spelled *o.*

- Students should take turns saying a word and spelling the word. Each student should say an example of a word spelled *o, oa,* and *ow.*

SIDE A

Compound Words

Compound words are words made of two smaller words.

ROUTINE

STEP 1 \ INTRODUCE

Compound words are words that are made up of two smaller words. Today we will practice decoding compound words.

STEP 2 \ MODEL

- We can decode compound words by looking for smaller words that make up the larger word.

- Display the words *sail* and *boat.* Listen to these two words: *sail, boat.* Have students repeat the words. We know what each of these words means by itself, but we can combine them to make another word.

- Display the word *sailboat.* The words *sail* and *boat* make up the compound word *sailboat,* meaning "a boat with a sail." Have students write *sailboat,* drawing a line between *sail* and *boat.*

sail

boat

sailboat

STEP 3 \ GUIDE PRACTICE

- Display the word *football.* When I see a long word, I check to see if it's made up of two smaller words. Are there two smaller words in *football?* Allow time for students to respond. That's correct—the two smaller words are *foot* and *ball.*

- Display *foot* and *ball.* Read these two words with me. Point to *foot* and then to *ball. Foot, ball.* We combine those words together and make the word *football.* Let's read and write *football.* Have students write *football,* drawing a line between *foot* and *ball.*

football

foot

ball

STEP 4 \ ON THEIR OWN

Have students read aloud these words. Then, ask students to write the words, drawing a line between the two smaller words.

highway overnight raindrop

SIDE B
Compound Words

CORRECTIVE FEEDBACK

IF students cannot decode compound words,

THEN model how to decode compound words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from explicit instruction on decoding compound words.

- Display the word *caveman.* This is the word *caveman.* Let's segment and blend the sounds in the word: /k/ /ā/ /v/ /m/ /a/ /n/, *caveman*.

- Do you see any smaller words? Allow students time to reply. That's correct. *Caveman* is made up of the smaller words *cave* and *man.* Let's write *caveman.* Have students write the word and draw a line between *cave* and *man*.

| c | a | v | e | m | a | n |

| cave | man |

- Repeat with the words at the right.

| horseback | mailbox |
| snowflake | railroad |

Make It Harder

Students who can decode compound words should practice spelling these words.

- Provide partners with letter tiles. One partner should use the tiles to spell a word. My word is *rain.* Make a compound word!

- The partner should use the tiles to add a word that would make a compound word. I'll add *coat* to the end of *rain* to make *raincoat.* Have students write the compound word they made.

- The partner then makes a word for the other partner to add a smaller word to make a compound word.

- Students should make a predetermined number of compound words.

SIDE A

Long *i* Spelled *i, ie, i_e, igh, y*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

The vowel sound long *i* can be spelled *i, ie, i_e, igh,* and *y.* Today we will read and write words with the vowel sound long *i.*

STEP 2 \ MODEL

- Display the word *wild.* When I read the word *wild,* I hear the long *i* sound: /w/ /ī/ /l/ /d/. The long *i* sound is spelled *i.* Have students write the word and underline *i.*

| wild |

- Repeat with *tried. Tried* has the long *i* sound spelled *ie.* Have students write the word and underline *ie.*

| tried |

- Repeat with *white.* When a word has a vowel-consonant-silent *e* pattern, the final *e* is silent, and the first vowel usually is long. Have students write *white* and underline *ite.*

| white |

- Repeat with *sigh.* The word *sigh* has the long *i* sound spelled *igh.* Have students write the word and underline *igh.*

| sigh |

- Repeat with *by.* The word *by* has the long *i* sound spelled *y.* Have students write the word and underline *y.*

| by |

STEP 3 \ GUIDE PRACTICE

Display these words. Read each word and have students identify the long *i* spelling in each one. Then have students write each word and underline the letters that spell long *i.*

| kind | tries |
| life | tonight |
| try |

STEP 4 \ ON THEIR OWN

Display the sentence at the right. Ask students to read aloud the sentence and identify the words with the long *i* sound. Then, ask students to write those words and underline the letters that spell the vowel sound /ī/.

Did Mike see the bright light in the sky?

SIDE B

Long *i* Spelled *i, ie, i_e, igh, y*

CORRECTIVE FEEDBACK

IF students cannot decode words with long *i*,

THEN model how to decode words with long *i* spelled *i, ie, i_e, igh,* and *y,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with long *i* spelled *i, ie, i_e, igh,* and *y* may benefit from more explicit instruction.

- Display the letter tiles for the word *sight*. Say the word *sight*.

- Tap each letter tile when saying the sounds of the letters in the word. For letters *i, g,* and *h,* say an elongated vowel sound /ī/ to reflect that vowel sound /ī/ is a result of all three letters combined. Ask students to repeat the word.

- Ask: Which letters in the word *sight* spell the vowel sound long *i*? (*igh*)

- Repeat with the following words.

spider	lie	life	bright	why

Make It Harder

Students who can decode words with long *i* spelled *i, ie, i_e, igh,* and *y* should work on the following extension activity.

- Provide pairs of students with letter tiles. Students should spell one word for each of the ways to spell the vowel sound long *i: i, ie, i_e, igh,* and *y*.

- Students should take turns spelling words.

- Partners then write each word and use each in a sentence.

SIDE A

Comparative Endings *-er, -est*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

The ending *-er* is added to a word when you compare two things. The ending *-est* is added to a word when you compare three or more things.

STEP 2 \ MODEL

- Display the word *large*. *A car is large.*

	large

- Display the word *larger*. *A truck is larger than a car.* I am comparing two things, so I drop the *e* and add *-er* to the word *large* to compare a truck to a car. Read the word *larger* and point to *-er*.

	larger

- Display the word *largest*. *A train is the largest compared to a car and a truck.* I am comparing three things, so I drop the *e* and add *-est* to the word *large.* Read the word *largest* and point to *-est*.

	largest

STEP 3 \ GUIDE PRACTICE

- Display the word *happy*. Some words change their spelling when we add endings. This is the word *happy.* It ends in *y.*

	happy

- Display the word *happier*. When a word ends in *y,* we change the *y* to *i* and then add the ending. This is the word *happier.*

	happier

- Display the word *big*. *Big* has a consonant-vowel-consonant pattern. Point out the CVC pattern. Display the word *biggest.* We double the final consonant before adding *-er* or *-est.*

	big
	biggest

STEP 4 \ ON THEIR OWN

Ask students to add *-er* and *-est* to these words: *safe, wet, funny.* Then, ask students to write and decode the words with the comparative endings.

Comparative Endings -*er*, -*est*

CORRECTIVE FEEDBACK

IF students cannot decode words with comparative endings -*er* and -*est,*

THEN model how to decode comparative endings -*er* and -*est,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode comparative endings -*er* and -*est* may benefit from explicit instruction on decoding comparative ending -*er*.

- Display the word *strong*. When I compare a mouse to a lion, I say that a lion is *stronger* than a mouse. Add the ending -*er* to the word *strong* to form the word *stronger*. I add -*er* to the word *strong* to form the word *stronger*. Let's read the word together: *stronger*. Ask students to write and decode the word *stronger*.

strong

stronger

- Display the word *fast*. When I compare cheetahs to turtles, I say that cheetahs are *faster* than turtles. Add the ending -*er* to the word *fast* to form the word *faster*. I add -*er* to the word *fast* to form the word *faster*. Let's read the word together: *faster*. Ask students to write and decode the word *faster*.

fast

faster

- Ask students to think of other comparisons between two things. Check for understanding of the use of the ending -*er*.

Make It Harder

Students who can decode comparative endings -*er* and -*est* should work on the following extension activity.

- Display the words at the right. Ask students to write the words with the comparative endings -*er* and -*est*. Then, ask students to decode the words.

fluffy

- Ask students to use the words in sentences to show comparisons.

dry

- Check for understanding of using -*er* to compare two things and -*est* to compare three or more things.

red

SIDE A

r-Controlled Vowels *er, ir, ur*

An ***r*-controlled vowel** refers to a single vowel followed by the letter *r* that has neither a long vowel sound nor a short vowel sound, but an *r*-controlled vowel sound.

ROUTINE

STEP 1 \ INTRODUCE

Gather a number of letter tiles to display words. Today we will decode words that have *r* after the vowels *e, i,* or *u*. These words will have the sound /er/.

STEP 2 \ MODEL

- Display the word *herd.* This is the word *herd*. Point to each letter and then blend the sounds. Decode the word with me: /h/ /er/ /d/, *herd*. The sound /er/ is spelled *er* in *herd*. The letters *e, r* go together to spell the sound /er/ in some words. Have students write *herd* and underline *er.*

- Repeat with *birth.* The vowel sound /er/ is spelled *ir* in *birth*. Have students write *birth* and underline *ir.*

- Continue with *burn.* The vowel sound /er/ is spelled *ur* in *burn*. Have students write *burn* and underline *ur.*

| h | e | r | d |

| b | i | r | t | h |

| b | u | r | n |
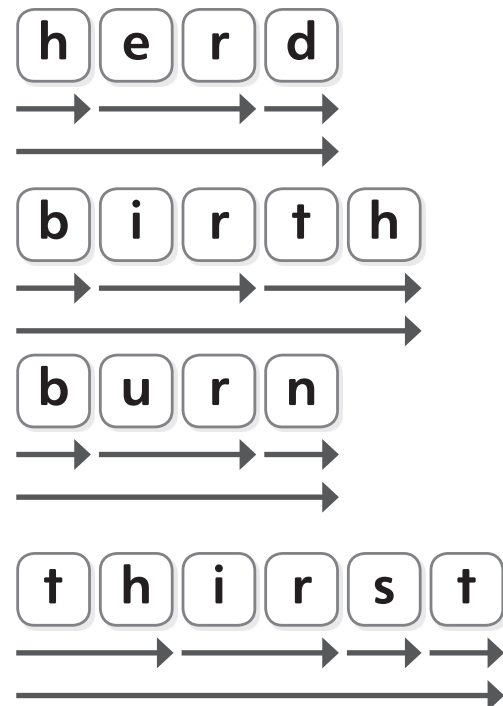
STEP 3 \ GUIDE PRACTICE

- Display *thirst.* Let's identify the sound /er/ in this word. Point to each letter and have students decode with you: /th/ /er/ /s/ /t/, *thirst.* How is the sound /er/ spelled? Allow time for replies. That is correct. The sound /er/ is spelled *ir*.

- Repeat with *verse* and *hurt,* identifying the sound /er/ in each. Have students write each word.

| t | h | i | r | s | t |

STEP 4 \ ON THEIR OWN

- Display these words. Have students read each word and then identify how the *r*-controlled vowel sound is spelled. Have them write the words.

- Then have students list other words with the sound /er/ spelled *er, ir,* or *ur*.

| clerk | swirl |

| hurry |

r-Controlled Vowels *er, ir, ur*

CORRECTIVE FEEDBACK

IF students cannot decode words with *r*-controlled vowels, | **THEN** model how to decode these words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty may need explicit instruction on decoding words with *r*-controlled vowels *er, ir,* and *ur*.

- Display the word *her.* This is the word *her*. Slide your hand under the letters *er*. Decode the word with me: /h/ /er/, *her.* How is the sound /er/ spelled? Allow time for students to respond. That's correct. The sound /er/ is spelled *er.* Have students write *her* and then underline the letters *er.*

- Repeat with the words *girl* and *fur.* Point to each sound spelling in both words and have the students say each sound with you. Have students identify how the sound /er/ is spelled in each word.

- Have students write these words and then underline the letters that spell the sound /er/ in each.

Make It Harder

Students who can decode words with *r*-controlled vowels can extend the activity by making other words with the sound /er/ spelled *er, ir,* or *ur*.

- Provide partners with letter tiles. The first student makes a word with the *r*-controlled vowel spelled either *er, ir,* or *ur,* but doesn't say the word. Here is my word: *f, l, u, r, r, y.* What is my word, and which letters spell the sound /er/?

- The partner segments and blends the sounds. /f/ /l/ /er/ /ē/. Your word is *flurry.* The sound /er/ is spelled *ur.* Both partners write the word and then the second partner displays a word of his or her own for the other to decode and write.

- Have students decode and write a predetermined number of words with each *r*-controlled vowel spelling.

SIDE A
Diphthongs /ou/ Spelled *ow, ou* and /oi/ Spelled *oi, oy*

A **diphthong** is a single vowel sound, represented by two letters, that resembles a glide from one sound to another.

ROUTINE

STEP 1 \ INTRODUCE

Display the diphthong spellings *ow, ou, oi,* and *oy.* Point to each spelling as you say its sound. Have students repeat the sounds. The vowel sound /ou/ can be spelled *ow* or *ou.* The vowel sound /oi/ can be spelled *oi* or *oy.*

| ow | ou |
| oi | oy |

STEP 2 \ MODEL

- Display the word *owl.* This is how I blend the sounds in the word *owl.* Sweep your hand under *owl* as you blend the sounds to read the word: /ou/ /l/, *owl.* The letters *ow* spell the sound /ou/. Let's write the word *owl.*

o w l

- Display the word *mouse.* The sound /ou/ can also be spelled *ou* as in the word *mouse.* Sweep your hand as you blend the sounds to read the word: /m/ /ou/ /s/, *mouse.* The letters *ou* spell the sound /ou/. Let's write *mouse.*

m o u s e

- Repeat with the words *boil* and *joy* to teach the diphthong /oi/ spelled *oi, oy.*
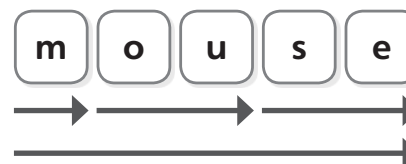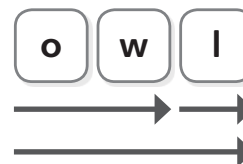
STEP 3 \ GUIDE PRACTICE

- Display the word *boy.* Let's try this word together. Point to each sound spelling and have students repeat the sounds: /b/ /oi/, *boy.* How is /oi/ spelled? Allow time for students to reply. That's correct. /oi/ is spelled *oy.* Let's write *boy.*

b o y

- Repeat with these words: *soy, poison, loud, powder.*
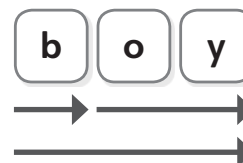
STEP 4 \ ON THEIR OWN

Ask students to read aloud the words at the right. Then, have them write the words and underline the letters that spell the vowel sounds /ou/, /oi/.

| flower | coin |
| foul | royal |

SIDE B

Diphthongs /ou/ Spelled *ow, ou* and /oi/ Spelled *oi, oy*

CORRECTIVE FEEDBACK

IF students cannot decode words with diphthongs /ou/ and /oi/ spelled *ow, ou, oi, oy,*

THEN model how to decode words with these diphthongs, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with diphthongs */ou/* and */oi/* may benefit from explicit instruction on decoding these diphthongs.

- Display tiles for the word *cow*. The letters *ow* spell the sound /ou/. Say each sound and have students repeat it. Push the letters *ow* together when you say the sound /ou/. Say each sound with me: /k/ /ou/. The letters *ow* spell the sound /ou/ in *cow*.

- Provide each student with a set of tiles. Display these words: *loud, gown, point, toy.* Have students isolate each letter sound or diphthong and then push the tiles together as they blend the sounds to say the word. Have students write each word.
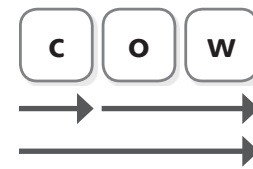
Make It Harder

Students who can decode words with diphthongs /ou/ and /oi/ spelled *ow, ou, oi,* and *oy* may work on the following extension activity.

- Provide partners with letter tiles. The first student thinks of a word with a diphthong spelled *ow, ou, oi,* or *oy* and says the word. My word is *about.* Make my word!

- The second student repeats the word and then spells it with tiles. He or she then explains which letters spell the diphthong. *About: a, b, o, u, t.* The letters *ou* spell the sound /ou/. He or she then thinks of a word with one of the other diphthong spellings.

- Partners continue thinking of words and spelling words but cannot repeat a diphthong spelling until all four spellings have been covered at least once.

- Students should identify and spell a predetermined number of words.

Vowel Teams /ü/ Spelled *oo, ue, ew, ui*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

Display the vowel teams *oo, ue, ew,* and *ui.* The vowel sound /ü/ can be spelled *oo, ue, ew,* or *ui.* Point to each vowel team as you say its sound. Have students repeat the sounds. Today we will decode words with these vowel teams.

oo	ue
ew	ui
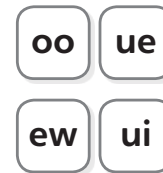
STEP 2 \ MODEL

- Display the word *moon.* This is the word *moon.* Sweep your hand under *moon* as you blend the sounds to read the word: Decode with me: /m/ /ü/ /n/, *moon.* The letters *oo* spell the sound /ü/. Let's write the word *moon.*

m	o	o	n

- Display the word *blue.* /ü/ can also be spelled *ue* as in the word *blue.* Sweep your hand as you blend the sounds to read the word: /b/ /l/ /ü/, *blue.* The letters *ue* spell the sound /ü/. Let's write *blue.*

b	l	u	e

- Repeat with the words *flew* and *suit* to teach *ew, ui.*
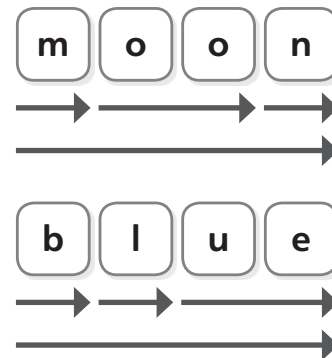
STEP 3 \ GUIDE PRACTICE

- Display the word *drew.* Let's try this word together. Point to each sound spelling and have students repeat the sounds: /d/ /r/ /ü/, *drew.* How is /ü/ spelled? Allow time for students to reply. That's correct. /ü/ is spelled *ew.* Let's write *drew.*

d	r	e	w

- Repeat with these words: *zoo, true, juice.*
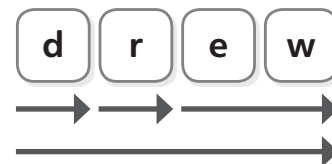
STEP 4 \ ON THEIR OWN

Ask students to read aloud the words at the right. Then, ask students to write the words and underline the letters that spell the sound /ü/ in each one.

noon	chew
due	fruit

Vowel Teams /ü/ Spelled *oo, ue, ew, ui*

CORRECTIVE FEEDBACK

IF students cannot decode words with vowel teams *oo, ue, ew, ui,*

THEN model how to decode words with these vowel teams, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with vowel teams *oo, ue, ew,* and *ui* may benefit from explicit instruction on decoding these vowel teams.

- Display tiles for the word *suit*. The letters *ui* spell the sound /ü/. Say each sound in the word and have students repeat it. Push the letters *ui* together when you say the sound /ü/. Say each sound with me: /s/ /ü/ /t/. The letters *ui* spell the sound /ü/.

| s | u | i | t |

- Provide each student with a set of tiles. Display these words: *tool, clue, due.* Have students isolate the sound for each letter or vowel team and then push the tiles together as they blend the sounds to say the word. Have students write each word.
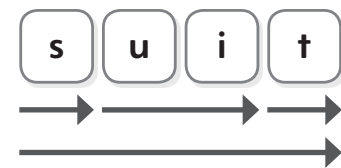
Make It Harder

Students who can decode words with vowel teams *oo, ue, ew,* and *ui* may work on the following extension activity.

- Provide partners with letter tiles. The first student thinks of a word with vowel team *oo, ue, ew,* or *ui* and says the word. My word is *juice.*

- The second student repeats the word and then spells it with tiles. He or she then explains which letters spell the vowel sound. *Juice: j, u, i, c, e. The letters ui spell the sound /ü/.* He or she then thinks of a word with one of the other vowel teams.

- Partners continue thinking of words and spelling words but cannot repeat a vowel team until all four teams have been covered at least once.

- Students should identify and spell a predetermined number of words.

SIDE A

Consonants *c* /s/ and *g, dge* /j/

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

The sound /s/ can be spelled *c,* and the sound /j/ can be spelled *g* or *dge.* Today we are going to practice reading and writing words with these sound spellings.

STEP 2 \ MODEL

- Display the word *pace.* This is the word *pace*. *Pace* has the sound /s/ spelled *c.* Segment and blend the sounds with me: /p/ /ā/ /s/, *pace.* Sweep the letters as you blend the sounds. Which letter spells /s/? Allow time for students to respond. That's correct. The letter *c* spells the sound /s/.

p	a	c	e

- Display the word *gym.* This is the word *gym*. *Gym* has the sound /j/ spelled *g.* Segment and blend the sounds with me: /j/ /i/ /m/, *gym.* Sweep the letters as you blend the sounds. Which letter spells /j/? Allow time for students to respond. That's correct. The letter *g* spells the sound /j/.

g	y	m

- Repeat with the word *badge* for the sound /j/ spelled *dge*.

STEP 3 \ GUIDE PRACTICE

Let's practice with these words: *spice, page, ledge*. Point to each letter in each word and have students decode with you: /s/ /p/ /ī/ /s/, *spice;* /p/ /ā/ /j/, *page;* /l/ /e/ /j/, *ledge.* How is the final sound /s/ spelled in *spice?* How is the sound /j/ spelled in *page* and *ledge?* Allow time for replies. Have students write each word.

STEP 4 \ ON THEIR OWN

- Display the words at the right. Have students read each word and then identify the letters that spell either the sound /s/ or the sound /j/. Have students write the words.

cent	edge
stage	

- Then have students think of other words that have either the sound /s/ spelled *c,* or the sound /j/ spelled *g* or *dge,* and share them with their partner. Have them write these new words.

SIDE B
Consonants *c* /s/ and *g, dge* /j/

CORRECTIVE FEEDBACK

IF students cannot decode words with /s/ spelled *c* and /j/ spelled *g, dge,*

THEN model how to read words with these sounds, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from a blending activity.

- Display *face.* This is the word *face*. The sound /s/ is spelled *c* in *face.* Point to each sound spelling and have students say each sound with you. Blend the sounds in the word with me: /f/ /ā/ /s/, *face.* Which letter spells the sound /s/? Allow time for students to respond. That's correct. The letter *c* spells the sound /s/ in *face*. Let's write the word *face.*

| f | a | c | e |

- Display *wage.* This is the word *wage*. The sound /j/ is spelled *g.* Point to each sound spelling and have students say each sound with you. Blend the sounds in the word with me: /w/ /ā/ /j/, *wage.* Which letter spells the sound /j/? Allow time for students to respond. That's correct. The letter *g* spells the sound /j/ in *wage*. Let's write the word *wage.*

| w | a | g | e |

- Repeat with the word *fudge* for the sound /j/ spelled *dge*.
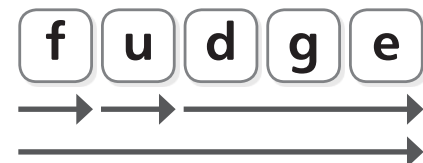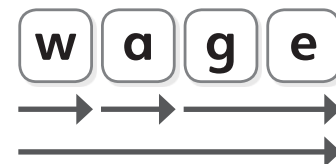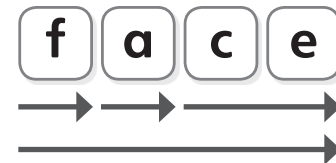
| f | u | d | g | e |

Make It Harder

Students may be ready for this extension activity.

- Provide partners with letter tiles. The first student makes a word with the sound /j/ or /s/ but doesn't say the word. Here is my word: *j, u, i, c, e.* What is my word?

- The partner segments and blends the sounds in the word. /j/ /ü/ /s/. Your word is *juice*. The partner then displays a word of his or her own for the other to decode.

- Have students decode a set number of words with each sound spelling.

SIDE A
Closed Syllables VC/V

A syllable that ends with a consonant and usually has a short vowel sound is called a **closed syllable.**

ROUTINE

STEP 1 \ INTRODUCE

Words are made up of syllables. Each syllable has one vowel sound. A closed syllable ends in a consonant and usually has a short vowel sound. Today we will read words with closed syllables.

STEP 2 \ MODEL

- Display the word *rob. Rob* has one vowel sound, /o/, so it has one syllable. Point to *b. Rob* has a short vowel sound and ends with the consonant *b*, so *rob* is a closed syllable. Have students say *rob* with you.

r	o	b

- Display the word *robin. Robin* has two vowel sounds, /o/ and /i/, so it has two syllables, *rob/in*. Demonstrate by separating the tiles between *b* and *i* or by drawing a line between the syllables.

- Point to the letters *o, b, i. Robin* has the vowel-consonant-vowel pattern. The first syllable, *rob,* has a short vowel sound and ends in a consonant, so it is a closed syllable.

r	o	b	i	n

STEP 3 \ GUIDE PRACTICE

- Display the word *model. Let's read this word together: model. How many vowel sounds does it have?* Allow time for replies. *That's correct. There are two, /o/ and /ə/, so there are two syllables.*

m	o	d	e	l

- Point to the letters *o, d, e. I see the vowel-consonant-vowel pattern o, d, e, so we can divide the word after the d.* Separate the letters *d* and *e. The first syllable ends in a consonant, so it is a closed syllable.*

STEP 4 \ ON THEIR OWN

Ask students to read and write the words at the right. Then, ask students to show where the syllables are divided. Have students think of other words with a closed syllable VC/V pattern.

melon
sonic
money

SIDE B

Closed Syllables VC/V

CORRECTIVE FEEDBACK

IF students cannot decode words with closed syllables,

THEN model how to decode words with closed syllables, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with closed syllables may benefit from more explicit instruction on identifying syllables.

- Display the word *van.* This is the word *van*. Point to each sound spelling and have the students say each sound with you. Decode the word with me: /v/ /a/ /n/, *van.* How many vowel sounds do you hear? Allow time for students to respond. That's correct. There is only one vowel sound: /a/ spelled *a. Van* only has one syllable. Have students write *van*.

- Display the word *vanish.* This is the word *vanish*. Point to each sound spelling and have the students say each sound with you. Decode the word with me: /v/ /a/ /n/ /i/ /sh/, *vanish.* How many vowel sounds do you hear? Allow time for students to respond. That's correct. There are two: /a/ spelled *a,* and /i/ spelled *i. Vanish* has two syllables. What is the first syllable? (*van*) Have students write *vanish* and draw a line between the two syllables.

- Practice with other words such as *metal, limit,* and *punish.*

Make It Harder

Students who can decode words with closed syllables may work with a partner on the following extension activity.

- The first partner uses letter tiles to spell a word with the closed syllable VC/V pattern.

- The other partner then decodes the word and separates it into syllables. Both students then write the word.

- Students should decode and write a predetermined number of words with this pattern.

SIDE A

Open Syllables V/CV

A syllable that ends with a long vowel sound is called an **open syllable.**

ROUTINE

STEP 1 \ INTRODUCE

A syllable is a word part that has one vowel sound. Today we are going to focus on syllables that end with a long vowel sound. These are called open syllables.

STEP 2 \ MODEL

- Display *be.* This is the word *be. Be* has one vowel sound, /ē/, so it has one syllable. Point to *e. Be* ends with the long vowel sound /ē/, so *be* is an open syllable. Have students say *be* with you.

b	e

- Display the word *begin. Begin* has two vowel sounds, /ē/ and /i/, so it has two syllables, *be/gin.* Separate the tiles between *e* and *g* or draw a line between the syllables.

b	e	g	i	n

- Point to the letters *e, g, i. Begin* has the vowel-consonant-vowel pattern. The first syllable, *be,* ends with the long vowel sound /ē/, so it is an open syllable.
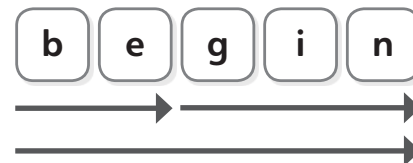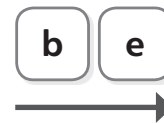
STEP 3 \ GUIDE PRACTICE

- Display the word *recess.* Let's read this word together: *recess.* How many vowel sounds does it have? Allow time for replies. That's correct. There are two, /ē/ and /e/, so there are two syllables.

r	e	c	e	s	s

- Point to the letters *e, s, e.* I see the vowel-consonant-vowel pattern *e, s, e,* so we can divide the word after the long vowel *e.* Separate the letters *e* and *c.* The first syllable ends in a long vowel sound, so it is an open syllable.
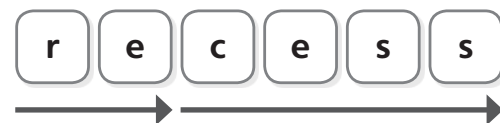
STEP 4 \ ON THEIR OWN

Have students read and write the words at the right. Then, ask students to show where the syllables are divided. Have students think of other words with an open syllable V/CV pattern.

| bacon |
| locate |
| flavor |

Open Syllables V/CV

CORRECTIVE FEEDBACK

IF students cannot decode words with open syllables,

THEN model how to decode these words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty may need explicit instruction.

- Display *open. This is the word open.* Point to each sound spelling and have the students say each sound with you. Decode the word with me: /ō/ /p/ /e/ /n/, open. How many vowel sounds do you hear? Allow time for students to respond. That's correct. There are two vowel sounds: /ō/ spelled *o,* and /e/ spelled *e. Open* has two syllables. Have students write *open.*

o p e n

- Separate *open* into syllables. What is the first syllable? (*o*) That's right. The first syllable ends with the long vowel sound /ō/ and is an open syllable. Have students draw a line between the letters *o* and *p.* Which letters spell the vowel-consonant-vowel pattern? Allow time for replies. That's correct. The letters *o, p, e* spell this pattern.

o pen

- Practice with these words: *rodent, acorn, pilot, behave.*
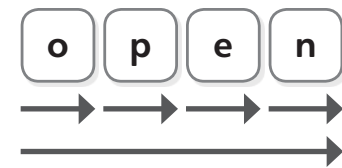
Make It Harder

Students may be ready for this extension activity.

- Provide partners with letter tiles. The first student makes a word with an open syllable V/CV pattern but doesn't say the word. Here is my word: *p, a, p, e, r.* What is my word and which letters spell the vowel-consonant-vowel pattern?

- The partner segments and blends the sounds in the word. Your word is /p/ /ā/ /p/ /er/, *paper.* The letters that spell the vowel-consonant-vowel pattern are *a, p, e.*

- Both partners write the word. The second partner displays a word of his or her own for the other to decode and to identify the V/CV pattern.

- Have students decode and write a predetermined number of words.

SIDE A
Suffixes *-ly, -ful, -er, -less, -or*

A **suffix** is a group of letters added to the end of a word that changes the word's meaning, part of speech, or both.

ROUTINE

STEP 1 \ INTRODUCE

A suffix is a word part added to the end of a word to make a new word. Today we will read and write words with suffixes *-ly, -ful, -er, -less,* and *-or.*

STEP 2 \ MODEL

- I add a suffix to the end of a base word. I want to add the suffix *-ly* to a word. Let me try this with the word *late*. Display the word *late*.

late

- I add the suffix *-ly* to the end of the word *late*. Display the word *lately*. This forms the new word *lately*.

lately

- Repeat with the following words and suffixes.

fear (-ful)	play (-er)	spot (-less)	visit (-or)

STEP 3 \ GUIDE PRACTICE

- Display the word *count.* Let's add the suffix *-less* to the base word *count.* Where should we add the suffix *-less*? Students should identify that the suffix *-less* should be added to the end of the base word *count.*

count

- Display the word *countless*. The suffix *-less* is added to the base word *count* to form the new word *countless.* Ask students to read and write the word *countless.*

countless

- Repeat with the following words and suffixes.

week (-ly)	help (-ful)	paint (-er)	invent (-or)

STEP 4 \ ON THEIR OWN

With a partner, ask students to think of words with suffixes *-ly, -ful, -er, -less,* and *-or.* Ask students to write and decode the words.

Suffixes *-ly, -ful, -er, -less, -or*

CORRECTIVE FEEDBACK

IF students cannot decode words with suffixes *-ly, -ful, -er, -less,* and *-or,*

THEN model how to decode words with suffixes *-ly, -ful, -er, -less,* and *-or,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with suffixes *-ly, -ful, -er, -less,* and *-or* may benefit from more tactile instruction.

- A suffix is a word part added to the end of a word to make a new word.

- Display the letter tiles for the word *use*. Say the word *use*. *Use.* Ask students to repeat the word with you.

- The letters *ful* are added to the end of the word *use* to add the suffix *-ful*. Add letter tiles *f, u,* and *l* after the word *use*. The new word *useful* is formed when we add the suffix *-ful* to the base word *use*.

- Ask: Which letters in the word *useful* spell the suffix? (*ful*)

- Repeat with the following words and suffixes.

| kind (-ly) | teach (-er) | care (-less) | act (-or) |

Make It Harder

Students who can decode words with suffixes *-ly, -ful, -er, -less,* and *-or* should work on the following extension activity.

- Ask students to sit in a circle. One student should say a word that ends with suffix *-ly, -ful, -er, -less,* or *-or*.

- The student on the right should spell the word.

- The activity should continue until every student has had a chance to say a word and spell a word.

SIDE A

Prefixes *un-, re-, pre-, dis-*

A **prefix** is a group of letters added to the beginning of a word that changes the meaning of the word.

ROUTINE

STEP 1 \ INTRODUCE

A prefix is a word part added to the beginning of a word to make a new word. Today we will read and write words with prefixes *un-, re-, pre-,* and *dis-.*

STEP 2 \ MODEL

- I add a prefix to the beginning of a base word. I want to add the prefix *un-* to a word. Let me try this with the word *pack*. Display *pack*.

- I add the prefix *un-* to the beginning of the word *pack*. Display *unpack*. This forms the new word *unpack*.

- Repeat with the following words and prefixes.

| (re-) play | (pre-) heat | (dis-) trust |

| pack |

| unpack |

STEP 3 \ GUIDE PRACTICE

- Display the word *act.* Let's add the prefix *re-* to the base word *act.* Where should we add the prefix *re-*? Students should identify that the prefix *re-* should be added to the beginning of the base word *act*.

- Display the word *react*. The prefix *re-* is added to the base word *act* to form the new word *react*. Ask students to read and write the word *react*.

- Repeat with the following words and prefixes.

| (un-) load | (pre-) heat | (dis-) own |

| act |

| react |

STEP 4 \ ON THEIR OWN

Ask partners to think of words with prefixes *un-, re-, pre-,* and *dis-*. Have them write and decode the words.

Prefixes *un-, re-, pre-, dis-*

CORRECTIVE FEEDBACK

IF students cannot decode words with prefixes *un-, re-, pre-,* and *dis-,*

THEN model how to decode words with prefixes *un-, re-, pre-,* and *dis-,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with prefixes *un-, re-, pre-,* and *dis-* may benefit from more tactile instruction.

- A prefix is a word part added to the beginning of a word to make a new word.

- Display the letter tiles for the word *like*. Say the word *like*. *Like.* Ask students to repeat the word with you.

| l | i | k | e |

- The letters *dis* are added to the beginning of the word *like* to add the prefix *dis-*. Add letter tiles *d, i,* and *s* before the word *like*. The new word *dislike* is formed when we add the prefix *dis-* to the base word *like*.

| d | i | s | l | i | k | e |

- Which letters in the word *dislike* spell the prefix? (*dis*)

- Repeat with the following words and prefixes.

| **(un-) tie** | **(re-) use** | **(pre-) pay** |

Make It Harder

Students can work on the following extension activity.

- Ask students to sit in a circle. One student should say a word that begins with prefix *un-, re-, pre-,* or *dis-*.

- The student on the right should spell the word.

- The activity should continue until every student has had a chance to participate.

SIDE A

Syllable Pattern VCCV

A **syllable** is a word part that contains a single vowel sound.

ROUTINE

STEP 1 \ INTRODUCE

A syllable is a word part that has one vowel sound. When two vowels are separated by two consonants, we divide the syllables between the two consonants.

STEP 2 \ MODEL

- Display the word *silver*. *Silver*. I see the vowel *i* and the vowel *e* when I read the word *silver*. This means that there are two syllables in the word *silver, sil • ver*.

- Display the word *garden*. *Garden*. I see the vowel *a* and the vowel *e* when I read the word *garden*. This means that there are two syllables in the word *garden, gar • den*.

- These words have the vowel-consonant-consonant-vowel pattern. Point to *i-l-v-e* in *silver* and *a-r-d-e* in *garden*. We divide the word into syllables between the two middle consonants.

silver

garden

sil	ver

gar	den

STEP 3 \ GUIDE PRACTICE

- Let's practice with this word: *tunnel*. Point to each letter and have students read with you: *tunnel*.

- Which letters form the vowel-consonant-consonant-vowel pattern? (*unne*) Have students write the word.

t	u	n	n	e	l

STEP 4 \ ON THEIR OWN

Display these words. Have students read each word and then identify the syllables in each. Read each word. What are the syllables? Have students write the words.

| **blizzard** |
| **basket** |
| **magnet** |

Syllable Pattern VCCV

CORRECTIVE FEEDBACK

IF students cannot decode words with the VCCV pattern,

THEN model how to read words with the VCCV pattern, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty decoding words with the VCCV pattern may benefit from a tactile approach to decoding the pattern.

- Display the word *subject.* This is the word *subject*. Say it with me, and lightly clap your hands for each syllable you hear. Point to each syllable as you clap. Decode the word with me: *sub* (clap) *ject.* (clap) How is the first vowel sound spelled? Allow time for students to respond. That's correct. The first vowel sound is spelled *u.* How is the second vowel sound spelled? (*e*) Have students write the word.

- What are the two middle consonants? Allow time for students to reply. That's correct. The middle consonants are *bj.* Separate the word into syllables. We can divide the word into two syllables by breaking it apart between the consonant letter *b* and the consonant letter *j.*

- Repeat with the words at the right.

subject

sub	ject

muffin cactus monkey

Make It Harder

Students who can decode words with the VCCV pattern can extend the activity by working with a partner to build other words with this pattern.

- Provide students with letter tiles. The first student makes a word with the VCCV pattern.

- The partner segments and blends the syllables in the word. Both partners write the word, and then the second partner displays a word of his or her own for the other to decode and write.

- Have students decode and write a predetermined number of words.

Consonant Patterns *kn, wr, gn, mb, lf*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

Some words have silent letters that we do not pronounce. In Today we are going to read and write words with the consonant patterns *kn, wr, gn, mb,* and *lf* in which one of the letters is silent.

STEP 2 \ MODEL

- Display the word *knot. Knot.* I see the consonant pattern *kn* in the word *knot*. The consonant pattern *kn* spells the sound /n/ in the word *knot*. The *k* in *kn* is silent.

knot

- Display the word *wreck. Wreck.* I see the consonant pattern *wr* in the word *wreck*. The consonant pattern *wr* spells the sound /r/ in the word *wreck*. The *w* in *wr* is silent.

wreck

- Repeat with the following words.

gnaw	limb	calf

STEP 3 \ GUIDE PRACTICE

- Let's practice with this word: *sign.* Point to each letter and have students read with you: *sign*. Which consonant pattern in the word *sign* spells the sound /n/? (*gn*) That's right. The *g* in *gn* is silent. Have students write the word.

s	i	g	n

- Repeat with the following words.

knit	wrist	comb	half

STEP 4 \ ON THEIR OWN

Ask students to identify the consonant pattern and the silent letter in the words at the right. Then ask students to decode and write each word.

wreath
knee
crumb

Consonant Patterns *kn, wr, gn, mb, lf*

CORRECTIVE FEEDBACK

IF students cannot decode words with consonant patterns *kn, wr, gn, mb,* and *lf,*

THEN model how to read words with consonant patterns *kn, wr, gn, mb,* and *lf,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty decoding words with consonant patterns *kn, wr, gn, mb,* and *lf* may benefit from a tactile approach.

- Display the word *knob.* Let's say this word together. *Knob.* What consonant pattern spells the sound /n/ in the word *knob?* (/n/) Touch *kn* while saying the sound /n/. Yes, the consonant pattern *kn* spells the sound /n/. When you see *kn* at the beginning of a word, the *k* will be silent.

k n o b

- Display the word *thumb.* Let's say this word together. *Thumb.* What consonant pattern spells the sound /m/ in the word *thumb?* (/m/) Touch *mb* while saying the sound /m/. Yes, the consonant pattern *mb* spells the sound /m/. When you see *mb* at the end of a word, the *b* will be silent.

t h u m b

- Repeat with the words at the right.

gnat
write
calf

Make It Harder

Students who can decode words with consonant patterns *kn, wr, gn, mb,* and *lf* can extend the activity by building other words with these patterns.

- Provide partners with letter tiles. The first student makes a word with one of the consonant patterns *kn, wr, gn, mb,* or *lf.*

- The partner segments and blends the sounds in the word. Both partners write the word, and then the second partner displays a word of his or her own for the other to decode and write.

- Have students decode and write a predetermined number of words.

SIDE A
Homographs

Homographs are words that are spelled the same but have different meanings.

ROUTINE

STEP 1 \ INTRODUCE

Homographs are words that are spelled the same but have different meanings. The context, or words around an unfamiliar word, can help determine which meaning is correct.

STEP 2 \ MODEL

- Display and read the sentences at the right. I notice the homograph *jam* in both sentences. I know *jam* has two meanings. One meaning refers to the food and the other meaning refers to when something, such as a road, is so filled that cars are slowed or stopped. I will read the context, or surrounding words, to help me figure out which meaning is correct.

- In one sentence, *jam* is used with the word *toast.* I think that the word *jam* refers to the food.

- In the other sentence, I see that *jam* is used with *traffic* and *cars*. I think that the word *jam* refers to cars stopped on a road.

> The waiter asked if I wanted jam for my toast.

> There were many cars in the traffic jam we saw yesterday.

STEP 3 \ GUIDE PRACTICE

- Display and read the sentences at the right. What homograph do you see in both sentences? (*palm*) What two meanings do you know for the word *palm?* (the tree; the inside of a hand)

- Which meaning of *palm* is used in the first sentence? (inside of hand) How do you know? (the context of someone holding the ball)

- Which meaning of *palm* is used in the second sentence? (the tree) How do you know? (the context of leaves)

> Adele tightly held the ball in her palm when she caught it.

> The palm in my neighborhood has large, green leaves.

STEP 4 \ ON THEIR OWN

Working with a partner, ask students to think of a homograph. Then ask students to think of sentences using the two meanings of the homograph. Students should write the homograph.

SIDE B
Homographs

Make It Easier

Students who have difficulty decoding homographs may benefit from a more direct approach.

- Display the word *trip.* Let's say this word together. *Trip. Trip* is a homograph because there are two meanings for the word. What two meanings do you know for the word *trip?* (leaving home for a length of time; to fall)

> trip

- When we read the word *trip* in a sentence, we read the words around it to help us figure out which meaning of the word is used in the sentence.

- Read the sentences at the right.

- Which meaning of the word *trip* is used in the first sentence? (leaving home for a length of time) What surrounding words tell you this? (*planning, visit*)

> My family is planning a <u>trip</u> to visit my aunt.

- Which meaning of the word *trip* is used in the second sentence? (to fall) What surrounding words tell you this? (*careful, rocks*)

> Please be careful to not <u>trip</u> on the rocks.

Make It Harder

Students who can decode homographs may work on the following extension activity with a partner.

- One partner says a sentence with a homograph.

- The second partner spells the word and says the meaning of the homograph based on context.

- Ask partners to take turns.

SIDE A
Syllable Pattern VCCV with Double Consonants

A **syllable** is a word part that contains a single vowel sound.

ROUTINE

STEP 1 \ INTRODUCE

A word with a VCCV pattern has two consonants between two vowels. The word has a double consonant when the two consonants are the same. The syllables break between the two consonants.

STEP 2 \ MODEL

- Display the word *batter. Batter.* I see the consonants *t* and *t* next to each other when I read the word *batter. Batter* is a word with a double consonant. I know if a word has a double consonant, the syllables break between the two consonants: *bat • ter.*

| batter |
| bat | ter |

- Display the word *dinner. Dinner.* I hear two vowel sounds, so I know this word has two syllables. I see the consonants *n* and *n* next to each other in *dinner. Dinner* is a word with a double consonant. I know if a word has a double consonant, the syllables break between the two consonants: *din • ner.*

| dinner |
| din | ner |

STEP 3 \ GUIDE PRACTICE

- Let's practice with this word: *follow*. Point to each letter and have students read with you: *follow*.

| follow |
| fol | low |

- Where do the syllables break in the word *follow?* (between the letters *l* and *l*) How do you know? (Syllables break at double consonants.) Have students write the word.

STEP 4 \ ON THEIR OWN

Display the words at the right. Have students read each word and then identify the syllables in each. Read each word. What are the syllables? Have students write the words.

| taller
better
messy |

SIDE B

Syllable Pattern VCCV with Double Consonants

CORRECTIVE FEEDBACK

IF students cannot decode words with double consonants,

THEN model how to read words with double consonants, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty decoding words with double consonants may benefit from a more direct approach.

- Display the word *yellow*. Say this word with me: *yellow*. What two consonants are the same in the word *yellow?* (letter *l*) What do you notice about where both of these letters are? (They are next to each other.) When two consonants are the same and are next to each other in a word, they are called a double consonant.

- In a VCCV word with a double consonant, the syllables break in between the double consonant. Where do the syllables break in the word *yellow?* (between *l* and *l*) Yes, in the word *yellow,* the syllables break between the letters *l* and *l*.

- Repeat with the words at the right.

yellow

yel	low

pizza
happy
kitten

Make It Harder

Students who can decode words with double consonants can extend the activity by working with a partner to build other words with double consonants.

- Provide students with letter tiles. The first student makes a word with a double consonant between two vowels.

- The partner segments and blends the syllables. Both partners write the word and then the second partner displays a word of his or her own for the other to decode and write.

- Have students decode and write a predetermined number of words.

SIDE A

Vowel Sound /aw/ Spelled *aw, au, augh, al*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

ROUTINE

STEP 1 \ INTRODUCE

The letter patterns *aw, au, augh,* and *al* are all different spellings of the vowel sound /aw/. Today we will read and write words with these letter patterns.

STEP 2 \ MODEL

- Display the word *raw. Raw.* I see the letter pattern *aw* when I read the word *raw*. The letter pattern *aw* spells the sound /aw/ in the word *raw*.

raw

- Display the word *pause. Pause.* I see the letter pattern *au* when I read the word *pause*. The letter pattern *au* spells the sound /aw/ in the word *pause*.

pause

- Repeat with these words for letter patterns *augh* and *al*.

daughter	stalk

STEP 3 \ GUIDE PRACTICE

- Let's practice with this word: *author.* Point to each letter and have students read with you: *author*. Which letter pattern in the word *author* spells the sound /aw/? (*au*) Have students write the word.

author

- Repeat with these words for letter patterns *aw, augh*, and *al*.

straw	caught	walk

STEP 4 \ ON THEIR OWN

Ask students to identify the letter pattern in the words at the right. Then ask students to write each word.

taught
haunt
dawn

SIDE B

Vowel Sound /aw/ Spelled *aw, au, augh, al*

CORRECTIVE FEEDBACK

IF students cannot decode words with letter patterns *aw, au, augh,* and *al,*

THEN model how to read words with letter patterns *aw, au, augh,* and *al,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty decoding words with letter patterns *aw, au, augh,* and *al* may benefit from a tactile approach to decoding the patterns.

- Display the word *launch.* Let's say this word together. *Launch.* The letter pattern *au* spells what sound in the word *launch?* (/aw/) Point to *au* while saying the sound /aw/. Yes, the letter pattern *au* spells the sound /aw/. The letters *au* are called a letter pattern because they work together to spell the sound /aw/.

launch

- Display the word *talk.* Let's say this word together. *Talk.* The letter pattern *al* spells what sound in the word *talk?* (/aw/) Point to *al* while saying the sound /aw/. Yes, the letter pattern *al* spells the sound /aw/. The letters *al* are called a letter pattern because they work together to spell the sound /aw/.

talk

- Repeat with the words at the right for letter patterns *augh* and *aw*.

naughty claw

Make It Harder

Students who can decode words with letter patterns *aw, au, augh,* and *al* can extend the activity by working with a partner to build other words with these patterns.

- Provide students with letter tiles. The first student makes a word with one of the letter patterns *aw, au, augh,* or *al*.

- The partner segments and blends the sounds in the word. Both partners write the word, and then the second partner displays a word of his or her own for the other to decode and write.

- Have students decode and write a predetermined number of words.

SIDE A
Syllable Pattern VCCCV

A **syllable** is a word part that contains a single vowel sound.

ROUTINE

STEP 1 \ INTRODUCE

A syllable is a word part that has one vowel sound. Words with a VCCCV syllable pattern have three consonants between vowels. A word with the syllable pattern VCCCV would not be divided between the letters of either a blend or digraph.

STEP 2 \ MODEL

- Display *children. Children*. I see the vowel *i* and the vowel *e* when I read the word *children.* This means that there are two syllables in the word. The letters *dr* are a blend, so the syllable break must be before the blend. *Children, chil • dren.* Draw a line between *l* and *d*.

children

- Display *merchant. Merchant*. I see the vowel *e* and the vowel *a* when I read the word *merchant*. This means that there are two syllables in the word. The letters *ch* are a digraph, so the syllable break must be before the digraph. *Merchant, mer • chant.* Draw a line between *r* and *c*.

merchant

- These words have the vowel-consonant-consonant-consonant-vowel pattern. Point to *i-l-d-r-e* in *children* and *e-r-c-h-a* in *merchant*.

STEP 3 \ GUIDE PRACTICE

- Let's practice with this word: *control*. Point to each letter and have students read with you: *control*.

control

con	trol

- Which letters form the vowel-consonant-consonant-consonant-vowel pattern? (*ontro*) Where do we divide the word into syllables? (between *n* and *t*) Have students write the word.

STEP 4 \ ON THEIR OWN

Display these words. Have students read each word and then identify the syllables in each. Read each word. What are the syllables? Have students write the words.

subtract
kingdom
pumpkin

Syllable Pattern VCCCV

CORRECTIVE FEEDBACK

IF students cannot decode words with the VCCCV pattern,

THEN model how to read words with the VCCCV pattern, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty decoding words with the VCCCV pattern may benefit from a tactile approach to decoding VCCCV words with digraphs.

- Display the word *farther*. This is the word *farther*. Say it with me, and lightly clap your hands for each syllable you hear. Point to each syllable as you clap. Decode the word with me: *far* (clap) *ther.* (clap) What is the first vowel in the word? Allow time for students to respond. That's correct. The first vowel is *a.* What is the second vowel? (*e*) Have students write the word.

farther

- The consonants *th* are a digraph, which means we don't hear their individual sounds. When breaking words into syllables, letters in a digraph stay together. The syllable break is either before or after the digraph. Since the consonants *th* are a digraph, where is the syllable break in *farther*? (*far • ther*)

far	ther

- Repeat with the words at the right.

orchard dolphin athlete

Make It Harder

Students who can decode words with the VCCCV pattern can extend the activity by working with a partner to build other words with this pattern.

- Provide students with letter tiles. The first student makes a word with the VCCCV pattern.

- The partner segments and blends the syllables in the word. Both partners write the word, and then the second partner displays a word of his or her own for the other to decode and write.

- Have students decode and write a predetermined number of words.

SIDE A
Abbreviations

An **abbreviation** is a shortened form of a longer word or phrase, using some letters from the original word or words.

ROUTINE

STEP 1 \ INTRODUCE

An abbreviation is a short form of a word. Most abbreviations end with a period. We use abbreviations when we write. When we talk, we use the whole word. Today we will read and write abbreviations.

STEP 2 \ MODEL

- Display *Cone Street*. I write *St.* when I write the abbreviation for *Street*. I say the whole word *Street* when I read *St*. *St.* is the abbreviation for the word *Street*. This abbreviation begins with a capital letter because it is part of the name of a street, so it is a proper noun. Point to *St.* I notice that the abbreviation ends with a period.

- Repeat, writing abbreviations for the words at the right.

| Cone Street |
| Cone St. |

STEP 3 \ GUIDE PRACTICE

- Display *Doctor* and *Dr*. How do we write the word *Doctor* as an abbreviation? (*Dr.*) Why do we capitalize the letter *d?* (*Doctor* is part of someone's name.) Ask students to read and write *Dr.*

- Display *3 inches* and *3 in*. How do we write the word *inches* as an abbreviation? (*in.*) Yes, the abbreviation for the word *inches* is *in*. Why don't we capitalize the letter *i?* (*Inches* is not part of a name.) Ask students to read and write *in.*

| Friday |
| Missus Frame |
| 5 feet |

| Doctor |
| Dr. |

| 3 inches |
| 3 in. |

STEP 4 \ ON THEIR OWN

Display the words at the right and the abbreviations below. Have students read each word and then identify and write its correct abbreviation.

| tues / Tues. | | Ave. / ave | | Mr. / mr |

| Tuesday |
| Fish Avenue |
| Mister Lesser |

Abbreviations

CORRECTIVE FEEDBACK

IF students cannot decode abbreviations,

THEN model how to read abbreviations, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty decoding abbreviations may benefit from a more direct approach.

- Display the word *Monday.* This is the word *Monday*. The abbreviation for *Monday* is *Mon*. Ask students to write the abbreviation *Mon.* What do you need to do to the first letter when you write the abbreviation for *Monday?* (capitalize the letter *m*) Why does the letter *m* need to be capitalized? (*Mon.* is the name of a day.)

> Monday
> Mon.

- Display the word *Mister.* This is the word *Mister*. The abbreviation for *Mister* is *Mr*. Ask students to write the abbreviation *Mr.* What do you need to do to the first letter when you write the abbreviation for *Mister?* (capitalize the letter *m*) Why does the letter *m* need to be capitalized? (*Mr.* is part of someone's name.)

> Mister
> Mr.

- Repeat with the words at the right.

> feet
> United States

Make It Harder

Students who can decode abbreviations may work on the following extension activity.

- Ask students to sit in a circle. One student should say a word that has an abbreviation.

- The student on the right should say and spell the abbreviation. That student can then say a new word that has an abbreviation.

- The game continues until all students have had a turn.

SIDE A

Final Stable Syllables -*le*, -*tion*, -*sion*

A **syllable** is a word part that contains a single vowel sound.

ROUTINE

STEP 1 \ INTRODUCE

You know that some words have two or more syllables. Today we will read words that end with the syllables spelled -*tion*, -*sion*, and a consonant plus -*le*.

STEP 2 \ MODEL

- Display the word *jungle* using letter tiles or cards. Point to the letters *le* and say: This word ends with the letters *le*. Point to *g*: The letter *g* is a consonant. When I see a consonant and *le* at the end of a word, I know that is the last syllable. I divide the word before those letters. I read the syllables one after the other to say the word. Cover *gle* and read aloud the first syllable: *jun.* Then cover *jun* and read aloud the last syllable: *gle.* Sweep your hand under the word and say: *jungle.* Model how to write *jungle.*

j u n g l e

- Repeat to introduce the syllables -*tion* using the word *action,* and -*sion* using the word *tension.*
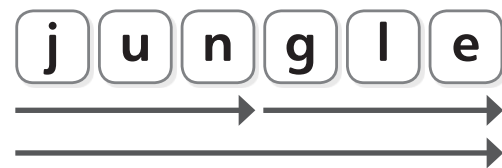
STEP 3 \ GUIDE PRACTICE

- Display the word *section*. Let's read this word together. What letters form the last syllable in the word *section?* (*t, i, o, n*) Let's read the syllables together. Point to *sec* and then *tion* as you say: *sec • tion*. Sweep your hand under the word and say: *section*. Write the word.

s e c t i o n

- Repeat with the words *uncle* and *session.*
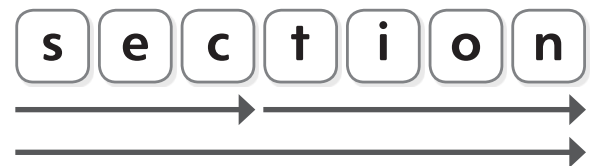
STEP 4 \ ON THEIR OWN

Have students read and write these words: *eagle, lotion, vision, little, portion, addition, simple, explosion.*

# Final Stable Syllables -*le*, -*tion*, -*sion*

CORRECTIVE FEEDBACK

IF students cannot decode words with final syllables -*le*, -*tion*, and -*sion*,

THEN model how to decode words with these final syllables, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from a tactile activity.

- Display *mansion* using letter tiles or cards. Point to the letters *sion* and say: This word ends with the letters *sion*. When I see the letters *sion* at the end of a word, I know that is the last syllable. Push the letter tiles *sion* to the right as you say: I separate that syllable from the word. Then I read each syllable one after the other. Tap each letter in the syllable *man* as you say: *man*. Then tap each letter in the syllable *sion* as you say: *sion*. Push the *man* tiles into the *sion* tiles as you say the word: *mansion*.

- Distribute letter tiles or cards to students and have them spell each word below, separate the word into syllables, and then push the syllables together as they read aloud the word.
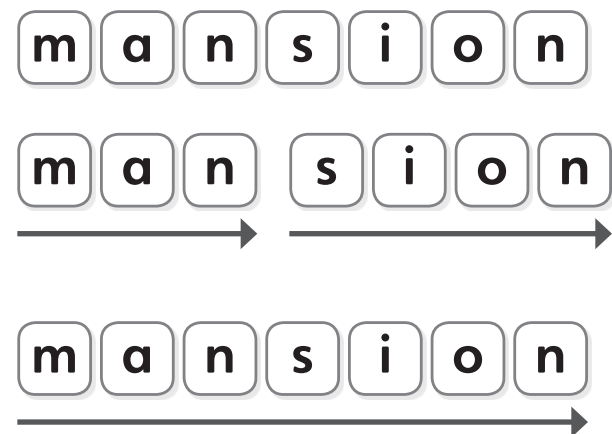
| marble | nation | version | needle | station |

Make It Harder

Students may work on the following extension activity.

- Distribute letter tiles to partners. Have both students use the tiles to spell a word that ends with consonant + -*le*, -*tion*, or -*sion*. Have partners challenge each other to divide the word into syllables and read aloud the word.

- Continue as time allows.

Fluency
Level 2

Accuracy

Accuracy refers to reading a text correctly, without omitting, adding, or changing any of the words.

ROUTINE

STEP 1 \ INTRODUCE

Describe the skill. Today we will practice reading accurately. That means that we read all words correctly. We don't skip any words, add words, or change the order of the words. We read accurately so that the text makes sense.

STEP 2 \ MODEL

- Display a short text with two or three paragraphs. Before I read the text aloud, I read it silently to make sure I know the words. If I come to a word I don't know, I will stop and figure it out before I keep reading. Read silently with me. Pause to read silently.

- Now I will read the text aloud. Follow along and listen to see if I read every word accurately. Point to each word as you read aloud.

STEP 3 \ GUIDE PRACTICE

- Distribute a copy of the same text to each student. Point out the punctuation marks and remind students to pause when they come to a comma and stop for a moment when they come to a period.

- Have students read the text aloud with you, focusing on accuracy.

- Now that we have read the text together, I am going to assign you different parts to practice. Have different groups read each paragraph.

STEP 4 \ ON THEIR OWN

- Now you will take turns reading to a partner. If you come to a word you do not know, what should you do? (stop and figure out the word before continuing to read)

- Provide feedback on students' accuracy.

- For optimal fluency, have each student read aloud the text three or four times.

Accuracy

CORRECTIVE FEEDBACK

IF students have difficulty reading aloud accurately,

THEN model how to read aloud accurately, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read aloud accurately may benefit from a word-recognition activity.

- Ask students to identify the words in the text that are difficult for them. Ask students to write each difficult word on an index card. Help them read each word. Remember, we can blend sounds to read some words. Some words need to be memorized.

- Use the cards as flashcards and have students practice reading the words until they can read them accurately.

- Have students reread the text aloud until they can read all words accurately.

Make It Harder

Students who can read the text aloud accurately can continue practicing using longer or more challenging texts.

- Help students choose a text at an appropriate level. Before you read aloud, read silently to make sure you know all the words.

- When students are familiar with all the words in the text, have partners take turns reading aloud to each other.

- Encourage partners to provide feedback and read aloud again.

Rate

Rate refers to oral reading at the speed of natural speech that demonstrates automatic word recognition and smooth pacing.

ROUTINE

STEP 1 \ INTRODUCE

Describe the skill. Today we will practice reading aloud at the same speed we use when we talk with a friend: not too fast, and not too slow. Reading aloud at the speed we talk in a friendly conversation makes it easier for our listener to understand a reading.

STEP 2 \ MODEL

- Display a short text. When I read aloud, I want my reading to sound natural, so I will read silently first to make sure I know all the words. Read silently with me. Pause to read silently. Now I will read aloud. As I read aloud, follow along. Notice my pace.

- Model oral reading at an appropriate rate and point to each word as you read it aloud.

STEP 3 \ GUIDE PRACTICE

- Distribute a copy of the same text to each student for choral reading. Let's read aloud together. We'll read at the same speed that I just used.

- Point to each word as you read it aloud at the same speed you normally speak. Reading aloud at the right rate takes practice. Let's read aloud together once more.

STEP 4 \ ON THEIR OWN

Have student pairs take turns reading the text without you. When they finish, make suggestions for speeding up or slowing down. For optimal fluency, have students read aloud the text three or four times.

Rate

CORRECTIVE FEEDBACK

IF students cannot read aloud at an appropriate rate,

THEN model how to read aloud at an appropriate rate, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Let students know if they need to practice slowing down or speeding up.

- Students who read haltingly may benefit from a word-recognition activity. Make a set of word cards of the decodable words from the text and another set of the high-frequency words from the text. We learn to read some words by saying the sounds that the letters make. We learn to read other words just by remembering them. Use the cards as flashcards and have students read aloud first the decodable words until they read them at an appropriate rate. Guide students with blending the sounds for each word if necessary. Repeat with the high-frequency words.

- Students who are reading too quickly may make errors of omission, insertion, or word order. Remind students that reading aloud is not a race, and that it's important to be able to understand the text you're reading as you read aloud. Slow down a little bit and read every word correctly. Sometimes if you read too quickly, you can miss a whole word or change the order of words. Doing that could change the meaning of the text.

- Have students read aloud the text several times until they read aloud at an appropriate rate.

Make It Harder

Have students who are reading aloud at an appropriate rate practice reading aloud with a partner.

- Help students select a text at an appropriate level.

- Have partners take turns reading paragraphs aloud from the text. Have the listening partner provide feedback about how the reader's rate helped them understand the text.

SIDE A

Prosody: Poetry

Prosody refers to oral reading with appropriate phrasing, intonation, and emphasis. **Rhythm** is the pattern of stressed and unstressed syllables. **Rhyme** is two or more words with the same middle and ending sounds.

ROUTINE

STEP 1 \ INTRODUCE

Describe reading poetry aloud. Today we're going to practice reading poetry aloud. Poems often have rhyming words, such as *tower* and *flower,* which create patterns of sounds. Poems also often have rhythm, or a pattern of beats.

STEP 2 \ MODEL

- Display a poem to model reading aloud. When I read a poem aloud, I read all the words the way they are written, the same as when I read a story. I pause if I see a comma or a period. Indicate the space between stanzas, if applicable. I also pause when I see a bigger space between the lines of poetry. Read the poem aloud.

- With poetry, my voice will show the rhythm and rhyme of the poem. The rhythm makes me want to clap or tap my feet. Identify examples of rhyming words from the poem. Words that rhyme, like _____ and _____, create repeating sounds. I'm going to read aloud again and this time I'll tap the rhythm as I read.

STEP 3 \ GUIDE PRACTICE

- Give a copy of the poem to each student. Let's read aloud together. I want you to point to the words on your copy as we read. Do a choral reading of the poem.

- Call attention to the prosody of the poem. What words do we emphasize, or stress, in this poem? Do our voices go up or down on any words? Why? (Point out any question marks or exclamation marks.) How do the words themselves create the rhythm? What is an example of the rhythm? Read the poem aloud once more in a choral read. This time clap to the rhythm. Guide students to clap on the stressed syllables.

STEP 4 \ ON THEIR OWN

Have partners take turns reading the poem to each other. Provide feedback on students' phrasing and intonation. Encourage their creative expression with rhythm and rhyme.

Prosody: Poetry

CORRECTIVE FEEDBACK

IF students have difficulty reading a poem with appropriate prosody, including rhythm and rhyme,

THEN model reading, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

If students are reading poetry without appropriate prosody, first ensure they can read all the words in the poem independently. Then work through the activities below as needed.

- To help their prosody, students may benefit from discussing the meaning of the poem. What is the poem about? Is it about real things or imaginary things? Is it a quiet poem or an exciting poem?

- If students are reading all the words correctly but are reading with uneven phrasing, they may need help knowing where to pause. I'm going to mark the pauses in this first part. You read it aloud and pause only when you come to my slash. Have the students mark the pauses in the rest of the poem and then read it aloud in a partner reading.

- Provide more opportunities for students to practice reading aloud. Let's do an echo reading.

- Then have them work in pairs and do a partner reading. Let's keep practicing until we can read the poem fluently.

Make It Harder

Have students who can read on-level poems with appropriate prosody read longer or more challenging poems.

- Help students select an appropriate poem. Have them read it silently, first, to make sure they can read all the words and understand where to pause. Let me know if you need help reading any of the words.

- Encourage them to note rhyming words and to tap out the rhythm as they practice reading.

- Then have student pairs read aloud to each other and give each other feedback. Have them read aloud several times for optimal fluency practice.

Prosody: Narrative Texts

Prosody refers to oral reading with appropriate phrasing, intonation, and emphasis. With **narrative texts,** reading aloud often involves reading with expression to distinguish when a character is speaking.

ROUTINE

STEP 1 \ INTRODUCE

Describe how to read narrative texts with prosody. When we read stories aloud, we use punctuation to guide our phrasing. We speak loudly enough, and we let the story guide our expression. Reading with expression helps listeners understand the story.

STEP 2 \ MODEL

- Display a short narrative text with dialogue. I'm going to read smoothly with varied expression. Model reading aloud the text.

- Use the following sentence frame with the Punctuation Cues to show how punctuation affects fluency. When I see a _____, I know that my voice needs to _____. For example, say: When I see quotation marks, I know that my voice needs to sound as a character would speak. Read the story again.

> **Punctuation Cues for Fluency**
>
> , = pause briefly
>
> . = pause slightly longer
>
> ? = raise voice
>
> ! = show excitement
>
> " " = read as the character would speak

STEP 3 \ GUIDE PRACTICE

- Give a copy of the story to each student. Let's read the first part together. Then stop to focus on intonation and emphasis. What is [character] thinking about or feeling when [character] says _____? How can we use our voices to show that feeling?

- Continue reading together. Note important punctuation and where students can read with expression to show how a character would speak.

STEP 4 \ ON THEIR OWN

Have partners take turns reading the same story aloud with appropriate intonation, emphasis, and phrasing. Guide as needed.

Prosody: Narrative Texts

CORRECTIVE FEEDBACK

IF students have difficulty reading a narrative text with appropriate prosody,

THEN model reading with prosody, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

If students struggle to read narratives with prosody, focus on the aspects that they find most challenging. Choose from the options below.

- If students struggle with punctuation cues, review what each symbol means and how to pause or adjust their voices when reading. If students are reading word-by-word, help them chunk sentences into meaningful phrases on their copy. Have them practice reading the text aloud several times.

- If students are not reading with appropriate expression, make sure they understand the text. Point out important punctuation in the story and elicit how it is a clue to a character or the meaning of the story. We know the character _____ is [excited/upset/wondering about something] here. How do you talk when you're feeling this way? Show that feeling when you're reading this part aloud.

- Do a partner reading with one student at a time. If students are reading too quietly, position yourself away from them and ask them to speak up, so you can hear them. Take turns reading parts of the story, and then repeat, switching roles. Repeat several times for optimal fluency.

Make It Harder

Students who are reading on-level narrative texts with appropriate prosody and effective expression can be model readers for a partner or small group. This will allow more practice for everyone.

- Have the model reader first practice reading aloud and with expression on his or her own.

- When the student is ready, have her or him lead a choral reading with a partner or small group.

Prosody: Informational Texts

Prosody refers to oral reading with appropriate phrasing, intonation, and emphasis.

ROUTINE

STEP 1 \ INTRODUCE

Describe the routine. Today we're going to practice reading informational texts aloud. These texts explain something or tell us how to do something. We usually read informational texts in a neutral tone.

STEP 2 \ MODEL

- Display an informational text. I read clearly and loudly enough so listeners can understand me. I read groups of words in chunks, or phrases, so the ideas are clear. Model reading aloud.

- This text is about _____. It's giving information, so I know to read it in a serious voice. Point out the punctuation. If I see a comma, I know to pause. If I see a period, I pause a little longer. If I see a question mark, my voice goes up to show that the sentence is a question. If I see an exclamation mark, my voice gets louder to show excitement. Model reading aloud again.

> **Punctuation Cues for Fluency**
>
> , = pause briefly
>
> . = pause slightly longer
>
> ? = raise voice
>
> ! = show excitement
>
> " " = read as the person would speak

STEP 3 \ GUIDE PRACTICE

- Give a copy of the text to each student. Let's do an echo reading. I'll read a sentence, and then you read the same sentence back to me.

- Call students' attention to phrasing and emphasis. In the [first] sentence, which words do we group together? Mark the text. Why should we pause within the sentence? Mark the text. What words do we emphasize? Let's read once again, all together.

STEP 4 \ ON THEIR OWN

Have pairs take turns reading the same text aloud. Provide feedback on their phrasing, intonation, and emphasis.

Prosody: Informational Texts

CORRECTIVE FEEDBACK

IF students have difficulty reading an informational text with appropriate prosody,

THEN model reading aloud, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle with appropriate prosody may need help with a particular aspect of fluency. Choose from the options below.

- Ask questions about the text to ensure students understand it. Have students underline any words they are having difficulty with and work with them until they can read all the words.

- Give students additional practice in both listening to fluent oral reading and reading aloud themselves. When you read an informational text aloud, imagine you are narrating a nature documentary or reading a news report. Read clearly, confidently, and loudly enough.

- Review the punctuation in the text as needed. Guide students to focus on phrasing and punctuation cues by marking pauses in the text. Mark the first several pauses on a student's copy, and then have him or her mark the rest of them. Use a slash to remind yourself where you'll pause or breathe. Then read aloud for me.

- Have students practice reading aloud with a partner several times.

Make It Harder

Challenge students who can read informational text with appropriate phrasing to be model readers for a partner or small group.

- Help students select appropriate informational texts. Have them read independently first to practice phrasing.

- Then have model readers lead an echo reading with a partner or small group.

Prosody: Drama

Prosody refers to oral reading with appropriate phrasing, intonation, and emphasis. Oral reading of plays includes reading characters' dialogue with expression.

ROUTINE

STEP 1 \ INTRODUCE

Describe the skill. When we read drama aloud, we read smoothly and let the punctuation guide us. We read the dialogue, or what the characters say, with expression. We read the other text, such as the setting, stage directions, and act and scene names, in a neutral voice.

STEP 2 \ MODEL

- Display a short drama. Point out the character tags, stage directions, setting, and act and scene names. I read this information in a regular voice. Point out the dialogue. In a play, the character tags, not quotation marks, tell me that a character is speaking. I read the dialogue with expression. I show how each character would speak. Model reading aloud the drama.

- The punctuation helps me know if the character is asking a question or is excited or upset. Model reading aloud again.

Punctuation Cues for Fluency

, = pause briefly

. = pause slightly longer

? = raise voice

! = show excitement

" " = read as the character would speak

STEP 3 \ GUIDE PRACTICE

- Give each student a copy of the play. Let's read aloud together.

- Draw students' attention to volume, expression, phrasing, and punctuation. Why is it important to read aloud with volume? How does reading aloud with expression help us understand and enjoy the play? Why is it important to read some parts in a neutral voice? Read the text aloud again together.

STEP 4 \ ON THEIR OWN

Have students work in groups that allow for each student to take one part. Have them practice several times, switching roles. Provide feedback about phrasing, intonation, emphasis, and expression.

Prosody: Drama

CORRECTIVE FEEDBACK

IF students have difficulty reading a dramatic text with appropriate prosody,

THEN model reading with prosody, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle with appropriate prosody in drama may need help with particular aspects, such as phrasing or expression. Choose from the options below.

- Ask students to briefly summarize the text to ensure they understand it.

- If students struggle with punctuation cues, review what the symbols mean and how they help readers know when to pause or how to adjust their voices.

- Talk through how each character could be portrayed with expression. How would you use your voice to show what [character] is thinking or feeling here? Have students focus on the lines of dialogue for one character at a time. You may want to use a recording of the text to provide additional models of fluent oral reading.

- Have students practice reading the same text several times. Once individual students are reading with some fluency, have them practice with partners.

Make It Harder

Have students who can read on-level dramatic texts with appropriate prosody read aloud longer or more challenging dramas.

- Help students choose an appropriate text. Have them first work independently, reading the text silently and then practicing reading aloud on their own.

- Once students are comfortable with the text, have them do a partner reading. Encourage partners to talk about how reading dialogue clearly and with appropriate expression and volume helps their partners understand and enjoy the drama.

Fluency and Qualitative Measures

What Is Fluency?

Fluency is reading accurately, with expression, at an appropriate rate. To learn to read words and become fluent readers, students need a solid phonological base and strong alphabetic and language skills. Frequent practice reading high-frequency words helps students learn to recognize words automatically.

As students' ability to read words with automaticity grows, they begin to understand the text as they read and will be able to demonstrate different aspects of prosody as they read aloud. Fluent readers group words into meaningful phrases and use their voices to convey the meaning of a text by adjusting timing, expression, volume, emphasis, and intonation. As students make gains in fluency, they will read more quickly while maintaining accuracy and demonstrating expression.

Fluency is directly related to comprehending text, the ultimate goal of reading. Mastery of these skills—reading accurately with automaticity, at an appropriate rate, and with appropriate expression—is what helps students focus on the meaning of a text.

What Does a Fluency Test Measure?

A fluency test measures the number of words that a student reads aloud correctly in one minute (WCPM) in a grade-level text that the student has not previously seen. Speed, while an important indicator, is not the main objective.

- **Accuracy, Rate, and WCPM** The score (words correctly read per minute) is calculated by subtracting the number of errors the student makes from the total number of words the student read.

- **Results** Scores can be highly variable because of familiarity (or lack of familiarity) with a particular topic and related vocabulary, or due to student anxiety. The score of any one test should be seen within the context of a semester or a year.

Using *myView Cold Reads for Fluency and Comprehension*

Cold Reads for Fluency and Comprehension provides leveled selections and comprehension items that assess each week's comprehension focus and support emerging fluency.

- **Differentiation** Selections and items are written for students at varying levels of proficiency, as indicated at the bottom of each page: Developing (D), On-Level (OL), and Advanced (A).

- **High-Frequency Words** High-frequency words are strategically placed in the selections to give students additional practice reading these words in context.

- **Practice** Use selections to model fluent oral reading regularly in class. Selections can also provide students with ample opportunities to practice reading orally before they are assessed.

- **Assessment** Selections are designed to be administered as tests to assess student progress.

Qualitative Measures

Gaining fluency is a process that is different for every reader. Some students demonstrate fluency from early on, while for others it can be a gradual process. Over time and with effective reading instruction and practice, students will show improvement. Charting WCPM scores as students' reading improves motivates them to further practice and improve their fluency.

Key Variables

Emerging readers progress through phases, the timing of which varies but can be generalized as follows:

- A focus on pronouncing words and phrases (Kindergarten, Grade 1, and first half of Grade 2)
- Showing signs of prosody; starting to use expressive language (second half of Grade 2)
- Fluctuating oral reading fluency scores (at the end of Grade 3, moving into Grades 4 and 5)

Measuring Other Aspects of Fluency

To get an overall picture of a student's fluency, teachers will benefit from tracking not only WCPM but also those elements of prosody that are more subjective. As you listen to students' oral reading practice, pay attention to their demonstration of prosodic elements beyond accuracy and rate.

- **Phrasing** Does the student group words into meaningful chunks and pause appropriately when encountering commas and periods?
- **Intonation** Does the student's voice go up and down when she or he sees a question mark or exclamation mark, or when speaking as a character would?
- **Volume and Stress** Does the student translate the emotion and meaning of the text into his or her oral reading through appropriate shifts in volume and emphasis?
- **Self-correction** Does the student self-correct, an important fluency and comprehension skill, as he or she reads?

Use the **Oral Reading Fluency Rubric** to determine a student's level of fluency and assess areas in which a student may need practice.

Target Fluency Goals

One of the most effective ways to assess fluency is by taking a timed sample of a student's oral reading and measuring words correct per minute (WCPM).

Prepare for the Timed Sample
- Choose a selection that is on grade level and not previously seen by the student.
- Make two copies of the selection. Give one copy to the student and keep the other copy for yourself.
- Have a timer or clock available for timing the reading.

Administer the Timed Sample
- Have the student read aloud the selection for one minute, excluding the title.
- Mark on your copy of the selection any miscues or errors the student makes.
- Stop the student at exactly one minute and note precisely where he or she stopped.

Score the Results: WCPM = (Total number of words read) − (Number of errors)
- Count the total number of words read in one minute.
- Subtract the number of miscues or errors made.
- Record the words correct per minute score.

Interpret the Score

The following chart identifies performance benchmarks for fall, winter, and spring, with the expected benchmark at the 50th percentile. For example, a second-grade student reading 109 WCPM in winter is reading at the 75th percentile. The same student reading 148 WCPM in the spring is now reading at the 90th percentile.

GRADE	%ILE	FALL WCPM	WINTER WCPM	SPRING WCPM
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	20	23	35	43

Hasbrouck, J. & Tindal, G. (2017). "Compiled ORF Norms 2017" from *An Update to Compiled ORF Norms (Technical Report No. 1702)*. Eugene, OR, Behavioral Research and Teaching, University of Oregon. Used by permission.

IF the score is lower than the expected benchmark,

THEN evaluate your notes on the student's miscues to determine whether further instruction in decoding, vocabulary, and comprehension strategies is needed. Exposing the student to fluent reading models and encouraging the student to read more texts at an accessible reading level may also increase fluency.

Oral Reading Fluency Rubric

Score	VOLUME AND EXPRESSION	SYNTAX AND PHRASING	ACCURACY	RATE
4	The student reads enthusiastically with good expression throughout the text and varies expression and volume to match his or her interpretation of the text.	The student reads smoothly with some breaks; demonstrates meaningful phrasing, mostly in clause and sentence units; adjusts for punctuation; and preserves the author's syntax. Stress and intonation are appropriate.	The student reads accurately. A rare, minor error may occur or be self-corrected, but does not appear to detract from the overall comprehension of the text.	The student consistently reads at a natural-sounding, conversational pace.
3	The student reads with appropriate volume and some expression appropriate to the text.	The student generally uses appropriate phrasing but occasionally breaks smoothness with run-ons or mid-sentence pauses for breath, or does not adjust for punctuation. Stress and intonation are adequate, and the syntax of the author is mostly preserved.	The student mostly reads accurately. Errors sometimes result from a difficult word or sentence structure. Errors may be self-corrected and do not appear to affect comprehension.	The student sometimes reads at an uneven pace, too slow or too fast at times.
2	The student begins to use voice to make text sound natural but focuses mostly on reading the words and reads somewhat quietly. Expression is minimal.	The student reads in short phrases and does not adjust for punctuation, making the reading sound choppy. Stress and intonation are lacking or inappropriate at times.	The student makes a number of errors. Errors sometimes affect comprehension.	The student reads somewhat slowly. There may be frequent or extended pauses or hesitations.
1	The student reads the words but does not sound natural, is difficult to hear, and uses little or no expression.	The student reads in a choppy, word-by-word manner with frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts. Stress and intonation are absent or inappropriate.	The student makes many errors to the point of affecting comprehension.	The student reads slowly and with difficulty.

Teacher Resources

a	a	a	a	a	a	a	a
a	a	b.	b.	b.	b.	b.	b.
b.	b.	b.	b.	c	c	c	c
c	c	c	c	c	c	d.	d.
d.	d.	d.	d.	d.	d.	d.	d.
e	e	e	e	e	e	e	e
e	e	f	f	f	f	f	f
f	f	f	f	g	g	g	g
g	g	g	g	g	g	h	h
h	h	h	h	h	h	h	h
i	i	i	i	i	i	i	i
i	i	j	j	j	j	j	j

j	j	k	k	k	k	k	k
k	k	k	k	l	l	l	l
l	l	l	l	l	l	m	m
m	m	m	m	m	m	m	m
n.	n.	n.	n.	n.	n.	n.	n.
n.	n.	o	o	o	o	o	o
o	o	o	o	p.	p.	p.	p.
p.	p.	p.	p.	p.	p.	q	q
q	q	q	q	q	q	r	r
r	r	r	r	r	r	r	r
s	s	s	s	s	s	s	s
s	s	s	t	t	t	t	t

t	t	t	t	u.	u.	u.	u.
u.	u.	u.	u.	u.	u.	v	v
v	v	v	v	v	v	w	w
w	w	w	w	w	w	w	w
x	x	x	x	x	x	x	x
y	y	y	y	y	y	y	y
z	z	z	z	z	z	z	z
ch	ch	ch	ch	ch	ch	ch	ch
ch	ch	ll	ll	ll	ll	ll	ll
ll	ll	ll	ll	ñ	ñ	ñ	ñ
ñ	ñ	ñ	ñ	ñ	ñ		

A	B	C	D	E	F	G	H
I	J	K	L	M	N	O	P
Q	R	S	T	U	V	W	X
Y	Z	CH	LL	Ñ		A	B
C	D	E	F	G	H	I	J
K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z
CH	LL	Ñ		A	B	C	D
E	F	G	H	I	J	K	L
M	N	O	P	Q	R	S	T
U	V	W	X	Y	Z	CH	LL
Ñ							

Phonics Generalizations

SKILL	GENERALIZATION
c /s/, g /j/, s /s/ or /z/	• The letter *c* usually stands for the sound /s/ when followed by *e, i,* or *y.* (e.g., *cent, city, icy*) • The letter *g* usually stands for the sound /j/ when followed by *e* or *i.* (e.g., *gem, giant*) • The letter *s* can stand for the sound /s/ or /z/. (e.g., *sit, his*)
compound word	A compound word is made up of two or more shorter words. (e.g., *baseball*)
consonant blend	A consonant blend consists of two or more letters whose sounds are blended together when pronouncing a word. (e.g., *clap, list, strike*)
consonant digraph	A consonant digraph consists of two consonants that stand for a single sound. (e.g., *sh, ch, th*)
consonant pattern -ck	The letters *ck* stand for the sound /k/. (e.g., *duck*)
consonant patterns ng, nk	The letters *ng* and *nk* each stand for a single sound, /ng/ and /ngk/. (e.g., *sing, sink*)
consonant trigraph	A consonant trigraph is three consonants that stand for a single sound. (e.g., *tch*)
contraction	A contraction is a shortened form of two words. An apostrophe appears where letters have been dropped from the original words. (e.g., *she'll/she will; isn't/is not*)
diphthongs oi, oy	• The letters *oi* and *oy* stand for the diphthong /oi/. (e.g., *boil, toy*) • In a diphthong, each vowel contributes to the sound heard.
diphthongs ou, ow	• The letters *ou* and *ow* can stand for the diphthong /ou/. (e.g., *out, cow*) • In a diphthong, each vowel contributes to the sound heard.
endings, comparative	• The ending -*er* is added to a word to compare two things. The ending -*est* is added to a word to compare three or more things. (e.g., *faster, fastest*) • For many words that end in consonant-vowel-consonant, the last consonant is doubled before the ending is added. (e.g., *big, bigger, biggest*) • For base words ending with consonant -*y*, the *y* changes to *i* before adding -*er*, -*est*. (e.g., *dry, drier, driest*)
endings, inflectional	• The ending -*s* can stand for the sound /s/ or /z/. • The ending -*ed* can stand for the sound /d/, /əd/, or /t/. (e.g., *named, needed, hoped*) • For many words that end in consonant-vowel-consonant, the last consonant is doubled before the ending -*ed* or -*ing* is added. (e.g., *tap, tapped, tapping*) • For base words ending with consonant -*y*, the *y* changes to *i* before adding -*ed*, -*es*; -*er*, -*est*. (e.g., *cry, cried, cries; dry, drier, driest*) • When a base word ends in the letter *e,* the letter *e* is dropped before adding endings -*ed* or -*ing*. (e.g., *use, used, using*)

SKILL	GENERALIZATION
endings, plural	• The ending -*s* can stand for the sound /s/ or /z/. (e.g., *hats, bags*) • For base words ending with consonant -*y,* the *y* changes to *i* before adding -*es*. (e.g., *baby, babies*)
endings, words with final y or e	• When a base word ends with consonant -*y,* the *y* changes to *i* before adding -*ed, -es, -er, -est*. (e.g., *cry, cried, cries; dry, drier, driest*) • When a base word ends in the letter *e,* the letter *e* is dropped before adding endings -*ed* or -*ing*. (e.g., *use, used, using*)
final x	The letter *x* at the end of a word usually stands for the sound /ks/. (e.g., *box, mix*)
FLoSS rule	When a one-syllable word with a short vowel ends with the letters *f, l, s,* or *z,* the final letter is usually doubled. (e.g., *puff, hill, mess, fizz*)
homograph	• A homograph is a word that is spelled the same as another word but is different in meaning and often pronunciation. (e.g., *bat, bow*) • Context provides the clue to pronunciation.
initial qu	*Q* is rarely alone in words. The letters *q* and *u* spell the sound /kw/. (e.g., *quilt*)
long a: a, ai, ay	• **V/CV** When a syllable ends with a single vowel, the vowel sound is usually long. (e.g., *lazy, later*) • **CVVC** When two vowels appear together in a word or syllable, the first vowel usually stands for its long sound, and the second is silent. (e.g., *mail, wait*) • **CVV** The letters *ay* usually stand for the long *a* sound. (e.g., *play*)
long e: e, ee, ea, y, ey	• **CV, V/CV** When a word or a syllable ends with a single vowel, the vowel sound is usually long. (e.g., *me, begin*) • **CVVC** When two vowels appear together in a word or syllable, the first vowel usually stands for its long sound, and the second is silent. (e.g., *meal, bean*) • When *y* or *ey* ends a word of two or more syllables, it usually has the long *e* sound. (e.g., *baby, monkey*)
long i: ie, igh	• **CVVC** When two vowels appear together in a word or syllable, the first vowel usually stands for its long sound and the second is silent. (e.g., *tied, applies*) • When *i* is followed by *gh,* the *i* usually stands for its long sound, and the letters *gh* are silent. (e.g., *high*)
long o: o, oa, oe	• **CV, V/CV** When a word or a syllable ends with a single vowel, the vowel sound is usually long. (e.g., *go, open*) • **CVVC** When two vowels appear together in a word or syllable, the first vowel usually stands for its long sound, and the second is silent. (e.g., *road, goat*)
long o: ow	The letters *ow* can stand for the long *o* sound. (e.g., *row*)
long vowels i, o	• When *i* is followed by *ld* or *nd,* its sound is often long. (e.g., *mild, find*) • When *o* is followed by *ld* or *st,* its sound is often long. (e.g., *gold, post*)
long vowels, VCe, CVVC	• **VCe** When a word has a vowel-consonant-silent *e* pattern, the vowel usually stands for its long sound. (e.g., *tape, Pete, fine, rope, cute*) • **CVVC** When two vowels appear together in a word or syllable, the first vowel usually stands for its long sound, and the second is silent. (e.g., *rain, team, tied, road, hue*)

SKILL	GENERALIZATION
prefix	A prefix is a word part added to the beginning of a word that changes the word's meaning. (e.g., *un-, re-*)
r*-controlled *ar, or, ore	• A single vowel followed by the letter *r* has a sound that is neither short nor long, but *r*-controlled. (e.g., *car, for, more*) • Sound /är/ can be spelled *ar*. • Sound /ôr/ can be spelled *or* or *ore*.
r*-controlled *er, ir, ur	• A single vowel followed by the letter *r* has a sound that is neither short nor long, but *r*-controlled. (e.g., *her, sir, fur*) • Sound /er/ can be spelled *er, ir,* or *ur*.
short vowels	**CVC** When there is only one vowel at the beginning or in the middle of a word or syllable, it usually stands for its short sound. (e.g., *at, led, mit, mop, pup*)
suffix	A suffix is a word part added to the end of a word that changes the word's meaning, part of speech, or both. (e.g., *-ly, -ful*)
syllable	A word has as many syllables as it has vowel sounds. (e.g., *bug, hap/pen*)
syllable, final stable (syllables C + *-le, -tion, -sion*)	• If a word ends in consonant + *-le*, those three letters usually make up the last syllable of the word. (e.g., *mar/ble*) • If a word ends in *-tion* or *-sion*, the ending usually makes up the last syllable of the word. (e.g., *ac/tion, ten/sion*)
syllable VCCCV	If a word has three consonants in the middle, divide the word between the single consonant and the blend or digraph. (e.g., *chil/dren, ath/lete*)
syllable VCCV	**VC/CV** If a word has two consonants in the middle (that are not digraphs), divide between them. (e.g., *bas/ket, lad/der*)
syllable VCV (closed syllable)	• A closed syllable ends with a consonant and usually has a short vowel sound. (e.g., *mat, bas/ket*) • **VC/V** If you don't recognize the word when pronounced with a long vowel sound, put the consonant with the first syllable, making the first vowel short. (e.g., *lem/on*)
syllable VCV (open syllable)	• An open syllable ends with a long vowel sound. (e.g., *fi/nal*) • **V/CV** If a word has one consonant between two vowels, the consonant usually goes with the second syllable, making the first syllable long. (e.g., *pi/lot*)
trigraph *dge* /j/	The letters *dge* stand for /j/. (e.g., *edge*)
vowel digraph	A vowel digraph is a letter combination that spells one vowel sound. This is sometimes called a *vowel pattern* or *vowel team*. (e.g., *rain, team, chief, loud, suit*)
vowel digraph *ea*	The letters *ea* can stand for short *e* or long *e*. Context provides the clue to pronunciation. (e.g., *bread, bean*)
vowel digraph *ie*	The letters *ie* can stand for the long *i* or long *e* sound. Context provides the clue to pronunciation. (e.g., *tied, brief*)

SKILL	GENERALIZATION
vowel digraphs *ew, ue, ui*	The letters *ew, ue,* and *ui* can stand for the vowel sound in *blue*, /ü/. (e.g., *new, clue, suit*)
vowel sound in *ball*	The vowel sound /ò/ can be spelled *a, al, aw, au,* or *augh. (e.g., all, chalk, law, haul, caught*)
vowel sound in *foot*	The letters *oo* and *u* can stand for the vowel sound in *foot,* /ù/. (e.g., *good, put*)
vowel sound in *moon*	The letters *oo* and *ou* can stand for the vowel sound in *moon* /ü/. (e.g., *room, soup*)
vowel sounds of *y*	• When *y* ends a syllable or a one-syllable word, it usually stands for the long *i* sound. (e.g., *cycle, my*) • When *y* ends a word of two or more syllables, it usually has the long *e* sound. (e.g., *silly, company*)
vowels *oo, u*	• The letters *oo* can stand for the vowel sound in *foot,* /ù/, or in *moon*, /ü/. (e.g., *good, boot*) • The letter *u* can stand for the short *u* or the vowel sound in *foot*, /ù/. (e.g., *put*) • Context provides the clue to pronunciation.

Glossary

abbreviation: A shortened form of a longer word or phrase, using some letters from the original word or words

accuracy: To read a text correctly, without omitting, adding, or changing any words

alliteration: The repetition of consonant sounds at the beginning of words or within words

answer questions: To find answers to a reader's questions generated during and after reading

antonym: A word with a meaning that is the opposite to the meaning of another word

ask questions: To ask about the text before, during, and after reading to clarify and gain new information

blending: To string together the sounds that the letters spell in a word

build background knowledge: To connect one's own background to a text for better understanding of the text, and then to add more knowledge from the text during reading

closed syllable: A syllable that ends with a consonant and usually has a short vowel sound

compound word: A word made of two smaller words

consonant blend: A blended sound represented by two or three consonant letters

consonant digraph: A single sound represented by two consonants

consonant trigraph: A single sound represented by three consonants

context: The words around another word that help explain its meaning

context clue: A type of hint, such as a synonym, an antonym, an example, or a brief definition, found within a text that helps readers figure out the meaning of an unfamiliar word

contraction: A shortened form of two words in which some letters are removed and replaced with an apostrophe

decoding: The translation of the symbols of written English (letters) into the sounds of the spoken language to read a word

detail: A small piece of information that tells more about the main idea in an informational text

diphthong: A single vowel sound, represented by two letters, that resembles a glide from one sound to another

drama/play: A type of writing that tells a story and is acted out for others

final stable syllable: An unaccented syllable, such as a consonant + *-le, -tion, or -sion,* that always appears at the end of a word

glossary: An alphabetical list of important or difficult words in a text and their definitions

homograph: A word that is spelled the same as another word but has a different meaning and usually a different pronunciation

inference: A logical conclusion readers draw about ideas not directly stated in a text by combining what they know with details they read

inflected ending: A letter or group of letters added to a base word that changes the word's tense, voice, or number

informational text: A type of writing with a main idea and details that provides facts and information about a topic

literary text: A type of writing that tells a story or entertains

main idea: The most important idea in an informational text

monitor reading: To use different strategies to confirm understanding during reading

multiple-meaning word: A word that has several definitions given within the dictionary listing

narrative text: Any type of writing, including fiction or nonfiction, that relates a series of events

open syllable: A syllable that ends with a long vowel sound

oral vocabulary: Words used in speaking or recognized in listening

phoneme addition: To make a new word by adding a phoneme (sound) to a word

phoneme blending: To listen to a sequence of spoken sounds (phonemes) and combine them to form a word

phoneme deletion: To state the word that remains when a specific phoneme (sound) is removed

phoneme isolation: To identify individual sounds (phonemes) at the beginning, middle, and end of words

phoneme manipulation: To change the individual sounds (phonemes) at the beginning, middle, and end of words

phoneme segmentation: To break a word into its sounds (phonemes)

plural noun: A noun that names more than one person, animal, place, or thing

poetry: A type of writing often using rhythm and rhyme to express an idea, a feeling, or a story

prediction: A smart guess readers make about what a text might be about or what might happen next based on details in the text

prefix: A word part added to the beginning of a word to make a new word

prosody: Oral reading with appropriate phrasing, intonation, and emphasis

rate: Oral reading at the speed of natural speech, demonstrating automatic word recognition and smooth pacing

***r*-controlled vowel:** A single vowel followed by the letter *r* that has neither a long vowel sound nor a short vowel sound, but an *r*-controlled vowel sound

resource: A print or online source, such as a glossary or dictionary, that gives the meanings of words

retell: To use one's own words to recount what happens in a story, in order

rhyme: Two or more words with the same middle and ending sounds

rhyming word: See *rhyme.*

rhythm: The pattern of stressed and unstressed syllables

suffix: A word part added to the end of a word to make a new word

summarize: To restate in one's own words the most important ideas or events of a text in a shorter version of the original

surrounding text: The words and sentences near an unfamiliar word

syllable: A word part that contains a single vowel sound

synonym: A word with a meaning that is similar to the meaning of another word

trigraph: A single sound represented by three consonants

vowel digraph: Two letters that spell one vowel sound

vowel team: See *vowel digraph.*

word part: A group of letters that can be added to some words to make new words with different meanings

Resources

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Teacher Notes

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