# SOUNDS ABOUND™

## Storybook Activities

Sandy Lachance

Skill Area:    Phonological Awareness

Ages:         4 through 7

Grades:       PreK through 2

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# About the Author

**Sandy Lachance**, M.S., CCC-SLP, has worked as a speech-language pathologist for over 25 years in the Baltimore County Public School System in Maryland.  Sandy's experience with students exhibiting articulation, language, and reading difficulties sparked her interest in phonological awareness.  Sandy is a strong proponent of integrating phonemic awareness training in daily classroom activities.  She regularly incorporates these skills in her therapy sessions with preschool and elementary-aged students.  Sandy has provided staff development and consultation for teachers at her school as well as numerous classroom demonstration lessons.

In her spare time, Sandy enjoys amateur photography, gardening, and relaxing with her family beside their beautiful water garden.

*Sounds Abound: Storybook Activities* is Sandy's first publication with LinguiSystems.

# Dedications

To my husband, Mike, whose support and encouragement during this project have meant so much to me

To my daughters, Rachel and Rebecca, whose fond childhood memories of these stories have been rekindled

To my mom, my friend . . . I love you

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# Introduction

## Phonological Awareness

*Phonological awareness* refers to the perception that spoken words are made up of individual sounds that can be manipulated. This terminology is sometimes used interchangeably with "phonemic awareness." We know, however, that prior to recognizing the smallest units of speech (phonemes), children first acquire an awareness of word boundaries as they realize that sentences are made up of words. They then develop the perception that words are made up of parts (syllables), and finally the recognition of individual speech sounds. It is this global definition of phonological awareness that is the premise of this text.

The importance of phonological awareness in acquisition of early reading and spelling skills has been clearly documented. In fact, phonological awareness (specifically "phonemic awareness") and knowledge of the alphabetic principle are considered the best predictors of success in early reading and spelling programs. In order to benefit from a structured phonics program which includes processing visual information, children need to be able to auditorally process oral speech. For example, during phonics instruction related to letters and their sounds, students may look at the word *cat* and be able to make the corresponding sounds /k/-/a/-/t/, but not have the auditory processing skill of sound blending necessary to blend those sounds into a meaningful word. Conversely, in spelling, a student must be able to segment individual sounds in a spoken word to represent those speech sounds with letters or letter combinations.

Developing phonological awareness skills can be accomplished in a very systematic way beginning at the word level, progressing to syllables, and finally to individual phonemes within words. This progression encourages students to perceive increasingly smaller units of speech. Within that sequential framework, activities at each level should initially address an awareness or recognition of the target skill prior to production tasks which require direct manipulation of words, syllables, or phonemes. In *Developmental Reading Disabilities: A Language Based Treatment Approach*[1], the author, Candace L. Goldsworthy, has delineated a very comprehensive hierarchy of skills and activities to increase phonological awareness skills.

## The Literature Connection

A balanced literacy program must include direct phonics instruction, phonological awareness training, and reading/comprehending of informative and engaging texts. Teachers commonly include children's literature as part of the comprehension component of their reading instruction. Although many excellent materials are currently

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[1]Goldsworthy, Candace L. *Developmental Reading Disabilities: A Language Based Treatment Approach*. San Diego, CA: Singular Publishing Group, 1996.

available to teach specific phonological awareness skills both in isolation and in conjunction with phonics instruction, it is the purpose of this book to link phonological awareness skills to authentic literature. By addressing these skills within the context of the literature text being read, the instruction becomes more relevant and meaningful to students.

### Sounds Abound: Storybook Activities

*Sounds Abound: Storybook Activities* includes phonological awareness activities for 43 children's literature books. These activities take advantage of the rich vocabulary from these well-known stories to reinforce and apply skills in word awareness, syllable awareness, rhyming, and sound awareness. The activities and the sequence in which they are presented follow the recommendations outlined in Goldsworthy's aforementioned text.

Processing phonological information requires a certain degree of short-term memory. Students need to "hold" the words or sounds in working memory long enough to process the information. To aid in this task, visual representations (e.g., pictures, blocks, chips) are suggested to help teach some concepts. The ultimate goal is to fade the use of visual cues so that the students are able to perform the tasks strictly auditorily. As visual cues are faded, it may be beneficial to have students repeat the stimulus words (i.e., verbal rehearsal) to facilitate that processing ability. For example, with oddity tasks (e.g., Discriminating Rhymes) where three words must be held in working memory, have the students quietly repeat the words as they attempt to discriminate which one does not fit the intended pattern.

The activities included in *Sounds Abound: Storybook Activities* can be used in a variety of ways by classroom teachers, special education teachers, reading specialists, and speech-language pathologists. Books selected for this program can be used with preschool or kindergarten students as read-alouds, with first- and second-grade readers, or with older students with reading and learning disabilities. The activities can be incorporated in whole class instruction, in small groups, or with individual students.

There are a variety of questions provided at each level so you can easily address individual needs in a group by posing different stimulus questions to different students. For example, one student in a group could respond to a sound blending task as another student claps the syllables in a word.

These activities can be integrated into a directed reading lesson and are short enough to be used as reinforcement at other times throughout the day. For example, you might present stimulus items to students as they transition from an activity on the floor to working at their desks, while waiting in line, or before packing up at the end of the day (e.g., "Before you line up, tell me a word that rhymes with _____.").

Several of the children's books are content-related, addressing themes such as life cycles (e.g., *Pumpkin, Pumpkin; The Very Hungry Caterpillar*), animals (e.g., *Swimmy, The Grouchy Ladybug*), seasons (e.g., *The Seasons of Arnold's Apple Tree, The Snowy Day*), and culture (e.g., *Bringing the Rain to Kapiti Plain, Tikki Tikki Tembo*). This relationship allows further connections between phonological awareness skills and outcomes related to Science or Social Studies. By incorporating phonological awareness tasks throughout the school day, we increase the exposure and practice students receive in these critical processing skills.

The activities included for each story are easy to follow because they use the same format and sequence of skills. In addition, many answers are provided for your convenience, either in parentheses following the item or by underlining the target item in a list. Because of the variability in the vocabulary as well as the complexity of sentence structure, different texts lend themselves to certain activities better than others. Therefore, you will find that not all skills are addressed for each story. The following activities, however, are found in every story in this book.

### Word Awareness

These tasks encourage students to recognize individual words as meaning units. Students initially connect a spoken word to a written word by pointing to words as they are read. They "fill in" missing words orally, count words, and finally manipulate words by correctly sequencing words presented either in print or aloud.

### Syllable Awareness

The concept of "syllableness" is best taught by beginning with compound words in which each syllable has a meaning attached before moving on to other two- and three-syllable words. Any compound words from a story are incorporated into these syllable awareness activities plus other multisyllabic words from the story for extra practice.

These activities develop an awareness of syllables in words by first clapping word parts and then blending syllables to make words. Once those skills are mastered, students actually manipulate syllables in words. Again, manipulation of syllables in compound words will be easier than noncompound words. Manipulation tasks include deleting syllables, reversing syllables, and adding syllables.

Since the focus of this program is on the oral component of syllable awareness, syllables are divided according to the dictionary pronunciation guide[2] as opposed

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[2]*Macmillan Dictionary for Children.* NY: Simon & Schuster, 2001.

to the orthographic or phonics rules used for printed words. Because acceptable pronunciation varies across speakers, use clinical judgment in accepting other reasonable divisions of syllables in these tasks.

### Rhyming

The ability to rhyme requires a perception of the initial consonant of a word (onset) as a unit separate from the vowel and consonant ending (rime). With this in mind, rhyming tasks actually require phoneme manipulation. For the purposes of this program, rhyming is included as a separate section because many instructional activities address rhyming as a separate skill. If students experience difficulty with the tasks in this section, introduce some of the early tasks under "Sound Awareness" to help students acquire the skills necessary to rhyme.

The sequence of tasks under this section progresses from recognition to production of rhymes, establishing an awareness of what constitutes a rhyme before actually generating it. However, sometimes students may be able to give a rhyming word without the ability to make judgments about rhyme. The initial task requires students to recognize whether two words rhyme. In order to do this, they must understand the onset-rime concept and be able to recognize sameness of the rime. The next step requires students to perform an "oddity" task by identifying the word that doesn't rhyme. This concept may need to be initially taught by altering the task so that students tell which two words *do* rhyme and then identify the one that does *not*. In later tasks, students choose a word that rhymes with a stimulus word and then supply a rhyming word for a given word. When producing a rhyme, students may offer a nonsense word. At early stages of rhyming instruction, this is acceptable since it shows that the student has acquired the onset-rime concept. However, with additional practice, encourage students to think of a "real" word that rhymes.

Within the rhyming tasks, most targeted words have been selected directly from the text. However, for stories which do not include rhyming pairs, additional words have been provided to rhyme with words drawn from the story.

### Sound Awareness

At this level, students begin to identify individual phonemes that make up words. Awareness of initial sounds in words is emphasized through matching consonant sounds with words and identifying beginning sounds of given words. Sound blending begins with onset-rime and then blending individual phonemes to make words. Identification of final sounds in words follows. Making judgments about both beginning and ending sounds is facilitated with oddity tasks similar to those for rhyming. Students then progress to segmenting words into individual phonemes

and directly manipulating sounds in words through sound substitution and deletion. While most deletion tasks result in "real" words (e.g., "Say **bear**. Say it again, but don't say /**b**/."), some stimulus items will result in nonsense words ("Say **read**. Say it again, but don't say /**d**/.").

All activities at this level focus on *sounds*, not letter names. Whenever a letter is surrounded by slashes (/  /), say the sound, not the name of the letter (/t/, not /tee/). In addition, make short sounds without a vowel following (e.g., /t/, not /tuh/). In order to make this program user-friendly across disciplines, sounds are represented according to general usage and not strict phonetic transcription (e.g., the sound produced by the letters "ch" is presented as /ch/, not /tʃ/). Also, since words are divided into sounds by how they are spelled, you may need to watch your pronunciation of certain words like *noise*, *trees*, *who*, and *box*. For example, for "n-oi-se" the silent 'e' is not pronounced, for "t-r-ee-s" the "s" is a /z/ sound, for "wh-o" the "wh" is a /h/ sound, and for "b-o-x" the "x" is made with two sounds (/k/ and /s/).

If students experience difficulty at the sound awareness level, select items containing continuants (e.g., m, n, s, f, h, l, v, w, z, r, sh, th) rather than stops (e.g., p, b, t, d, k, g, ch, j) for beginning practice. Being able to prolong the consonant sounds in continuants makes blending and segmentation tasks easier for students.

In general, the number of items under specific headings is not all inclusive. Please consider this work a starting point from which you can extend and generate additional stimulus items as you and your students interact with these wonderful stories. Feel free to apply this framework to other texts as well.

I hope that you and your students enjoy these activities and stories as much as my students and I do!

Sandy

# A House Is a House for Me by Mary Ann Hoberman

## WORD AWARENESS

➥ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➥ Read the story aloud, omitting words. Have the students tell the missing words.

➥ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➥ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- houses pickles are barrels for
  (Barrels are houses for pickles.)

- tree monkeys live in a up
  (Monkeys live up in a tree.)

- a for house me is house a
  (A house is a house for me.)

- a spider web house is a for a
  (A web is a house for a spider.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➥ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| house (1) | lake (1) | ship (1) | jam (1) |
| spider (2) | shellfish (2) | terminal (3) | reflections (3) |
| mosquito (3) | lobster (2) | teabags (2) | envelopes (3) |
| bedbug (2) | Eskimo (3) | sandwich (2) | garden (2) |

### ➥ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| egg•shells | oy•ster | se•cret |
| tea•pot | gar•bage | en•ve•lopes |
| ear•muffs | sand•wich | mos•qui•tos |
| gar•den | penn•ies | hick•o•ry |

➡ **Deleting Syllables**

"Say **bathrobe**.  Say it again, but don't say **bath**."  (robe)
"Say **eggshell**.  Say it again, but don't say **shell**."  (egg)
"Say **cookies**.  Say it again, but don't say **ies**."  (cook)
"Say **spider**.  Say it again, but don't say **spi**."  (der)
"Say **potatoes**.  Say it again, but don't say **po**."  (tatoes)

➡ **Reversing Syllables**

"Say _____.  Now switch the parts."

| | | | |
|---|---|---|---|
| bedbug | shellfish | sandwich | bathrobe |
| (bug•bed) | (fish•shell) | (wich•sand) | (robe•bath) |
| mudhole | teabag | trashcan | tablecloth |
| (hole•mud) | (bag•tea) | (can•trash) | (cloth•table) |

## RHYMING

➡ **Recognizing Rhymes**

"Do these words rhyme?"

| | | | |
|---|---|---|---|
| me • bee | shed • bed | train • plane | ham • jam |
| bug • rug | snake • lake | ship • corn | bread • head |
| web • bird | lambs • clams | cup • up | worms • pens |
| sheep • sleep | shell • truck | true • think | smell • tell |

➡ **Discriminating Rhymes**

"Which word does not rhyme?"

| | | |
|---|---|---|
| cup • up • <u>kings</u> | bread • head • <u>barrel</u> | <u>lambs</u> • well • shell |
| all • <u>home</u> • stall | pot • spot • <u>ham</u> | snake • lake • <u>lions</u> |
| <u>box</u> • worms • germs | <u>drink</u> • things • kings | flea • <u>dog</u> • me |
| think • <u>that</u> • ink | tea • knee • <u>shoe</u> | <u>nest</u> • rug • snug |

➡ **Matching Rhymes**

"Which word rhymes with **tree**?  bird • <u>flea</u>"
"Which word rhymes with **cow**?  <u>sow</u> • horse"
"Which word rhymes with **shed**?  <u>bed</u> • mule"
"Which word rhymes with **clams**?  fish • <u>lambs</u>"
"Which word rhymes with **you**?  find • <u>true</u>"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | | |
|---|---|---|---|
| kings | tell | up | sleep |
| jam | ink | tea | bug |
| pot | bread | train | house |
| all | you | snake | ship |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Initial Sound Play

"**House** begins with **/h/**. Let's make up silly words that begin with the **/h/** sound."
"Say your name, beginning with the **/h/** sound."
"Name five things in the classroom. Begin each one with the **/h/** sound."
"Name five animals. Begin each one with the **/h/** sound."

### ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the **/b/** sound? <u>bathrobe</u> • mole • <u>bee</u>"
"Which words begin with the **/h/** sound? <u>hive</u> • <u>hill</u> • puddle"
"Which words begin with the **/s/** sound? worms • <u>snake</u> • <u>sea</u>"
"Which words begin with the **/p/** sound? <u>peaches</u> • garbage • <u>pockets</u>"
"Which words begin with the **/k/** sound? tea • <u>cookies</u> • <u>castles</u>"

### ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| h•ouse | l•ake | f•oot | th•ink |
| sh•eep | sh•ell | b•ox | h•ome |
| c•ow | d•ock | c•up | g•erms |
| r•ug | n•ut | h•ead | r•ose |

### ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| tr•uck | dr•ink | gl•ove | thr•oat |
| sm•ell | pl•ane | sp•ot | st•all |

## ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| ear•th | h•a•t | g•l•o•ve | t•e•p•ee |
| f•or | h•ou•se | p•l•a•ce | t•r•u•ck |
| b•oo•k | h•a•m | h•u•s•k | r•i•v•er |
| h•u•m | c•u•p | t•r•ai•n | c•l•a•m•s |

## ➥ Matching Initial Sounds

"Which word begins with the same sound as **hole**?  <u>head</u> • mirror"
"Which word begins with the same sound as **pockets**?  cartons • <u>perhaps</u>"
"Which word begins with the same sound as **crackers**?  teapot • <u>creatures</u>"
"Which word begins with the same sound as **lions**?  hippos • <u>lobsters</u>"
"Which word begins with the same sound as **bird**?  web • <u>builds</u>"

## ➥ Identifying the Initial Sound of Three Words

"What sound do **tell**, **toaster**, and **tea** begin with?"  (/t/)
"What sound do **rug**, **rose**, and **reflections** begin with?"  (/r/)
"What sound do **think**, **throat**, and **things** begin with?"  (/th/)
"What sound do **hutches**, **house**, and **home** begin with?"  (/h/)
"What sound do **stocking**, **snail**, and **secret** begin with?"  (/s/)

## ➥ Identifying the Final Sound of Two Words

"What sound do **tell** and **mole** end with?"  (/l/)
"What sound do **book** and **think** end with?"  (/k/)
"What sound do **head** and **bird** end with?"  (/d/)
"What sound do **some** and **home** end with?"  (/m/)
"What sound do **ant** and **foot** end with?"  (/t/)

## ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | | |
|---|---|---|---|
| spider (/s/) | barn (/b/) | mule (/m/) | fish (/f/) |
| nest (/n/) | chicken (/ch/) | shed (/sh/) | lobster (/l/) |
| river (/r/) | cow (/k/) | duchess (/d/) | turtle (/t/) |
| pueblo (/p/) | horse (/h/) | whales (/wh/) | garage (/g/) |

## ➥ Substituting Initial Sounds

"Say **nut**.  Now say it with **/k/** instead of **/n/**."  (cut)
"Say **tell**.  Now say it with **/b/** instead of **/t/**."  (bell)
"Say **rose**.  Now say it with **/n/** instead of **/r/**."  (nose)
"Say **ship**.  Now say it with **/l/** instead of **/sh/**."  (lip)
"Say **car**.  Now say it with **/f/** instead of **/k/**."  (far)

## ➥ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| shed (/d/) | snug (/g/) | will (/l/) |
| chicken (/n/) | earth (/th/) | garbage (/j/) |
| web (/b/) | each (/ch/) | ink (/k/) |

## ➥ Substituting Final Sounds

"Say **shed**. Now say it with **/l/** instead of **/d/**."  (shell)
"Say **rose**. Now say it with **/p/** instead of **/s/**."  (rope)
"Say **coat**. Now say it with **/m/** instead of **/t/**."  (comb)
"Say **hole**. Now say it with **/m/** instead of /l/."  (home)
"Say **rug**. Now say it with **/b/** instead of /g/."  (rub)

## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| in (i•n) | sheep (sh•ee•p) | gather (g•a•th•er) |
| so (s•o) | dog (d•o•g) | castle (c•a•st•le) |
| as (a•s) | down (d•ow•n) | snail (s•n•ai•l) |
| me (m•e) | ham (h•a•m) | husk (h•u•s•k) |

## ➥ Deleting Initial Sounds

"Say **cow**. Say it again, but don't say **/k/**."  (ow)
"Say **fold**. Say it again, but don't say **/f/**."  (old)
"Say **hand**. Say it again, but don't say **/h/**."  (and)
"Say **shed**. Say it again, but don't say **/sh/**."  (Ed)
"Say **drink**. Say it again, but don't say **/dr/**."  (ink)

## ➥ Deleting Final Sounds

"Say **throat**. Say it again, but don't say **/t/**."  (throw)
"Say **house**. Say it again, but don't say **/s/**."  (how)
"Say **rose**. Say it again, but don't say **/z/**."  (row)
"Say **coat**. Say it again, but don't say **/t/**."  (co)
"Say **pickle**. Say it again, but don't say /l/."  (pick)

## ➥ Deleting Sounds in Blends

"Say **smell**. Say it again, but don't say **/m/**."  (sell)
"Say **bread**. Say it again, but don't say **/b/**."  (red)
"Say **glove**. Say it again, but don't say **/g/**."  (love)
"Say **spot**. Say it again, but don't say **/s/**."  (pot)
"Say **slip**. Say it again, but don't say **/l/**."  (sip)

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# A Pocket for Corduroy by Don Freeman

## WORD AWARENESS

➥ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➥ Read the story aloud, omitting words. Have the students tell the missing words.

➥ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➥ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- best he's friend my
  (He's my best friend.)

- pocket don't have I a
  (I don't have a pocket.)

- isn't Corduroy where left I him
  (Corduroy isn't where I left him.)

- poor damp all Corduroy was over
  (Poor Corduroy was damp all over.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➥ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | |
|---|---|---|
| afternoon (3) | patiently (3) | cave (1) |
| Lisa (2) | pocket (2) | accidentally (5) |
| Corduroy (3) | chair (1) | overalls (3) |
| bear (1) | washcloths (2) | yesterday (3) |
| laundromat (3) | dampness (2) | manager (3) |

### ➥ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| Li•sa | o•ver•alls | drow•sy |
| pock•et | paint•ing | cus•to•mer |
| laun•dry | moun•tain•side | yes•ter•day |

## ➡ Deleting Syllables

"Say **dampness**. Say it again, but don't say **ness**." (damp)
"Say **overalls**. Say it again, but don't say **over**." (alls)
"Say **wonderful**. Say it again, but don't say **ful**." (wonder)
"Say **yesterday**. Say it again, but don't say **day**." (yester)
"Say **together**. Say it again, but don't say **to**." (gether)

## ➡ Reversing Syllables

"Say _____. Now switch the parts."

| | |
|---|---|
| inside (side•in) | dampness (ness•damp) |
| overalls (alls•over) | someplace (place•some) |

## RHYMING ━━━━━━━━━━━━━━━━━━━━━━━━━━━━

### ➡ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| chair • bear | top • sit | floor • door |
| here • dear | zoo • grew | late • wait |
| wet • back | light • white | cave • cool |
| go • snow | slip • least | bag • slide |

### ➡ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| go • who • knew | all • call • fun | sleep • bag • keep |
| dry • my • take | dark • door • floor | toy • still • will |
| where • toy • bear | ear • dear • bars | late • live • give |

### ➡ Matching Rhymes

"Which word rhymes with **grew**? cave • zoo"
"Which word rhymes with **chair**? bear • bars"
"Which word rhymes with **dry**? my • play"
"Which word rhymes with **late**? me • wait"
"Which word rhymes with **door**? down • floor"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | |
|---|---|---|
| late | wet | cool |
| sit | go | still |
| bear | cave | play |
| toy | back | zoo |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts.  For example, use colored cubes or blocks to represent individual sounds.  You can move them apart, put them together, or substitute them to show changes in sound production.

## ➥ Initial Sound Play

"**Corduroy** begins with /**k**/.  Let's make up silly words that begin with the /**k**/ sound."
"Say your name, beginning with the /**k**/ sound."
"Name five things in the classroom.  Begin each one with the /**k**/ sound."
"Name five animals.  Begin each one with the /**k** /sound."

## ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the /**p**/ sound?  <u>purple</u> • <u>pocket</u> • tossed"
"Which words begin with the /**l**/ sound?  <u>Lisa</u> • basket • <u>laundry</u>"
"Which words begin with the /**k**/ sound?  <u>cage</u> • wet • <u>climbed</u>"
"Which words begin with the /**w**/ sound?  shorts • <u>wash</u> • <u>wait</u>"
"Which words begin with the /**b**/ sound?  <u>bag</u> • <u>busy</u> • soapy"

## ➥ Generating Words Beginning with a Given Sound

"Name as many words as you can that begin with the /**k**/ sound."

## ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| b•ear | th•ings | w•et |
| d•oor | p•ile | p•aws |
| l•ate | ch•air | n•ame |

## ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| sn•ow | fl•akes | tr•ips |
| st•ack | sl•ide | str•aps |
| sl•eep | sk•etch | str•eet |

## ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| t•oy | s•i•t | s•l•i•de | d•a•m•p |
| w•e•t | w•a•sh | f•i•n•d | g•l•a•ss |
| d•r•y | l•oo•k | l•e•f•t | f•r•ie•n•d |
| b•a•g | s•ear•ch | sh•ee•t•s | p•o•ck•e•t |

## ➥ Matching Initial Sounds

"Which word begins with the same sound as **Corduroy**?  chairs • <u>customer</u>"
"Which word begins with the same sound as **washing**?  manager • <u>wonderful</u>"
"Which word begins with the same sound as **shorts**?  <u>sheets</u> • machine"
"Which word begins with the same sound as **dampness**?  <u>discovered</u> • manager"
"Which word begins with the same sound as **laundry**?  <u>Lisa</u> • peeking"

## ➥ Identifying the Initial Sound of Three Words

"What sound do **pocket, paws,** and **painting** begin with?"  (/p/)
"What sound do **shutting, shoulder,** and **sheets** begin with?"  (/sh/)
"What sound do **clothes, color,** and **covered** begin with?"  (/k/)
"What sound do **ski, slide,** and **steep** begin with?"  (/s/)
"What sound do **basket, box,** and **bear** begin with?"  (/b/)

## ➥ Identifying the Final Sound of Two Words

"What sound do **dark** and **look** end with?"  (/k/)
"What sound do **cave** and **live** end with?"  (/v/)
"What sound do **sleep** and **soap** end with?"  (/p/)
"What sound do **gone** and **fun** end with?"  (/n/)
"What sound do **felt** and **wait** end with?"  (/t/)

## ➥ Discriminating Initial Sounds

"Which word has a different beginning sound?"

| | |
|---|---|
| Lisa • laundromat • <u>wait</u> | warm • <u>leave</u> • wet |
| tightly • <u>thought</u> • towels | <u>wander</u> • manager • mother |
| <u>customer</u> • friend • flakes | soft • soap • <u>fun</u> |

## ➡ Identifying Initial Sounds

"What sound does the word _____ begin with?"

bear (/b/)          wander (/w/)        cage (/k/)
Corduroy (/k/)      friend (/f/)        zoo (/z/)
laundry (/l/)       home (/h/)          snow (/s/)
tossed (/t/)        pocket (/p/)        sheets (/sh/)

## ➡ Substituting Initial Sounds

"Say **bear**. Now say it with **/f/** instead of **/b/**."  (fair)
"Say **dark**. Now say it with **/p/** instead of **/d/**."  (park)
"Say **wet**. Now say it with **/j/** instead of **/w/**."  (jet)
"Say **things**. Now say it with **/s/** instead of **/th/**."  (sings)
"Say **bag**. Now say it with **/r/** instead of **/b/**."  (rag)

## ➡ Identifying Final Sounds

"What sound does the word _____ end with?"

sit (/t/)           bag (/g/)           sketch (/ch/)
wash (/sh/)         home (/m/)          damp (/p/)
slid (/d/)          huge (/j/)          wonder (/r/)
size (/z/)          cool (/l/)          box (/s/)

## ➡ Substituting Final Sounds

"Say **cage**. Now say it with **/k/** instead of **/j/**."  (cake)
"Say **soap**. Now say it with **/k/** instead of **/p/**."  (soak)
"Say **bag**. Now say it with **/t/** instead of **/g/**."  (bat)
"Say **leave**. Now say it with **/f/** instead of **/v/**."  (leaf)
"Say **right**. Now say it with **/m/** instead of **/t/**."  (rhyme)

## ➡ Segmenting Sounds

"What sounds do you hear in the word _____?"

in (i•n)            pile (p•i•le)       slip (s•l•i•p)
he (h•e)            soon (s•oo•n)       least (l•ea•s•t)
of (o•f)            man (m•a•n)         left (l•e•f•t)
you (y•ou)          back (b•a•ck)       still (s•t•i•ll)
all (a•ll)          time (t•i•me)       dryer (d•r•y•er)

### ➥ Deleting Initial Sounds

"Say **bear**. Say it again, but don't say /**b**/." (air)
"Say **late**. Say it again, but don't say /**l**/." (ate)
"Say **call**. Say it again, but don't say /**k**/." (all)
"Say **cage**. Say it again, but don't say /**k**/." (age)
"Say **damp**. Say it again, but don't say /**d**/." (amp)

### ➥ Deleting Final Sounds

"Say **place**. Say it again, but don't say /**s**/." (play)
"Say **time**. Say it again, but don't say /**m**/." (tie)
"Say **cage**. Say it again, but don't say /**j**/." (K)
"Say **light**. Say it again, but don't say /**t**/." (lie)
"Say **keep**. Say it again, but don't say /**p**/." (key)

### ➥ Deleting Sounds in Blends

"Say **slid.** Say it again, but don't say /**s**/." (lid)
"Say **place**. Say it again, but don't say /**p**/." (lace)
"Say **snow**. Say it again, but don't say /**n**/." (sew)
"Say **flakes**. Say it again, but don't say /**l**/." (fakes)
"Say **glowing**. Say it again, but don't say /**l**/." (going)

# Alexander and the Terrible, Horrible, No Good, Very Bad Day *by Judith Viorst*

## WORD AWARENESS

➤ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➤ Read the story aloud, omitting words. Have the students tell the missing words.

➤ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➤ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- sixteen needs who
  (Who needs sixteen?)

- even answered one no
  (No one even answered.)

- Australia move I think I'll to
  (I think I'll move to Australia.)

- smushed I said was I being
  (I said I was being smushed.)

- says days some my mom like are that
  (My mom says some days are like that.)

- it terrible was very day a horrible good no bad
  (It was a terrible, horrible, no good, very bad day.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

➤ ### Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| Australia (3) | breakfast (2) | invisible (4) | week (1) |
| skateboard (2) | Nick (1) | cupcakes (2) | elevator (4) |
| bad (1) | window (2) | jelly (2) | shoestore (2) |
| horrible (3) | sailboat (2) | cavity (3) | pajamas (3) |

## ➡ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | | |
|---|---|---|---|
| down•stairs | li•ma | pill•ow | co•co•nut |
| ma•chine | Cor•vette | six•teen | terr•i•ble |
| mi•stake | win•dow | den•tist | straw•berr•y |

## ➡ Deleting Syllables

"Say **strawberry**. Say it again, but don't say **straw**."  (berry)
"Say **fighting**. Say it again, but don't say **ing**."  (fight)
"Say **breakfast**. Say it again, but don't say **break**."  (fast)
"Say **Mickey**. Say it again, but don't say **ey**."  (Mick)
"Say **pajamas**. Say it again, but don't say **pa**."  (jamas)

## ➡ Reversing Syllables

"Say _____. Now switch the parts."

| | |
|---|---|
| sailboat (boat•sail) | shoestore (store•shoe) |
| skateboard (board•skate) | downstairs (stairs•down) |
| cupcake (cake•cup) | sixteen (teen•six) |

## ➡ Adding Syllables

"Say **any**. Say it again and add **more**."  (anymore)
"Say **kiss**. Say it again and add **ing**."  (kissing)
"Say **cry**. Say it again and add **baby**."  (crybaby)
"Say **park**. Say it again and add **er**."  (Parker)

## RHYMING ━━━━

## ➡ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| pool • school | soap • hope | day • play |
| move • gum | hot • got | night • light |
| bed • said | found • friend | white • week |
| dad • had | train • drain | Nick • pick |

## ➤ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| school • <u>seat</u> • fool | <u>fall</u> • tack • back | play • <u>late</u> • day |
| think • sink • <u>pick</u> | light • <u>friend</u> • white | <u>bad</u> • blue • shoe |
| <u>ice</u> • cone • phone | my • I • <u>door</u> | <u>hot</u> • door • more |

## ➤ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | | |
|---|---|---|---|
| gum | door | pick | tell |
| ring | night | drain | fall |
| ice | Nick | day | my |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

## ➤ Identifying Words Beginning with a Given Sound

"Which words begin with the /**b**/ sound? <u>bed</u> • <u>brother</u> • horrible"
"Which words begin with the /**t**/ sound? cone • <u>terrible</u> • <u>tack</u>"
"Which words begin with the /**f**/ sound? <u>friend</u> • week • <u>found</u>"
"Which words begin with the /**p**/ sound? <u>Paul</u> • <u>picture</u> • castle"
"Which words begin with the /**s**/ sound? good • <u>sixteen</u> • <u>sailboat</u>"

## ➤ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| p•ool | b•ox | w•eek | b•ath |
| g•um | r•ing | w•ear | p•ick |
| m•ove | t•ime | s•oap | g•ood |

## ➤ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| fr•iend | sl•eep | str•ipes |
| sch•ool | dr•ain | pl•ain |

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## ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| i•ce | f•oo•l | m•o•ve | s•l•ee•p |
| i•t | s•ea•t | m•a•ke | d•r•ai•n |
| sh•oe | b•l•ue | v•er•y | s•ch•oo•l |
| b•ar | t•e•ll | P•au•l | s•w•ea•t•er |

## ➥ Matching Initial Sounds

"Which word begins with the same sound as **sneakers**?  <u>cereal</u> • crybaby"
"Which word begins with the same sound as **muddy**?  kissing • <u>marbles</u>"
"Which word begins with the same sound as **phone**?  <u>forgot</u> • dentist"
"Which word begins with the same sound as **week**?  <u>white</u> • red"
"Which word begins with the same sound as **light**?  Paul • <u>limas</u>"

## ➥ Identifying the Initial Sound of Three Words

"What sound do **terrible, two,** and **tack** begin with?"  (/t/)
"What sound do **cone, castle,** and **cat** begin with?"  (/k/)
"What sound do **pillow, punching,** and **pajamas** begin with?"  (/p/)
"What sound do **dinner, desk,** and **downstairs** begin with?"  (/d/)
"What sound do **horrible, Hershey,** and **hope** begin with?"  (/h/)

## ➥ Identifying the Final Sound of Two Words

"What sound do **ice** and **box** end with?"  (/s/)
"What sound do **week** and **pick** end with?"  (/k/)
"What sound do **tell** and **pool** end with?"  (/l/)
"What sound do **red** and **friend** end with?"  (/d/)
"What sound do **white** and **seat** end with?"  (/t/)

## ➥ Discriminating Initial Sounds

"Which word has a different beginning sound?"

| | |
|---|---|
| cone • car • <u>found</u> | dentist • day • <u>pick</u> |
| bag • <u>hope</u> • bath | <u>Philip</u> • mother • make |
| <u>drain</u> • wear • week | terrible • <u>Nick</u> • tack |

## ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | | |
|---|---|---|---|
| copying (/k/) | dinner (/d/) | best (/b/) | water (/w/) |
| Philip (/f/) | muddy (/m/) | third (/th/) | pool (/p/) |
| good (/g/) | lunch (/l/) | singing (/s/) | jelly (/j/) |

## ➥ Substituting Initial Sounds

"Say **gum**. Now say it with **/s/** instead of **/g/**."  (some)
"Say **bath**. Now say it with **/m/** instead of **/b/**."  (math)
"Say **ring**. Now say it with **/d/** instead of **/r/**."  (ding)
"Say **tell**. Now say it with **/b/** instead of **/t/**."  (bell)
"Say **hair**. Now say it with **/sh/** instead of **/h/**."  (share)

## ➥ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| coconut (/t/) | lunch (/ch/) | mud (/d/) |
| roll (/l/) | fix (/s/) | Nick (/k/) |
| top (/p/) | mom (/m/) | even (/n/) |

## ➥ Substituting Final Sounds

"Say **hope**. Now say it with **/m/** instead of **/p/**."  (home)
"Say **bad**. Now say it with **/t/** instead of **/d/**."  (bat)
"Say **move**. Now say it with **/s/** instead of **/v/**."  (moose)
"Say **cone**. Now say it with **/t/** instead of **/n/**."  (coat)
"Say **night**. Now say it with **/n/** instead of **/t/**."  (nine)

## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| ice (i•ce) | dad (d•a•d) | beans (b•ea•n•s) |
| hair (h•air) | soap (s•oa•p) | best (b•e•s•t) |
| no (n•o) | bag (b•a•g) | box (b•o•x) |
| day (d•ay) | loud (l•ou•d) | sleep (s•l•ee•p) |
| to (t•o) | mouth (m•ou•th) | pillow (p•i•ll•ow) |

## ➥ Deleting Initial Sounds

"Say **phone**. Say it again, but don't say **/f/**."  (own)
"Say **late**. Say it again, but don't say **/l/**."  (ate)
"Say **tell**. Say it again, but don't say **/t/**."  (L)
"Say **sink**. Say it again, but don't say **/s/**."  (ink)
"Say **bad**. Say it again, but don't say **/b/**."  (add)

## ➡ Deleting Final Sounds

"Say **soap**.  Say it again, but don't say **/p/**."  (so)
"Say **week**.  Say it again, but don't say **/k/**."  (we)
"Say **plain**.  Say it again, but don't say **/n/**."  (play)
"Say **keep**.  Say it again, but don't say **/p/**."  (key)
"Say **white**.  Say it again, but don't say **/t/**."  (why)

## ➡ Deleting Sounds in Blends

"Say **plain**.  Say it again, but don't say **/l/**."  (pain)
"Say **tripped**.  Say it again, but don't say **/t/**."  (ripped)
"Say **drain**.  Say it again, but don't say **/d/**."  (rain)
"Say **school**.  Say it again, but don't say **/s/**."  (cool)
"Say **sprinkles**.  Say it again, but don't say **/sp/**."  (wrinkles)

# Blueberries for Sal by Robert McCloskey

## WORD AWARENESS

➡ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➡ Read the story aloud, omitting words. Have the students tell the missing words.

➡ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➡ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | |
|---|---|---|
| blueberries (3) | inside (2) | middle (2) |
| little (2) | tremendous (3) | eat (1) |
| Sal (1) | picking (2) | behind (2) |
| mother (2) | winter (2) | together (3) |
| pail (1) | home (1) | mouthful (2) |

### ➡ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| mouth•ful | win•ter | litt•le |
| in•side | be•hind | blue•berr•ies |
| hand•ful | pick•ing | to•geth•er |

### ➡ Deleting Syllables

"Say **blueberries**. Say it again, but don't say **blue**."  (berries)
"Say **picking**. Say it again, but don't say **ing**."  (pick)
"Say **winter**. Say it again, but don't say **ter**."  (win)
"Say **together**. Say it again, but don't say **to**."  (gether)
"Say **behind**. Say it again, but don't say **hind**."  (be)

### ➥ Reversing Syllables

"Say _____.  Now switch the parts."

blueberry (berry•blue)                    winter (ter•win)
inside (side•in)                          handful (ful•hand)

### ➥ Adding Syllables

"Say **walk**.  Say it again and add **ing**."  (walking)
"Say **pick**.  Say it again and add **ing**."  (picking)
"Say **eat**.  Say it again and add **ing**."  (eating)
"Say **think**.  Say it again and add **ing**."  (thinking)
"Say **munch**.  Say it again and add **ing**."  (munching)

## RHYMING

### ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | | |
|---|---|---|---|
| Sal • pal | tin • fin | side • hide | crow • blow |
| bear • care | went • one | cold • hold | three • four |
| pail • small | pick • sick | hill • find | look • lick |
| can • pan | sat • ate | noise • boys | munch • crunch |

### ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| bear • <u>munch</u> • hair | <u>rock</u> • can • tan | <u>back</u> • sat • fat |
| noise • toys • <u>long</u> | pick • <u>walk</u> • lick | run • fun • <u>take</u> |
| pail • tail • <u>tin</u> | eat • <u>side</u> • meet | hill • <u>food</u> • will |

### ➥ Matching Rhymes

"Which word rhymes with **pail**?  pick • <u>tail</u>"
"Which word rhymes with **small**?  <u>tall</u> • bush"
"Which word rhymes with **rock**?  reach • <u>sock</u>"
"Which word rhymes with **feet**?  <u>seat</u> • food"
"Which word rhymes with **pick**?  <u>lick</u> • sat"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | | |
|---|---|---|---|
| bear | ate | hill | way |
| pail | side | noise | cold |
| feet | fat | right | look |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

## ➥ Initial Sound Play

"**Blueberries** begins with /**b**/. Let's make up silly words that begin with the /**b**/ sound."
"Say your name, beginning with the /**b**/ sound."
"Name five things in the classroom. Begin each one with the /**b**/ sound."
"Name five animals. Begin each one with the /**b**/ sound."

## ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the /**b**/ sound?  <u>bear</u> • hill • <u>bushes</u>"
"Which words begin with the /**p**/ sound?  food • <u>pail</u> • <u>picking</u>"
"Which words begin with the /**s**/ sound?  <u>Sal</u> • <u>sitting</u> • little"
"Which words begin with the /**w**/ sound?  <u>walking</u> • pulled • <u>way</u>"
"Which words begin with the /**f**/ sound?  side • <u>food</u> • <u>find</u>"

## ➥ Generating Words Beginning with a Given Sound

"Name as many words as you can that begin with the /**b**/ sound."

## ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| b•ear | p•ail | s•ide | c•old |
| sh•e | f•ood | c•atch | l•arge |
| f•our | r•each | b•ig | l•ook |

## ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| thr•ee | cl•ump | cl•ose |
| cr•ow | sm•all | br•ought |

## ➡ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| a•te | h•i•ll | r•ea•ch | c•o•l•d |
| S•a•l | c•a•me | r•o•ck | w•e•n•t |
| c•a•n | b•u•sh | n•oi•se | m•o•th•er |
| d•ow•n | f•ee•t | f•l•ew | w•i•n•t•er |

## ➡ Matching Initial Sounds

"Which word begins with the same sound as **Sal**? <u>small</u> • fast"
"Which word begins with the same sound as **munch**? behind • <u>mouthful</u>"
"Which word begins with the same sound as **catch**? feet • <u>crow</u>"
"Which word begins with the same sound as **heard**? <u>hustle</u> • walked"
"Which word begins with the same sound as **peeked**? many • <u>pail</u>"

## ➡ Identifying the Initial Sound of Three Words

"What sound do **blueberries**, **bear**, and **bushes** begin with?" (/b/)
"What sound do **partridge**, **pail**, and **pulled** begin with?" (/p/)
"What sound do **winter**, **walking**, and **went** begin with?" (/w/)
"What sound do **mother**, **middle**, and **more** begin with?" (/m/)
"What sound do **little**, **large**, and **licking** begin with?" (/l/)

## ➡ Identifying the Final Sound of Two Words

"What sound do **Sal** and **hill** end with?" (/l/)
"What sound do **side** and **food** end with?" (/d/)
"What sound do **mother** and **winter** end with?" (/r/)
"What sound do **noise** and **berries** end with?" (/z/)
"What sound do **fast** and **hunt** end with?" (/t/)

## ➡ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | |
|---|---|---|
| thinking (/th/) | hill (/h/) | bushes (/b/) |
| child (/ch/) | small (/s/) | crow (/k/) |
| walked (/w/) | little (/l/) | middle (/m/) |

## ➡ Substituting Initial Sounds

"Say **pail**. Now say it with **/m/** instead of **/p/**." (mail)
"Say **berries**. Now say it with **/ch/** instead of **/b/**." (cherries)
"Say **reach**. Now say it with **/t/** instead of **/r/**." (teach)
"Say **find**. Now say it with **/k/** instead of **/f/**." (kind)
"Say **pick**. Now say it with **/l/** instead of **/p/**." (lick)

## ➡ Identifying Final Sounds

"What sound does the word _____ end with?"

pick (/k/)              heard (/d/)             over (/r/)
can (/n/)               munch (/ch/)            large (/dg/)
little (/l/)            ate (/t/)               clump (/p/)

## ➡ Substituting Final Sounds

"Say **heard**. Now say it with **/t/** instead of **/d/**."  (hurt)
"Say **reach**. Now say it with **/d/** instead of **/ch/**."  (read)
"Say **hill**. Now say it with **/m/** instead of **/l/**."  (him)
"Say **tin**. Now say it with **/p/** instead of **/n/**."  (tip)
"Say **side**. Now say it with **/n/** instead of **/d/**."  (sign)

## ➡ Segmenting Sounds

"What sounds do you hear in the word _____?"

ate (a•te)             down (d•ow•n)           just (j•u•s•t)
in (i•n)               feet (f•ee•t)           little (l•i•tt•le)
she (sh•e)             them (th•e•m)           rest (r•e•s•t)
all (a•ll)             three (th•r•ee)         many (m•a•n•y)
out (ou•t)             time (t•i•me)           taste (t•a•s•te)

## ➡ Deleting Initial Sounds

"Say **pail**. Say it again, but don't say **/p/**."  (ail)
"Say **hill**. Say it again, but don't say **/h/**."  (ill)
"Say **reach**. Say it again, but don't say **/r/**."  (each)
"Say **bear**. Say it again, but don't say **/b/**."  (air)
"Say **cold**. Say it again, but don't say **/k/**."  (old)

## ➡ Deleting Sounds in Blends

"Say **clump**. Say it again, but don't say **/k/**."  (lump)
"Say **crow**. Say it again, but don't say **/k/**."  (row)
"Say **store**. Say it again, but don't say **/t/**."  (sore)
"Say **small**. Say it again, but don't say **/s/**."  (mall)
"Say **flew**. Say it again, but don't say **/f/**."  (Lou)

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# Bringing the Rain to Kapiti Plain by Verna Aardema

## WORD AWARENESS

➥ As you read aloud from the book, have students point to individual words and then count the number of words in the sentence.

➥ Read the story aloud, omitting words. Have the students tell the missing words.

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➥ Clapping Syllables

"Clap for each syllable or part of the word."

| | | |
|---|---|---|
| rain (1) | thunder (2) | hungry (2) |
| arrow (2) | eagle (2) | stork (1) |
| Kapiti (3) | drought (1) | cows (1) |
| cattle (2) | grass (1) | feather (2) |
| bow (1) | migrated (3) | cloud (1) |
| African (3) | cattle (2) | herdsmen (2) |

### ➥ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | | |
|---|---|---|---|
| feath•er | ar•row | mi•grat•ed | thun•der |
| Af•ri•can | ea•gle | herds•men | o•ver•head |
| catt•le | hun•gry | weath•er | to•geth•er |

### ➥ Deleting Syllables

"Say **cattle**. Say it again, but don't say **le**." (cat)
"Say **herdsmen**. Say it again, but don't say **herds**." (men)
"Say **eagle**. Say it again, but don't say **ea**." (gle)
"Say **feather**. Say it again, but don't say **er**." (feath)
"Say **thunder**. Say it again, but don't say **der**." (thun)

## RHYMING

### ➡ Recognizing Rhymes

"Do these words rhyme?"

| | | | |
|---|---|---|---|
| weather • feather | sea • tree | drop • stop | loud • cloud |
| rain • plain | brown • black | sky • dry | fall • tell |
| cows • big | bird • herd | shot • fat | dead • leg |
| grass • pass | stick • stood | long • strong | ground • round |

### ➡ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| bird • herd • <u>bring</u> | fat • pat • <u>green</u> | cloud • loud • <u>cow</u> |
| leather • <u>long</u> • feather | plain • <u>string</u> • rain | bow • <u>bird</u> • low |
| <u>drop</u> • dry • sky | <u>change</u> • strong • long | ground • pound • <u>grass</u> |

### ➡ Matching Rhymes

"Which word rhymes with **bird**?  leg • <u>herd</u>"
"Which word rhymes with **long**?  <u>strong</u> • brown"
"Which word rhymes with **dry**?  dead • <u>sky</u>"
"Which word rhymes with **rain**?  <u>plain</u> • ground"
"Which word rhymes with **feather**?  thunder • <u>weather</u>"

### ➡ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | | |
|---|---|---|---|
| bow | sky | stick | dead |
| strong | rain | now | ground |
| herd | cloud | leather | black |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts.  For example, use colored cubes or blocks to represent individual sounds.  You can move them apart, put them together, or substitute them to show changes in sound production.

### ➡ Identifying Words Beginning with a Given Sound

"Which words begin with the **/b/** sound?  <u>bird</u> • dead • <u>big</u>"
"Which words begin with the **/k/** sound?  leg • <u>cow</u> • <u>cloud</u>"
"Which words begin with the **/s/** sound?  <u>stick</u> • <u>sky</u> • ground"
"Which words begin with the **/w/** sound?  <u>weather</u> • <u>watched</u> • black"
"Which words begin with the **/l/** sound?  bow • <u>loud</u> • <u>long</u>"

### ➥ Blending Monosyllable Words—Onset-Rime

"Say these sounds together to make a word from the story."

| | | |
|---|---|---|
| b•ow | l•eg | b•ird |
| r•ain | c•ows | f•ell |
| l•ong | d•ead | sh•ot |

### ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Say these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| sk•y | cl•oud | st•ork | bl•ack |
| gr•ound | dr•ought | gr•een | pl•ain |

### ➥ Blending Individual Sounds to Make a Word

"Say these sounds together to make a word from the story."

| | | |
|---|---|---|
| c•ow•s | b•i•g | h•ea•v•y |
| r•ai•n | h•er•d | s•t•oo•d |
| s•k•y | c•l•ou•d | s•t•i•ck |
| d•ea•d | b•l•a•ck | p•l•ai•n |
| f•a•ll | d•r•o•p | l•ea•th•er |

### ➥ Matching Initial Sounds

"Which word begins with the same sound as **plain**?  <u>pierced</u> • drop"
"Which word begins with the same sound as **cow**?  <u>cattle</u> • feather"
"Which word begins with the same sound as **grass**?  stick • <u>green</u>"
"Which word begins with the same sound as **heavy**?  weather • <u>hungry</u>"
"Which word begins with the same sound as **loud**?  <u>long</u> • shot"

### ➥ Identifying the Initial Sound of Three Words

"What sound do **cattle**, **cows**, and **cloud** begin with?"  (/k/)
"What sound do **wild**, **weather**, and **watched** begin with?"  (/w/)
"What sound do **herd**, **hungry**, and **heavy** begin with?"  (/h/)
"What sound do **grew**, **grass**, and **ground** begin with?"  (/g/)
"What sound do **sky**, **stick** and **stork** begin with?"  (/s/)

### ➥ Identifying the Final Sound of Two Words

"What sound do **bird** and **cloud** end with?"  (/d/)
"What sound do **shot** and **pat** end with?"  (/t/)
"What sound do **rain** and **green** end with?"  (/n/)
"What sound do **stick** and **stork** end with?"  (/k/)
"What sound do **leg** and **big** end with?"  (/g/)

## ➤ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | |
|---|---|---|
| rain (/r/) | leather (/l/) | change (/ch/) |
| feather (/f/) | sky (/s/) | together (/t/) |
| cattle (/k/) | plain (/p/) | weather (/w/) |
| bow (/b/) | dead (/d/) | needed (/n/) |
| thunder (/th/) | herd (/h/) | shadow (/sh/) |

## ➤ Substituting Initial Sounds

"Say **rain**. Now say it with **/p/** instead of **/r/**."  (pain)
"Say **bird**. Now say it with **/w/** instead of **/b/**."  (word)
"Say **long**. Now say it with **/s/** instead of **/l/**."  (song)
"Say **stick**. Now say it with **/l/** instead of **/st/**."  (lick)
"Say **cloud**. Now say it with **/pr/** instead of **/kl/**."  (proud)

## ➤ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | | |
|---|---|---|---|
| herd (/d/) | drop (/p/) | plain (/n/) | fall (/l/) |
| grass (/s/) | change (/j/) | drought (/t/) | leg (/g/) |
| stick (/k/) | leather (/r/) | cows (/z/) | wife (/f/) |

## ➤ Substituting Final Sounds

"Say **grass**. Now say it again with **/b/** instead of **/s/**."  (grab)
"Say **cloud**. Now say it again with **/n/** instead of **/d/**."  (clown)
"Say **plain**. Now say it again with **/d/** instead of **/n/**."  (played)
"Say **drought**. Now say it again with **/n/** instead of **/t/**."  (drown)
"Say **herd**. Now say it again with **/t/** instead of **/d/**."  (hurt)

## ➤ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| bow (b•ow) | rain (r•ai•n) | stick (s•t•i•ck) |
| to (t•o) | bird (b•ir•d) | cloud (c•l•ou•d) |
| on (o•n) | leg (l•e•g) | heavy (h•ea•v•y) |
| cow (c•ow) | sky (s•k•y) | plain (p•l•ai•n) |
| who (wh•o) | fell (f•e•ll) | black (b•l•a•ck) |

### ➥ Deleting Initial Sounds

"Say **leg**. Say it again, but don't say /l/." (egg)
"Say **fall**. Say it again, but don't say /f/." (all)
"Say **cow**. Say it again, but don't say /k/." (ow)
"Say **near**. Say it again, but don't say /n/." (ear)
"Say **rain**. Say it again, but don't say /r/." (ain)

### ➥ Deleting Final Sounds

"Say **stork**. Say it again, but don't say /k/." (store)
"Say **plain**. Say it again, but don't say /n/." (play)
"Say **herd**. Say it again, but don't say /d/." (her)
"Say **rain**. Say it again, but don't say /n/." (ray)
"Say **wife**. Say it again, but don't say /f/." (why)

### ➥ Deleting Sounds in Blends

"Say **sky**. Say it again, but don't say /k/." (sigh)
"Say **ground**. Say it again, but don't say /g/." (round)
"Say **stick**. Say it again, but don't say /t/." (sick)
"Say **cloud**. Say it again, but don't say /k/." (loud)
"Say **drought**. Say it again, but don't say /r/." (doubt)

# Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr

## WORD AWARENESS

➡ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➡ Read the story aloud, omitting words. Have the students tell the missing words.

➡ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➡ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- see you what do
  (What do you see?)

- I horse looking blue me at see a (Repeat for similar patterns throughout story.)
  (I see a blue horse looking at me.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➡ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | |
|---|---|---|
| red (1) | purple (2) | children (2) |
| looking (2) | frog (1) | teacher (2) |
| yellow (2) | goldfish (2) | see (1) |

### ➡ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| look•ing | pur•ple | teach•er |
| yell•ow | gold•fish | chil•dren |

## ➡ Deleting Syllables

"Say **goldfish**.  Say it again, but don't say **gold**."   (fish)
"Say **goldfish** again.  Say it again, but don't say **fish**."   (gold)
"Say **teacher**.  Say it again, but don't say **er**."  (teach)
"Say **looking**.  Say it again, but don't say **ing**."  (look)
"Say **purple**.  Say it again, but don't say **ple**."  (purr)

## RHYMING ━━━━━━━━━━━━━━━━━

### ➡ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| see • me | you • blue | green • cat |
| red • duck | horse • course | white • night |
| yellow • fellow | frog • dog | black • blue |

### ➡ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| <u>black</u> • see • we | mean • <u>red</u> • green | down • <u>bird</u> • brown |
| you • blue • <u>horse</u> | sheep • keep • <u>cat</u> | <u>frog</u> • duck • truck |

### ➡ Matching Rhymes

"Which word rhymes with **frog**?  <u>dog</u> • horse"
"Which word rhymes with **bird**?  blue • <u>word</u>"
"Which word rhymes with **bear**?  <u>hair</u> • duck"
"Which word rhymes with **cat**?  white • <u>sat</u>"
"Which word rhymes with **sheep**?  <u>leap</u> • show"

### ➡ Generating Rhymes

"Tell an animal from the story that rhymes with _____."

| | | | |
|---|---|---|---|
| log (dog) | chair (bear) | luck (duck) | force (horse) |
| fat (cat) | heard (bird) | creep (sheep) | dish (fish) |

"Tell a color from the story that rhymes with _____."

| | | |
|---|---|---|
| down (brown) | fellow (yellow) | mean (green) |
| bed (red) | flew (blue) | night (white) |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➡ Identifying Words Beginning with a Given Sound

"Which words begin with the **/b/** sound?  <u>blue</u> • red • <u>brown</u>"
"Which words begin with the **/w/** sound?  <u>white</u> • <u>what</u> • do"
"Which words begin with the **/d/** sound?  black • <u>dog</u> • <u>duck</u>"
"Which words begin with the **/g/** sound?  <u>goldfish</u> • horse • <u>green</u>"

### ➡ Generating Words Beginning with a Given Sound

"Name a color that begins with _____."

| | | |
|---|---|---|
| /b/ | /w/ | /g/ |
| /y/ | /p/ | /r/ |

### ➡ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| b•ear | b•ird | c•at |
| s•ee | d•uck | wh•ite |
| r•ed | h•orse | sh•eep |

### ➡ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | |
|---|---|
| br•own | fr•og |
| bl•ue | bl•ack |
| gr•een | |

### ➡ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| s•ee | d•o•g | wh•i•te |
| d•o | c•a•t | f•r•og |
| a•t | r•e•d | p•ur•p•le |
| m•e | d•u•ck | y•e•ll•ow |

## ➡ Matching Initial Sounds

"Which word begins with the same sound as **bear**?  cat • <u>bird</u>"
"Which word begins with the same sound as **dog**?  <u>duck</u> • brown"
"Which word begins with the same sound as **green**?  sheep • <u>goldfish</u>"
"Which word begins with the same sound as **white**?  <u>what</u> • see"

## ➡ Identifying the Final Sound of Two Words

"What sound do **white** and **cat** end with?"  (/t/)
"What sound do **black** and **duck** end with?"  (/k/)
"What sound do **bird** and **red** end with?"  (/d/)
"What sound do **horse** and **us** end with?"  (/s/)
"What sound do **frog** and **dog** end with?"  (/g/)

## ➡ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | |
|---|---|---|
| sheep (/sh/) | teacher (/t/) | dog (/d/) |
| brown (/b/) | children (/ch/) | yellow (/y/) |
| goldfish (/g/) | red (/r/) | purple (/p/) |

## ➡ Substituting Initial Sounds

"Say **bear**. Now say it with **/d/** instead of **/b/**."  (dare)
"Say **white**. Now say it with **/l/** instead of **/w/**."  (light)
"Say **looking**. Now say it with **/k/** instead of **/l/**."  (cooking)
"Say **see**. Now say it with **/b/** instead of **/s/**."  (bee)
"Say **teacher**. Now say it with **/kr/** instead of **/t/**."  (creature)

## ➡ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| brown (/n/) | teacher (/r/) | horse (/s/) |
| sheep (/p/) | white (/t/) | goldfish (/sh/) |
| frog (/g/) | duck (/k/) | bird (/d/) |

## ➡ Substituting Final Sounds

"Say **bird**. Now say it with **/n/** instead of **/d/**."  (burn)
"Say **cat**. Now say it with **/n/** instead of **/t/**."  (can)
"Say **white**. Now say it with **/p/** instead of **/t/**."  (wipe)
"Say **sheep**. Now say it with **/t/** instead of **/p/**."  (sheet)
"Say **red**. Now say it with **/st/** instead of **/d/**."  (rest)

## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

at (a•t)  red (r•e•d)  yellow (y•e•ll•ow)
us (u•s)  dog (d•o•g)  frog (f•r•o•g)
see (s•ee)  bird (b•ir•d)  black (b•l•a•ck)
we (w•e)  sheep (sh•ee•p)  purple (p•ur•p•le)
do (d•o)  white (wh•i•te)  teacher (t•ea•ch•er)

## ➥ Deleting Initial Sounds

"Say **cat**. Say it again, but don't say **/k/**." (at)
"Say **bear**. Say it again, but don't say **/b/**." (air)
"Say **sheep**. Say it again, but don't say **/sh/**." (eep)

## ➥ Deleting Final Sounds

"Say **brown**. Say it again, but don't say **/n/**." (brow)
"Say **sheep**. Say it again, but don't say **/p/**." (she)
"Say **bird**. Say it again, but don't say **/d/**." (burr)

## ➥ Deleting Sounds in Blends

"Say **black**. Say it again, but don't say **/l/**." (back)
"Say **blue**. Say it again, but don't say **/b/**." (Lou)
"Say **frog**. Say it again, but don't say **/r/**." (fog)

# Caps for Sale by Esphyr Slobodkina

## WORD AWARENESS

➡ As you read aloud from the book, have students point to individual words and then count the number of words in the sentence.

➡ Read the story aloud, omitting words. Have the students tell the missing words.

➡ Read a sentence without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➡ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- they all there were
  (They were all there.)

- tree behind he looked the
  (He looked behind the tree.)

- slept time long for he a
  (He slept for a long time.)

- the monkeys peddler at the looked
  (The monkeys looked at the peddler.)

- my caps give me you back
  (You give me back my caps.)

- couldn't caps one sell morning he any
  (One morning he couldn't sell any caps.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

➡ **Clapping Syllables**

"Say each word after me. Clap for each syllable or part of the word."

| | | |
|---|---|---|
| caps (1) | upset (2) | slowly (2) |
| peddler (2) | blue (1) | disturb (2) |
| monkey (2) | fifty (2) | brown (1) |
| bunch (1) | morning (2) | rested (2) |
| himself (2) | country (2) | give (1) |

➡ **Blending Syllables**

"Listen to these syllables.  Tell me what word I'm saying."

| | | |
|---|---|---|
| be•gan | mon•key | no•bod•y |
| fif•ty | slow•ly | or•di•nar•y |
| pedd•ler | be•hind | up•set |
| fly•ing | litt•le | him•self |

➡ **Deleting Syllables**

"Say **himself**.  Say it again, but don't say **self**."  (him)
"Say **fifty**.  Say it again, but don't say **fif**."  (tea)
"Say **morning**.  Say it again, but don't say **ning**."  (more)
"Say **behind**.  Say it again, but don't say **hind**."  (be)
"Say **peddler**.  Say it again, but don't say **pedd**."  (ler)

## RHYMING ━━━━━━━━━

➡ **Recognizing Rhymes**

"Do these words rhyme?"

| | | |
|---|---|---|
| cap • map | street • tree | right • left |
| back • tack | shook • back | him • Jim |
| bunch • lunch | feet • foot | ground • pound |
| red • blue | town • brown | head • off |
| gray • day | woke • broke | walk • last |

➡ **Discriminating Rhymes**

"Which word does not rhyme?"

| | | |
|---|---|---|
| <u>blue</u> • head • red | town • brown • <u>cents</u> | straight • <u>sold</u> • gate |
| snap • cap • <u>tree</u> | <u>place</u> • right • night | <u>sell</u> • sold • gold |
| feet • sheet • <u>time</u> | <u>rest</u> • top • hop | me • <u>made</u> • tree |

➡ **Matching Rhymes**

"Which word rhymes with **cap**?  car • <u>nap</u>"
"Which word rhymes with **top**?  <u>stop</u> • ten"
"Which word rhymes with **blue**?  <u>new</u> • boat"
"Which word rhymes with **sale**?  ate • <u>pail</u>"
"Which word rhymes with **back**?  <u>snack</u> • pill"

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➤ ## Generating Rhymes

"Tell me a word that rhymes with _____."

| | | | |
|---|---|---|---|
| sale | gray | nice | think |
| cap | brown | hand | feet |
| head | sell | all | ground |
| bunch | tree | right | blue |

## SOUND AWARENESS ━━━━━━━━━━━━━━━━━━━━

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

➤ ## Initial Sound Play

"**Cap** begins with /**k**/. Let's make up silly words that begin with the /**k**/ sound."
"Say your name, beginning with the /**k**/ sound."
"Name five things in the classroom. Begin each one with the /**k**/ sound."
"Name five animals. Begin each one with the /**k**/ sound."

➤ ## Identifying Words Beginning with a Given Sound

"Which words begin with the /**k**/ sound?  caps • sale • country"
"Which words begin with the /**w**/ sound?  walk • woke • tree"
"Which words begin with the /**l**/ sound?  long • looked • monkey"
"Which words begin with the /**s**/ sound?  time • slept • saw"
"Which words begin with the /**f**/ sound?  fifty • brown • feet"

➤ ## Generating Words Beginning with a Given Sound

"Name as many words as you can that begin with the /**k**/ sound."

➤ ## Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| c•aps | b•unch | th•ink | b•ack |
| s•old | c•ents | r•ed | sh•ook |
| t•op | s•ale | w•oke | g•ive |
| h•ead | d•own | r•ight | f•eet |

➥ **Blending Monosyllable Words—Onset-Rime (Blends)**

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| gr•ay | str•eets | sl•eep |
| bl•ue | tr•ee | br•anch |
| br•own | str•aight | sp•oke |

➥ **Blending Individual Sounds to Make a Word**

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| n•o | g•i•ve | a•n•y | l•ea•n•ed |
| u•p | sh•oo•k | b•l•ue | f•i•f•t•y |
| s•a•le | t•r•ee | c•a•p•s | s•t•r•ee•t |
| t•o•p | t•i•me | f•e•l•t | s•l•e•p•t |

➥ **Matching Initial Sounds**

"Which word begins with the same sound as **monkeys**?  <u>morning</u> • cents"
"Which word begins with the same sound as **sold**?  lunch • <u>slowly</u>"
"Which word begins with the same sound as **refreshed**?  hand • <u>rested</u>"
"Which word begins with the same sound as **brown**?  <u>both</u> • finger"
"Which word begins with the same sound as **peddler**?  <u>picked</u> • street"

➥ **Identifying the Initial Sound of Three Words**

"What sound do **walk**, **went**, and **what** begin with?"  (/w/)
"What sound do **back**, **behind**, and **blue** begin with?"  (/b/)
"What sound do **finger**, **feet**, and **felt** begin with?"  (/f/)
"What sound do **slept**, **sat**, and **straight** begin with?"  (/s/)
"What sound do **tree**, **town**, and **top** begin with?"  (/t/)

➥ **Identifying the Final Sound of Two Words**

"What sound do **top** and **cap** end with?"  (/p/)
"What sound do **sold** and **red** end with?"  (/d/)
"What sound do **lunch** and **bunch** end with?"  (/ch/)
"What sound do **back** and **walk** end with?"  (/k/)
"What sound do **feet** and **sat** end with?"  (/t/)

➥ **Discriminating Initial Sounds**

"Which word has a different beginning sound?"

| | | |
|---|---|---|
| pulled • peddler • <u>rest</u> | blue • <u>red</u> • bunch | <u>stamped</u> • behind • branch |
| disturb • <u>there</u> • down | <u>tree</u> • first • feet | caps • calling • <u>town</u> |

## ➡ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | | |
|---|---|---|---|
| monkey (/m/) | give (/g/) | felt (/f/) | he (/h/) |
| cap (/k/) | peddler (/p/) | checked (/ch/) | think (/th/) |
| look (/l/) | blue (/b/) | right (/r/) | spoke (/s/) |

## ➡ Substituting Initial Sounds

"Say **red**.  Now say it with **/b/** instead of **/r/**."  (bed)
"Say **him**.  Now say it with **/t/** instead of **/h/**."  (Tim)
"Say **hand**.  Now say it with **/b/** instead of **/h/**."  (band)
"Say **long**.  Now say it with **/s/** instead of **/l/**."  (song)
"Say **shook**.  Now say it with **/l/** instead of **/sh/**."  (look)

## ➡ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| shook (/k/) | hand (/d/) | top (/p/) |
| caps (/s/) | what (/t/) | lunch (/ch/) |
| him (/m/) | brown (/n/) | sell (/l/) |

## ➡ Substituting Final Sounds

"Say **cap**.  Now say it with **/t/** instead of **/p/**."  (cat)
"Say **feet**.  Now say it with **/l/** instead of **/t/**."  (feel)
"Say **right**.  Now say it with **/p/** instead of **/t/**."  (ripe)
"Say **back**.  Now say it with **/g/** instead of **/k/**."  (bag)
"Say **him**.  Now say it with **/t/** instead of **/m/**."  (hit)

## ➡ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| me (m•e) | feet (f•ee•t) | felt (f•e•l•t) |
| you (y•ou) | shook (sh•oo•k) | spoke (s•p•o•ke) |
| at (a•t) | right (r•igh•t) | place (p•l•a•ce) |
| all (a•ll) | feel (f•ee•l) | sleep (s•l•ee•p) |
| no (n•o) | red (r•e•d) | brown (b•r•ow•n) |

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### ➡ Deleting Initial Sounds

"Say **time**. Say it again, but don't say **/t/**." (I'm)
"Say **red**. Say it again, but don't say **/r/**." (Ed)
"Say **feet**. Say it again, but don't say **/f/**." (eat)
"Say **think**. Say it again, but don't say **/th/**." (ink)
"Say **place**. Say it again, but don't say **/pl/**." (ace)

### ➡ Deleting Final Sounds

"Say **make**. Say it again, but don't say **/k/**." (may)
"Say **bunch**. Say it again, but don't say **/ch/**." (bun)
"Say **out**. Say it again, but don't say **/t/**." (ow)
"Say **both**. Say it again, but don't say **/th/**." (bow)
"Say **brown**. Say it again, but don't say **/n/**." (brow)

### ➡ Deleting Sounds in Blends

"Say **flying**. Say it again, but don't say **/f/**." (lying)
"Say **tree**. Say it again, but don't say **/r/**." (tea)
"Say **ground**. Say it again, but don't say **/g/**." (round)
"Say **branch**. Say it again, but don't say **/b/**." (ranch)
"Say **standing**. Say it again, but don't say **/t/**." (sanding)

# Curious George by H. A. Rey

## WORD AWARENESS

➤ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➤ Read the story aloud, omitting words. Have the students tell the missing words.

➤ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➤ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- George this is
  (This is George.)

- Africa he in lived
  (He lived in Africa.)

- happy was George very
  (George was very happy.)

- the George's hat covered head
  (The hat covered George's head.)

- promised George good to be
  (George promised to be good.)

- the fireman into house rushed the
  (The fireman rushed into the house.)

- traffic the mixed got up all
  (The traffic got all mixed up.)

- what place nice for George live to a
  (What a nice place for George to live.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

➤ **Clapping Syllables**

"Say each word after me. Clap for each syllable or part of the word."

| | | |
|---|---|---|
| Africa (3) | trouble (2) | fascinated (4) |
| curious (3) | ship (1) | fire (1) |
| George (1) | sailors (2) | telephone (3) |
| hat (1) | forget (2) | prison (2) |
| yellow (2) | quickly (2) | lightning (2) |
| monkey (2) | overboard (3) | balloon (2) |

### ➥ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| mon•key | him•self | a•sleep |
| yell•ow | Af•ri•ca | buil•ding |
| tra•ffic | tel•e•phone | de•part•ment |

### ➥ Deleting Syllables

"Say **overboard**. Say it again, but don't say **board**."  (over)

"Say **yellow**. Say it again, but don't say **ow**."  (yell)

"Say **traffic**. Say it again, but don't say **tra**."  (ffic)

"Say **lightning**. Say it again, but don't say **light**."  (ning)

"Say **telephone**. Say it again, but don't say **phone**."  (tele)

### ➥ Reversing Syllables

"Say _____. Now switch the parts."

| | |
|---|---|
| overboard (board•over) | watchman (man•watch) |
| lifebelt (belt•life) | fireman (man•fire) |
| himself (self•him) | quickly (ly•quick) |

## RHYMING

### ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | | |
|---|---|---|---|
| tree • sea | fly • try | hook • look | fell • meal |
| boat • caught | hat • fat | bed • red | shore • door |
| away • play | like • nice | threw • blew | higher • wire |

### ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| there • where • <u>still</u> | <u>bag</u> • light • tight | sat • <u>pipe</u> • hat |
| call • <u>caught</u> • wall | day • way • <u>fell</u> | <u>fun</u> • four • door |
| <u>came</u> • arm • harm | ship • <u>sad</u> • trip | free • me • <u>up</u> |

➡ ## Matching Rhymes

"Which word rhymes with **head**?  <u>bed</u> • fell"
"Which word rhymes with **hook**?  big • <u>took</u>"
"Which word rhymes with **harm**?  <u>arm</u> • stool"
"Which word rhymes with **light**?  call • <u>tight</u>"
"Which word rhymes with **wire**?  saw • <u>fire</u>"

➡ ## Generating Rhymes

"Tell me a word that rhymes with _____."

| | | | |
|---|---|---|---|
| man | head | sad | fell |
| hat | boat | fly | fire |
| free | ship | shore | meal |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts.  For example, use colored cubes or blocks to represent individual sounds.  You can move them apart, put them together, or substitute them to show changes in sound production.

➡ ## Initial Sound Play

"**Monkey** begins with /**m**/.  Let's make up silly words that begin with the /**m**/ sound."
"Say your name, beginning with the /**m**/ sound."
"Name five things in the classroom.  Begin each one with the /**m**/ sound."
"Name five animals.  Begin each one with the /**m**/ sound."

➡ ## Identifying Words Beginning with a Given Sound

"Which words begin with the /**k**/ sound?  boat • <u>curious</u> • <u>caught</u>"
"Which words begin with the /**b**/ sound?  <u>balloon</u> • <u>bed</u> • fire"
"Which words begin with the /**j**/ sound?  <u>George</u> • harm • <u>jumped</u>"
"Which words begin with the /**h**/ sound?  <u>hurry</u> • sailor • <u>houses</u>"
"Which words begin with the /**f**/ sound?  <u>frightened</u> • <u>fire</u> • lightning"

➡ ## Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| m•an | sh•ip | c•all | b•ars |
| h•at | f•ire | sh•ore | b•ed |
| g•ood | s•ad | p•ipe | l•ast |

➡ ## Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| st•ool | bl•ew | br•oke |
| pl•ay | pl•ace | thr•ew |
| tr•ip | sl•id | fr•ee |

➡ ## Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| z•oo | h•ea•d | f•l•y | h•ea•v•y |
| m•a•n | b•a•g | s•a•fe | b•r•igh•t |
| h•o•me | b•oa•t | o•v•er | h•a•pp•y |
| t•r•ee | d•e•ck | r•oo•f | s•t•r•ee•t |

➡ ## Matching Initial Sounds

"Which word begins with the same sound as **telephone**?  trouble • signal"
"Which word begins with the same sound as **morning**?  balloon • monkey"
"Which word begins with the same sound as **shore**?  yellow • ship"
"Which word begins with the same sound as **surprised**?  signal • traffic"
"Which word begins with the same sound as **little**?  wooden • lightning"

➡ ## Identifying the Initial Sound of Three Words

"What sound do **balloon**, **bunch**, and **big** begin with?"  (/b/)
"What sound do **curious**, **covered**, and **climbed** begin with?"  (/k/)
"What sound do **sailor**, **city**, and **safe** begin with?"  (/s/)
"What sound do **paid**, **people**, and **prison** begin with?"  (/p/)
"What sound do **wooden**, **watchman**, and **window** begin with?"  (/w/)

➡ ## Identifying the Final Sound of Two Words

"What sound do **ship** and **pipe** end with?"  (/p/)
"What sound do **man** and **fun** end with?"  (/n/)
"What sound do **curious** and **house** end with?"  (/s/)
"What sound do **kind** and **held** end with?"  (/d/)
"What sound do **stool** and **trouble** end with?"  (/l/)

➡ ## Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | | |
|---|---|---|---|
| monkey (/m/) | hat (/h/) | long (/l/) | promised (/p/) |
| George (/j/) | fire (/f/) | ship (/sh/) | boat (/b/) |
| yellow (/y/) | good (/g/) | city (/s/) | zoo (/z/) |

## ➡ Substituting Initial Sounds

"Say **fire**. Now say it with **/t/** instead of **/f/**." (tire)
"Say **ship**. Now say it with **/r/** instead of **/sh/**." (rip)
"Say **sailor**. Now say it with **/t/** instead of **/s/**." (tailor)
"Say **curious**. Now say it with **/f/** instead of **/k/**." (furious)
"Say **boat**. Now say it with **/fl/** instead of **/b/**." (float)

## ➡ Identifying Final Sounds

"What sound does the word _____ end with?"

George (/j/)          forget (/t/)          roof (/f/)
man (/n/)             door (/r/)            wind (/d/)
big (/g/)             fell (/l/)            bunch (/ch/)

## ➡ Substituting Final Sounds

"Say **pipe**. Now say it with **/n/** instead of **/p/**." (pine)
"Say **boat**. Now say it with **/z/** instead of **/t/**." (bows)
"Say **harm**. Now say it with **/t/** instead of **/m/**." (heart)
"Say **light**. Now say it with **/n/** instead of **/t/**." (line)
"Say **hook**. Now say it with **/d/** instead of **/k/**." (hood)

## ➡ Segmenting Sounds

"What sounds do you hear in the word _____?"

he (h•e)              good (g•oo•d)         city (c•i•t•y)
at (a•t)              safe (s•a•fe)         cried (c•r•ie•d)
all (a•ll)            down (d•ow•n)         place (p•l•a•ce)
zoo (z•oo)            live (l•i•ve)         little (l•i•tt•le)
to (t•o)              with (w•i•th)         yellow (y•e•ll•ow)

## ➡ Deleting Initial Sounds

"Say **wall**. Say it again, but don't say **/w/**." (all)
"Say **harm**. Say it again, but don't say **/h/**." (arm)
"Say **nice**. Say it again, but don't say **/n/**." (ice)
"Say **there**. Say it again, but don't say **/th/**." (air)
"Say **bars**. Say it again, but don't say **/b/**." (R's)

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➥ **Deleting Final Sounds**

"Say **boat**.  Say it again, but don't say /**t**/."  (bow)
"Say **wire**.  Say it again, but don't say /**r**/."  (why)
"Say **house**.  Say it again, but don't say /**s**/."  (how)
"Say **stool**.  Say it again, but don't say /**l**/."  (stew)
"Say **board**.  Say it again, but don't say /**d**/."  (bore)

➥ **Deleting Sounds in Blends**

"Say **blew**.  Say it again, but don't say /**l**/."  (boo)
"Say **tree**.  Say it again, but don't say /**r**/."  (tea)
"Say **crawled**.  Say it again, but don't say /**r**/."  (called)
"Say **stool**.  Say it again, but don't say /**s**/."  (tool)
"Say **still**.  Say it again, but don't say /**s**/."  (till)

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# Dear Rebecca, Winter Is Here by Jean Craighead George

## WORD AWARENESS

➥ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➥ Read the story aloud, omitting words. Have the students tell the missing words.

➥ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➥ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- here winter is
  (Winter is here.)

- make mice snow tracks
  (Mice make snow tracks.)

- I lights on turn my
  (I turn on my lights.)

- mittens you on put your
  (You put on your mittens.)

- fireplace fire I the light my in
  (I light the fire in my fireplace.)

- and groundhogs bears to sleep go the
  (The groundhogs and bears go to sleep.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➥ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| December (3) | Rebecca (3) | mountains (2) | sunlight (2) |
| winter (2) | groundhog (2) | angel (2) | turtles (2) |
| cold (1) | insulate (3) | sleep (1) | long (1) |
| breakfast (2) | mice (1) | crystals (2) | darkness (2) |

### ➥ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | | |
|---|---|---|---|
| sun•light | win•ter | flow•ers | summ•er |
| ground•hog | hon•ey | moun•tains | De•cem•ber |
| dark•ness | crys•tals | tur•tles | in•su•late |

## ➡ Deleting Syllables

"Say **sunlight**. Say it again, but don't say **sun**." (light)
"Say **darkness**. Say it again, but don't say **ness**." (dark)
"Say **winter**. Say it again, but don't say **win**." (ter)
"Say **December**. Say it again, but don't say **de**." (cember)
"Say **breakfast**. Say it again, but don't say **fast**." (break)

## ➡ Reversing Syllables

"Say _____. Now switch the parts."

sunlight (light•sun)                          darkness (ness•dark)
groundhog (hog•ground)                        fireplace (place•fire)

## RHYMING ──────────────────────────

### ➡ Recognizing Rhymes

"Do these words rhyme?"

here • dear          turn • fire          sleep • read          free • bee
coat • cold          ice • mice           stop • flop           mud • run
fly • dry            air • bear           ground • down         grew • you
things • wings       snow • grow          line • long           night • light

### ➡ Discriminating Rhymes

"Which word does not rhyme?"

go • <u>hose</u> • snow          <u>read</u> • air • bear          <u>mud</u> • bee • free
fly • die • <u>fire</u>          mice • <u>yard</u> • ice          <u>ground</u> • flop • stop
sing • wing • <u>frost</u>       dear • here • <u>seeds</u>        night • light • <u>coat</u>

### ➡ Matching Rhymes

"Which word rhymes with **wings**? <u>things</u> • hands"
"Which word rhymes with **snow**? sing • <u>grow</u>"
"Which word rhymes with **fly**? <u>dry</u> • air"
"Which word rhymes with **ice**? night • <u>mice</u>"
"Which word rhymes with **dear**? <u>here</u> • fire"

## ➡ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | |
|---|---|---|
| dear | bear | fire |
| coat | fly | sing |
| light | stop | ice |
| cold | free | long |

## SOUND AWARENESS ━━━━━━━━━━━━━━━

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

## ➡ Identifying Words Beginning with a Given Sound

"Which words begin with the /**s**/ sound? <u>sunlight</u> • darkness • <u>summer</u>"
"Which words begin with the /**r**/ sound? <u>Rebecca</u> • <u>rain</u> • clouds"
"Which words begin with the /**f**/ sound? honey • <u>flowing</u> • <u>frogs</u>"
"Which words begin with the /**b**/ sound? <u>blizzard</u> • <u>breakfast</u> • mountains"
"Which words begin with the /**k**/ sound? <u>crystals</u> • frost • <u>cold</u>"

## ➡ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| c•old | r•ain | r•ead | l•ight |
| l•ong | m•ud | l•ine | p•ush |
| m•ice | f•ire | b•ack | b•ears |

## ➡ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| sn•ow | st•op | fr•ost |
| fr•ogs | gr•ound | dr•y |
| sl•eep | fr•iends | sl•ides |
| fr•ee | gr•ew | tr•acks |

## ➡ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| ea•t | d•ow•n | d•aw•n | o•tt•er•s |
| Ear•th | n•igh•t | b•ir•d•s | j•o•ll•y |
| m•y | J•u•ne | l•ea•ve•s | w•i•n•t•er |
| b•oo•k | r•ai•n | h•a•n•d | f•r•o•s•t |

## ➡ Matching Initial Sounds

"Which word begins with the same sound as **December**?  turtles • <u>darkness</u>"
"Which word begins with the same sound as **fire**?  <u>friends</u> • yard"
"Which word begins with the same sound as **winter**?  summer • <u>wolves</u>"
"Which word begins with the same sound as **mittens**?  <u>mountains</u> • bears"
"Which word begins with the same sound as **squirrels**?  crystals • <u>streams</u>"

## ➡ Identifying the Initial Sound of Three Words

"What sound do **breathed**, **breakfast**, and **bluebells** begin with?"  (/b/)
"What sound do **cold**, **cuddle**, and **clouds** begin with?"  (/k/)
"What sound do **flowing**, **frogs**, and **fireplace** begin with?"  (/f/)
"What sound do **leaves**, **long**, and **little** begin with?"  (/l/)
"What sound do **songs**, **summer**, and **seeds** begin with?"  (/s/)

## ➡ Identifying the Final Sound of Two Words

"What sound do **otter** and **winter** end with?"  (/r/)
"What sound do **mice** and **tracks** end with?"  (/s/)
"What sound do **sleep** and **stop** end with?"  (/p/)
"What sound do **dusk** and **make** end with?"  (/k/)
"What sound do **minute** and **sunlight** end with?"  (/t/)

## ➡ Discriminating Initial Sounds

"Which word has a different beginning sound?"

mountains • mittens • <u>breakfast</u>          <u>leave</u> • turtles • tiny
<u>hose</u> • snow • seeds                              birds • <u>wolves</u> • bears
fly • <u>wings</u> • flowers                            cold • crystals • <u>night</u>

## ➡ Identifying Initial Sounds

"What sound does the word _____ begin with?"

Rebecca (/r/)                    groundhog (/g/)                    wolves (/w/)
December (/d/)                    mice (/m/)                          flowers (/f/)
honey (/h/)                      seeds (/s/)                          shorter (/sh/)

## ➡ Substituting Initial Sounds

"Say **mittens**. Now say it with **/k/** instead of **/m/**."  (kittens)
"Say **birds**. Now say it with **/w/** instead of **/b/**."  (words)
"Say **mice**. Now say it with **/n/** instead of **/m/**."  (nice)
"Say **fire**. Now say it with **/t/** instead of **/f/**."  (tire)
"Say **rain**. Now say it with **/ch/** instead of **/r/**."  (chain)

## ➡ Identifying Final Sounds

"What sound does the word _____ end with?"

half (/f/)          form (/m/)          summer (/r/)
turn (/n/)          leave (/v/)         light (/t/)
sleep (/p/)         yard (/d/)          ice (/s/)

## ➡ Substituting Final Sounds

"Say **coat**. Now say it with **/m/** instead of **/t/**."  (comb)
"Say **mud**. Now say it with **/ch/** instead of **/d/**."  (much)
"Say **rain**. Now say it with **/k/** instead of **/n/**."  (rake)
"Say **push**. Now say it with **/t/** instead of **/sh/**."  (put)
"Say **mice**. Now say it with **/k/** instead of **/s/**."  (Mike)

## ➡ Segmenting Sounds

"What sounds do you hear in the word _____?"

eat (ea•t)          fly (f•l•y)         leaves (l•ea•v•es)
ice (i•ce)          night (n•igh•t)     dusk (d•u•s•k)
Earth (Ear•th)      otter (o•tt•er)     flop (f•l•o•p)

## ➡ Deleting Initial Sounds

"Say **make**. Say it again, but don't say **/m/**."  (ache)
"Say **cold**. Say it again, but don't say **/k/**."  (old)
"Say **mice**. Say it again, but don't say **/m/**."  (ice)
"Say **bear**. Say it again, but don't say **/b/**."  (air)
"Say **leave**. Say it again, but don't say **/l/**."  (Eve)

## ➡ Deleting Final Sounds

"Say **cold**. Say it again, but don't say **/d/**."  (coal)
"Say **form**. Say it again, but don't say **/m/**."  (for)
"Say **rain**. Say it again, but don't say **/n/**."  (ray)
"Say **warm**. Say it again, but don't say **/m/**."  (war)
"Say **bees**. Say it again, but don't say **/z/**."  (bee)

## ➡ Deleting Sounds in Blends

"Say **tracks**. Say it again, but don't say **/t/**."  (racks)
"Say **stop**. Say it again, but don't say **/s/**."  (top)
"Say **free**. Say it again, but don't say **/r/**."  (fee)
"Say **fly**. Say it again, but don't say **/f/**."  (lie)
"Say **ground**. Say it again, but don't say **/g/**."  (round)

# Each Peach Pear Plum by Janet and Allan Ahlberg

## WORD AWARENESS

➡ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➡ Read the story aloud, omitting words. Have the students tell the missing words.

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➡ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | |
|---|---|---|
| peach (1) | Cinderella (4) | hill (1) |
| cupboard (2) | bears (1) | witch (1) |
| spy (1) | hunting (2) | Robin Hood (3) |
| cellar (2) | asleep (2) | baby (2) |

### ➡ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| moth•er | hunt•ing | Rob•in |
| cell•ar | cup•board | a•gain |
| ba•by | a•sleep | Cin•de•rell•a |

### ➡ Deleting Syllables

"Say **cellar**. Say it again, but don't say **ar**."  (cell)
"Say **hunting**. Say it again, but don't say **ing**."  (hunt)
"Say **Robin**. Say it again, but don't say **Rob**."  (in)
"Say **asleep**. Say it again, but don't say **a**."  (sleep)
"Say **baby**. Say it again, but don't say **by**."  (bay)

## RHYMING

### ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| peach • each | stairs • bears | wood • safe |
| thumb • plum | three • out | den • still |
| spy • Tom | hill • Jill | dry • pie |
| down • fast | Jack • ditch | sun • one |

### ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| pear • <u>Tom</u> • bear | <u>cellar</u> • down • brown | ditch • <u>Jack</u> • witch |
| peach • each • <u>one</u> | bears • stairs • <u>hood</u> | <u>wicked</u> • wood • hood |
| <u>den</u> • spy • I | <u>den</u> • hunting • bunting | dry • <u>up</u> • pie |
| thumb • <u>sun</u> • plum | <u>up</u> • Jill • hill | three • she • <u>asleep</u> |

### ➥ Matching Rhymes

"Which word rhymes with **pear**?  three • <u>bear</u>"
"Which word rhymes with **Jill**?  spy • <u>hill</u>"
"Which word rhymes with **ditch**?  wicked • <u>witch</u>"
"Which word rhymes with **wood**?  <u>hood</u> • over"
"Which word rhymes with **dry**?  <u>pie</u> • safe"

### ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | | |
|---|---|---|---|
| peach | den | bunting | hill |
| bear | one | ditch | wood |
| pie | thumb | peep | down |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts.  For example, use colored cubes or blocks to represent individual sounds.  You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Initial Sound Play

"**Peach** and **plum** begin with /**p**/.  Let's make up silly words that begin with the /**p**/ sound."
"Say your name, beginning with the /**p**/ sound."
"Name five things in the classroom.  Begin each one with the /**p**/ sound."
"Name five animals.  Begin each one with the /**p**/ sound."

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➡ **Identifying Words Beginning with a Given Sound**

"Which words begin with the /**p**/ sound?  <u>pie</u> • <u>pear</u> • bunting"
"Which words begin with the /**s**/ sound?  dry • <u>safe</u> • <u>sun</u>"
"Which words begin with the /**b**/ sound?  <u>baby</u> • den • <u>bears</u>"
"Which words begin with the /**w**/ sound?  <u>wood</u> • <u>wicked</u> • ditch"
"Which words begin with the /**j**/ sound?  spy • <u>Jill</u> • <u>Jack</u>"

➡ **Generating Words Beginning with a Given Sound**

"Name as many words as you can that begin with the /**p**/ sound."

➡ **Blending Monosyllable Words—Onset-Rime**

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| p•ie | d•own | h•ood | w•ood |
| th•umb | p•each | J•ill | d•itch |
| p•ear | h•ill | d•en | s•afe |
| T•om | J•ack | w•itch | s•un |

➡ **Blending Monosyllable Words—Onset-Rime (Blends)**

"Blend these sounds together to make a word from the story."

| | | | | |
|---|---|---|---|---|
| pl•um | sp•y | thr•ee | dr•y | st•airs |

➡ **Blending Individual Sounds to Make a Word**

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| u•p | p•ea•ch | s•p•y |
| ou•t | d•i•tch | h•i•ll |
| w•i•tch | s•u•n | b•a•b•y |
| w•oo•d | T•o•m | f•a•s•t |

➡ **Matching Initial Sounds**

"Which word begins with the same sound as **peach**?  spy • <u>pear</u>"
"Which word begins with the same sound as **baby**?  cellar • <u>bears</u>"
"Which word begins with the same sound as **hunting**?  <u>hill</u> • stairs"
"Which word begins with the same sound as **wicked**?  Jill • <u>witch</u>"
"Which word begins with the same sound as **thumb**?  <u>three</u> • down"

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## ➡ Identifying the Initial Sound of Three Words

"What sound do **plum**, **peach**, and **pear** begin with?"  (/p/)
"What sound do **baby**, **bears**, and **bunting** begin with?"  (/b/)
"What sound do **wood**, **wicked**, and **witch** begin with?"  (/w/)
"What sound do **spy**, **still**, and **sun** begin with?"  (/s/)
"What sound do **hunting**, **hood**, and **hill** begin with?"  (/h/)

## ➡ Identifying the Final Sound of Two Words

"What sound do **witch** and **ditch** end with?"  (/ch/)
"What sound do **hill** and **Jill** end with?"  (/l/)
"What sound do **stairs** and **bears** end with?"  (/z/)
"What sound do **thumb** and **plum** end with?"  (/m/)
"What sound do **sun** and **one** end with?"  (/n/)

## ➡ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | |
|---|---|---|
| witch (/w/) | baby (/b/) | thumb (/th/) |
| hill (/h/) | sun (/s/) | fast (/f/) |
| Jack (/j/) | den (/d/) | mother (/m/) |
| plum (/p/) | Robin (/r/) | Tom (/t/) |

## ➡ Substituting Initial Sounds

"Say **pie**. Now say it with **/m/** instead of **/p/**."  (my)
"Say **hill**. Now say it with **/p/** instead of **/h/**."  (pill)
"Say **Jack**. Now say it with **/b/** instead of **/j/**."  (back)
"Say **peach**. Now say it with **/r/** instead of **/p/**."  (reach)
"Say **thumb**. Now say it with **/s/** instead of **/th/**."  (some)

## ➡ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | | |
|---|---|---|---|
| each (/ch/) | sun (/n/) | plum (/m/) | pear (/r/) |
| Jill (/l/) | baby (/ee/) | hood (/d/) | stairs (/z/) |

## ➡ Substituting Final Sounds

"Say **each**. Now say it with **/t/** instead of **/ch/**."  (eat)
"Say **plum**. Now say it with **/g/** instead of **/m/**."  (plug)
"Say **hood**. Now say it with **/k/** instead of **/d/**."  (hook)
"Say **hill**. Now say it with **/t/** instead of **/l/**."  (hit)
"Say **Jack**. Now say it with **/m/** instead of **/k/**."  (jam)

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## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

each (ea•ch)          Tom (T•o•m)          plum (p•l•u•m)
on (o•n)               spy (s•p•y)           baby (b•a•b•y)
out (ou•t)             three (th•r•ee)       fast (f•a•s•t)
up (u•p)               Jill (J•i•ll)         mother (m•o•th•er)

## ➥ Deleting Initial Sounds

"Say **Jill**. Say it again, but don't say **/j/**."  (ill)
"Say **peach**. Say it again, but don't say **/p/**."  (each)
"Say **pear**. Say it again, but don't say **/p/**."  (air)
"Say **witch**. Say it again, but don't say **/w/**."  (itch)
"Say **Jack**. Say it again, but don't say **/j/**."  (ack)

## ➥ Deleting Final Sounds

"Say **peach**. Say it again, but don't say **/ch/**."  (pea)
"Say **bears**. Say it again, but don't say **/z/**."  (bear)
"Say **out**. Say it again, but don't say **/t/**."  (ow)
"Say **safe**. Say it again, but don't say **/f/**."  (say)
"Say **fast**. Say it again, but don't say **/t/**."  (fas)

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# Fish Is Fish by Leo Lionni

## WORD AWARENESS

➥ As you read aloud from the book, have students point to individual words and then count the number of words in the sentence.

➥ Read the story aloud, omitting words. Have the students tell the missing words.

➥ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- where been you have
  (Where have you been?)

- inseparable they friends were
  (They were inseparable friends.)

- frog look am I a
  (Look, I am a frog.)

- around I world have been the
  (I have been around the world.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➥ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | |
|---|---|---|
| pond (1) | frogs (1) | cows (1) |
| minnow (2) | smaller (2) | marvelous (3) |
| tadpole (2) | animals (3) | splash (1) |
| legs (1) | hopping (2) | gasping (2) |
| finally (3) | colors (2) | butterflies (3) |

### ➥ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| tad•pole | wa•ter | lil•y |
| minn•ow | small•er | beau•ti•ful |
| hunt•ing | mor•ning | mar•ve•lous |
| happ•y | gasp•ing | won•der•ful |

### ➡ Deleting Syllables

"Say **tadpole**. Say it again, but don't say **tad**." (pole)
"Say **morning**. Say it again, but don't say **ning**." (more)
"Say **nonsense**. Say it again, but don't say **non**." (sense)
"Say **wonderful**. Say it again, but don't say **ful**." (wonder)
"Say **before**. Say it again, but don't say **fore**." (be)

### ➡ Adding Syllables

"Say **hop**. Say it again and add **ing**." (hopping)
"Say **small**. Say it again and add **er**." (smaller)
"Say **hunt**. Say it again and add **ing**." (hunting)
"Say **final**. Say it again and add **ly**." (finally)
"Say **dream**. Say it again and add **ing**." (dreaming)

## RHYMING ━━━━━━━━━━━━━━━━━━

### ➡ Recognizing Rhymes

"Do these words rhyme?"

| | | | |
|---|---|---|---|
| fish • dish | look • hook | week • where | cow • how |
| frog • log | tail • snail | splash • cash | pink • milk |
| swam • weed | grew • boy | birds • words | jump • pond |
| legs • begs | bank • sank | wing • leg | air • pair |

### ➡ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| <u>frog</u> • fish • wish | here • fear • <u>things</u> | <u>world</u> • jump • pump |
| pink • sink • <u>horns</u> | <u>legs</u> • tail • whale | rash • splash • <u>pond</u> |
| fly • <u>friend</u> • bye | frog • log • <u>night</u> | <u>bank</u> • weeks • cheeks |
| sing • wing • <u>drink</u> | air • <u>warm</u> • there | night • <u>lake</u> • right |

### ➡ Matching Rhymes

"Which word rhymes with **fish**? four • <u>dish</u>"
"Which word rhymes with **frog**? pond • <u>hog</u>"
"Which word rhymes with **tail**? <u>mail</u> • two"
"Which word rhymes with **there**? <u>where</u> • white"
"Which word rhymes with **bird**? bag • <u>heard</u>"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | | |
|---|---|---|---|
| jump | night | cow | tail |
| fish | wing | pink | bank |
| frog | fly | day | air |
| me | where | back | shook |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Initial Sound Play

"**Fish** and **frog** begin with /**f**/. Let's make up silly words that begin with the /**f**/ sound."
"Say your name, beginning with the /**f**/ sound."
"Name five things in the classroom. Begin each one with the /**f**/ sound."
"Name five animals. Begin each one with the /**f**/ sound."

### ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the /**f**/ sound?  <u>frog</u> • pond • <u>friend</u>"
"Which words begin with the /**m**/ sound?  <u>marvelous</u> • <u>mind</u> • legs"
"Which words begin with the /**b**/ sound?  mind • <u>birds</u> • <u>breathe</u>"
"Which words begin with the /**k**/ sound?  <u>cows</u> • bank • <u>colors</u>"
"Which words begin with the /**t**/ sound?  little • <u>tadpole</u> • <u>tiny</u>"

### ➥ Generating Words Beginning with a Given Sound

"Name as many words as you can that begin with the /**f**/ sound."

### ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| f•ish | sh•ook | w•arm |
| p•ond | b•irds | h•elp |
| l•egs | m•ilk | b•ack |
| n•ight | d•ark | c•ool |
| b•ank | t•ail | l•eaf |

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### ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| fl•y | fr•og | fr•iend |
| dr•y | gr•ew | br•eathe |
| sw•am | spl•ash | sl•eep |

### ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| e•dge | n•i•ght | w•a•t•er |
| d•ay | p•o•n•d | m•i•nn•ow |
| f•i•sh | w•ee•k•s | s•p•l•a•sh |
| f•l•y | f•r•o•g | f•r•o•n•t |
| t•ai•l | t•i•n•y | c•l•i•mb•ed |

### ➥ Matching Initial Sounds

"Which word begins with the same sound as **fish**?  <u>feathered</u> • large"
"Which word begins with the same sound as **hopping**?  dark • <u>happy</u>"
"Which word begins with the same sound as **water**?  <u>weeds</u> • climbed"
"Which word begins with the same sound as **pushed**?  <u>people</u> • tail"
"Which word begins with the same sound as **cows**?  legs • <u>carry</u>"

### ➥ Identifying the Initial Sound of Three Words

"What sound do **birds**, **butterflies**, and **bank** begin with?"  (/b/)
"What sound do **tail**, **tiny**, and **tadpole** begin with?"  (/t/)
"What sound do **legs**, **little**, and **large** begin with?"  (/l/)
"What sound do **friend**, **fish**, and **frog** begin with?"  (/f/)
"What sound do **wonderful**, **wings**, and **warm** begin with?"  (/w/)

### ➥ Identifying the Final Sound of Two Words

"What sound do **frog** and **leg** end with?"  (/g/)
"What sound do **bank** and **milk** end with?"  (/k/)
"What sound do **jump** and **sleep** end with?"  (/p/)
"What sound do **fish** and **splash** end with?"  (/sh/)
"What sound do **pond** and **world** end with?"  (/d/)

### ➥ Discriminating Initial Sounds

"Which word has a different beginning sound?"

| | | |
|---|---|---|
| women • wing • <u>many</u> | minnow • men • <u>clear</u> | during • <u>like</u> • dark |
| <u>day</u> • four • fine | talked • <u>been</u> • told | <u>weeks</u> • birds • bank |

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## ➡ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | |
|---|---|---|
| fish (/f/) | legs (/l/) | birds (/b/) |
| weeks (/w/) | people (/p/) | children (/ch/) |
| gills (/g/) | shook (/sh/) | jump (/j/) |
| climbed (/k/) | here (/h/) | decided (/d/) |
| minnow (/m/) | seen (/s/) | nearby (/n/) |

## ➡ Substituting Initial Sounds

"Say **fish**. Now say it with **/d/** instead of **/f/**."  (dish)
"Say **cow**. Now say it with **/h/** instead of **/k/**."  (how)
"Say **men**. Now say it with **/t/** instead of **/m/**."  (ten)
"Say **pink**. Now say it with **/s/** instead of **/p/**."  (sink)
"Say **day**. Now say it with **/h/** instead of **/d/**."  (hay)

## ➡ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| frog (/g/) | front (/t/) | said (/d/) |
| splash (/sh/) | tail (/l/) | large (/j/) |
| shook (/k/) | grown (/n/) | cows (/z/) |

## ➡ Substituting Final Sounds

"Say **grass**. Now say it with **/b/** instead of **/s/**."  (grab)
"Say **sleep**. Now say it with **/v/** instead of **/p/**."  (sleeve)
"Say **grown**. Now say it with **/z/** instead of **/n/**."  (grows)
"Say **leg**. Now say it with **/d/** instead of **/g/**."  (led)
"Say **fish**. Now say it with **/l/** instead of **/sh/**."  (fill)

## ➡ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| he (h•e) | said (s•ai•d) | frog (f•r•o•g) |
| by (b•y) | gone (g•o•ne) | weeks (w•ee•k•s) |
| out (ou•t) | real (r•ea•l) | water (w•a•t•er) |
| in (i•n) | move (m•o•ve) | lily (l•i•l•y) |
| is (i•s) | leaf (l•ea•f) | clean (c•l•ea•n) |

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### ➥ Deleting Initial Sounds

"Say **legs**. Say it again, but don't say **/l/**." (eggs)
"Say **real**. Say it again, but don't say **/r/**." (eel)
"Say **tail**. Say it again, but don't say **/t/**." (ail)
"Say **that**. Say it again, but don't say **/th/**." (at)
"Say **said**. Say it again, but don't say **/s/**." (Ed)

### ➥ Deleting Final Sounds

"Say **legs**. Say it again, but don't say **/z/**." (leg)
"Say **flight**. Say it again, but don't say **/t/**." (fly)
"Say **grown**. Say it again, but don't say **/n/**." (grow)
"Say **mind**. Say it again, but don't say **/d/**." (mine)
"Say **milk**. Say it again, but don't say **/k/**." (mill)

### ➥ Deleting Sounds in Blends

"Say **frog**. Say it again, but don't say **/r/**." (fog)
"Say **grass**. Say it again, but don't say **/r/**." (gas)
"Say **small**. Say it again, but don't say **/s/**." (mall)
"Say **flight**. Say it again, but don't say **/f/**." (light)
"Say **splash**. Say it again, but don't say **/p/**." (slash)

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# Frederick by Leo Lionni

## WORD AWARENESS

➥ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➥ Read the story aloud, omitting words. Have the students tell the missing words.

➥ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➥ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- dreaming Frederick are you
(Are you dreaming, Frederick?)

- close eyes again your
(Close your eyes again.)

- family they were happy a
(They were a happy family.)

- worked night they and all day
(They all worked day and night.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➥ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| Frederick (3) | winter (2) | barn (1) | snowflakes (2) |
| mice (1) | corn (1) | seasons (2) | walnuts (2) |
| family (3) | foolish (2) | daylight (2) | abandoned (3) |
| empty (2) | remembered (3) | farmers (2) | colors (2) |

### ➥ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| day•light | mead•ow | fam•i•ly |
| far•mers | emp•ty | mem•o•ry |
| sill•y | col•ors | re•mem•bered |

## ➥ Deleting Syllables

"Say **snowflakes**. Say it again, but don't say **snow**."  (flakes)
"Say **daylight**. Say it again, but don't say **light**."  (day)
"Say **walnuts**. Say it again, but don't say **wal**."  (nuts)
"Say **farmers**. Say it again, but don't say **mers**."  (far)
"Say **family**. Say it again, but don't say **ly**."  (fami)

## ➥ Reversing Syllables

"Say _____. Now switch the parts."

snowflakes (flakes•snow)        winter (ter•win)        empty (ty•emp)
daylight (light•day)            walnuts (nuts•wal)      hideout (out•hide)

# RHYMING

## ➥ Recognizing Rhymes

"Do these words rhyme?"

June • moon          wheat • feet          four • more
mice • ice           gray • day            night • throat
all • wall           five • fell           saw • straw
barn • stone         sky • I               cold • told

## ➥ Discriminating Rhymes

"Which word does not rhyme?"

home • nice • ice        sun • gray • say         days • rays • close
snow • glow • far        showers • words • flowers    sky • cow • bow
eat • wheat • nuts       old • long • cold        straw • sun • saw

## ➥ Matching Rhymes

"Which word rhymes with **moon**?  night • June"
"Which word rhymes with **mice**?  nice • five"
"Which word rhymes with **feet**?  fell • eat"
"Which word rhymes with **flowers**?  showers • foolish"
"Which word rhymes with **say**?  gray • sky"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | | |
|---|---|---|---|
| ice | old | gray | June |
| wall | far | night | four |
| cow | eat | snow | sky |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

## ➥ Initial Sound Play

"**Frederick** begins with **/f/**. Let's make up silly words that begin with the **/f/** sound."
"Say your name, beginning with the **/f/** sound."
"Name five things in the classroom. Begin each one with the **/f/** sound."
"Name five animals. Begin each one with the **/f/** sound."

## ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the **/m/** sound? home • <u>meadow</u> • <u>mice</u>"
"Which words begin with the **/f/** sound? <u>Frederick</u> • corn • <u>family</u>"
"Which words begin with the **/k/** sound? <u>colors</u> • <u>cold</u> • magic"
"Which words begin with the **/s/** sound? <u>silly</u> • June • <u>stone</u>"
"Which words begin with the **/w/** sound? foxes • <u>winter</u> • <u>walnuts</u>"

## ➥ Generating Words Beginning with a Given Sound

"Name as many words as you can that begin with the **/f/** sound."

## ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| m•ice | c•orn | l•ong |
| w•all | w•ork | n•uts |
| h•ome | d•ark | c•old |
| b•arn | s•un | m•oon |

## ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| gr•ows | sp•oke | str•aw |
| gr•een | st•one | thr•oat |

➡ **Blending Individual Sounds to Make a Word**

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| c•ow | h•o•me | s•n•ow | sh•ow•er•s |
| i•ce | f•ee•t | wh•ea•t | g•a•th•er |
| s•k•y | s•u•n | w•or•k | c•o•l•or•s |
| w•a•ll | f•i•ve | d•ay•s | w•i•n•t•er |

➡ **Matching Initial Sounds**

"Which word begins with the same sound as **Frederick**?  field • gather"
"Which word begins with the same sound as **memory**?  magic • flowers"
"Which word begins with the same sound as **summer**?  chatty • seasons"
"Which word begins with the same sound as **wheat**?  voice • words"
"Which word begins with the same sound as **corn**?  straw • cold"

➡ **Identifying the Initial Sound of Three Words**

"What sound do **gather**, **golden**, and **gray** begin with?" (/g/)
"What sound do **farmers**, **four**, and **family** begin with?" (/f/)
"What sound do **meadow**, **mice**, and **memory** begin with?" (/m/)
"What sound do **spoke**, **snowflakes**, and **stage** begin with?" (/s/)
"What sound do **nice**, **nuts**, and **nibbled** begin with?" (/n/)

➡ **Identifying the Final Sound of Two Words**

"What sound do **mice** and **lights** end with?" (/s/)
"What sound do **Frederick** and **dark** end with?" (/k/)
"What sound do **winter** and **summer** end with?" (/r/)
"What sound do **wheat** and **daylight** end with?" (/t/)
"What sound do **stood** and **cold** end with?" (/d/)

➡ **Discriminating Initial Sounds**

"Which word has a different beginning sound?"

| | |
|---|---|
| corn • colors • little | leaves • little • throat |
| supplies • showers • silly | meadow • nice • moon |
| four • winter • wall | gray • five • Frederick |

➡ **Identifying Initial Sounds**

"What sound does the word _____ begin with?"

| | | |
|---|---|---|
| meadow (/m/) | stone (/s/) | far (/f/) |
| gather (/g/) | walnuts (/w/) | showers (/sh/) |
| colors (/k/) | June (/j/) | told (/t/) |
| half (/h/) | days (/d/) | nice (/n/) |

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## ➡ Substituting Initial Sounds

"Say **mice**. Now say it with **/r/** instead of **/m/**."  (rice)
"Say **wheat**. Now say it with **/sh/** instead of **/w/**."  (sheet)
"Say **cold**. Now say it with **/f/** instead of **/k/**."  (fold)
"Say **wall**. Now say it with **/t/** instead of **/w/**."  (tall)
"Say **sun**. Now say it with **/r/** instead of **/s/**."  (run)

## ➡ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| stone (/n/) | asleep (/p/) | cold (/d/) |
| voice (/s/) | five (/v/) | foolish (/sh/) |
| all (/l/) | magic (/k/) | rays (/z/) |

## ➡ Substituting Final Sounds

"Say **work**. Now say it with **/m/** instead of **/k/**."  (worm)
"Say **June**. Now say it with **/s/** instead of **/n/**."  (juice)
"Say **stone**. Now say it with **/v/** instead of **/n/**."  (stove)
"Say **feet**. Now say it with **/l/** instead of **/t/**."  (feel)
"Say **throat**. Now say it with **/n/** instead of **/t/**."  (throne)

## ➡ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| eat (ea•t) | live (l•i•ve) | weather (w•ea•th•er) |
| ice (i•ce) | night (n•igh•t) | last (l•a•s•t) |
| saw (s•aw) | bush (b•u•sh) | close (c•l•o•se) |
| eyes (eye•s) | feel (f•ee•l) | stone (s•t•o•ne) |
| up (u•p) | gone (g•o•ne) | first (f•ir•s•t) |

## ➡ Deleting Initial Sounds

"Say **nice**. Say it again, but don't say **/n/**."  (ice)
"Say **wheat**. Say it again, but don't say **/w/**."  (eat)
"Say **dark**. Say it again, but don't say **/d/**."  (ark)
"Say **showers**. Say it again, but don't say **/sh/**."  (ours)
"Say **told**. Say it again, but don't say **/t/**."  (old)

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## ➡ Deleting Final Sounds

"Say **corn**.  Say it again, but don't say /**n**/."  (core)
"Say **work**.  Say it again, but don't say /**k**/."  (were)
"Say **mice**.  Say it again, but don't say /**s**/."  (my)
"Say **rays**.  Say it again, but don't say /**z**/."  (ray)
"Say **barn**.  Say it again, but don't say /**n**/."  (bar)

## ➡ Deleting Sounds in Blends

"Say **gray**.  Say it again, but don't say /**g**/."  (ray)
"Say **straw**.  Say it again, but don't say /**st**/."  (raw)
"Say **spoils**.  Say it again, but don't say /**p**/."  (soils)
"Say **glow**.  Say it again, but don't say /**l**/."  (go)
"Say **staring**.  Say it again, but don't say /**s**/."  (tearing)

# Henny Penny by H. Werner Zimmerman

## WORD AWARENESS

➦ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➦ Read the story aloud, omitting words. Have the students tell the missing words.

➦ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➦ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- sky the falling is
  (The sky is falling.)

- I may with go you
  (May I go with you?)

- going where are you
  (Where are you going?)

- king go must tell and I the
  (I must go and tell the king.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

➥ ### Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| farmyard (2) | certainly (3) | Ducky (2) | until (2) |
| falling (2) | Turkey (2) | fox (1) | greetings (2) |
| king (1) | sky (1) | eating (2) | shortcut (2) |
| acorn (2) | Henny (2) | along (2) | cave (1) |

➥ ### Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| farm•yard | un•til | fall•ing |
| short•cut | a•corn | cer•tain•ly |
| Luck•y | Penn•y | Tur•key |

## ➥ Deleting Syllables

"Say **farmyard**. Say it again, but don't say **farm**." (yard)
"Say **turkey**. Say it again, but don't say **tur**." (key)
"Say **Loosey**. Say it again, but don't say **ey**." (loose)
"Say **falling**. Say it again, but don't say **ing**." (fall)
"Say **acorn**. Say it again, but don't say **a**." (corn)

## ➥ Adding Syllables

"Say **fall**. Say it again and add **ing**." (falling)
"Say **eat**. Say it again and add **ing**." (eating)
"Say **go**. Say it again and add **ing**." (going)

# RHYMING

## ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| Henny • Penny | Turkey • Locky | show • go |
| where • must | tell • time | Goosey • Loosey |
| sky • my | king • ring | Foxy • Loxy |

## ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| Henny • <u>Locky</u> • Penny | go • <u>they</u> • show | Lurkey • Turkey • <u>Loosey</u> |
| sky • my • <u>tell</u> | head • said • <u>corn</u> | <u>king</u> • tell • fell |
| <u>Foxy</u> • Lucky • Ducky | <u>time</u> • there • where | day • may • <u>with</u> |

## ➥ Generating Rhymes

"In the story, many of the animals' names use a rhyming 'L' word. Let's make up rhyming names for other animals following that pattern. For example, for "cow" we could say "Cowy Lowy."

| | |
|---|---|
| sheep (Sheepy Leepy) | pig (Piggy Liggy) |
| dog (Doggy Loggy) | frog (Froggy Loggy) |
| cat (Catty Latty) | horse (Horsey Lorsey) |
| goat (Goaty Loaty) | bear (Beary Larry) |

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## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➡ Initial Sound Play

"**Lucky** begins with /l/. Let's make up silly words that begin with the /l/ sound."
"Say your name, beginning with the /l/ sound."
"Tell the names of five classmates. Begin each one with the /l/ sound."
"Name five things in the classroom. Begin each one with the /l/ sound."

### ➡ Identifying Words Beginning with a Given Sound

"Which words begin with the /l/ sound?  <u>Lucky</u> • <u>Loosey</u> • Ducky"
"Which words begin with the /s/ sound?  <u>sky</u> • falling • <u>certainly</u>"
"Which words begin with the /w/ sound?  Henny • <u>went</u> • <u>with</u>"
"Which words begin with the /f/ sound?  <u>Foxy</u> • <u>farmyard</u> • tell"
"Which words begin with the /k/ sound?  Goosey • <u>Cocky</u> • <u>cave</u>"

### ➡ Generating Words Beginning with a Given Sound

"Name as many words as you can that begin with the /l/ sound."

### ➡ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| d•ay | h•ead | w•ent | k•ing |
| c•orn | m•ust | m•et | c•ave |
| f•ell | t•ell | wh•ere | t•ime |

### ➡ Blending Individual Sounds to Make a Word

"Blend these sounds together to tell an animal in the story."

| | | |
|---|---|---|
| h•e•n | f•o•x | t•ur•k•ey |
| g•oo•se | d•u•ck | r•oo•s•t•er |

### ➡ Identifying the Initial Sound of Three Words

"What sound do **Lucky**, **Loosey**, and **Loxy** begin with?"  (/l/)
"What sound do **Foxy**, **fell**, and **followed** begin with?"  (/f/)
"What sound do **Cocky**, **cave**, and **corn** begin with?"  (/k/)
"What sound do **may**, **must**, and **met** begin with?"  (/m/)
"What sound do **said**, **certainly**, and **sky** begin with?"  (/s/)

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➡ ## Identifying the Final Sound of Two Words

"What sound do **fall** and **until** end with?" (/l/)
"What sound do **went** and **met** end with?" (/t/)
"What sound do **corn** and **when** end with?" (/n/)
"What sound do **Henny** and **Turkey** end with?" (/ee/)
"What sound do **said** and **told** end with?" (/d/)

➡ ## Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | |
|---|---|---|
| Henny (/h/) | she (/sh/) | Penny (/p/) |
| corn (/k/) | Turkey (/t/) | king (/k/) |
| farmyard (/f/) | go (/g/) | may (/m/) |

➡ ## Substituting Initial Sounds

"Say **Turkey**. Now say it with **/j/** instead of **/t/**." (jerky)
"Say **Henny**. Now say it with **/b/** instead of **/h/**." (Benny)
"Say **Goosey**. Now say it with **/j/** instead of **/g/**." (juicy)
"Say **Ducky**. Now say it with **/y/** instead of **/d/**." (yucky)
"Say **Locky**. Now say it with **/r/** instead of **/l/**." (rocky)

➡ ## Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| must (/t/) | corn (/n/) | told (/d/) |
| tell (/l/) | sky (/ī/) | never (/r/) |

➡ ## Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| she (sh•e) | corn (c•or•n) | Locky (l•o•ck•y) |
| no (n•o) | seen (s•ee•n) | Lucky (l•u•ck•y) |
| go (g•o) | right (r•igh•t) | Penny (p•e•nn•y) |

➡ ## Deleting Initial Sounds

"Say **said**. Say it again, but don't say **/s/**." (Ed)
"Say **where**. Say it again, but don't say **/w/**." (air)
"Say **Penny**. Say it again, but don't say **/p/**." (any)
"Say **Ducky**. Say it again, but don't say **/d/**." (ucky)
"Say **Loxy**. Say it again, but don't say **/l/**." (oxy)

# i Am Eyes, Ni Macho© by Leila Ward

## WORD AWARENESS

➥ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➥ Read the story aloud, omitting words. Have the students tell the missing words.

➥ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➥ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- see I sunflowers skies and (Repeat for similar patterns throughout story.)
  (I see sunflowers and skies.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➥ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | |
|---|---|---|
| eyes (1) | coral (2) | Kilimanjaro (5) |
| awake (2) | sand (1) | moon (1) |
| sunflowers (3) | moonflowers (3) | flamingo (3) |
| giraffes (2) | donkeys (2) | pineapples (3) |
| stars (1) | coconuts (3) | pelicans (3) |
| elephants (3) | camels (2) | see (1) |

### ➥ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| star•lings | mon•key | pine•app•les |
| flow•ers | fla•min•gos | butt•er•flies |
| e•lands | co•co•nuts | el•e•phants |
| gi•raffes | pel•i•cans | Kil•i•man•jar•o |

## ➥ Deleting Syllables

"Say **butterflies**.  Say it again, but don't say **flies**."  (butter)
"Say **sunflower**.  Say it again, but don't say **sun**."  (flower)
"Say **pineapples**.  Say it again, but don't say **pine**."  (apples)
"Say **coconut**.  Say it again, but don't say **nut**."  (coco)
"Say **elephants**.  Say it again, but don't say **ele**."  (phants)

## RHYMING ━━━━━━━━━━━━━━━━━━━━

## ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| see • me | kites • sun | moon • soon |
| I • my | sand • band | sun • crabs |
| skies • eyes | where • pair | stars • cars |

## ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| see • me • <u>kites</u> | <u>cats</u> • stars • bars | kites • bites • <u>fun</u> |
| skies • <u>sun</u> • eyes | <u>meet</u> • moon • tune | sand • <u>see</u> • and |

## ➥ Matching Rhymes

"Which word rhymes with **eyes**?  <u>ties</u> • eats"
"Which word rhymes with **moon**?  nest • <u>June</u>"
"Which word rhymes with **kites**?  <u>fights</u> • crabs"
"Which word rhymes with **sand**?  <u>land</u> • where"
"Which word rhymes with **see**?  light • <u>she</u>"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | |
|---|---|---|
| eyes | sun | moon |
| see | where | stars |
| sand | kites | wakes |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the **/s/** sound?  <u>sand</u> • <u>sun</u> • butterflies"
"Which words begin with the **/k/** sound?  stars • <u>coconuts</u> • <u>kites</u>"
"Which words begin with the **/p/** sound?  <u>pelicans</u> • giraffes • <u>pineapples</u>"
"Which words begin with the **/m/** sound?  sun • <u>moon</u> • <u>monkey</u>"
"Which words begin with the **/f/** sound?  <u>flowers</u> • <u>flamingos</u> • coral"

### ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| s•ee | s•un | m•oon |
| k•ites | s•and | wh•ere |

### ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| sk•ies | st•ars | cr•abs |

### ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| m•e | eye•s | m•oo•n | s•k•ie•s |
| a•m | s•ee | s•u•n | w•a•k•es |
| i•t | s•u•n | k•i•t•es | c•r•a•b•s |
| s•ay | a•n•d | s•a•n•d | f•l•ow•er•s |

### ➥ Matching Initial Sounds

"Which word begins with the same sound as **see**?  giraffes • <u>starlings</u>"
"Which word begins with the same sound as **pelicans**?  <u>pineapples</u> • skies"
"Which word begins with the same sound as **flamingos**?  <u>flowers</u> • butterflies"
"Which word begins with the same sound as **camels**?  donkeys • <u>coconuts</u>"
"Which word begins with the same sound as **monkeys**?  stars • <u>moon</u>"

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## ➡ Identifying the Initial Sound of Two Words

"What sound do **sand** and **sun** begin with?"  (/s/)
"What sound do **monkey** and **moon** begin with?"  (/m/)
"What sound do **kites** and **coral** begin with?"  (/k/)
"What sound do **pineapples** and **pelican** begin with?"  (/p/)
"What sound do **flowers** and **flamingos** begin with?"  (/f/)

## ➡ Discriminating Initial Sounds

"Which word has a different beginning sound?"

crabs • camels • <u>monkey</u>                    <u>kites</u> • flowers • flamingos
pelicans • <u>starlings</u> • pineapples        monkeys • <u>donkeys</u> • moonflowers
sunflowers • skies • <u>butterflies</u>          <u>moon</u> • coral • coconut

## ➡ Identifying Initial Sounds

"What sound does the word _____ begin with?"

sun (/s/)                    donkey (/d/)                    where (/w/)
monkey (/m/)               flamingo (/f/)                 camels (/k/)
pelican (/p/)               butterflies (/b/)              grasses (/g/)

## ➡ Substituting Initial Sounds

"Say **sand**. Now say it with **/b/** instead of **/s/**."  (band)
"Say **sun**. Now say it with **/r/** instead of **/s/**."  (run)
"Say **kites**. Now say it with **/n/** instead of **/k/**."  (nights)
"Say **see**. Now say it with **/sh/** instead of **/s/**."  (she)
"Say **moon**. Now say it with **/s/** instead of **/m/**."  (soon)

## ➡ Identifying Final Sounds

"What sound does the word _____ end with?"

am (/m/)                    sand (/d/)                    coral (/l/)
moon (/n/)                  kites (/s/)                   awake (/k/)

## ➡ Segmenting Sounds

"What sounds do you hear in the word _____?"

am (a•m)                    sun (s•u•n)                  kites (k•i•t•es)
eyes (eye•s)                and (a•n•d)                  sand (s•a•n•d)
see (s•ee)                  moon (m•oo•n)                awake (a•w•a•ke)

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➥ ## Deleting Initial Sounds

"Say **sand**.  Say it again, but don't say **/s/**."  (and)
"Say **see**.  Say it again, but don't say **/s/**."  (E)
"Say **wakes**.  Say it again, but don't say **/w/**."  (aches)
"Say **coral**.  Say it again, but don't say **/k/**."  (oral)
"Say **moon**.  Say it again, but don't say **/m/**."  (oon)

➥ ## Deleting Sounds in Blends

"Say **crabs**.  Say it again, but don't say **/r/**."  (cabs)
"Say **skies**.  Say it again, but don't say **/k/**."  (sighs)
"Say **star**.  Say it again, but don't say **/s/**."  (tar)
"Say **grasses**.  Say it again, but don't say **/r/**."  (gasses)

# If You Give a Moose a Muffin by Laura Joffe Numeroff

## WORD AWARENESS

➡ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➡ Read the story aloud, omitting words. Have the students tell the missing words.

➡ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➡ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- puppets he'll sock make
  (He'll make sock puppets.)

- cardboard paints and need some he'll
  (He'll need some cardboard and paints.)

- go with he'll you want to
  (He'll want to go with you.)

- thread needle he'll for ask a and
  (He'll ask for a needle and thread.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

➡ **Clapping Syllables**

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| moose (1) | blackberry (3) | grandmother (3) | antlers (2) |
| muffin (2) | jam (1) | needle (2) | sheet (1) |
| Halloween (3) | chilly (2) | cardboard (2) | remember (3) |
| puppet (2) | sweater (2) | scenery (3) | probably (3) |

➡ **Blending Syllables**

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| clothes•line | sweat•er | chill•y |
| be•hind | butt•on | a•noth•er |
| ant•lers | nee•dle | Hall•o•ween |

## ➡ Deleting Syllables

"Say **grandmother**. Say it again, but don't say **grand**." (mother)
"Say **clothesline**. Say it again, but don't say **line**." (clothes)
"Say **remember**. Say it again, but don't say **re**." (member)
"Say **antlers**. Say it again, but don't say **lers**." (ant)
"Say **puppet**. Say it again, but don't say **pupp**." (it)

## ➡ Reversing Syllables

"Say _____. Now switch the parts."

blackberry (berry•black)            homemade (made•home)
clothesline (line•clothes)          cardboard (board•card)

## RHYMING ━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━

### ➡ Recognizing Rhymes

"Do these words rhyme?"

moose • loose          you • boo          try • dry
bring • make           soap • stick       more • store
sock • knock           out • shout        bed • need
one • done             gone • get         jam • clean

### ➡ Discriminating Rhymes

"Which word does not rhyme?"

<u>old</u> • door • store        try • <u>clean</u> • dry       <u>some</u> • knock • lock
shout • out • <u>ask</u>         loose • moose • <u>make</u>    <u>him</u> • boo • you
one • done • <u>show</u>         scare • <u>start</u> • hair     your • <u>yard</u> • more

### ➡ Generating Rhymes

"Tell me a word that rhymes with _____."

make          stick          up            bed
go            sheet          hang          door
old           clean          see           bring
jam           sock           scare         moose

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➡ Initial Sound Play

"**Moose** begins with /**m**/. Let's make up silly words that begin with the /**m**/ sound."
"Say your name, beginning with the /**m**/ sound."
"Name five things in the classroom. Begin each one with the /**m**/ sound."
"Name five animals. Begin each one with the /**m**/ sound."

### ➡ Identifying Words Beginning with a Given Sound

"Which words begin with the /**m**/ sound?  <u>muffin</u> • button • <u>more</u>"
"Which words begin with the /**p**/ sound?  <u>paint</u> • <u>puppet</u> • jam"
"Which words begin with the /**b**/ sound?  <u>bushes</u> • <u>borrow</u> • hang"
"Which words begin with the /**s**/ sound?  sheet • <u>sweater</u> • <u>scenery</u>"
"Which words begin with the /**k**/ sound?  <u>couch</u> • chances • <u>cardboard</u>"

### ➡ Generating Words Beginning with a Given Sound

"Name as many words as you can that begin with the /**m**/ sound."

### ➡ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| m•oose | m•ake | kn•ock |
| s•ocks | gh•ost | sh•out |
| n•eed | sh•eet | j•am |

### ➡ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| st•art | sc•are | st•ore |
| thr•ead | cl•ean | br•ing |

### ➡ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| i•f | s•oa•p | c•ou•ch | n•ee•d•le |
| u•p | m•e•ss | a•s•k | ch•i•ll•y |
| sh•ow | t•r•y | s•o•ck•s | s•w•ea•t•er |

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## ➡ Matching Initial Sounds

"Which word begins with the same sound as **chilly**?  soap • <u>chances</u>"
"Which word begins with the same sound as **couch**?  <u>cardboard</u> • done"
"Which word begins with the same sound as **shout**?  <u>sheet</u> • stick"
"Which word begins with the same sound as **paints**?  borrow • <u>puppet</u>"
"Which word begins with the same sound as **needle**?  <u>notice</u> • more"

## ➡ Identifying the Initial Sound of Three Words

"What sound do **blackberry**, **borrow**, and **behind** begin with?"  (/b/)
"What sound do **gone**, **give**, and **go** begin with?"  (/g/)
"What sound do **see**, **soap**, and **scenery** begin with?"  (/s/)
"What sound do **help**, **him**, and **homemade** begin with?"  (/h/)
"What sound do **mother**, **muffin**, and **moose** begin with?"  (/m/)

## ➡ Identifying the Final Sound of Two Words

"What sound do **jam** and **him** end with?"  (/m/)
"What sound do **shout** and **sheet** end with?"  (/t/)
"What sound do **yard** and **old** end with?"  (/d/)
"What sound do **soap** and **up** end with?"  (/p/)
"What sound do **knock** and **stick** end with?"  (/k/)

## ➡ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | |
|---|---|---|
| cover (/k/) | buttons (/b/) | sweater (/s/) |
| sheet (/sh/) | help (/h/) | feels (/f/) |
| moose (/m/) | paints (/p/) | gone (/g/) |

## ➡ Substituting Initial Sounds

"Say **moose**. Now say it with **/g/** instead of **/m/**."  (goose)
"Say **soap**. Now say it with **/h/** instead of **/s/**."  (hope)
"Say **knock**. Now say it with **/l/** instead of **/n/**."  (lock)
"Say **need**. Now say it with **/s/** instead of **/n/**."  (seed)
"Say **sewing**. Now say it with **/bl/** instead of **/s/**."  (blowing)

## ➡ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| done (/n/) | shout (/t/) | thread (/d/) |
| ask (/k/) | more (/r/) | him (/m/) |
| notice (/s/) | with (/th/) | help (/p/) |

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## ➥ Substituting Final Sounds

"Say **moose**. Now say it with **/n/** instead of **/s/**." (moon)
"Say **knock**. Now say it with **/t/** instead of **/k/**." (knot)
"Say **jam**. Now say it with **/k/** instead of **/m/**." (Jack)
"Say **yard**. Now say it with **/n/** instead of **/d/**." (yarn)
"Say **mess**. Now say it with **/t/** instead of **/s/**." (met)

## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| use (u•se) | wash (w•a•sh) | clean (c•l•ea•n) |
| if (i•f) | give (g•i•ve) | ghost (gh•o•s•t) |
| he (h•e) | when (wh•e•n) | stick (s•t•i•ck) |
| so (s•o) | make (m•a•ke) | cover (c•o•v•er) |
| to (t•o) | loose (l•oo•se) | thread (th•r•ea•d) |

## ➥ Deleting Initial Sounds

"Say **jam**. Say it again, but don't say **/j/**." (am)
"Say **sheet**. Say it again, but don't say **/sh/**." (eat)
"Say **make**. Say it again, but don't say **/m/**." (ache)
"Say **feels**. Say it again, but don't say **/f/**." (eels)
"Say **show**. Say it again, but don't say **/sh/**." (oh)

## ➥ Deleting Final Sounds

"Say **moose**. Say it again, but don't say **/s/**." (moo)
"Say **sheet**. Say it again, but don't say **/t/**." (she)
"Say **soap**. Say it again, but don't say **/p/**." (so)
"Say **ghost**. Say it again, but don't say **/st/**." (go)
"Say **need**. Say it again, but don't say **/d/**." (knee)

## ➥ Deleting Sounds in Blends

"Say **clean**. Say it again, but don't say **/k/**." (lean)
"Say **thread**. Say it again, but don't say **/th/**." (red)
"Say **stick**. Say it again, but don't say **/t/**." (sick)
"Say **scare**. Say it again, but don't say **/s/**." (care)
"Say **dry**. Say it again, but don't say **/r/**." (dye)

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# If You Give a Mouse a Cookie by Laura Joffe Numeroff

## WORD AWARENESS

➡ As you read aloud from the book, have students point to individual words and then count the number of words in the sentence.

➡ Read the story aloud, omitting words. Have the students tell the missing words.

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➡ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | |
|---|---|---|
| mouse (1) | sweeping (2) | name (1) |
| napkin (2) | hang (1) | blanket (2) |
| mustache (2) | washing (2) | refrigerator (5) |
| hair (1) | excited (3) | thirsty (2) |
| broom (1) | paper (2) | cookie (2) |

### ➡ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| nap•kin | cook•ie | blan•ket |
| sweep•ing | pa•per | him•self |
| mus•tache | thirs•ty | re•mind |
| pic•ture | pill•ow | re•frig•e•ra•tor |

### ➡ Deleting Syllables

"Say **napkin**. Say it again, but don't say **kin**." (nap)
"Say **sweeping**. Say it again, but don't say **ing**." (sweep)
"Say **thirsty**. Say it again, but don't say **thirs**." (tea)
"Say **picture**. Say it again, but don't say **pic**." (ture)
"Say **mustache**. Say it again, but don't say **tache**." (mus)

## RHYMING

### ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| mouse • make | trim • tail | tape • cape |
| milk • silk | room • broom | read • sweep |
| straw • draw | nap • cap | glass • stand |
| hang • rang | box • socks | pen • hen |

### ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| <u>sign</u> • mouse • house | nap • lap • <u>well</u> | hair • fair • <u>milk</u> |
| broom • <u>box</u> • room | <u>box</u> • read • need | glass • <u>take</u> • pass |
| floor • door • <u>wash</u> | <u>fix</u> • draw • straw | trim • him • <u>give</u> |

### ➥ Matching Rhymes

"Which word rhymes with **straw**?  <u>law</u> • string"
"Which word rhymes with **sweep**?  glass • <u>keep</u>"
"Which word rhymes with **hair**?  <u>pair</u> • have"
"Which word rhymes with **books**?  breaks • <u>looks</u>"
"Which word rhymes with **sign**?  <u>line</u> • name"

### ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | | |
|---|---|---|---|
| sign | read | nap | straw |
| look | see | sweep | back |
| stand | box | house | name |
| pen | floor | nail | take |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts.  For example, use colored cubes or blocks to represent individual sounds.  You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Initial Sound Play

"**Mouse** begins with /**m**/.  Let's make up silly words that begin with the /**m**/ sound."
"Say your name, beginning with the /**m**/ sound."
"Name five things in the classroom.  Begin each one with the /**m**/ sound."
"Name five animals.  Begin each one with the /**m**/ sound."

## ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the /**m**/ sound?  <u>milk</u> • <u>mirror</u> • hair"
"Which words begin with the /**s**/ sound?  room • <u>sweep</u> • <u>scissors</u>"
"Which words begin with the /**b**/ sound?  <u>box</u> • floor • <u>broom</u>"
"Which words begin with the /**p**/ sound?  <u>pillow</u> • <u>paper</u> • draw"
"Which words begin with the /**f**/ sound?  <u>finished</u> • <u>fix</u> • glass"

## ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| g•ive | n•ap | s•ign |
| m•ouse | r•ead | n•ame |
| n•ail | h•air | p•en |
| r•oom | b•ook | h•ang |

## ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| tr•im | sw•eep | fl•uff |
| br•oom | fl•oor | st•and |

## ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| u•p | n•a•p | s•w•ee•p |
| a•s•k | t•a•ke | p•i•ll•ow |
| l•oo•k | r•ea•d | m•i•l•k |
| m•ou•se | n•a•me | c•oo•k•ie |
| r•oo•m | d•r•aw | s•t•r•aw |

## ➥ Matching Initial Sounds

"Which word begins with the same sound as **mouse**?  <u>mustache</u> • broom"
"Which word begins with the same sound as **cookie**?  picture • <u>crayon</u>"
"Which word begins with the same sound as **napkin**?  <u>name</u> • draw"
"Which word begins with the same sound as **read**?  pen • <u>refrigerator</u>"
"Which word begins with the same sound as **pencil**?  floor • <u>probably</u>"

## ➥ Identifying the Initial Sound of Three Words

"What sound do **nap**, **napkin**, and **need** begin with?"  (/n/)
"What sound do **mouse**, **mirror**, and **milk** begin with?"  (/m/)
"What sound do **finished**, **floor**, and **fix** begin with?"  (/f/)
"What sound do **pillow**, **probably**, and **pen** begin with?"  (/p/)
"What sound do **story**, **stand**, and **scissors** begin with?"  (/s/)

### ➡ Identifying the Final Sound of Two Words

"What sound do **tape** and **sweep** end with?" (/p/)
"What sound do **book** and **milk** end with?" (/k/)
"What sound do **room** and **name** end with?" (/m/)
"What sound do **pen** and **sign** end with?" (/n/)
"What sound do **house** and **box** end with?" (/s/)

### ➡ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | |
|---|---|---|
| mouse (/m/) | pictures (/p/) | thirsty (/th/) |
| cookie (/k/) | draw (/d/) | remind (/r/) |
| floor (/f/) | give (/g/) | looks (/l/) |
| sweep (/s/) | want (/w/) | chances (/ch/) |

### ➡ Substituting Initial Sounds

"Say **mouse**. Now say it with **/h/** instead of **/m/**." (house)
"Say **nap**. Now say it with **/k/** instead of **/n/**." (cap)
"Say **read**. Now say it with **/f/** instead of **/r/**." (feed)
"Say **hang**. Now say it with **/s/** instead of **/h/**." (sang)
"Say **pen**. Now say it with **/t/** instead of **/p/**." (ten)

### ➡ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| pen (/n/) | milk (/k/) | take (/k/) |
| sweep (/p/) | mouse (/s/) | hair (/r/) |
| name (/m/) | read (/d/) | blanket (/t/) |

### ➡ Substituting Final Sounds

"Say **room**. Now say it with **/t/** instead of **/m/**." (root)
"Say **sweep**. Now say it with **/t/** instead of **/p/**." (sweet)
"Say **glass**. Now say it with **/d/** instead of **/s/**." (glad)
"Say **tape**. Now say it with **/m/** instead of **/p/**." (tame)
"Say **trim**. Now say it with **/k/** instead of **/m/**." (trick)

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## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| up (u•p) | him (h•i•m) | sweep (s•w•ee•p) |
| if (i•f) | name (n•a•me) | floor (f•l•oo•r) |
| in (i•n) | look (l•oo•k) | milk (m•i•l•k) |
| so (s•o) | nail (n•ai•l) | fluff (f•l•u•ff) |
| may (m•ay) | read (r•ea•d) | box (b•o•x) |

## ➥ Deleting Initial Sounds

"Say **name**. Say it again, but don't say /**n**/."  (aim)
"Say **tape**. Say it again, but don't say /**t**/."  (ape)
"Say **box**. Say it again, but don't say /**b**/."  (ox)
"Say **hair**. Say it again, but don't say /**h**/."  (air)
"Say **nail**. Say it again, but don't say /**n**/."  (ail)

## ➥ Deleting Final Sounds

"Say **broom**. Say it again, but don't say /**m**/."  (brew)
"Say **sign**. Say it again, but don't say /**n**/."  (sigh)
"Say **milk**. Say it again, but don't say /**k**/."  (mill)
"Say **read**. Say it again, but don't say /**d**/."  (rea)
"Say **tape**. Say it again, but don't say /**p**/."  (tay)

## ➥ Deleting Sounds in Blends

"Say **floor**. Say it again, but don't say /**l**/."  (four)
"Say **broom**. Say it again, but don't say /**b**/."  (room)
"Say **trim**. Say it again, but don't say /**t**/."  (rim)
"Say **stand**. Say it again, but don't say /**t**/."  (sand)
"Say **straw**. Say it again, but don't say /**st**/."  (raw)

# Ira Sleeps Over by Bernard Waber

## WORD AWARENESS

➥ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➥ Read the story aloud, omitting words. Have the students tell the missing words.

➥ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➥ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- feel I'll fine
  (I'll feel fine.)

- I take should him
  (Should I take him?)

- say I'm a he'll baby
  (He'll say I'm a baby.)

- ghost tell stories can we
  (We can tell ghost stories.)

- take to decided I bear teddy my
  (I decided to take my teddy bear.)

- think of what do you teddy bears
  (What do you think of teddy bears?)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➥ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| bedtime (2) | afternoon (3) | collection (3) | silliest (3) |
| sleeping (2) | laugh (1) | nobody (3) | mustache (2) |
| invited (3) | probably (3) | flashlight (2) | dominoes (3) |
| bear (1) | Reggie (2) | gum (1) | sister (2) |

## ➥ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| flash•light | tedd•y | no•bod•y |
| post•card | o•ffice | af•ter•noon |
| be•fore | Regg•ie | dom•i•noes |
| talk•ing | sudd•en•ly | co•llec•tion |

## ➥ Deleting Syllables

"Say **flashlight**. Say it again, but don't say **light**."  (flash)
"Say **afternoon**. Say it again, but don't say **noon**."  (after)
"Say **sister**. Say it again, but don't say **sis**."  (ter)
"Say **invited**. Say it again, but don't say **in**."  (vited)
"Say **collection**. Say it again, but don't say **tion**."  (collec)

## ➥ Reversing Syllables

"Say _____. Now switch the parts."

| | |
|---|---|
| flashlight (light•flash) | postcard (card•post) |
| bedtime (time•bed) | himself (self•him) |

## ➥ Adding Syllables

"Say **hold**. Say it again and add **ing**."  (holding)
"Say **talk**. Say it again and add **ing**."  (talking)
"Say **plan**. Say it again and add **ing**."  (planning)
"Say **ring**. Say it again and add **ing**."  (ringing)
"Say **sleep**. Say it again and add **ing**."  (sleeping)

## RHYMING ━━━━━━━━━━

## ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| bed • said | great • light | know • show |
| like • think | take • wake | tight • night |
| bear • scare | chain • time | fun • gum |

## ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| <u>can</u> • say • way | take • wake • <u>think</u> | see • <u>my</u> • he |
| light • <u>fine</u> • fight | fall • <u>near</u> • all | <u>heard</u> • bear • scare |

## ➥ Matching Rhymes

"Which word rhymes with **night**?  <u>fight</u> • nose"
"Which word rhymes with **wake**?  think • <u>take</u>"
"Which word rhymes with **great**?  him • <u>wait</u>"
"Which word rhymes with **show**?  chain • <u>know</u>"
"Which word rhymes with **said**?  <u>bed</u> • like"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | | |
|---|---|---|---|
| bed | see | fun | nose |
| fine | my | light | look |
| great | him | chain | wake |
| light | now | old | bear |

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## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts.  For example, use colored cubes or blocks to represent individual sounds.  You can move them apart, put them together, or substitute them to show changes in sound production.

## ➥ Initial Sound Play

"**Teddy** begins with /**t**/.  Let's make up silly words that begin with the /**t**/ sound."
"Say your name, beginning with the /**t**/ sound."
"Name five things in the classroom.  Begin each one with the /**t**/ sound."
"Name five animals.  Begin each one with the /**t**/ sound."

"**Bear** begins with /**b**/.  Let's make up silly words that begin with the /**b**/ sound."
"Say your name, beginning with the /**b**/ sound."
"Name five things in the classroom.  Begin each one with the /**b**/ sound."
"Name five animals.  Begin each one with the /**b**/ sound."

## ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the /**s**/ sound?  checkers • <u>sleeping</u> • <u>sister</u>"
"Which words begin with the /**b**/ sound?  <u>bed</u> • <u>bear</u> • promise"
"Which words begin with the /**l**/ sound?  <u>laugh</u> • father • <u>lived</u>"
"Which words begin with the /**g**/ sound?  <u>good</u> • <u>ghost</u> • house"
"Which words begin with the /**d**/ sound?  collection • <u>doorbell</u> • <u>decided</u>"

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➥ **Blending Monosyllable Words—Onset-Rime**

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| b•ear | t•ake | g•ood | n•ame |
| h•eard | l•ight | l•augh | f•all |
| w•ake | ch•ain | h•ouse | d•ark |

➥ **Blending Monosyllable Words—Onset-Rime (Blends)**

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| sc•are | pl•ay | sl•eep |
| gr•eat | st•amps | tr•icks |

➥ **Blending Individual Sounds to Make a Word**

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| y•ou | w•a•ke | a•s•k | gh•o•s•t |
| m•y | n•igh•t | t•e•ll | p•eo•p•le |
| f•u•n | ch•ai•n | a•f•t•er | s•i•s•t•er |

➥ **Matching Initial Sounds**

"Which word begins with the same sound as **postcard**?  <u>pillow</u> • wonder"
"Which word begins with the same sound as **silliest**?  Reggie • <u>scared</u>"
"Which word begins with the same sound as **teddy**?  night • <u>time</u>"
"Which word begins with the same sound as **dark**?  <u>door</u> • take"
"Which word begins with the same sound as **mother**?  fuzzy • <u>minute</u>"

➥ **Identifying the Initial Sound of Three Words**

"What sound do **suddenly, sleeping**, and **said** begin with?"  (/s/)
"What sound do **laugh, light**, and **louder** begin with?"  (/l/)
"What sound do **bedtime, before**, and **bear** begin with?"  (/b/)
"What sound do **fight, father**, and **flashlight** begin with?"  (/f/)
"What sound do **good, goggles**, and **great** begin with?"  (/g/)

➥ **Identifying the Final Sound of Two Words**

"What sound do **fight** and **minute** end with?"  (/t/)
"What sound do **father** and **mother** end with?"  (/r/)
"What sound do **time** and **gum** end with?"  (/m/)
"What sound do **good** and **said** end with?"  (/d/)
"What sound do **dark** and **wake** end with?"  (/k/)

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# ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | |
|---|---|---|
| nobody (/n/) | chain (/ch/) | show (/sh/) |
| Reggie (/r/) | talking (/t/) | dominoes (/d/) |
| ghost (/g/) | think (/th/) | first (/f/) |
| very (/v/) | junk (/j/) | legs (/l/) |

# ➥ Substituting Initial Sounds

"Say **good**. Now say it with **/h/** instead of **/g/**." (hood)
"Say **bear**. Now say it with **/p/** instead of **/b/**." (pear)
"Say **take**. Now say it with **/sh/** instead of **/t/**." (shake)
"Say **mind**. Now say it with **/k/** instead of **/m/**." (kind)
"Say **teddy**. Now say it with **/fr/** instead of **/t/**." (Freddy)

# ➥ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| magic (/k/) | mustache (/sh/) | doorbell (/l/) |
| wait (/t/) | scare (/r/) | sleep (/p/) |
| nose (/z/) | match (/ch/) | time (/m/) |

# ➥ Substituting Final Sounds

"Say **match**. Now say it with **/d/** instead of **/ch/**." (mad)
"Say **sleep**. Now say it with **/v/** instead of **/p/**." (sleeve)
"Say **light**. Now say it with **/n/** instead of **/t/**." (line)
"Say **chain**. Now say it with **/s/** instead of **/n/**." (chase)
"Say **laugh**. Now say it with **/st/** instead of **/f/**." (last)

# ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| see (s•ee) | fool (f•oo•l) | teddy (t•e•dd•y) |
| by (b•y) | laugh (l•au•gh) | father (f•a•th•er) |
| she (sh•e) | fine (f•i•ne) | after (a•f•t•er) |
| you (y•ou) | name (n•a•me) | ghost (gh•o•s•t) |
| do (d•o) | play (p•l•ay) | sleep (s•l•ee•p) |

## ➥ Deleting Initial Sounds

"Say **teddy**. Say it again, but don't say **/t/**."  (Eddie)
"Say **name**. Say it again, but don't say **/n/**."  (aim)
"Say **door**. Say it again, but don't say **/d/**."  (or)
"Say **time**. Say it again, but don't say **/t/**."  (I'm)
"Say **think**. Say it again, but don't say **/th/**."  (ink)

## ➥ Deleting Final Sounds

"Say **wake**. Say it again, but don't say **/k/**."  (way)
"Say **bunch**. Say it again, but don't say **/ch/**."  (bun)
"Say **great**. Say it again, but don't say **/t/**."  (gray)
"Say **heard**. Say it again, but don't say **/d/**."  (her)
"Say **mean**. Say it again, but don't say **/n/**."  (me)

## ➥ Deleting Sounds in Blends

"Say **scare**. Say it again, but don't say **/s/**."  (care)
"Say **sleep**. Say it again, but don't say **/s/**."  (leap)
"Say **great**. Say it again, but don't say **/r/**."  (gate)
"Say **played**. Say it again, but don't say **/l/**."  (paid)
"Say **still**. Say it again, but don't say **/s/**."  (till)

# Madeline by Ludwig Bemelmans

## WORD AWARENESS ━━━━━━━━━

➧ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➧ Read the story aloud, omitting words. Have the students tell the missing words.

## SYLLABLE AWARENESS ━━━━━━━━━

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➧ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| Madeline (3) | smallest (2) | girls (1) | appendix (3) |
| tiger (2) | Paris (2) | dollhouse (2) | flowers (2) |
| winter (2) | Clavel (2) | outside (2) | eyes (1) |
| ice (1) | disaster (3) | ceiling (2) | nobody (3) |

### ➧ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| doll•house | rabb•it | can•dy |
| out•side | af•ter | vis•i•tors |
| mor•ning | midd•le | Mad•e•line |

### ➧ Deleting Syllables

"Say **smallest**. Say it again, but don't say **est**." (small)
"Say **visit**. Say it again, but don't say **vis**." (it)
"Say **quickly**. Say it again, but don't say **ly**." (quick)
"Say **nobody**. Say it again, but don't say **no**." (body)
"Say **candy**. Say it again, but don't say **dy**." (can)

### ➧ Reversing Syllables

"Say _____. Now switch the parts."

| | |
|---|---|
| outside (side•out) | candy (dy•can) |
| dollhouse (house•doll) | something (thing•some) |

## ➥ Adding Syllables

"Say **cry**. Say it again and add **ing**." (crying)
"Say **fast**. Say it again and add **er**." (faster)
"Say **quick**. Say it again and add **ly**." (quickly)
"Say **small**. Say it again and add **est**." (smallest)
"Say **big**. Say it again and add **est**." (biggest)

## RHYMING ━━━━━━━━━━━━━━━━

## ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| vines • lines | ice • mouse | face • sing |
| bed • bread | light • night | scar • far |
| teeth • smiled | cry • dry | you • too |
| bad • sad | hour • flower | more • there |

## ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| rabbit • habit • <u>drank</u> | <u>middle</u> • night • right | ice • <u>snow</u> • mice |
| <u>safe</u> • sky • by | shine • fine • <u>straight</u> | eye • dry • <u>arm</u> |
| red • <u>ten</u> • said | sad • bad • <u>nine</u> | more • <u>light</u> • door |

## ➥ Matching Rhymes

"Which word rhymes with **bed**? <u>red</u> • bad"
"Which word rhymes with **light**? <u>right</u> • well"
"Which word rhymes with **vines**? light • <u>lines</u>"
"Which word rhymes with **you**? <u>too</u> • she"
"Which word rhymes with **scar**? rain • <u>far</u>"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | |
|---|---|---|
| bread | sad | cry |
| ice | nine | door |
| two | light | vase |
| hour | far | well |

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## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

➡ ## Initial Sound Play

"**Madeline** begins with /**m**/. Let's make up silly words that begin with the /**m**/ sound."
"Say your name, beginning with the /**m**/ sound."
"Name five things in the classroom. Begin each one with the /**m**/ sound."
"Name five animals. Begin each one with the /**m**/ sound."

➡ ## Identifying Words Beginning with a Given Sound

"Which words begin with the /**m**/ sound? room • <u>mice</u> • <u>middle</u>"
"Which words begin with the /**b**/ sound? <u>bed</u> • girls • <u>brushed</u>"
"Which words begin with the /**l**/ sound? <u>light</u> • <u>lines</u> • rain"
"Which words begin with the /**s**/ sound? <u>stomach</u> • visitors • <u>surprise</u>"
"Which words begin with the /**t**/ sound? sign • <u>toys</u> • <u>tiger</u>"

➡ ## Generating Words Beginning with a Given Sound

"Name as many words as you can that begin with the /**m**/ sound."

➡ ## Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| v•ines | h•ouse | n•urse | r•ain |
| g•irls | m•ice | r•oom | t•eeth |
| b•ed | n•ight | d•ays | f•ast |
| g•ood | ph•one | f•ace | w•ell |

➡ ## Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| sn•ow | cr•ied | br•ead |
| sl•eep | sc•ar | dr•ove |
| sk•y | str•aight | cr•ack |

➡ ## Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| sh•e | s•n•ow | t•oy•s | c•r•ie•d |
| z•oo | r•igh•t | v•a•se | p•a•ss•ed |
| sh•i•ne | h•o•me | t•e•n | f•l•ow•er•s |
| s•a•d | r•ai•n | r•u•sh•ed | r•a•bb•i•t |

## ➡ Matching Initial Sounds

"Which word begins with the same sound as **nine**?  <u>night</u> • biggest"
"Which word begins with the same sound as **candy**?  room • <u>car</u>"
"Which word begins with the same sound as **flowers**?  good • <u>frowned</u>"
"Which word begins with the same sound as **blanket**?  <u>biggest</u> • morning"
"Which word begins with the same sound as **dollhouse**?  <u>disaster</u> • toys"

## ➡ Identifying the Initial Sound of Three Words

"What sound do **sleep, safe**, and **stomach** begin with?"  (/s/)
"What sound do **brushed, bread**, and **broke** begin with?"  (/b/)
"What sound do **walked, woke**, and **warm** begin with?"  (/w/)
"What sound do **little, left**, and **light** begin with?"  (/l/)
"What sound do **come, candy**, and **crank** begin with?"  (/k/)

## ➡ Identifying the Final Sound of Two Words

"What sound do **drank** and **crack** end with?"  (/k/)
"What sound do **warm** and **arm** end with?"  (/m/)
"What sound do **cried** and **red** end with?"  (/d/)
"What sound do **night** and **straight** end with?"  (/t/)
"What sound do **rain** and **Madeline** end with?"  (/n/)

## ➡ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | | |
|---|---|---|---|
| Madeline (/m/) | visit (/v/) | ceiling (/s/) | well (/w/) |
| Clavel (/k/) | lines (/l/) | flowers (/f/) | Paris (/p/) |
| nurse (/n/) | birds (/b/) | turned (/t/) | children (/ch/) |

## ➡ Substituting Initial Sounds

"Say **fast**. Now say it with **/l/** instead of **/f/**."  (last)
"Say **teeth**. Now say it with **/r/** instead of **/t/**."  (wreath)
"Say **rain**. Now say it with **/p/** instead of **/r/**."  (pain)
"Say **lines**. Now say it with **/sh/** instead of **/l/**."  (shines)
"Say **night**. Now say it with **/br/** instead of **/n/**."  (bright)

## ➡ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| woke (/k/) | nurse (/s/) | half (/f/) |
| drove (/v/) | teeth (/th/) | bad (/d/) |
| car (/r/) | one (/n/) | middle (/l/) |

## ➥ Substituting Final Sounds

"Say **night**. Now say it with **/s/** instead of **/t/**."  (nice)
"Say **bread**. Now say it with **/th/** instead of **/d/**."  (breath)
"Say **sign**. Now say it with **/z/** instead of **/n/**."  (size)
"Say **face**. Now say it with **/l/** instead of **/s/**."  (fail)
"Say **teeth**. Now say it with **/m/** instead of **/th/**."  (team)

## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

ate (a•te)            safe (s•a•fe)            rushed (r•u•sh•ed)
ice (i•ce)            house (h•ou•se)          please (p•l•ea•se)
out (ou•t)            right (r•igh•t)          girls (g•ir•l•s)
day (d•ay)            sky (s•k•y)              fast (f•a•s•t)
so (s•o)             fine (f•i•ne)            tiger (t•i•g•er)

## ➥ Deleting Initial Sounds

"Say **candy**. Say it again, but don't say **/k/**."  (Andy)
"Say **well**. Say it again, but don't say **/w/**."  (L)
"Say **mice**. Say it again, but don't say **/m/**."  (ice)
"Say **sad**. Say it again, but don't say **/s/**."  (add)
"Say **four**. Say it again, but don't say **/f/**."  (or)

## ➥ Deleting Final Sounds

"Say **trees**. Say it again, but don't say **/z/**."  (tree)
"Say **woke**. Say it again, but don't say **/k/**."  (whoa)
"Say **warm**. Say it again, but don't say **/m/**."  (war)
"Say **cried**. Say it again, but don't say **/d/**."  (cry)
"Say **ice**. Say it again, but don't say **/s/**."  (eye)

## ➥ Deleting Sounds in Blends

"Say **scar**. Say it again, but don't say **/s/**."  (car)
"Say **bread**. Say it again, but don't say **/b/**."  (red)
"Say **snow**. Say it again, but don't say **/n/**."  (sew)
"Say **frowned**. Say it again, but don't say **/f/**."  (round)
"Say **please**. Say it again, but don't say **/l/**."  (peas)

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# More Spaghetti, I Say! by Rita Golden Gelman

## WORD AWARENESS

➡ As you read aloud from the book, have students point to individual words and then count the number of words in the sentence.

➡ Read the story aloud, omitting words. Have the students tell the missing words.

➡ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➡ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- it love I
  (I love it.)

- play I can't
  (I can't play.)

- play you now can
  (You can play now.)

- I jump can
  (I can jump.)

- good is spaghetti
  (Spaghetti is good.)

- spaghetti eating I am
  (I am eating spaghetti.)

## SYLLABLE AWARENESS

Picture puzzles can be helpful to visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➡ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| Minnie (2) | can (1) | play (1) | Freddy (2) |
| spaghetti (3) | eating (2) | cookies (2) | more (1) |
| pancakes (2) | bananas (3) | eat (1) | pickles (2) |
| marshmallow (3) | ride (1) | picture (2) | now (1) |

### ➡ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | | |
|---|---|---|---|
| pan•cakes | Fredd•y | ea•ting | spa•ghett•i |
| Minn•ie | pick•les | ba•nan•as | marsh•mall•ow |

➥ **Deleting Syllables**

"Say **pancakes**.  Say it again, but don't say **cakes**."  (pan)
"Say **Minnie**.  Say it again, but don't say **Minn**."  (E)
"Say **pickles**.  Say it again, but don't say **les**."  (pick)
"Say **picture**.  Say it again, but don't say **pic**."  (cher)
"Say **bananas**.  Say it again, but don't say **ba**."  (nanas)

## RHYMING

➥ **Recognizing Rhymes**

"Do these words rhyme?"

| | | | |
|---|---|---|---|
| more • poor | please • knees | play • see | ham • jam |
| hide • slide | jump • love | air • chair | head • bed |
| good • bad | not • sit | me • tree | sick • sad |

➥ **Discriminating Rhymes**

"Which word does not rhyme?"

| | | |
|---|---|---|
| door • more • <u>much</u> | say • <u>stuff</u> • play | see• me • <u>need</u> |
| <u>floor</u> • ham • jam | trees • please • <u>ride</u> | <u>run</u> • ride • hide |
| bed • head • <u>eat</u> | you • <u>now</u> •do | chair • <u>truck</u> • air |

➥ **Matching Rhymes**

"Which word rhymes with **more**?  <u>store</u> • car"
"Which word rhymes with **chair**?  day • <u>hair</u>"
"Which word rhymes with **head**?  like • <u>red</u>"
"Which word rhymes with **play**?  <u>day</u> • please"
"Which word rhymes with **me**?  <u>tree</u> • not"

➥ **Generating Rhymes**

"Tell me a word that rhymes with _____."

| | | | |
|---|---|---|---|
| head | chair | see | look |
| say | please | you | hide |
| jam | more | not | sad |
| sick | eat | throw | run |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➡ Initial Sound Play

"**Spaghetti** begins with /**s**/. Let's make up silly words that begin with the /**s**/ sound."
"Say your name beginning with the /**s**/ sound."
"Name five things in the classroom. Begin each one with the /**s**/ sound."
"Name five animals. Begin each one with the /**s**/ sound."

### ➡ Identifying Words Beginning with a Given Sound

"Which words begin with the /**s**/ sound?  <u>see</u> • <u>say</u> • head"
"Which words begin with the /**m**/ sound?  love • <u>more</u> • <u>much</u>"
"Which words begin with the /**p**/ sound?  <u>pancakes</u> • trucks • <u>please</u>"
"Which words begin with the /**b**/ sound?  <u>big</u> • <u>bad</u> • good"
"Which words begin with the /**l**/ sound?  <u>love</u> • now • <u>look</u>"

### ➡ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| b•ed | h•am | b•ad | r•un |
| h•ead | j•am | s•ad | l•ove |
| s•ay | h•ide | c•an | l•ook |
| d•ay | r•ide | n•eed | s•ick |

### ➡ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| m•e | n•o•t | m•u•ch | j•u•m•p |
| s•ee | j•a•m | kn•ee•s | s•l•i•de |
| d•ay | l•o•ve | w•i•th | s•k•a•te |
| b•e•d | p•l•ay | th•a•n | p•l•ea•se |

### ➡ Matching Initial Sounds

"Which word begins with the same sound as **spaghetti**?  <u>sick</u> • can't"
"Which word begins with the same sound as **love**?  ride • <u>look</u>"
"Which word begins with the same sound as **more**?  <u>much</u> • play"
"Which word begins with the same sound as **not**?  me • <u>need</u>"
"Which word begins with the same sound as **play**?  trucks • <u>please</u>"

## ➥ Identifying the Initial Sound of Three Words

"What sound do **picture**, **pancakes**, and **pickles** begin with?" (/p/)
"What sound do **say**, **see**, and **sick** begin with?" (/s/)
"What sound do **Minnie**, **more**, and **mustard** begin with?" (/m/)
"What sound do **now**, **not**, and **need** begin with?" (/n/)
"What sound do **big**, **bad**, and **bed** begin with?" (/b/)

## ➥ Identifying the Final Sound of Two Words

"What sound do **hide** and **ride** end with?" (/d/)
"What sound do **jam** and **ham** end with?" (/m/)
"What sound do **not** and **can't** end with?" (/t/)
"What sound do **trees** and **please** end with?" (/z/)
"What sound do **sick** and **look** end with?" (/k/)

## ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | |
|---|---|---|
| mustard (/m/) | spaghetti (/s/) | chair (/ch/) |
| jam (/j/) | love (/l/) | green (/g/) |
| knees (/n/) | ride (/r/) | face (/f/) |
| play (/p/) | throw (/th/) | should (/sh/) |

## ➥ Substituting Initial Sounds

"Say **more**. Now say it with **/f/** instead of **/m/**." (for)
"Say **you**. Now say it with **/t/** instead of **/y/**." (too)
"Say **say**. Now say it with **/d/** instead of **/s/**." (day)
"Say **ride**. Now say it with **/l/** instead of **/r/**." (lied)
"Say **look**. Now say it with **/b/** instead of **/l/**." (book)

## ➥ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| love (/v/) | jump (/p/) | much (/ch/) |
| good (/d/) | skate (/t/) | more (/r/) |
| sick (/k/) | enough (/f/) | big (/g/) |
| trees (/z/) | jam (/m/) | face (/s/) |

## ➡ Substituting Final Sounds

"Say **sick**. Now say it with **/t/** instead of **/k/**." (sit)
"Say **ride**. Now say it with **/m/** instead of **/d/**." (rhyme)
"Say **jam**. Now say it with **/k/** instead of **/m/**." (jack)
"Say **bad**. Now say it with **/t/** instead of **/d/**." (bat)
"Say **much**. Now say it with **/d/** instead of **/ch/**." (mud)

## ➡ Segmenting Sounds

"What sounds do you hear in the word _____?"

me (m•e)                  look (l•oo•k)              jump (j•u•m•p)
say (s•ay)                bed (b•e•d)                skate (s•k•a•te)
you (y•ou)                with (w•i•th)              rest (r•e•s•t)
am (a•m)                  love (l•o•ve)              please (p•l•ea•se)
eat (ea•t)                play (p•l•ay)              stuff (s•t•u•ff)

## ➡ Deleting Initial Sounds

"Say **ham**. Say it again, but don't say **/h/**." (am)
"Say **more**. Say it again, but don't say **/m/**." (or)
"Say **sad**. Say it again, but don't say **/s/**." (ad)
"Say **chair**. Say it again, but don't say **/ch/**." (air)
"Say **now**. Say it again, but don't say **/n/**." (ow)

## ➡ Deleting Final Sounds

"Say **hide**. Say it again, but don't say **/d/**." (hi)
"Say **need**. Say it again, but don't say **/d/**." (knee)
"Say **please**. Say it again, but don't say **/z/**." (plea)
"Say **face**. Say it again, but don't say **/s/**." (Fay)
"Say **jump**. Say it again, but don't say **/p/**." (jum)

## ➡ Deleting Sounds in Blends

"Say **ski**. Say it again, but don't say **/s/**." (key)
"Say **skate**. Say it again, but don't say **/s/**." (Kate)
"Say **play**. Say it again, but don't say **/l/**." (pay)
"Say **slide**. Say it again, but don't say **/l/**." (side)
"Say **floor**. Say it again, but don't say **/l/**." (four)

# Noisy Nora by Rosemary Wells

## WORD AWARENESS

➥ As you read aloud from the book, have students point to individual words and then count the number of words in the sentence.

➥ Read the story aloud, omitting words. Have the students tell the missing words.

➥ Read a sentence without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➥ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- dinner Jack early had
  (Jack had dinner early.)

- Nora so had wait to
  (So Nora had to wait.)

- filthy gotten Jack had
  (Jack had gotten filthy.)

- then door slammed she the
  (Then she slammed the door.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➥ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| Nora (2) | Father (2) | sister (2) | off (1) |
| window (2) | burping (2) | marbles (2) | lamp (1) |
| early (2) | wait (1) | kitchen (2) | sleepy (2) |
| Jack (1) | door (1) | filthy (2) | monumental (4) |

### ➥ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| mail•box | read•ing | filth•y |
| some•thing | burp•ing | sis•ter |
| win•dow | kitch•en | moth•er |

## ➥ Deleting Syllables

"Say **mailbox**. Say it again, but don't say **mail**." (box)
"Say **something**. Say it again, but don't say **thing**." (some)
"Say **reading**. Say it again, but don't say **ing**." (read)
"Say **window**. Say it again, but don't say **win**." (dow)
"Say **sister**. Say it again, but don't say **sis**." (ter)

## ➥ Reversing Syllables

"Say _____. Now switch the parts."

mailbox (box•mail)                          window (dow•win)
something (thing•some)                  sister (ter•sis)

## ➥ Adding Syllables

"Say **read**. Say it again and add **ing**." (reading)
"Say **burp**. Say it again and add **ing**." (burping)
"Say **dry**. Say it again and add **ing**." (drying)
"Say **wait**. Say it again and add **ing**." (waiting)
"Say **leave**. Say it again and add **ing**." (leaving)

# RHYMING ━━━━━

## ➥ Recognizing Rhymes

"Do these words rhyme?"

Kate • wait          why • quiet          chairs • stairs          tub • shrub
door • floor          Jack • back          kite • night          trash • crash
hush • rush          off • need          song • wrong          sound • hear

## ➥ Discriminating Rhymes

"Which word does not rhyme?"

Jack • snack • <u>sing</u>          <u>first</u> • floor • door          shrub • tub • <u>left</u>
wait • <u>read</u> • Kate          dumb • some • <u>sound</u>          <u>she</u> • crash • trash

## ➥ Matching Rhymes

"Which word rhymes with **Kate**? <u>late</u> • door"
"Which word rhymes with **crash**? <u>rash</u> • crow"
"Which word rhymes with **floor**? fat • <u>more</u>"
"Which word rhymes with **tub**? tap • <u>cub</u>"
"Which word rhymes with **hush**? <u>brush</u> • ring"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | | |
|---|---|---|---|
| wrong | door | chairs | back |
| wait | dumb | kite | had |
| crash | hush | sound | lamp |

## SOUND AWARENESS ━━━━━━━━━━━━━━

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Initial Sound Play

"**Nora** and **noisy** begin with /**n**/. Let's make up silly words that begin with the /**n**/ sound."
"Say your name, beginning with the /**n**/ sound."
"Name five things in the classroom. Begin each one with the /**n**/ sound."
"Name five animals. Begin each one with the /**n**/ sound."

### ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the /**n**/ sound?  knocked • Nora • lamp"
"Which words begin with the /**d**/ sound?  dinner • sister • door"
"Which words begin with the /**s**/ sound?  wait • slammed • said"
"Which words begin with the /**m**/ sound?  mother • reading • mailbox"
"Which words begin with the /**l**/ sound?  down • lamp • leaving"

### ➥ Generating Words Beginning with a Given Sound

"Name as many words as you can that begin with the /**n**/ sound."

### ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| J•ack | h•ush | b•ack |
| K•ate | l•amp | s•ound |
| w•ait | ch•airs | wr•ong |
| d•oor | k•ite | t•ub |

### ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| fl•oor | fl•ew | tr•ash |
| st•airs | shr•ub | pl•ayed |

➤ **Blending Individual Sounds to Make a Word**

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| sh•e | J•a•ck | p•l•ay•ed |
| s•o | w•ai•t | f•ir•s•t |
| t•o | s•ai•d | l•a•m•p |
| h•er | ch•air•s | s•ou•n•d |

➤ **Matching Initial Sounds**

"Which word begins with the same sound as **never**?  filthy • <u>needed</u>"
"Which word begins with the same sound as **cooked**?  <u>Kate</u> • Jack"
"Which word begins with the same sound as **sister**?  <u>song</u> • father"
"Which word begins with the same sound as **took**?  back • <u>tub</u>"
"Which word begins with the same sound as **mother**?  trash • <u>moaned</u>"

➤ **Identifying the Initial Sound of Three Words**

"What sound do **Nora**, **noisy**, and **never** begin with?" (/n/)
"What sound do **sister**, **said**, and **sifted** begin with?" (/s/)
"What sound do **wait**, **window**, and **why** begin with?" (/w/)
"What sound do **down**, **dumb**, and **didn't** begin with?" (/d/)
"What sound do **moaned**, **mother**, and **monumental** begin with?" (/m/)

➤ **Identifying Initial Sounds**

"What sound does the word _____ begin with?"

| | | |
|---|---|---|
| Nora (/n/) | floor (/f/) | left (/l/) |
| Jack (/j/) | mother (/m/) | she (/sh/) |
| sister (/s/) | crash (/k/) | tub (/t/) |

➤ **Substituting Initial Sounds**

"Say **wait**. Now say it with **/g/** instead of **/w/**." (gate)
"Say **no**. Now say it with **/g/** instead of **/n/**." (go)
"Say **song**. Now say it with **/l/** instead of **/s/**." (long)
"Say **hush**. Now say it with **/r/** instead of **/h/**." (rush)
"Say **chairs**. Now say it with **/h/** instead of **/ch/**." (hairs)

➤ **Identifying Final Sounds**

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| floor (/r/) | Jack (/k/) | had (/d/) |
| off (/f/) | with (/th/) | lamp (/p/) |
| some (/m/) | quiet (/t/) | shrub (/b/) |

## ➥ Substituting Final Sounds

"Say **Jack**. Now say it with **/m/** instead of **/k/**." (jam)
"Say **Kate**. Now say it with **/s/** instead of **/t/**." (case)
"Say **dumb**. Now say it with **/k/** instead of **/m/**." (duck)
"Say **tub**. Now say it with **/g/** instead of **/b/**." (tug)
"Say **trash**. Now say it with **/k/** instead of **/sh/**." (track)

## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

no (n•o)            tub (t•u•b)           left (l•e•f•t)
in (i•n)            song (s•o•ng)         floor (f•l•oo•r)
as (a•s)            his (h•i•s)           never (n•e•v•er)
so (s•o)            back (b•a•ck)         father (f•a•th•er)
she (sh•e)          took (t•oo•k)         first (f•ir•s•t)

## ➥ Deleting Initial Sounds

"Say **Kate**. Say it again, but don't say **/k/**." (ate)
"Say **door**. Say it again, but don't say **/d/**." (or)
"Say **said**. Say it again, but don't say **/s/**." (Ed)
"Say **chairs**. Say it again, but don't say **/ch/**." (airs)
"Say **lamp**. Say it again, but don't say **/l/**." (amp)

## ➥ Deleting Final Sounds

"Say **back**. Say it again, but don't say **/k/**." (baa)
"Say **Kate**. Say it again, but don't say **/t/**." (K)
"Say **lamp**. Say it again, but don't say **/p/**." (lamb)
"Say **cellar**. Say it again, but don't say **/er/**." (sell)
"Say **wait**. Say it again, but don't say **/t/**." (way)

# Over in the Meadow by Paul Galdone

## WORD AWARENESS

➥ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➥ Read the story aloud, omitting words.  Have the students tell the missing words.

➥ Read a sentence aloud without the text visible.  Have students repeat the sentence and count the number of words.  Moving blocks or beads on a string can help children visualize the concept.

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept.  For example, take a picture of an elephant and cut it into three pieces like a puzzle.  Touch one part as you say each syllable.  Cover or remove a part for deleting a syllable.  You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➥ Clapping Syllables

"Say each word after me.  Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| meadow (2) | froggies (2) | mice (1) | nine (1) |
| turtle (2) | pond (1) | wildflowers (3) | foxes (2) |
| one (1) | beavers (2) | crow (1) | hidden (2) |
| mother (2) | day (1) | barnyard (2) | swam (1) |

### ➥ Blending Syllables

"Listen to these syllables.  Tell me what word I'm saying."

| | | |
|---|---|---|
| barn•yard | pig•lets | tur•tle |
| moth•er | litt•le | o•ver |
| mead•ow | bea•ver | wild•flow•ers |

### ➥ Deleting Syllables

"Say **barnyard**.  Say it again, but don't say **barn**."  (yard)
"Say **piglet**.  Say it again, but don't say **let**."  (pig)
"Say **wildflowers**.  Say it again, but don't say **wild**."  (flowers)
"Say **beaver**.  Say it again, but don't say **ver**."  (bee)
"Say **meadow**.  Say it again, but don't say **ow**."  (med)

## RHYMING

### ➥ Recognizing Rhymes

"Do these words rhyme?"

| | |
|---|---|
| one • sun | six • sticks |
| two • blue | seven • ducks |
| three • jump | eight • gate |
| four • door | nine • pine |
| five • bees | ten • den |

### ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| one • sun • <u>frog</u> | hive • <u>quack</u> • five | <u>stream</u> • nine • pine |
| <u>pig</u> • three • tree | eight • gate • <u>barn</u> | den • ten • <u>duck</u> |

### ➥ Matching Rhymes

"Which word rhymes with **pine**?  <u>nine</u> • day"
"Which word rhymes with **two**?  ten • <u>blue</u>"
"Which word rhymes with **gate**?  <u>eight</u> • seven"
"Which word rhymes with **four**?  barn • <u>door</u>"
"Which word rhymes with **sticks**?  <u>six</u> • nest"

### ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | |
|---|---|---|
| one | sticks | eight |
| tree | door | den |
| nine | five | blue |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts.  For example, use colored cubes or blocks to represent individual sounds.  You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the **/m/** sound?  crow • <u>mother</u> • <u>meadow</u>"
"Which words begin with the **/l/** sound?  <u>little</u> • <u>lived</u> • foxes"
"Which words begin with the **/p/** sound?  <u>pig</u> • bees • <u>pine</u>"
"Which words begin with the **/n/** sound?  <u>nest</u> • tree • <u>noisy</u>"
"Which words begin with the **/b/** sound?  five • <u>buzzed</u> • <u>busy</u>"

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## ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| s•and | d•ay | m•ice | p•ink |
| s•un | p•ond | d•oor | f•ish |
| t•wo | j•ump | f•ive | n•ine |
| h•ide | f•ox | d•uck | d•en |

## ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| gr•ay | fr•og | sl•eep |
| bl•ue | sw•am | st•icks |
| tr•ee | cr•ow | str•eam |

## ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| t•wo | p•i•ne | m•ou•se | j•u•m•p |
| d•ay | s•ai•d | b•u•s•y | s•w•i•m |
| t•e•n | o•v•er | s•o•f•t | n•e•s•t |
| w•e•t | b•u•zz | f•r•o•g | b•r•ow•n |

## ➥ Matching Initial Sounds

"Which word begins with the same sound as **meadow**?  noisy • <u>mother</u>"
"Which word begins with the same sound as **barnyard**?  crows • <u>built</u>"
"Which word begins with the same sound as **squeak**?  <u>sand</u> • turtle"
"Which word begins with the same sound as **fox**?  <u>fish</u> • gate"
"Which word begins with the same sound as **pink**?  five • <u>pond</u>"

## ➥ Identifying the Initial Sound of Three Words

"What sound do **four**, **fox**, and **five** begin with?"  (/f/)
"What sound do **busy**, **bee**, and **built** begin with?"  (/b/)
"What sound do **plump**, **piglets**, and **pine** begin with?"  (/p/)
"What sound do **green**, **gray**, and **gate** begin with?"  (/g/)
"What sound do **warm**, **wet**, and **wildflowers** begin with?"  (/w/)

## ➥ Identifying the Final Sound of Two Words

"What sound do **eight** and **nest** end with?"  (/t/)
"What sound do **nine** and **ten** end with?"  (/n/)
"What sound do **duck** and **pink** end with?"  (/k/)
"What sound do **pig** and **frog** end with?"  (/g/)
"What sound do **mice** and **six** end with?"  (/s/)

## ➤ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | | |
|---|---|---|---|
| jump (/j/) | lived (/l/) | gate (/g/) | hidden (/h/) |
| caw (/k/) | den (/d/) | pig (/p/) | buzz (/b/) |
| turtle (/t/) | foxes (/f/) | seven (/s/) | thrive (/th/) |
| meadow (/m/) | nine (/n/) | wet (/w/) | red (/r/) |

## ➤ Substituting Initial Sounds

"Say **mice**. Now say it with **/r/** instead of **/m/**." (rice)
"Say **fox**. Now say it with **/b/** instead of **/f/**." (box)
"Say **pine**. Now say it with **/l/** instead of **/p/**." (line)
"Say **duck**. Now say it with **/tr/** instead of **/d/**." (truck)
"Say **day**. Now say it with **/pl/** instead of **/d/**." (play)

## ➤ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| swim (/m/) | duck (/k/) | frog (/g/) |
| over (/r/) | fallen (/n/) | night (/t/) |
| plump (/p/) | pond (/d/) | mouse (/s/) |

## ➤ Substituting Final Sounds

"Say **gate**. Now say it with **/m/** instead of **/t/**." (game)
"Say **five**. Now say it with **/t/** instead of **/v/**." (fight)
"Say **squeak**. Now say it with **/l/** instead of **/k/**." (squeal)
"Say **mice**. Now say it with **/k/** instead of **/s/**." (Mike)
"Say **sun**. Now say it with **/m/** instead of **/n/**." (some)

## ➤ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| in (i•n) | hide (h•i•de) | turtle (t•ur•t•le) |
| all (a•ll) | night (n•igh•t) | swam (s•w•a•m) |
| by (b•y) | fish (f•i•sh) | meadow (m•ea•d•ow) |
| so (s•o) | gate (g•a•te) | six (s•i•x) |
| her (h•er) | bees (b•ee•s) | nest (n•e•s•t) |

## ➤ Deleting Initial Sounds

"Say **gate**. Say it again, but don't say **/g/**." (ate)
"Say **near**. Say it again, but don't say **/n/**." (ear)
"Say **four**. Say it again, but don't say **/f/**." (or)
"Say **sand**. Say it again, but don't say **/s/**." (and)
"Say **fox**. Say it again, but don't say **/f/**." (ox)

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## ➥ Deleting Final Sounds

"Say **pine**.  Say it again, but don't say **/n/**."  (pie)
"Say **barn**.  Say it again, but don't say **/n/**."  (bar)
"Say **mice**.  Say it again, but don't say **/s/**."  (my)
"Say **hide**.  Say it again, but don't say **/d/**."  (hi)
"Say **eight**.  Say it again, but don't say **/t/**."  (A)

## ➥ Deleting Sounds in Blends

"Say **gray**.  Say it again, but don't say **/g/**."  (ray)
"Say **swam**.  Say it again, but don't say **/w/**."  (Sam)
"Say **crow**.  Say it again, but don't say **/k/**."  (row)
"Say **blue**.  Say it again, but don't say **/l/**."  (boo)
"Say **frog**.  Say it again, but don't say **/r/**."  (fog)

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# Owl Moon by Jane Yolen

## WORD AWARENESS

➤ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➤ Read the story aloud, omitting words. Have the students tell the missing words.

➤ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➤ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- again shadow the hooted
  (The shadow hooted again.)

- there wind no was
  (There was no wind.)

- I not was disappointed
  (I was not disappointed.)

- we into went the woods
  (We went into the woods.)

- never but I word a said
  (But I never said a word.)

- above moon the was high us
  (The moon was high above us.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

➤ **Clapping Syllables**

"Say each word after me. Clap for each syllable or part of the word."

| | | |
|---|---|---|
| bedtime (2) | disappointed (4) | below (2) |
| sky (1) | owl (1) | flashlight (2) |
| behind (2) | shadow (2) | moment (2) |
| footprints (2) | cereal (3) | dark (1) |
| branch (1) | forest (2) | hundred (2) |

## ➥ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| bed•time | cen•ter | mead•ow |
| foot•prints | search•ing | hun•dred |
| flash•light | mitt•ens | be•low |

## ➥ Deleting Syllables

"Say **bedtime**. Say it again, but don't say **bed**." (time)
"Say **center**. Say it again, but don't say **ter**." (sen)
"Say **below**. Say it again, but don't say **be**." (low)
"Say **disappointed**. Say it again, but don't say **dis**." (appointed)
"Say **moment**. Say it again, but don't say **ment**." (mo)

## ➥ Reversing Syllables

"Say _____. Now switch the parts."

| | |
|---|---|
| flashlight (light•flash) | bedtime (time•bed) |
| footprints (prints•foot) | somewhere (where•some) |

# RHYMING ━━━━━━

## ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| moon • sang | blew • flew | snow • low |
| night • bright | sad • dog | train • shine |
| sky • high | long • song | cap • map |
| back • black | heat • feet | hide • sighed |

## ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | |
|---|---|
| night • <u>down</u> • white | tree • three • <u>train</u> |
| through • blew • <u>no</u> | all • call • <u>cold</u> |
| <u>dog</u> • line • pine | round • sound • <u>dream</u> |

## ➥ Matching Rhymes

"Which word rhymes with **map**? moon • <u>cap</u>"
"Which word rhymes with **high**? <u>sky</u> • one"
"Which word rhymes with **pine**? <u>shine</u> • night"
"Which word rhymes with **song**? still • <u>long</u>"
"Which word rhymes with **blew**? round • <u>who</u>"

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## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | |
|---|---|---|
| feet | night | blew |
| shine | tree | song |
| sky | cap | snow |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the /**m**/ sound?  <u>meadow</u> • pine • <u>mittens</u>"
"Which words begin with the /**f**/ sound?  late • <u>footprints</u> • <u>feel</u>"
"Which words begin with the /**s**/ sound?  <u>statues</u> • <u>snow</u> • train"
"Which words begin with the /**p**/ sound?  map • <u>Pa</u> • <u>pine</u>"
"Which words begin with the /**sh**/ sound?  <u>shadow</u> • call • <u>shine</u>"

### ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| l•ate | c•old | p•ine | d•ark |
| m•oon | m•outh | c•aught | w•oods |
| s•ound | l•ong | h•and | h•ope |

### ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| sk•y | br•anch | sc•arf |
| bl•ack | fl•ew | dr•eam |

### ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| P•a | s•a•d | f•ee•t | s•c•ar•f |
| ow•l | d•o•g | s•t•i•ll | b•r•a•ve |
| m•oo•n | s•k•y | sh•a•d•ow | s•ou•n•d |

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## ➡ Matching Initial Sounds

"Which word begins with the same sound as **mask**?  <u>mouth</u> • scarf"
"Which word begins with the same sound as **woods**?  dogs • <u>waiting</u>"
"Which word begins with the same sound as **branch**?  snow • <u>behind</u>"
"Which word begins with the same sound as **crunched**?  <u>crisp</u> • still"
"Which word begins with the same sound as **listened**?  called • <u>looked</u>"

## ➡ Identifying the Initial Sound of Three Words

"What sound do **hundred**, **heat**, and **high** begin with?" (/h/)
"What sound do **searching**, **snow**, and **scarf** begin with?" (/s/)
"What sound do **flashlight**, **face**, and **feet** begin with?" (/f/)
"What sound do **pumped**, **pine**, and **pointy** begin with?" (/p/)
"What sound do **meadow**, **minutes**, and **mouth** begin with?" (/m/)

## ➡ Identifying the Final Sound of Two Words

"What sound do **owl** and **call** end with?" (/l/)
"What sound do **moon** and **train** end with?" (/n/)
"What sound do **quiet** and **heat** end with?" (/t/)
"What sound do **cold** and **hand** end with?" (/d/)
"What sound do **up** and **map** end with?" (/p/)

## ➡ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | |
|---|---|---|
| woods (/w/) | middle (/m/) | face (/f/) |
| stars (/s/) | shadow (/sh/) | through (/th/) |
| called (/k/) | dark (/d/) | hooted (/h/) |
| brothers (/b/) | listened (/l/) | time (/t/) |

## ➡ Substituting Initial Sounds

"Say **moon**. Now say it with **/s/** instead of **/m/**." (soon)
"Say **sound**. Now say it with **/r/** instead of **/s/**." (round)
"Say **talk**. Now say it with **/w/** instead of **/t/**." (walk)
"Say **caught**. Now say it with **/th/** instead of **/k/**." (thought)
"Say **wings**. Now say it with **/s/** instead of **/w/**." (sings)

## ➡ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | | |
|---|---|---|---|
| owl (/l/) | scarf (/f/) | mouth (/th/) | nose (/z/) |
| brave (/v/) | back (/k/) | over (/r/) | pine (/n/) |
| branch (/ch/) | cold (/d/) | warm (/m/) | keep (/p/) |

## ➥ Substituting Final Sounds

"Say **owl**. Now say it with **/ch/** instead of **/l/**." (ouch)
"Say **map**. Now say it with **/n/** instead of **/p/**." (man)
"Say **brave**. Now say it with **/k/** instead of **/v/**." (break)
"Say **moon**. Now say it with **/v/** instead of **/n/**." (move)
"Say **train**. Now say it with **/d/** instead of **/n/**." (trade)

## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| Pa (p•a) | back (b•a•ck) | shadow (sh•a•d•ow) |
| owl (ow•l) | flew (f•l•ew) | great (g•r•ea•t) |
| off (o•ff) | loud (l•ou•d) | trees (t•r•ee•s) |
| low (l•ow) | face (f•a•ce) | sound (s•ou•n•d) |
| who (wh•o) | hurt (h•ur•t) | cheeks (ch•ee•k•s) |

## ➥ Deleting Initial Sounds

"Say **heat**. Say it again, but don't say **/h/**." (eat)
"Say **call**. Say it again, but don't say **/k/**." (all)
"Say **face**. Say it again, but don't say **/f/**." (ace)
"Say **mask**. Say it again, but don't say **/m/**." (ask)
"Say **cold**. Say it again, but don't say **/k/**." (old)

## ➥ Deleting Final Sounds

"Say **scarf**. Say it again, but don't say **/f/**." (scar)
"Say **train**. Say it again, but don't say **/n/**." (tray)
"Say **trees**. Say it again, but don't say **/z/**." (tree)
"Say **felt**. Say it again, but don't say **/t/**." (fell)
"Say **owl**. Say it again, but don't say **/l/**." (ow)

## ➥ Deleting Sounds in Blends

"Say **snow**. Say it again, but don't say **/s/**." (know)
"Say **branch**. Say it again, but don't say **/b/**." (ranch)
"Say **gray**. Say it again, but don't say **/g/**." (ray)
"Say **black**. Say it again, but don't say **/l/**." (back)
"Say **bright**. Say it again, but don't say **/b/**." (right)

# Peter's Chair by Ezra Jack Keats

## WORD AWARENESS

➥ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➥ Read the story aloud, omitting words. Have the students tell the missing words.

➥ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➥ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- my high it's chair
  (It's my high chair.)

- bone got his Willie
  (Willie got his bone.)

- big too he was
  (He was too big.)

- was tall building his finished
  (His tall building was finished.)

- you'll play quietly have more to
  (You'll have to play more quietly.)

- Peter grown-up sat in chair a
  (Peter sat in a grown-up chair.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➥ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| Peter (2) | baby (2) | crocodile (3) | remember (3) |
| chair (1) | sister (2) | happily (3) | mother (2) |
| quietly (3) | cookies (2) | paint (1) | biscuits (2) |

### ➥ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| out•side | ba•by | cur•tains |
| fath•er | sis•ter | qui•et•ly |
| win•dow | be•hind | croc•o•dile |

## ➥ Deleting Syllables

"Say **outside**. Say it again, but don't say **out**." (side)
"Say **sister**. Say it again, but don't say **ter**." (sis)
"Say **shopping**. Say it again, but don't say **ing**." (shop)
"Say **baby**. Say it again, but don't say **ba**." (bee)
"Say **whispered**. Say it again, but don't say **pered**." (whis)

## ➥ Adding Syllables

"Say **quiet**. Say it again and add **ly**." (quietly)
"Say **nice**. Say it again and add **ly**." (nicely)

# RHYMING

## ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| tall • take | bone • down | good • stood |
| chair • there | blue • new | paint • pink |
| dear • hear | play • away | fit • sit |

## ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| <u>tall</u> • high • my | sit • <u>saw</u> • fit | <u>far</u> • there • chair |
| dear • <u>dog</u> • hear | good • stood • <u>old</u> | blue • new • <u>not</u> |

## ➥ Matching Rhymes

"Which word rhymes with **hear**? house • <u>dear</u>"
"Which word rhymes with **play**? big • <u>day</u>"
"Which word rhymes with **good**? <u>stood</u> • toy"
"Which word rhymes with **sit**? while • <u>fit</u>"
"Which word rhymes with **chair**? <u>there</u> • crash"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | | |
|---|---|---|---|
| chair | play | old | toy |
| high | new | sat | sit |
| tall | like | ran | hear |

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## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Initial Sound Play

"**Peter** begins with **/p/**. Let's make up silly words that begin with the **/p/** sound."
"Say your name, beginning with the **/p/** sound."
"Name five things in the classroom. Begin each one with the **/p/** sound."
"Name five animals. Begin each one with the **/p/** sound."

"**Chair** begins with **/ch/**." Let's make up silly words that begin with the **/ch/** sound."
"Say your name, beginning with the **/ch/** sound."
"Name five things in the classroom. Begin each one with the **/ch/** sound."
"Name five animals. Begin each one with the **/ch/** sound."

### ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the **/b/** sound?  <u>baby</u> • <u>bone</u> • room"
"Which words begin with the **/sh/** sound?  <u>shopping</u> • cradle • <u>shouting</u>"
"Which words begin with the **/p/** sound?  rascal • <u>paint</u> • <u>pink</u>"
"Which words begin with the **/s/** sound?  <u>Susie</u> • father • <u>stood</u>"
"Which words begin with the **/k/** sound?  building • <u>cookies</u> • <u>crocodile</u>"

### ➥ Generating Words Beginning with a Given Sound

"Name as many words as you can that begin with the **/p/** sound."
"Name as many words as you can that begin with the **/ch/** sound."

### ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| ch•air | r•oom | b•one | l•ike |
| t•all | r•an | f•it | p•aint |
| p•ink | d•og | d•ear | f•ar |

### ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| pl•ace | pl•ay | cr•ib |
| cr•ash | st•ood | fr•ont |

## ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| h•igh | b•a•ck | p•l•ay | b•a•b•y |
| n•ew | r•a•n | h•ou•se | p•ai•n•t |
| s•i•t | d•ow•n | r•oo•m | l•i•tt•le |

## ➥ Matching Initial Sounds

"Which word begins with the same sound as **cradle**?  paint • <u>crash</u>"
"Which word begins with the same sound as **window**?  <u>Willie</u> • house"
"Which word begins with the same sound as **picture**?  back • <u>paint</u>"
"Which word begins with the same sound as **father**?  <u>finished</u> • thought"
"Which word begins with the same sound as **sister**?  daddy • <u>stretched</u>"

## ➥ Identifying the Initial Sound of Three Words

"What sound do **crocodile**, **quietly**, and **curtains** begin with?" (/k/)
"What sound do **Peter**, **paint**, and **picked** begin with?" (/p/)
"What sound do **home**, **hiding**, and **happily** begin with?" (/h/)
"What sound do **window**, **Willie**, and **whispered** begin with?" (/w/)
"What sound do **far**, **father**, and **fussing** begin with?" (/f/)

## ➥ Identifying the Final Sound of Two Words

"What sound do **bone** and **ran** end with?" (/n/)
"What sound do **good** and **old** end with?" (/d/)
"What sound do **pink** and **back** end with?" (/k/)
"What sound do **home** and **room** end with?" (/m/)
"What sound do **cradle** and **rascal** end with?" (/l/)

## ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | | |
|---|---|---|---|
| Peter (/p/) | bone (/b/) | decided (/d/) | Susie (/s/) |
| chair (/ch/) | shouted (/sh/) | lunch (/l/) | remember (/r/) |
| mother (/m/) | front (/f/) | hear (/h/) | tall (/t/) |

## ➥ Substituting Initial Sounds

"Say **chair**. Now say it with **/d/** instead of **/ch/**." (dare)
"Say **hear**. Now say it with **/f/** instead of **/h/**." (fear)
"Say **new**. Now say it with **/sh/** instead of **/n/**." (shoe)
"Say **thought**. Now say it with **/k/** instead of **/th/**." (caught)
"Say **bone**. Now say it with **/f/** instead of **/b/**." (phone)

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## ➡ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| sister (/r/) | pink (/k/) | crash (/sh/) |
| cradle (/l/) | stood (/d/) | bone (/n/) |
| came (/m/) | sit (/t/) | up (/p/) |

## ➡ Substituting Final Sounds

"Say **came**. Now say it with **/t/** instead of **/m/**." (Kate)
"Say **room**. Now say it with **/d/** instead of **/m/**." (rude)
"Say **crash**. Now say it with **/b/** instead of **/sh/**." (crab)
"Say **bone**. Now say it with **/z/** instead of **/n/**." (bows)
"Say **bag**. Now say it with **/d/** instead of **/g/**." (bad)

## ➡ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| me (m•e) | blue (b•l•ue) | baby (b•a•b•y) |
| high (h•igh) | like (l•i•ke) | Peter (p•e•t•er) |
| new (n•ew) | house (h•ou•se) | place (p•l•a•ce) |
| toy (t•oy) | sit (s•i•t) | Willie (w•i•ll•ie) |
| am (a•m) | came (c•a•me) | paint (p•ai•n•t) |

## ➡ Deleting Initial Sounds

"Say **chair**. Say it again, but don't say **/ch/**." (air)
"Say **dear**. Say it again, but don't say **/d/**." (ear)
"Say **high**. Say it again, but don't say **/h/**." (eye)
"Say **tall**. Say it again, but don't say **/t/**." (all)
"Say **mother**. Say it again, but don't say **/m/**." (other)

## ➡ Deleting Final Sounds

"Say **place**. Say it again, but don't say **/s/**." (play)
"Say **bone**. Say it again, but don't say **/n/**." (bow)
"Say **house**. Say it again, but don't say **/s/**." (how)
"Say **soon**. Say it again, but don't say **/n/**." (Sue)
"Say **paint**. Say it again, but don't say **/t/**." (pain)

## ➡ Deleting Sounds in Blends

"Say **play**. Say it again, but don't say **/l/**." (pay)
"Say **crash**. Say it again, but don't say **/k/**." (rash)
"Say **place**. Say it again, but don't say **/p/**." (lace)
"Say **crib**. Say it again, but don't say **/k/**." (rib)
"Say **blue**. Say it again, but don't say **/l/**." (boo)

# Pinkerton, Behave! by Steven Kellogg

## WORD AWARENESS

➤ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➤ Read the story aloud, omitting words. Have the students tell the missing words.

➤ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➤ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- burglar Pinkerton the get
  (Get the burglar, Pinkerton.)

- command we begin a with simple
  (We begin with a simple command.)

- lady stick-up this is a
  (This is a stick-up, lady.)

- bring us he can the newspaper learn to
  (He can learn to bring us the newspaper.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➤ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| Pinkerton (3) | burglar (2) | obedience (4) | simple (2) |
| fetch (1) | important (3) | behave (2) | student (2) |
| newspaper (3) | pretend (2) | understand (3) | improvement (3) |
| puppy (2) | dogs (1) | come (1) | lady (2) |

### ➤ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| be•have | bur•glar | re•view |
| pre•tend | ex•pect | Pink•er•ton |
| de•fend | pa•per | im•por•tant |
| un•less | pow•der | un•der•stand |

## ➡ Deleting Syllables

"Say **understand**. Say it again, but don't say **stand**." (under)
"Say **expect**. Say it again, but don't say **pect**." (X)
"Say **pretend**. Say it again, but don't say **pre**." (tend)
"Say **defend**. Say it again, but don't say **de**." (fend)
"Say **behave**. Say it again, but don't say **be**." (have)

## ➡ Adding Syllables

"Say **not**. Say it again, beginning with **can**." (cannot)
"Say **tend**. Say it again, beginning with **pre**." (pretend)
"Say **view**. Say it again, beginning with **re**." (review)
"Say **less**. Say it again, beginning with **un**." (unless)
"Say **fend**. Say it again, beginning with **de**." (defend)

# RHYMING ━━━━━━

## ➡ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| come • some | school • shows | fetch • fun |
| dog • log | how • now | poor • bed |
| bring • sing | can • man | class • pass |

## ➡ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| bed • head • <u>teach</u> | <u>you</u> • how • now | blast • cast • <u>back</u> |
| he • <u>go</u> • we | come • <u>school</u> • some | <u>bring</u> • best • rest |
| hound • round • <u>warned</u> | class • pass • <u>help</u> | dog • <u>fetch</u> • fog |

## ➡ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | |
|---|---|---|
| come | school | bed |
| bring | can | get |
| go | you | poor |
| out | hound | rest |

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## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Initial Sound Play

"**Pinkerton** begins with /**p**/. Let's make up silly words that begin with the /**p**/ sound."
"Say your name, beginning with the /**p**/ sound."
"Name five things in the classroom. Begin each one with the /**p**/ sound."
"Name five animals. Begin each one with the /**p**/ sound."

### ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the /**b**/ sound?  <u>behave</u> • now • <u>burglar</u>"
"Which words begin with the /**p**/ sound?  <u>Pinkerton</u> • <u>puppy</u> • teach"
"Which words begin with the /**r**/ sound?  learned • <u>review</u> • <u>rest</u>"
"Which words begin with the /**n**/ sound?  <u>night</u> • help • <u>newspaper</u>"
"Which words begin with the /**l**/ sound?  <u>learn</u> • <u>lady</u> • fetch"

### ➥ Generating Words Beginning with a Given Sound

"Name as many words as you can that begin with the /**p**/ sound."

### ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| t•each | p•oor | b•ed | c•an |
| c•ome | r•est | l•earn | th•ink |
| n•eed | h•ouse | sh•ows | w•ell |

### ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | |
|---|---|
| sch•ool | dr•eams |
| br•ing | bl•ast |

### ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| g•o | c•a•n | h•ou•se | p•u•pp•y |
| y•ou | f•e•tch | s•ee•s | r•e•s•t |
| a•ll | c•o•me | d•o•g•s | s•i•ll•y |
| n•ew | h•i•m | f•ir•s•t | l•a•d•y |

## ➥ Matching Initial Sounds

"Which word begins with the same sound as **Pinkerton**?  behave • <u>pretend</u>"
"Which word begins with the same sound as **come**?  <u>called</u> • warned"
"Which word begins with the same sound as **school**?  paper • <u>simple</u>"
"Which word begins with the same sound as **blast**?  <u>bed</u> • fetch"
"Which word begins with the same sound as **rest**?  dismissed • <u>review</u>"

## ➥ Identifying the Initial Sound of Three Words

"What sound do **confused**, **command**, and **class** begin with?" (/k/)
"What sound do **student**, **sets**, and **stick**-up begin with?" (/s/)
"What sound do **lesson**, **learn**, and **lady** begin with?" (/l/)
"What sound do **poor**, **paper**, and **puppy** begin with?" (/p/)
"What sound do **behave**, **bring**, and **burglar** begin with?" (/b/)

## ➥ Identifying the Final Sound of Two Words

"What sound do **come** and **him** end with?" (/m/)
"What sound do **teach** and **fetch** end with?" (/ch/)
"What sound do **all** and **school** end with?" (/l/)
"What sound do **begin** and **learn** end with?" (/n/)
"What sound do **bed** and **good** end with?" (/d/)

## ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | | |
|---|---|---|---|
| Pinkerton (/p/) | burglar (/b/) | night (/n/) | lesson (/l/) |
| dog (/d/) | come (/k/) | get (/g/) | help (/h/) |
| fetch (/f/) | mom (/m/) | shows (/sh) | think (/th/) |

## ➥ Substituting Initial Sounds

"Say **think**. Now say it with **/p/** instead of **/th/**." (pink)
"Say **poor**. Now say it with **/s/** instead of **/p/**." (sore)
"Say **house**. Now say it with **/m/** instead of **/h/**." (mouse)
"Say **teach**. Now say it with **/r/** instead of **/t/**." (reach)
"Say **come**. Now say it with **/h/** instead of **/k/**." (hum)

## ➥ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| behave (/v/) | get (/t/) | simple (/l/) |
| fetch (/ch/) | need (/d/) | dog (/g/) |
| come (/m/) | other (/r/) | class (/s/) |

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# ➥ Substituting Final Sounds

"Say **come**. Now say it with **/t/** instead of **/m/**." (cut)
"Say **fetch**. Now say it with **/l/** instead of **/ch/**." (fell)
"Say **need**. Now say it with **/z/** instead of **/d/**." (knees)
"Say **him**. Now say it with **/l/** instead of **/m/**." (hill)
"Say **bed**. Now say it with **/t/** instead of **/d/**." (bet)

# ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

out (ou•t)            look (l•oo•k)         rest (r•e•s•t)
we (w•e)              dog (d•o•g)           class (c•l•a•ss)
you (y•ou)            will (w•i•ll)         most (m•o•s•t)
be (b•e)              get (g•e•t)           lady (l•a•d•y)
go (g•o)              house (h•ou•se)       silly (s•i•ll•y)

# ➥ Deleting Initial Sounds

"Say **teach**. Say it again, but don't say **/t/**." (each)
"Say **learn**. Say it again, but don't say **/l/**." (earn)
"Say **think**. Say it again, but don't say **/th/**." (ink)
"Say **hold**. Say it again, but don't say **/h/**." (old)
"Say **now**. Say it again, but don't say **/n/**." (ow)

# ➥ Deleting Final Sounds

"Say **need**. Say it again, but don't say **/d/**." (knee)
"Say **teach**. Say it again, but don't say **/ch/**." (tea)
"Say **house**. Say it again, but don't say **/s/**." (how)
"Say **hold**. Say it again, but don't say **/d/**." (hole)
"Say **dogs**. Say it again, but don't say **/z/**." (dog)

# ➥ Deleting Sounds in Blends

"Say **bring**. Say it again, but don't say **/b/**." (ring)
"Say **school**. Say it again, but don't say **/s/**." (cool)
"Say **pleasant**. Say it again, but don't say **/l/**." (peasant)
"Say **blast**. Say it again, but don't say **/b/**." (last)

# Pumpkin, Pumpkin by Jeanne Titherington

## WORD AWARENESS

➥ As you read aloud from the book, have students point to individual words and then count the number of words in the sentence.

➥ Read the story aloud, omitting words.  Have the students tell the missing words.

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept.  For example, take a picture of an elephant and cut it into three pieces like a puzzle.  Touch one part as you say each syllable.  Cover or remove a part for deleting a syllable.  You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➥ Clapping Syllables

"Say each word after me.  Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| pumpkin (2) | planted (2) | flower (2) | spring (1) |
| Jamie (2) | pulp (1) | grew (1) | plant (1) |
| seed (1) | sprout (1) | window (2) | until (2) |

### ➥ Blending Syllables

"Listen to these syllables.  Tell me what word I'm saying."

| | | |
|---|---|---|
| pump•kin | Ja•mie | un•til |
| win•dow | flow•er | plan•ted |

### ➥ Deleting Syllables

"Say **pumpkin**.  Say it again, but don't say **pump**."  (kin)
"Say **Jamie**.  Say it again, but don't say **Ja**."  (me)
"Say **window**.  Say it again, but don't say **dow**."  (win)
"Say **flower**.  Say it again, but don't say **er**."  (flow)
"Say **until**.  Say it again, but don't say **til**."  (un)

### ➥ Reversing Syllables

"Say _____.  Now switch the parts."

| | |
|---|---|
| pumpkin (kin•pump) | Jamie (mie•Ja) |
| window (dow•win) | flower (wer•flow) |

## ➥ Adding Syllables

"Say **plant**. Now say **plant** and add **ing**." (planting)
"Say **plant**. Now say **plant** and add **ed**." (planted)
"Say **plant**. Now say **plant** and add **er**." (planter)

# RHYMING ━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━

## ➥ Recognizing Rhymes

"Do these words rhyme?"

| | |
|---|---|
| plant • cart | grew • blew |
| seed • weed | sprout • shout |
| flower • power | six • picks |
| face • race | saved • scooped |
| spring • pulp | carve • starve |

## ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| seed • read • <u>plant</u> | six • <u>seed</u> • fix | <u>carve</u> • drew • grew |
| <u>grow</u> • flower • tower | ring • spring • <u>dig</u> | shout • <u>yell</u> • sprout |

## ➥ Matching Rhymes

"Which word rhymes with **grew**? <u>blue</u> • gray"
"Which word rhymes with **seed**? say • <u>feed</u>"
"Which word rhymes with **face**? <u>trace</u> • make"
"Which word rhymes with **six**? sprout • <u>mix</u>"
"Which word rhymes with **plant**? play • <u>can't</u>"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | |
|---|---|---|
| plant | six | sprout |
| seed | he | flower |
| grew | spring | face |

# SOUND AWARENESS ━━━━━━━━━━━━━━━━━━━━━━━

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

## ➥ Initial Sound Play

"**Pumpkin** begins with /**p**/.  Let's make up silly words that begin with the /**p**/ sound."
"Say your name, beginning with the /**p**/ sound."
"Name five things in the classroom.  Begin each one with the /**p**/ sound."
"Name five animals.  Begin each one with the /**p**/ sound."

## ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the /**s**/ sound?  <u>seed</u> • <u>sprout</u> • grew"
"Which words begin with the /**p**/ sound?  saved • <u>pumpkin</u> • <u>plant</u>"

## ➥ Generating Words Beginning with a Given Sound

"Name as many words as you can that begin with the /**p**/ sound."
"Name as many words as you can that begin with the /**s**/ sound."

## ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| s•eed | s•ix | pl•ant |
| f•ace | gr•ew | spr•out |

## ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| h•e | p•u•t | s•a•ve•d |
| i•t | g•r•ew | p•u•l•p |
| ou•t | s•ee•d | p•l•a•n•t |
| a•n•d | th•e•n | s•p•r•ou•t |

## ➥ Matching Initial Sounds

"Which word begins with the same sound as **seed**?  <u>sprout</u> • plant"
"Which word begins with the same sound as **pumpkin**?  mouse • <u>picked</u>"
"Which word begins with the same sound as **face**?  <u>flower</u> • pack"
"Which word begins with the same sound as **grew**?  vine • <u>goose</u>"
"Which word begins with the same sound as **Jamie**?  scooped • <u>jump</u>"

## ➥ Identifying the Initial Sound of Three Words

"What sound do **pumpkin**, **plant**, and **pulp** begin with?"  (/p/)
"What sound do **seed**, **saved**, and **six** begin with?"  (/s/)

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## ➥ Identifying the Final Sound of Two Words

"What sound do **saved** and **seed** end with?" (/d/)
"What sound do **face** and **six** end with?" (/s/)
"What sound do **sprout** and **plant** end with?" (/t/)
"What sound do **then** and **pumpkin** end with?" (/n/)

## ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | | |
|---|---|---|---|
| pumpkin (/p/) | seed (/s/) | flower (/f/) | window (/w/) |
| grew (/g/) | Jamie (/j/) | carved (/k/) | spring (/s/) |

## ➥ Substituting Initial Sounds

"Say **seed**. Now say it with **/b/** instead of **/s/**." (bead)
"Say **six**. Now say it with **/f/** instead of **/s/**." (fix)
"Say **flower**. Now say it with **/sh/** instead of **/fl/**." (shower)
"Say **plant**. Now say it with **/k/** instead of **/pl/**." (can't)
"Say **grew**. Now say it with **/fl/** instead of **/gr/**." (flew)

## ➥ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| plant (/t/) | flower (/r/) | six (/s/) |
| until (/l/) | seed (/d/) | pulp (/p/) |

## ➥ Substituting Final Sounds

"Say **seed**. Now say it with **/m/** instead of **/d/**." (seem)
"Say **face**. Now say it with **/d/** instead of **/s/**." (fade)
"Say **carved**. Now say it with **/s/** instead of **/d/**." (carves)

## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| it (i•t) | put (p•u•t) | Jamie (J•a•m•ie) |
| out (ou•t) | grew (g•r•ew) | saved (s•a•ve•d) |
| in (i•n) | and (a•n•d) | seeds (s•ee•d•s) |
| he (h•e) | face (f•a•ce) | six (s•i•x) |

## ➥ Deleting Sounds in Blends

"Say **plant**. Say it again, but don't say **/l/**." (pant)
"Say **spring**. Say it again, but don't say **/sp/**." (ring)
"Say **sprout**. Say it again, but don't say **/r/**." (spout)
"Say **scoop**. Say it again, but don't say **/k/**." (soup)
"Say **grew**. Say it again, but don't say **/r/**." (goo)

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# Stone Soup by Marcia Brown

## WORD AWARENESS

➤ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➤ Read the story aloud, omitting words. Have the students tell the missing words.

➤ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➤ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- three the soldiers together talked
  (The three soldiers talked together.)

- last at soup the ready was
  (At last the soup was ready.)

- spare food a of bit could you
  (Could you spare a bit of food?)

- children fetch pepper and salt ran to
  (Children ran to fetch salt and pepper.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➤ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| soldiers (2) | village (2) | grain (1) | ourselves (2) |
| country (2) | barley (2) | remembered (3) | somewhere (2) |
| impossible (4) | potatoes (3) | children (2) | gentlemen (3) |
| march (1) | harvest (2) | stone (1) | pot (1) |

### ➤ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| them•selves | coun•try | peas•ant |
| vill•age | har•vest | po•ta•toes |
| sol•diers | to•night | to•geth•er |
| buck•ets | ci•der | re•mem•bered |

## ➥ Deleting Syllables

"Say **themselves**. Say it again, but don't say **them**." (selves)
"Say **gentlemen**. Say it again, but don't say **men**." (gentle)
"Say **tonight**. Say it again, but don't say **to**." (night)
"Say **pepper**. Say it again, but don't say **er**." (pep)
"Say **village**. Say it again, but don't say **age**." (vill)

## ➥ Reversing Syllables

"Say _____. Now switch the parts."

somewhere (where•some)              barley (ley•bar)
ourselves (selves•our)              tonight (night•to)

# RHYMING ━━━━━━━━━━━━━━━━━━━━━━━━━━━━━

## ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | | |
|---|---|---|---|
| taught • brought | night • bite | spare • square | place • face |
| old • cup | great • ate | grain • land | bed • spread |
| fit • bit | feast • last | heat • street | feed • seed |

## ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| bed • red • <u>pot</u> | <u>heard</u> • meat • eat | seed • <u>soup</u> • feed |
| care • <u>cook</u> • spare | brought • <u>round</u> • taught | ate • great • <u>taste</u> |

## ➥ Matching Rhymes

"Which word rhymes with **heat**?  feed • <u>street</u>"
"Which word rhymes with **way**?  <u>hay</u> • fire"
"Which word rhymes with **care**?  <u>square</u> • sleep"
"Which word rhymes with **bite**?  <u>night</u> • bit"
"Which word rhymes with **spread**?  stone • <u>bed</u>"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | | |
|---|---|---|---|
| three | hide | pot | ate |
| bed | poor | cook | grain |
| night | seed | back | place |
| meat | fill | king | ran |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➡ Identifying Words Beginning with a Given Sound

"Which words begin with the **/s/** sound?  children • <u>soldiers</u> • <u>stone</u>"
"Which words begin with the **/b/** sound?  <u>buckets</u> • cider • <u>barley</u>"
"Which words begin with the **/k/** sound?  <u>cabbages</u> • <u>country</u> • grain"
"Which words begin with the **/h/** sound?  <u>harvest</u> • village • <u>hungry</u>"
"Which words begin with the **/p/** sound?  round • <u>peasants</u> • <u>pepper</u>"

### ➡ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| r•oad | b•ite | s•oup | t•aste |
| b•ed | h•ide | c•ook | k•ing |
| m•arch | s•eed | r•ich | m•eat |

### ➡ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| gr•eat | spr•ead | st•one |
| sp•are | gr•ain | sl•eep |
| str•eet | thr•ee | dr•ank |

### ➡ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| u•s | c•oo•k | s•ou•p | p•e•pp•er |
| s•a•d | h•ea•t | s•t•ir | f•i•n•d |
| p•o•t | d•ow•n | th•r•ee | l•o•f•t |

### ➡ Matching Initial Sounds

"Which word begins with the same sound as **carrots**?  <u>cupboard</u> • cellar"
"Which word begins with the same sound as **beef**?  milk • <u>bread</u>"
"Which word begins with the same sound as **feast**?  <u>fire</u> • last"
"Which word begins with the same sound as **soup**?  <u>strangers</u> • table"
"Which word begins with the same sound as **pot**?  cook • <u>potatoes</u>"

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## ➥ Identifying the Initial Sound of Three Words

"What sound do **hide**, **hungry**, and **hay** begin with?" (/h/)
"What sound do **soldiers**, **soup**, and **stone** begin with?" (/s/)
"What sound do **taste**, **torches**, and **tonight** begin with?" (/t/)
"What sound do **cook**, **cabbages**, and **cup** begin with?" (/k/)
"What sound do **peasants**, **potatoes**, and **pepper** begin with?" (/p/)

## ➥ Identifying the Final Sound of Two Words

"What sound do **soup** and **sleep** end with?" (/p/)
"What sound do **rich** and **march** end with?" (/ch/)
"What sound do **harvest** and **tonight** end with?" (/t/)
"What sound do **stone** and **down** end with?" (/n/)
"What sound do **cook** and **drank** end with?" (/k/)

## ➥ Discriminating Initial Sounds

"Which word has a different beginning sound?"

road • remembered • <u>gentlemen</u>           poor • <u>feed</u> • peasants
harvest • <u>round</u> • hungry                square • street • <u>torches</u>
<u>largest</u> • king • carrots                <u>village</u> • tired • tasted

## ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

country (/k/)          children (/ch/)          round (/r/)
village (/v/)          barley (/b/)             full (/f/)
land (/l/)            gentlemen (/j/)          potatoes (/p/)
stone (/s/)           march (/m/)              taste (/t/)

## ➥ Substituting Initial Sounds

"Say **soup**. Now say it with **/l/** instead of **/s/**." (loop)
"Say **rich**. Now say it with **/d/** instead of **/r/**." (ditch)
"Say **king**. Now say it with **/r/** instead of **/k/**." (ring)
"Say **hid**. Now say it with **/l/** instead of **/h/**." (lid)
"Say **bed**. Now say it with **/s/** instead of **/b/**." (said)

## ➥ Identifying Final Sounds

"What sound does the word _____ end with?"

road (/d/)           rich (/ch/)          sleep (/p/)
bite (/t/)           milk (/k/)           full (/l/)
fire (/r/)           face (/s/)           grain (/n/)

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## ➥ Substituting Final Sounds

"Say **bite**.  Now say it with **/k/** instead of **/t/**."  (bike)
"Say **soup**.  Now say it with /n/ instead of /p/."  (soon)
"Say **meat**.  Now say it with /l/ instead of /t/."  (meal)
"Say **stone**.  Now say it with /v/ instead of /n/."  (stove)
"Say **march**.  Now say it with /k/ instead of /ch/."  (mark)

## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| we (w•e) | hid (h•i•d) | salt (s•a•l•t) |
| two (tw•o) | good (g•oo•d) | stone (s•t•o•ne) |
| they (th•ey) | bed (b•e•d) | table (t•a•b•le) |
| now (n•ow) | taught (t•augh•t) | sleep (s•l•ee•p) |
| ate (a•te) | wise (w•i•se) | loft (l•o•f•t) |

## ➥ Deleting Initial Sounds

"Say **rich**.  Say it again, but don't say **/r/**."  (itch)
"Say **march**.  Say it again, but don't say **/m/**."  (arch)
"Say **cup**.  Say it again, but don't say **/k/**."  (up)
"Say **heat**.  Say it again, but don't say **/h/**."  (eat)
"Say **land**.  Say it again, but don't say **/l/**."  (and)

## ➥ Deleting Final Sounds

"Say **hide**.  Say it again, but don't say **/d/**."  (hi)
"Say **soup**.  Say it again, but don't say **/p/**."  (Sue)
"Say **beef**.  Say it again, but don't say **/f/**."  (bee)
"Say **milk**.  Say it again, but don't say **/k/**."  (mill)
"Say **house**.  Say it again, but don't say **/s/**."  (how)

## ➥ Deleting Sounds in Blends

"Say **grain**.  Say it again, but don't say **/g/**."  (rain)
"Say **spare**.  Say it again, but don't say **/s/**."  (pear)
"Say **stone**.  Say it again, but don't say **/s/**."  (tone)
"Say **stir**.  Say it again, but don't say **/t/**."  (sir)
"Say **brought**.  Say it again, but don't say **/r/**."  (bought)

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# Strega Nona  retold by Tomie de Paola

## WORD AWARENESS

➥ As you read aloud from the book, have students point to individual words and then count the number of words in the sentence.

➥ Read the story aloud, omitting words. Have the students tell the missing words.

➥ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➥ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- bubble pot pasta bubble
  (Bubble, bubble, pasta pot.)

- sure for that's pot a magic
  (That's a magic pot for sure.)

- hero was Anthony a big
  (Anthony was a big hero.)

- boil pasta fill me enough to up
  (Boil enough pasta to fill me up.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➥ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | |
|---|---|---|
| pasta (2) | headaches (2) | sweep (1) |
| Strega (2) | simmer (2) | bubble (2) |
| hot (1) | clay (1) | supper (2) |
| Anthony (3) | kisses (2) | goat (1) |
| protect (2) | house (1) | magic (2) |
| barricade (3) | hungry (2) | another (3) |

### ➥ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | | |
|---|---|---|---|
| head•aches | simm•er | mag•ic | emp•ty |
| pas•ta | kiss•es | pro•tect | re•mem•ber |
| bubb•le | gar•den | foun•tain | o•ver•flow |

➥ **Deleting Syllables**

"Say **empty**. Say it again, but don't say **emp**." (tea)
"Say **magic**. Say it again, but don't say **ma**." (gic)
"Say **supper**. Say it again, but don't say **er**." (supp)
"Say **mountain**. Say it again, but don't say **tain**." (moun)
"Say **pasta**. Say it again, but don't say **pas**." (ta)

➥ **Reversing Syllables**

"Say _____. Now switch the parts."

headaches (aches•head)          garden (den•gar)
tonight (night•to)              overflow (flow•over)
mountain (tain•mount)          protect (tect•pro)

➥ **Adding Syllables**

"Say **bubble**. Say it agan and add **ing**." (bubbling)
"Say **come**. Say it agan and add **ing**." (coming)
"Say **boil**. Say it agan and add **ing**." (boiling)
"Say **eat**. Say it agan and add **ing**." (eating)
"Say **pour**. Say it agan and add **ing**." (pouring)

## RHYMING

➥ **Recognizing Rhymes**

"Do these words rhyme?"

hot • pot           weed • need          clay • day
song • long         up • shed            fill • fork
stop • sat          floor • door         sleep • sweep
town • down         boil • bubble        mountain • fountain

➥ **Discriminating Rhymes**

"Which word does not rhyme?"

hot • pot • <u>up</u>              <u>nice</u> • sang • rang       bubble • trouble • <u>kiss</u>
boil • <u>coins</u> • soil        bowl • roll • <u>road</u>       <u>lost</u> • took • look
stop • top • <u>floor</u>         town • <u>house</u> • down      <u>crime</u> • eat • meat
sleep • sweep • <u>food</u>       <u>old</u> • weed • feed        show • <u>milk</u> • blow

## ➥ Matching Rhymes

"Which word rhymes with **pot**?  <u>hot</u> • pack"
"Which word rhymes with **sang**?  stop • <u>bang</u>"
"Which word rhymes with **clay**?  cup • <u>may</u>"
"Which word rhymes with **floor**?  <u>poor</u> • three"
"Which word rhymes with **stop**?  some • <u>mop</u>"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | |
|---|---|---|
| pot | song | boil |
| floor | kiss | stop |
| clay | bowl | sweep |
| fill | town | show |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts.  For example, use colored cubes or blocks to represent individual sounds.  You can move them apart, put them together, or substitute them to show changes in sound production.

## ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the **/p/** sound?  <u>pasta</u> • <u>people</u> • hero"
"Which words begin with the **/b/** sound?  pot • <u>bubble</u> • <u>boil</u>"
"Which words begin with the **/m/** sound?  <u>my</u> • bow • <u>magic</u>"
"Which words begin with the **/k/** sound?  <u>kisses</u> • <u>cook</u> • fetch"
"Which words begin with the **/d/** sound?  <u>door</u> • town • <u>day</u>"

## ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| h•ot | f•ork | h•im |
| s•ang | b•owl | b•ad |
| t•own | h•ouse | b•ig |
| n•ice | r•oad | w•ait |
| f•ill | d•oor | t•old |

## ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| br•ead | fl•oor | cr•owd |
| bl•ow | cl•ay | thr•ee |
| pl•ates | tw•ice | sl•eep |

# ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| u•p | f•oo•d | s•a•t | b•l•ow |
| m•e | p•u•t | w•i•th | c•l•ay |
| f•i•ll | p•o•t | f•or•k | p•l•a•te |
| b•e•d | t•ow•n | l•oo•k | b•u•bb•le |

# ➥ Identifying the Initial Sound of Three Words

"What sound do **pot**, **poor**, and **pasta** begin with?" (/p/)
"What sound do **fork**, **floor**, and **fill** begin with?" (/f/)
"What sound do **bubble**, **bowl**, and **boil** begin with?" (/b/)
"What sound do **sang**, **sat**, and **simmer** begin with?" (/s/)
"What sound do **witch**, **whisper**, and **water** begin with?" (/w/)

# ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | |
|---|---|---|
| Strega (/s/) | goat (/g/) | show (/sh/) |
| pasta (/p/) | mountain (/m/) | town (/t/) |
| warts (/w/) | cook (/k/) | visit (/v/) |
| headache (/h/) | boil (/b/) | running (/r/) |
| forks (/f/) | laughed (/l/) | thank (/th/) |

# ➥ Substituting Initial Sounds

"Say **boil**. Now say it with **/f/** instead of **/b/**." (foil)
"Say **witch**. Now say it with **/d/** instead of **/w/**." (ditch)
"Say **poor**. Now say it with **/f/** instead of **/p/**." (four)
"Say **house**. Now say it with **/m/** instead of **/h/**." (mouse)
"Say **pot**. Now say it with **/d/** instead of **/p/**." (dot)

# ➥ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| big (/g/) | up (/p/) | full (/l/) |
| crime (/m/) | witch (/ch/) | fork (/k/) |
| halt (/t/) | house (/s/) | crowd (/d/) |
| shelf (/f/) | town (/n/) | floor (/r/) |

# ➥ Substituting Final Sounds

"Say **big**. Now say it with **/t/** instead of **/g/**." (bit)
"Say **crime**. Now say it with **/d/** instead of **/m/**." (cried)
"Say **fork**. Now say it with **/t/** instead of **/k/**." (fort)
"Say **witch**. Now say it with **/sh/** instead of **/ch/**." (wish)
"Say **crowd**. Now say it with **/n/** instead of **/d/**." (crown)

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## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

she (sh•e)                pot (p•o•t)                sleep (s•l•ee•p)
now (n•ow)                nice (n•i•ce)             plate (p•l•a•te)
my (m•y)                  took (t•oo•k)             little (l•i•tt•le)
up (u•p)                  town (t•ow•n)             shelf (sh•e•l•f)

## ➥ Deleting Initial Sounds

"Say **poor**.  Say it again, but don't say **/p/**."  (or)
"Say **wait**.  Say it again, but don't say **/w/**."  (ate)
"Say **time**.  Say it again, but don't say **/t/**."  (I'm)
"Say **bowl**.  Say it again, but don't say **/b/**."  (ol')
"Say **sight**.  Say it again, but don't say **/s/**."  (ight)

## ➥ Deleting Final Sounds

"Say **fork**.  Say it again, but don't say **/k/**."  (for)
"Say **crime**.  Say it again, but don't say **/m/**."  (cry)
"Say **house**.  Say it again, but don't say **/s/**."  (how)
"Say **sweep**.  Say it again, but don't say **/p/**."  (swee)
"Say **milk**.  Say it again, but don't say **/k/**."  (mill)

## ➥ Deleting Sounds in Blends

"Say **sleep**.  Say it again, but don't say **/l/**."  (seep)
"Say **string**.  Say it again, but don't say **/r/**."  (sting)
"Say **stop**.  Say it again, but don't say **/s/**."  (top)
"Say **floor**.  Say it again, but don't say **/l/**."  (four)
"Say **blow**.  Say it again, but don't say **/b/**."  (low)

# Swimmy by Leo Lionni

## WORD AWARENESS

➥ As you read aloud from the book, have students point to individual words and then count the number of words in the sentence.

➥ Read the story aloud, omitting words. Have the students tell the missing words.

➥ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➥ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- all were they red
  (They were all red.)

- Swimmy his was name
  (Swimmy was his name.)

- we something think of must
  (We must think of something.)

- big fish all eat us the will
  (The big fish will eat us all.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➥ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| Swimmy (2) | lonely (2) | invisible (4) | together (3) |
| sea (1) | medusa (3) | fish (1) | eel (1) |
| faster (2) | rainbow (2) | seaweed (2) | mussel (2) |
| tuna (2) | eye (1) | wonderful (3) | jelly (2) |
| black (1) | lobster (2) | swallowed (2) | happily (3) |

### ➥ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | | |
|---|---|---|---|
| rain•bow | lone•ly | can•dy | to•geth•er |
| sea•weed | dart•ing | mar•vel | me•du•sa |
| some•thing | fas•ter | jell•y | a•nem•o•ne |
| lob•ster | bigg•est | won•der•ful | in•vis•i•ble |

## ➥ Deleting Syllables

"Say **seaweed**. Say it again, but don't say **sea**." (weed)
"Say **rainbow**. Say it again, but don't say **bow**." (rain)
"Say **lobster**. Say it again, but don't say **lob**." (stir)
"Say **tuna**. Say it again, but don't say **na**." (two)
"Say **invisible**. Say it again, but don't say **in**." (visible)

## ➥ Reversing Syllables

"Say _____. Now switch the syllables."

| | | |
|---|---|---|
| seaweed (weed•sea) | something (thing•some) | lobster (ster•lob) |
| rainbow (bow•rain) | candy (dy•can) | Swimmy (y•Swimm) |

# RHYMING ━━━━━━━━━

## ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | | |
|---|---|---|---|
| school • cool | deep • keep | think • pink | sea • we |
| fish • shell | sad • swam | eye • bye | eat • can't |
| red • thread | eel • seal | big • bad | rocks • socks |
| black • brown | swim • him | swam • lie | play • away |

## ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| <u>rocks</u> • cool • school | deep • keep • <u>dark</u> | thread • <u>wet</u> • red |
| <u>fish</u> • sad • bad | him • swim • <u>shell</u> | <u>black</u> • think • pink |
| <u>eel</u> • day • play | <u>weeds</u> • made • shade | <u>eat</u> • lie • eye |

## ➥ Matching Rhymes

"Which word rhymes with **school**? <u>pool</u> • skip"
"Which word rhymes with **fish**? fat • <u>wish</u>"
"Which word rhymes with **eye**? <u>shy</u> • eat"
"Which word rhymes with **swim**? <u>him</u> • sweet"
"Which word rhymes with **shade**? down • <u>made</u>"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | |
|---|---|---|
| school | eye | shell |
| fish | eel | wet |
| red | rocks | sad |
| swim | sun | deep |
| black | sea | all |

## SOUND AWARENESS ━━━━━━━━

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

## ➥ Initial Sound Play

"**Swimmy** begins with /**s**/. Let's make up silly words that begin with the /**s**/ sound."
"Say your name, beginning with the /**s**/ sound."
"Name five things in the classroom. Begin each one with the /**s**/ sound."
"Name five animals. Begin each one with the /**s**/ sound."

## ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the /**s**/ sound?  black • <u>swallow</u> • <u>swim</u>"
"Which words begin with the /**f**/ sound?  <u>fierce</u> • red • <u>fish</u>"
"Which words begin with the /**t**/ sound?  wave • <u>tuna</u> • <u>tail</u>"
"Which words begin with the /**l**/ sound?  <u>lobster</u> • wet • <u>lonely</u>"
"Which words begin with the /**w**/ sound?  big • <u>waves</u> • <u>water</u>"

## ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| r•ed | f•ish | sh•ell | sh•ade |
| w•et | b•ig | c•ool | th•ink |
| d•eep | d•ark | s•un | s•ad |

## ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| thr•ead | sch•ool | pl•ace |
| bl•ack | sw•am | cl•ose |

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## ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

r•e•d                w•e•t                p•l•a•ce              t•u•n•a
b•i•g                s•a•d                s•w•i•m               s•ch•oo•l
d•ee•p               sh•a•de              th•r•ea•d             ch•a•se•d
t•ai•l               c•l•o•se             j•e•ll•y              r•o•ck•s

## ➥ Matching Initial Sounds

"Which word begins with the same sound as **weeds**?  <u>wind</u> • tail"
"Which word begins with the same sound as **morning**?  lobster • <u>machine</u>"
"Which word begins with the same sound as **tuna**?  fish • <u>together</u>"
"Which word begins with the same sound as **little**?  <u>lonely</u> • wet"
"Which word begins with the same sound as **fish**?  black • <u>faster</u>"

## ➥ Identifying the Initial Sound of Three Words

"What sound do **sea, school**, and **swallowed** begin with?"  (/s/)
"What sound do **fierce, fish**, and **faster** begin with?"  (/f/)
"What sound do **mussel, marvel**, and **machine** begin with?"  (/m/)
"What sound do **tail, together**, and **taught** begin with?"  (/t/)
"What sound do **lobster, lonely**, and **little** begin with?"  (/l/)

## ➥ Identifying the Final Sound of Two Words

"What sound do **school** and **shell** end with?"  (/l/)
"What sound do **thread** and **sad** end with?"  (/d/)
"What sound do **them** and **swim** end with?"  (/m/)
"What sound do **black** and **pink** end with?"  (/k/)
"What sound do **place** and **close** end with?"  (/s/)

## ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

little (/l/)          bad (/b/)            dark (/d/)            palm (/p/)
shell (/sh/)          tuna (/t/)           red (/r/)            think (/th/)
sisters (/s/)         hungry (/h/)         world (/w/)          can't (/k/)
faster (/f/)          jelly (/j/)          marvel (/m/)         chased (/ch/)

## ➥ Substituting Initial Sounds

"Say **wet**.  Now say it with **/p/** instead of **/w/**."  (pet)
"Say **fish**.  Now say it with **/d/** instead of **/f/**."  (dish)
"Say **rocks**.  Now say it with **/l/** instead of **/r/**."  (locks)
"Say **pink**.  Now say it with **/s/** instead of **/p/**."  (sink)
"Say **shell**.  Now say it with **/b/** instead of **/sh/**."  (bell)

## ➡ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| fish (/sh/) | swam (/m/) | strange (/j/) |
| red (/d/) | gulp (/p/) | pink (/k/) |
| shell (/l/) | lobster (/r/) | eat (/t/) |

## ➡ Substituting Final Sounds

"Say **fish**.  Now say it with **/t/** instead of **/sh/**."  (fit)
"Say **shade**.  Now say it with **/k/** instead of **/d/**."  (shake)
"Say **tail**.  Now say it with **/m/** instead of **/l/**."  (tame)
"Say **wet**.  Now say it with **/b/** instead of **/t/**."  (web)
"Say **bad**.  Now say it with **/k/** instead of **/d/**."  (back)

## ➡ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| sea (s•ea) | fish (f•i•sh) | school (s•ch•oo•l) |
| eel (ee•l) | shell (sh•e•ll) | thread (th•r•ea•d) |
| we (w•e) | deep (d•ee•p) | swim (s•w•i•m) |
| eat (ea•t) | sad (s•a•d) | tuna (t•u•n•a) |

## ➡ Deleting Initial Sounds

"Say **sad**.  Say it again, but don't say **/s/**."  (add)
"Say **red**.  Say it again, but don't say **/r/**."  (Ed)
"Say **shell**.  Say it again, but don't say **/sh/**."  (L)
"Say **pink**.  Say it again, but don't say **/p/**."  (ink)
"Say **tail**.  Say it again, but don't say **/t/**."  (ail)

## ➡ Deleting Final Sounds

"Say **fierce**.  Say it again, but don't say **/s/**."  (fear)
"Say **gulp**.  Say it again, but don't say **/p/**."  (gull)
"Say **place**.  Say it again, but don't say **/s/**."  (play)
"Say **deep**.  Say it again, but don't say **/p/**."  (D)
"Say **like**.  Say it again, but don't say **/k/**."  (lie)

## ➡ Deleting Sounds in Blends

"Say **swam**.  Say it again, but don't say **/w/**."  (Sam)
"Say **place**.  Say it again, but don't say **/p/**."  (lace)
"Say **swaying**.  Say it again, but don't say **/w/**."  (saying)
"Say **school**.  Say it again, but don't say **/s/**."  (cool)
"Say **growing**.  Say it again, but don't say **/r/**."  (going)

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# The Art Lesson by Tomie dePaola

## WORD AWARENESS

➡ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➡ Read the story aloud, omitting words. Have the students tell the missing words.

➡ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➡ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- Tommy wait hardly could
  (Tommy could hardly wait.)

- watch copy carefully and me
  (Watch carefully and copy me.)

- everyone use must crayons same the
  (Everyone must use the same crayons.)

- collected kinds all turtles of Jack
  (Jack collected all kinds of turtles.)

- paper one only of piece got they
  (They only got one piece of paper.)

- art lessons do when we have our
  (When do we have our art lessons?)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➡ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| artist (2) | turtles (2) | copy (2) | photograph (3) |
| pictures (2) | drew (1) | barber (2) | flashlight (2) |
| Tommy (2) | cousins (2) | grandfather (3) | kindergarten (4) |
| favorite (3) | cartwheels (2) | home (1) | powders (2) |

### ➡ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| class•room | cray•ons | to•geth•er |
| cart•wheels | summ•er | re•mem•ber |
| pa•per | bar•ber | Thanks•giv•ing |
| Pil•grim | prac•tice | kin•der•gar•ten |

## ➡ Deleting Syllables

"Say **birthday**. Say it again, but don't say **birth**." (day)
"Say **turkey**. Say it again, but don't say **tur**." (key)
"Say **powders**. Say it again, but don't say **ders**." (pow)
"Say **remember**. Say it again, but don't say **re**." (member)
"Say **pencil**. Say it again, but don't say **cil**." (pen)

## ➡ Reversing Syllables

"Say _____. Now switch the parts."

hallway (way•hall)                    cartwheels (wheels•cart)
flashlight (light•flash)              birthday (day•birth)

## ➡ Adding Syllables

"Say **photo**. Say it again and add **graph**." (photograph)
"Say **grand**. Say it again and add **mother**." (grandmother)
"Say **bed**. Say it again and add **room**." (bedroom)
"Say **draw**. Say it again and add **ing**." (drawing)
"Say **teach**. Say it again and add **er**." (teacher)

# RHYMING ━━━━━━━

## ➡ Recognizing Rhymes

"Do these words rhyme?"

knew • blue          Jack • black          wait • eight
frame • came         take • break          real • peel
stick • like         chalk • shop          fair • wear

## ➡ Discriminating Rhymes

"Which word does not rhyme?"

right • <u>like</u> • bright      grew • too • <u>twin</u>       <u>my</u> • more • store
best • rest • <u>ask</u>          red • <u>did</u> • head        all • wall • <u>art</u>
<u>gave</u> • told • gold         took • look • <u>like</u>      <u>blue</u> • Jack • black

## ➡ Matching Rhymes

"Which word rhymes with **drew**?  dad • <u>do</u>"
"Which word rhymes with **night**?  <u>right</u> • not"
"Which word rhymes with **peel**?  piece • <u>real</u>"
"Which word rhymes with **got**?  <u>not</u> • grew"
"Which word rhymes with **black**?  <u>Jack</u> • brown"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | |
|---|---|---|
| gave | shop | wait |
| school | like | gold |
| wall | twin | fair |
| real | blue | frame |

## SOUND AWARENESS ━━━━━

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the /**k**/ sound?  crayons • copy • room"
"Which words begin with the /**s**/ sound?  special • table • singing"
"Which words begin with the /**p**/ sound?  school • paper • paint"
"Which words begin with the /**w**/ sound?  whispered • wedding • rest"
"Which words begin with the /**t**/ sound?  practice • Tommy • turkey"

### ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| ch•alk | sh•op | f•air |
| b•est | l•ook | p•iece |
| t•old | n•ight | w•ore |

### ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| tw•in | bl•ack | st•and |
| sch•ool | br•eak | dr•ew |
| st•ick | fr•iend | br•own |

### ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| m•e | s•a•t | h•u•ng | sh•ee•t•s |
| d•oor | w•ee•k | p•a•p•er | f•r•a•me |
| r•oo•m | b•l•ue | aw•f•u•l | c•o•p•y |

## ➥ Matching Initial Sounds

"Which word begins with the same sound as **lesson**? <u>Landers</u> • Joe"
"Which word begins with the same sound as **favorite**? store • <u>photograph</u>"
"Which word begins with the same sound as **house**? <u>hardly</u> • ready"
"Which word begins with the same sound as **Tommy**? <u>terrible</u> • crayons"
"Which word begins with the same sound as **grandfather**? picture • <u>grocery</u>"

## ➥ Identifying the Initial Sound of Three Words

"What sound do **whispered**, **when**, and **woman** begin with?" (/w/)
"What sound do **sweater**, **sixty**, and **sleep** begin with?" (/s/)
"What sound do **real**, **remember**, and **wrinkly** begin with?" (/r/)
"What sound do **kindergarten**, **crayons**, and **carpenters** begin with?" (/k/)
"What sound do **picture**, **paper**, and **piece** begin with?" (/p/)

## ➥ Identifying the Final Sound of Two Words

"What sound do **art** and **eight** end with?" (/t/)
"What sound do **smile** and **wall** end with?" (/l/)
"What sound do **class** and **piece** end with?" (/s/)
"What sound do **green** and **twin** end with?" (/n/)
"What sound do **silver** and **teacher** end with?" (/r/)

## ➥ Discriminating Initial Sounds

"Which word has a different beginning sound?"

took • told • <u>break</u>                    thick • <u>first</u> • Thanksgiving
friend • <u>real</u> • fun                    <u>windy</u> • pouring • paint
Jack • Jeanne • <u>Tommy</u>                  shop • sheets • <u>sat</u>

## ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

picture (/p/)        teacher (/t/)        Thanksgiving (/th/)        school (/s/)
water (/w/)          sheets (/sh/)        folded (/f/)               birthday (/b/)
chalk (/ch/)         left (/l/)           morning (/m/)              jars (/j/)

## ➥ Substituting Initial Sounds

"Say **thick**. Now say it with **/p/** instead of **/th/**." (pick)
"Say **real**. Now say it with **/n/** instead of **/r/**." (Neal)
"Say **chalk**. Now say it with **/w/** instead of **/ch/**." (walk)
"Say **learn**. Now say it with **/t/** instead of **/l/**." (turn)
"Say **wall**. Now say it with **/f/** instead of **/w/**." (fall)

## ➥ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| art (/t/) | gold (/d/) | off (/f/) |
| twin (/n/) | shop (/p/) | class (/s/) |
| Jack (/k/) | smile (/l/) | door (/r/) |

## ➥ Substituting Final Sounds

"Say **wait**. Now say it with **/v/** instead of **/t/**." (wave)
"Say **art**. Now say it with **/m/** instead of **/t/**." (arm)
"Say **real**. Now say it with **/d/** instead of **/l/**." (read)
"Say **head**. Now say it with **/n/** instead of **/d/**." (hen)
"Say **put**. Now say it with **/l/** instead of **/t/**." (pull)

## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| up (u•p) | house (h•ou•se) | Tommy (T•o•mm•y) |
| all (a•ll) | when (wh•e•n) | turkey (t•ur•k•ey) |
| it (i•t) | draw (d•r•aw) | box (b•o•x) |
| you (y•ou) | like (l•i•ke) | frame (f•r•a•me) |
| we (w•e) | took (t•oo•k) | table (t•a•b•le) |

## ➥ Deleting Initial Sounds

"Say **fair**. Say it again, but don't say **/f/**." (air)
"Say **peel**. Say it again, but don't say **/p/**." (eel)
"Say **wait**. Say it again, but don't say **/w/**." (ate)
"Say **year**. Say it again, but don't say **/y/**." (ear)
"Say **leave**. Say it again, but don't say **/l/**." (eave)

## ➥ Deleting Final Sounds

"Say **grown**. Say it again, but don't say **/n/**." (grow)
"Say **gold**. Say it again, but don't say **/d/**." (goal)
"Say **art**. Say it again, but don't say **/t/**." (are)
"Say **same**. Say it again, but don't say **/m/**." (say)
"Say **week**. Say it again, but don't say **/k/**." (we)

## ➥ Deleting Sounds in Blends

"Say **draw**. Say it again, but don't say **/d/**." (raw)
"Say **smock**. Say it again, but don't say **/m/**." (sock)
"Say **stick**. Say it again, but don't say **/t/**." (sick)
"Say **grow**. Say it again, but don't say **/g/**." (row)
"Say **school**. Say it again, but don't say **/s/**." (cool)

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# The Day Jimmy's Boa Ate the Wash by Trinka Hakes Noble

## WORD AWARENESS

➤ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➤ Read the story aloud, omitting words. Have the students tell the missing words.

➤ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➤ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- what do Tommy did
  (What did Tommy do?)

- your lunches why eating they were
  (Why were they eating your lunches?)

- throwing why eggs were you
  (Why were you throwing eggs?)

- class trip farm how was your the to
  (How was your trip to the farm?)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➤ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| trip (1) | tractor (2) | eggs (1) | excited (3) |
| haystack (2) | pigs (1) | constrictor (3) | screaming (2) |
| farmer (2) | lunches (2) | Jimmy (2) | hen (1) |

### ➤ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| hay•stack | chick•en | trac•tor |
| any•thing | lunch•es | ex•ci•ted |
| Stan•ley | Jimm•y | an•i•mals |
| far•mer | o•ver | con•stric•tor |

## ➥ Deleting Syllables

"Say **haystack**. Say it again, but don't say **stack**." (hay)
"Say **haystack** again. Now say it again, but don't say **hay**." (stack)
"Say **tractor**. Say it again, but don't say **tor**." (track)
"Say **without**. Say it again, but don't say **with**." (out)
"Say **farmer**. Say it again, but don't say **far**." (mer)

## ➥ Adding Syllables

"Say **scream**. Say it again and add **ing**." (screaming)
"Say **cry**. Say it again and add **ing**." (crying)
"Say **yell**. Say it again and add **ing**." (yelling)
"Say **eat**. Say it again and add **ing**." (eating)
"Say **throw**. Say it again and add **ing**." (throwing)

# RHYMING ━━━━━━━━━━━

## ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| how • cow | sad • mad | trip • hit |
| pet • bet | egg • leg | head • said |
| farm • fall | corn • hen | threw • knew |

## ➥ Discriminating Rhymes

"Which word does not rhyme?"

found • around • <u>brought</u>          <u>egg</u> • hen • pen
<u>were</u> • their • hair          sad • <u>face</u> • mad
eat • meet • <u>cow</u>          broke • yolk • <u>bus</u>

## ➥ Matching Rhymes

"Which word rhymes with **cow**?  caught • <u>how</u>"
"Which word rhymes with **fell**?  <u>tell</u> • face"
"Which word rhymes with **pig**?  hit • <u>big</u>"
"Which word rhymes with **eat**?  <u>meet</u> • see"
"Which word rhymes with **pet**?  fell • <u>bet</u>"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | |
|---|---|---|
| egg | threw | head |
| cow | ran | mad |
| fall | pet | hit |

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## SOUND AWARENESS ━━━━━━

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➤ Initial Sound Play

"**Boa** begins with /**b**/. Let's make up silly words that begin with the /**b**/ sound."
"Say your name, beginning with the /**b**/ sound."
"Name five things in the classroom. Begin each one with the /**b**/ sound."
"Name five animals. Begin each one with the /**b**/ sound."

### ➤ Identifying Words Beginning with a Given Sound

"Which words begin with the /**f**/ sound?  kid • <u>farmer</u> • <u>finally</u>"
"Which words begin with the /**s**/ sound?  <u>screaming</u> • <u>squawking</u> • throwing"
"Which words begin with the /**k**/ sound?  <u>corn</u> • chickens • <u>constrictor</u>"
"Which words begin with the /**h**/ sound?  tractor • <u>hen</u> • <u>hurry</u>"
"Which words begin with the /**j**/ sound?  missed • <u>Jenny</u> • <u>Jimmy</u>"

### ➤ Blending Monosyllable Words—**Onset-Rime**

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| f•ell | t•ook | f•arm | h•air |
| c•orn | h•it | l•ike | f•ace |
| r•an | s•ad | l•aid | r•ight |
| h•en | b•us | h•ead | f•ound |

### ➤ Blending Monosyllable Words—**Onset-Rime (Blends)**

"Blend these sounds together to make a word from the story."

| | | | | |
|---|---|---|---|---|
| sch•ool | thr•ew | br•ought | br•oke | tr•ip |

### ➤ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| e•gg | d•u•ll | r•igh•t | b•u•s•y |
| c•ow | b•o•a | f•a•ll | p•i•g•s |
| kn•ew | h•ea•d | o•v•er | s•e•n•se |
| p•e•t | f•a•ce | th•r•ew | J•i•mm•y |

# ➥ Matching Initial Sounds

"Which word begins with the same sound as **cow**?  pet • <u>corn</u>"
"Which word begins with the same sound as **threw**?  <u>thought</u> • face"
"Which word begins with the same sound as **hen**?  ducked • <u>happened</u>"
"Which word begins with the same sound as **boa**?  <u>because</u> • mean"
"Which word begins with the same sound as **lunches**?  heard • <u>left</u>"

# ➥ Identifying the Initial Sound of Three Words

"What sound do **right**, **ran**, and **really** begin with?"  (/r/)
"What sound do **class**, **constrictor**, and **kind** begin with?"  (/k/)
"What sound do **laid**, **landed**, and **lunches** begin with?"  (/l/)
"What sound do **farm**, **fell**, and **found** begin with?"  (/f/)
"What sound do **haystack**, **hen**, and **hurry** begin with?"  (/h/)

# ➥ Identifying the Final Sound of Two Words

"What sound do **chicken** and **corn** end with?"  (/n/)
"What sound do **sad** and **around** end with?"  (/d/)
"What sound do **bus** and **class** end with?"  (/s/)
"What sound do **eat** and **left** end with?"  (/t/)
"What sound do **bus** and **face** end with?"  (/s/)

# ➥ Discriminating Initial Sounds

"Which word has a different beginning sound?"

corn • <u>trip</u> • crying                          Jenny • <u>chickens</u> • Jimmy
found • farmer • <u>broke</u>                      screaming • suppose • <u>exciting</u>
<u>wife</u> • busy • boa                              <u>class</u> • lunches • left

# ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

boa (/b/)                    Jimmy (/j/)                    right (/r/)
hair (/h/)                   left (/l/)                       why (/w/)
farm (/f/)                   never (/n/)                   threw (/th/)
corn (/k/)                   pigs (/p/)                     Marianne (/m/)

# ➥ Substituting Initial Sounds

"Say **house**.  Now say it with **/m/** instead of **/h/**."  (mouse)
"Say **fell**.  Now say it with **/s/** instead of **/f/**."  (sell)
"Say **corn**.  Now say it with **/b/** instead of **/k/**."  (born)
"Say **hen**.  Now say it with **/d/** instead of **/h/**."  (den)
"Say **laid**.  Now say it with **/p/** instead of **/l/**."  (paid)

## ➥ Identifying Final Sounds

"What sound does the word _____ end with?"

egg (/g/)            pet (/t/)            found (/d/)
house (/s/)          farm (/m/)           well (/l/)
took (/k/)           trip (/p/)           ran (/n/)

## ➥ Substituting Final Sounds

"Say **corn**. Now say it with **/d/** instead of **/n/**." (cord)
"Say **hen**. Now say it with **/d/** instead of **/n/**." (head)
"Say **face**. Now say it with **/k/** instead of **/s/**." (fake)
"Say **wife**. Now say it with **/t/** instead of **/f/**." (white)
"Say **class**. Now say it with **/p/** instead of **/s/**." (clap)

## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

out (ou•t)           bus (b•u•s)          pigs (p•i•g•s)
see (s•ee)           corn (c•or•n)        broke (b•r•o•ke)
eat (ea•t)           laid (l•ai•d)        ducked (d•u•ck•ed)
she (sh•e)           eggs (e•gg•s)        Jimmy (J•i•mm•y)
know (kn•ow)         wife (w•i•fe)        never (n•e•v•er)

## ➥ Deleting Initial Sounds

"Say **farm**. Say it again, but don't say **/f/**." (arm)
"Say **mad**. Say it again, but don't say **/m/**." (add)
"Say **hit**. Say it again, but don't say **/h/**." (it)
"Say **laid**. Say it again, but don't say **/l/**." (aid)
"Say **face**. Say it again, but don't say **/f/**." (ace)

## ➥ Deleting Final Sounds

"Say **corn**. Say it again, but don't say **/n/**." (core)
"Say **meet**. Say it again, but don't say **/t/**." (me)
"Say **wife**. Say it again, but don't say **/f/**." (why)
"Say **laid**. Say it again, but don't say **/d/**." (lay)
"Say **farm**. Say it again, but don't say **/m/**." (far)

## ➥ Deleting Sounds in Blends

"Say **brought**. Say it again, but don't say **/r/**." (bought)
"Say **trip**. Say it again, but don't say **/t/**." (rip)
"Say **throwing**. Say it again, but don't say **/th/**." (rowing)
"Say **crashes**. Say it again, but don't say **/k/**." (rashes)
"Say **flying**. Say it again, but don't say **/f/**." (lying)

# The Five Chinese Brothers
by Claire Huchet Bishop and Kurt Wiese

## WORD AWARENESS

➥ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➥ Read the story aloud, omitting words. Have the students tell the missing words.

➥ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➥ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- only it fair is
  (It is only fair.)

- higher fire the roared
  (The fire roared higher.)

- that sleep was good a
  (That was a good sleep.)

- little delighted the boy was
  (The little boy was delighted.)

- hard very it is hold to the sea
  (It is very hard to hold the sea.)

- he drowned simply not could be
  (He simply could not be drowned.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➥ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | |
|---|---|---|
| Chinese (2) | obey (2) | swallow (2) |
| himself (2) | beautiful (3) | waves (1) |
| fantastic (3) | execution (4) | wood (1) |
| sea (1) | overboard (3) | innocent (3) |

### ➥ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| some•how | o•cean | beau•ti•ful |
| him•self | swall•ow | un•cov•ered |
| smil•ing | fan•tas•tic | re•mem•ber |

## ➥ Deleting Syllables

"Say **obey**. Say it again, but don't say **o**." (bay)
"Say **overboard**. Say it again, but don't say **board**." (over)
"Say **disappeared**. Say it again, but don't say **dis**." (appeared)
"Say **remember**. Say it again, but don't say **re**." (member)
"Say **innocent**. Say it again, but don't say **inno**." (cent)

## ➥ Adding Syllables

"Say **covered**. Say it again, beginning with **un**." (uncovered)
"Say **appeared**. Say it again, beginning with **dis**." (disappeared)
"Say **definitely**. Say it again, beginning with **in**." (indefinitely)

# RHYMING

## ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| mother • brother | rare • fair | place • face |
| sea • beach | price • sign | higher • fire |
| could • should | day • say | boat • tied |

## ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| shore • <u>sell</u> • door | <u>far</u> • all • call | <u>hold</u> • day • away |
| bed • fled • <u>back</u> | blow • go • <u>boy</u> | bid • rid • <u>great</u> |
| right • tight • <u>ran</u> | stake • <u>neck</u> • make | <u>come</u> • should • would |

## ➥ Matching Rhymes

"Which word rhymes with **done**? <u>one</u> • ran"
"Which word rhymes with **said**? <u>head</u> • sell"
"Which word rhymes with **no**? not • <u>blow</u>"
"Which word rhymes with **fire**? far • <u>higher</u>"
"Which word rhymes with **mother**? <u>brother</u> • breath"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | | |
|---|---|---|---|
| five | fair | bed | bit |
| sea | sell | make | boat |
| hold | day | high | fire |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the **/f/** sound?  weather • <u>fire</u> • <u>face</u>"
"Which words begin with the **/s/** sound?  <u>sea</u> • <u>swallow</u> • neck"
"Which words begin with the **/b/** sound?  village • <u>begged</u> • <u>beautiful</u>"
"Which words begin with the **/m/** sound?  <u>mouth</u> • <u>mother</u> • sword"
"Which words begin with the **/th/** sound?  far • <u>third</u> • <u>thrown</u>"

### ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| f•ive | f•ish | f•ourth | s•ign |
| s•ea | h•ead | l•egs | sh•ells |
| b•oat | b•each | n•eck | f•air |

### ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| pr•ice | br•eath | cr•eam |
| thr•own | str•etch | tr•ied |

### ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| th•ey | f•i•sh | th•ir•d |
| t•i•me | d•r•y | p•eo•p•le |
| c•augh•t | m•ou•th | f•a•s•t |
| s•i•gn | j•u•dge | w•ea•th•er |

### ➥ Matching Initial Sounds

"Which word begins with the same sound as **smother**?  <u>second</u> • prison"
"Which word begins with the same sound as **pebbles**?  treasures • <u>pockets</u>"
"Which word begins with the same sound as **beach**?  <u>breath</u> • pulled"
"Which word begins with the same sound as **shore**?  <u>shouted</u> • sleep"
"Which word begins with the same sound as **fire**?  promised • <u>first</u>"

## ➥ Identifying the Initial Sound of Three Words

"What sound do **comfortable**, **cut**, and **cannot** begin with?" (/k/)
"What sound do **bobbing**, **burned**, and **bottom** begin with?" (/b/)
"What sound do **fantastic**, **far**, and **fair** begin with?" (/f/)
"What sound do **legs**, **little**, and **looked** begin with?" (/l/)
"What sound do **witness**, **went**, and **waves** begin with?" (/w/)

## ➥ Identifying the Final Sound of Two Words

"What sound do **stake** and **alike** end with?" (/k/)
"What sound do **prison** and **alone** end with?" (/n/)
"What sound do **village** and **judge** end with?" (/j/)
"What sound do **mouth** and **breath** end with?" (/th/)
"What sound do **fair** and **mother** end with?" (/r/)

## ➥ Discriminating Initial Sounds

"Which word has a different beginning sound?"

brick • brother • <u>second</u>          desperate • <u>morning</u> • decided
people • <u>higher</u> • pulled          <u>fishing</u> • pockets • promised
years • yes • <u>little</u>          shore • shells • <u>sea</u>

## ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

Chinese (/ch/)          swallow (/s/)          mouth (/m/)
caught (/k/)          burned (/b/)          great (/g/)
weather (/w/)          remember (/r/)          disappeared (/d/)
third (/th/)          shells (/sh/)          legs (/l/)

## ➥ Substituting Initial Sounds

"Say **weather**. Now say it with **/l/** instead of **/w/**." (leather)
"Say **fourth**. Now say it with **/n/** instead of **/f/**." (north)
"Say **shut**. Now say it with **/k/** instead of **/sh/**." (cut)
"Say **burst**. Now say it with **/w/** instead of **/b/**." (worst)
"Say **meant**. Now say it with **/s/** instead of **/m/**." (sent)

## ➥ Identifying Final Sounds

"What sound does the word _____ end with?"

brother (/r/)          bottom (/m/)          off (/f/)
beach (/ch/)          strange (/j/)          neck (/k/)
five (/v/)          hard (/d/)          ocean (/n/)

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## ➥ Substituting Final Sounds

"Say **thrown**. Now say it with **/t/** instead of **/n/**." (throat)
"Say **beach**. Now say it with **/d/** instead of **/ch/**." (bead)
"Say **fish**. Now say it with **/t/** instead of **/sh/**." (fit)
"Say **breath**. Now say it with **/d/** instead of **/th/**." (bread)
"Say **home**. Now say it with **/p/** instead of **/m/**." (hope)

## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| sea (s•ea) | sell (s•e•ll) | great (g•r•ea•t) |
| boy (b•oy) | judge (j•u•dge) | people (p•eo•p•le) |
| off (o•ff) | shook (sh•oo•k) | pushed (p•u•sh•ed) |
| my (m•y) | boat (b•oa•t) | breath (b•r•ea•th) |
| me (m•e) | obey (o•b•ey) | first (f•ir•s•t) |

## ➥ Deleting Initial Sounds

"Say **burned**. Say it again, but don't say **/b/**." (earned)
"Say **shore**. Say it again, but don't say **/sh/**." (or)
"Say **mother**. Say it again, but don't say **/m/**." (other)
"Say **fair**. Say it again, but don't say **/f/**." (air)
"Say **hand**. Say it again, but don't say **/h/**." (and)

## ➥ Deleting Final Sounds

"Say **stake**. Say it again, but don't say **/k/**." (stay)
"Say **time**. Say it again, but don't say **/m/**." (tie)
"Say **fourth**. Say it again, but don't say **/th/**." (four)
"Say **place**. Say it again, but don't say **/s/**." (play)
"Say **beach**. Say it again, but don't say **/ch/**." (bee)

## ➥ Deleting Sounds in Blends

"Say **great**. Say it again, but don't say **/r/**." (gate)
"Say **blow**. Say it again, but don't say **/b/**." (low)
"Say **swelling**. Say it again, but don't say **/w/**." (selling)
"Say **fled**. Say it again, but don't say **/f/**." (led)
"Say **struck**. Say it again, but don't say **/s/**." (truck)

# The Gingerbread Man retold by Brenda Parkes and Judith Smith

## WORD AWARENESS

➥ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➥ Read the story aloud, omitting words. Have the students tell the missing words.

➥ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➥ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| gingerbread (3) | faster (2) | river (2) | tightly (2) |
| woman (2) | fox (1) | butter (2) | swam (1) |
| man (1) | bake (1) | gobbled (2) | cat (1) |
| oven (2) | closer (2) | suddenly (3) | sugar (2) |

### ➥ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| wo•man | cherr•ies | riv•er |
| butt•er | go•ing | carr•y |
| bod•y | fas•ter | tight•ly |

### ➥ Deleting Syllables

"Say **gingerbread**. Say it again, but don't say **bread**." (ginger)
"Say **gingerbread** again. Now say it again, but don't say **ginger**." (bread)
"Say **cooking**. Say it again, but don't say **ing**." (cook)
"Say **tightly**. Say it again, but don't say **ly**." (tight)
"Say **faster**. Say it again, but don't say **fas**." (ter)

## RHYMING

### ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| can • man | old • out | climb • I'm |
| time • there | ran • girl | up • cup |
| bread • said | two • you | tight • bite |

### ➥ Matching Rhymes

"Which word rhymes with **man**?  old • <u>ran</u>"
"Which word rhymes with **bread**?  <u>head</u> • legs"
"Which word rhymes with **two**?  soon • <u>you</u>"
"Which word rhymes with **bite**?  eat • <u>tight</u>"
"Which word rhymes with **cried**?  climb • <u>wide</u>"

### ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | | |
|---|---|---|---|
| ran | fox | dog | feet |
| head | stop | wide | bake |
| door | boy | tight | snap |
| eat | cat | back | nose |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Initial Sound Play

"**Gingerbread** begins with **/j/**. Let's make up silly words that begin with the **/j/** sound."
"Say your name, beginning with the **/j/** sound."
"Name five things in the classroom. Begin each one with the **/j/** sound."
"Name five animals. Begin each one with the **/j/** sound."

### ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the **/m/** sound?  <u>man</u> • <u>me</u> • help"
"Which words begin with the **/s/** sound?  <u>stop</u> • body • <u>spoon</u>"
"Which words begin with the **/j/** sound?  hungry • <u>jumped</u> • <u>gingerbread</u>"
"Which words begin with the **/k/** sound?  <u>catch</u> • little • <u>called</u>"
"Which words begin with the **/f/** sound?  dog • <u>fox</u> • <u>faster</u>"

## ➥ Generating Words Beginning with a Given Sound

"Name as many words as you can that begin with the **/j/** sound."

## ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| d•oor | c•up | m•outh | c•atch |
| m•an | b•owl | g•ood | f•ox |
| b•ake | l•egs | d•own | c•at |
| m•ilk | n•ose | f•ast | f•eet |

## ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| tr•ees | sm•ells | fl•our |
| sw•am | st•op | thr•ough |
| sn•ap | sp•oon | cr•ied |

## ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| h•e | d•ow•n | r•ea•d•y | m•e•l•t |
| t•i•me | g•ir•l | s•t•o•p | c•l•i•mb |
| h•i•m | c•a•tch | p•a•s•t | l•i•tt•le |
| m•ou•th | c•r•ie•d | r•i•v•er | f•a•s•t•er |

## ➥ Matching Initial Sounds

"Which word begins with the same sound as **fox**?  <u>flour</u> • climb"
"Which word begins with the same sound as **help**?  <u>head</u> • dog"
"Which word begins with the same sound as **girl**?  catch • <u>gobbled</u>"
"Which word begins with the same sound as **little**?  nose • <u>legs</u>"
"Which word begins with the same sound as **mouth**?  <u>measured</u> • arms"

## ➥ Identifying the Initial Sound of Three Words

"What sound do **mixed**, **man**, and **milk** begin with?"  (/m/)
"What sound do **good**, **gobbled**, and **got** begin with?"  (/g/)
"What sound do **butter**, **bake**, and **body** begin with?"  (/b/)
"What sound do **stop**, **steps**, and **swam** begin with?"  (/s/)
"What sound do **can**, **catch**, and **cat** begin with?"  (/k/)

## ➦ Identifying the Final Sound of Two Words

"What sound do **run** and **man** end with?" (/n/)
"What sound do **climb** and **him** end with?" (/m/)
"What sound do **snap** and **up** end with?" (/p/)
"What sound do **wet** and **eat** end with?" (/t/)
"What sound do **flour** and **ginger** end with?" (/r/)

## ➦ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | | |
|---|---|---|---|
| gingerbread (/j/) | faster (/f/) | dog (/d/) | bake (/b/) |
| fox (/f/) | can't (/k/) | woman (/w/) | stop (/s/) |
| head (/h/) | run (/r/) | mouth (/m/) | nose (/n/) |

## ➦ Substituting Initial Sounds

"Say **man**. Now say it with **/r/** instead of **/m/**." (ran)
"Say **fox**. Now say it with **/b/** instead of **/f/**." (box)
"Say **bake**. Now say it with **/l/** instead of **/b/**." (lake)
"Say **nose**. Now say it with **/t/** instead of **/n/**." (toes)
"Say **river**. Now say it with **/sh/** instead of **/r/**." (shiver)

## ➦ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| man (/n/) | bake (/k/) | stop (/p/) |
| head (/d/) | girl (/l/) | dog (/g/) |
| over (/r/) | fox (/s/) | mouth (/th/) |

## ➦ Substituting Final Sounds

"Say **can**. Now say it with **/t/** instead of **/n/**." (cat)
"Say **bread**. Now say it with **/th/** instead of **/d/**." (breath)
"Say **cup**. Now say it with **/t/** instead of **/p/**." (cut)
"Say **run**. Now say it with **/b/** instead of **/n/**." (rub)
"Say **both**. Now say it with **/t/** instead of **/th/**." (boat)

## ➦ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| me (m•e) | ran (r•a•n) | fast (f•a•s•t) |
| up (u•p) | catch (c•a•tch) | stop (s•t•o•p) |
| he (h•e) | cat (c•a•t) | river (r•i•v•er) |
| you (y•ou) | wet (w•e•t) | fox (f•o•x) |
| out (ou•t) | head (h•ea•d) | climb (c•l•i•mb) |

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### ➥ Deleting Initial Sounds

"Say **fox**. Say it again, but don't say **/f/**." (ox)
"Say **nose**. Say it again, but don't say **/n/**." (O's)
"Say **legs**. Say it again, but don't say **/l/**." (eggs)
"Say **cup**. Say it again, but don't say **/k/**." (up)
"Say **girl**. Say it again, but don't say **/g/**." (Earl)

### ➥ Deleting Final Sounds

"Say **feet**. Say it again, but don't say **/t/**." (fee)
"Say **bake**. Say it again, but don't say **/k/**." (bay)
"Say **wide**. Say it again, but don't say **/d/**." (why)
"Say **nose**. Say it again, but don't say **/z/**." (no)
"Say **bite**. Say it again, but don't say **/t/**." (by)

### ➥ Deleting Sounds in Blends

"Say **swam**. Say it again, but don't say **/w/**." (Sam)
"Say **stop**. Say it again, but don't say **/s/**." (top)
"Say **smells**. Say it again, but don't say **/m/**." (sells)
"Say **climb**. Say it again, but don't say **/k/**." (lime)
"Say **spoon**. Say it again, but don't say **/p/**." (soon)

# The Grouchy Ladybug by Eric Carle

## WORD AWARENESS

➤ As you read aloud from the book, have students point to individual words and then count the number of words in the sentence.

➤ Read the story aloud, omitting words. Have the students tell the missing words.

➤ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➤ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | |
|---|---|---|
| grouchy (2) | ladybug (3) | skunk (1) |
| morning (2) | yellow (2) | constrictor (3) |
| fight (1) | gorilla (3) | lunch (1) |
| insist (2) | rhinoceros (4) | aphids (2) |
| big (1) | lobster (2) | fireflies (2) |
| friendly (2) | eleven (3) | mantis (2) |

### ➤ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | |
|---|---|
| a•phids | friend•ly |
| lob•ster | e•lev•en |
| jack•et | hy•e•na |
| grou•chy | la•dy•bug |
| yell•ow | go•rill•a |

### ➤ Deleting Syllables

"Say **ladybug**. Say it again, but don't say **bug**. " (lady)
"Say **friendly**. Say it again, but don't say **ly**." (friend)
"Say **lobster**. Say it again, but don't say **ster**." (lob)
"Say **grouchy**. Say it again, but don't say **grou**." (chy)
"Say **aphids**. Say it again, but don't say **a**." (phids)

## ➥ Reversing Syllables

"Say _____. Now switch the parts."

ladybug (bug•lady)          yellow (ow•yell)          morning (ning•mor)
mantis (tis•man)            friendly (ly•friend)      insist (sist•in)

## RHYMING ━━━━━━━

### ➥ Recognizing Rhymes

"Do these words rhyme?"

you • flew            seven • eleven          five • four
fight • night         horn • hat              hey • say
bug • big             tail • whale            mine • fine
chest • rest          fin • pin               eight • night

### ➥ Discriminating Rhymes

"Which word does not rhyme?"

<u>sit</u> • bug • rug          fight • right • <u>give</u>       seven • eleven • <u>six</u>
whale • tail • <u>teeth</u>     big • <u>box</u> • dig            <u>ate</u> • flew • you
eight • <u>one</u> • gate       line • <u>dog</u> • mine          moon • soon • <u>man</u>

### ➥ Matching Rhymes

"Which word rhymes with **whale**?  tall • <u>tail</u>"
"Which word rhymes with **fight**?  <u>right</u> • fan"
"Which word rhymes with **horn**?  heart • <u>born</u>"
"Which word rhymes with **flew**?  fly • <u>two</u>"
"Which word rhymes with **trunk**?  <u>skunk</u> • snake"

### ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

bug              whale            horn             mine
flew             moon             five             eight
night            big              trunk            fin
share            beak             claw             land

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## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Initial Sound Play

"**Ladybug** begins with /l/. Let's make up new silly words that all begin with the /l/ sound."
"Say your name, beginning with the /l/ sound."
"Name five things in the classroom. Begin each one with the /l/ sound."
"Name five animals. Begin each one with the /l/ sound."

### ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the /**l**/ sound?  <u>ladybug</u> • <u>legs</u> • want"
"Which words begin with the /**f**/ sound?  <u>five</u> • grouchy • <u>fight</u>"
"Which words begin with the /**m**/ sound?  lunch • <u>met</u> • <u>moon</u>"
"Which words begin with the /**g**/ sound?  <u>gorilla</u> • hyena • <u>grouchy</u>"
"Which words begin with the /**t**/ sound?  chest • <u>tail</u> • <u>teeth</u>"

### ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| f•ight | t•eeth | f•ive |
| m•oon | ch•est | f•in |
| sh•are | h•orn | l•eaf |
| n•ine | wh•ale | b•eak |

### ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| fl•ew | sl•eep | tr•unk | sk•unk |
| st•ag | sl•ap | thr•ee | cl•aws |

### ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| o•ff | f•i•ght | sh•ar•p |
| y•ou | b•i•g | l•i•f•t |
| h•ey | s•ai•d | s•n•a•ke |
| i•f | t•e•n | ch•e•s•t |
| b•u•g | f•l•ew | t•u•s•k |
| m•i•ne | c•l•aw | s•k•u•n•k |

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### ➥ Matching Initial Sounds

"Which word begins with the same sound as **ladybug**?  <u>leaf</u> • moon"
"Which word begins with the same sound as **gorilla**?  flew • <u>grouchy</u>"
"Which word begins with the same sound as **hyena**?  <u>hey</u> • fight"
"Which word begins with the same sound as **lobster**?  <u>lunch</u> • fin"
"Which word begins with the same sound as **whale**?  you • <u>want</u>"

### ➥ Identifying the Initial Sound of Three Words

"What sound do **fight**, **five**, and **fin** begin with?"  (/f/)
"What sound do **lobster**, **ladybug**, and **left** begin with?"  (/l/)
"What sound do **big**, **beak**, and **boa** begin with?"  (/b/)
"What sound do **ten**, **tail**, and **teeth** begin with?"  (/t/)
"What sound do **sun**, **saw**, and **said** begin with?"  (/s/)

### ➥ Identifying the Final Sound of Two Words

"What sound do **leaf** and **off** end with?"  (/f/)
"What sound do **moon** and **horn** end with?"  (/n/)
"What sound do **bug** and **big** end with?"  (/g/)
"What sound do **eight** and **fight** end with?"  (/t/)
"What sound do **all** and **whale** end with?"  (/l/)

### ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | | |
|---|---|---|---|
| ladybug (/l/) | lobster (/l/) | hyena (/h/) | rhinoceros (/r/) |
| whale (/wh/) | skunk (/s/) | gorilla (/g/) | beetle (/b/) |

### ➥ Substituting Initial Sounds

"Say **whale**.  Now say it with **/s/** instead of **/wh/**."  (sale)
"Say **horn**.  Now say it with **/b/** instead of **/h/**."  (born)
"Say **five**.  Now say it with **/d/** instead of **/f/**."  (dive)
"Say **teeth**.  Now say it with **/r/** instead of **/t/**."  (wreath)
"Say **mine**.  Now say it with **/sh/** instead of **/m/**."  (shine)

### ➥ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | | |
|---|---|---|---|
| leaf (/f/) | fight (/t/) | leg (/g/) | sharp (/p/) |
| tail (/l/) | moon (/n/) | beak (/k/) | lunch (/ch/) |
| aphid (/d/) | teeth (/th/) | lobster (/r/) | five (/v/) |

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## ➡ Substituting Final Sounds

"Say **leaf**. Now say it with **/n/** instead of **/f/**." (lean)
"Say **sharp**. Now say it with **/k/** instead of **/p/**." (shark)
"Say **leg**. Now say it with **/t/** instead of **/g/**." (let)
"Say **mine**. Now say it with **/t/** instead of **/n/**." (might)
"Say **eight**. Now say it with **/m/** instead of **/t/**." (aim)

## ➡ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| if (i•f) | fight (f•igh•t) | aphid (a•ph•i•d) |
| show (sh•ow) | mine (m•i•ne) | legs (l•e•g•s) |
| out (ou•t) | said (s•ai•d) | chest (ch•e•s•t) |
| at (a•t) | big (b•i•g) | enough (e•n•ou•gh) |

## ➡ Deleting Initial Sounds

"Say **fin**. Say it again, but don't say **/f/**." (in)
"Say **whale**. Say it again, but don't say **/wh/**." (ail)
"Say **fight**. Say it again, but don't say **/f/**." (ight)
"Say **teeth**. Say it again, but don't say **/t/**." (eeth)
"Say **sparrow**. Say it again, but don't say **/sp/**." (arrow)

## ➡ Deleting Final Sounds

"Say **moon**. Say it again, but don't say **/n/**." (moo)
"Say **leaf**. Say it again, but don't say **/f/**." (Lee)
"Say **beak**. Say it again, but don't say **/k/**." (bee)
"Say **eight**. Say it again, but don't say **/t/**." (A)
"Say **mine**. Say it again, but don't say **/n/**." (my)

## ➡ Deleting Sounds in Blends

"Say **stag**. Say it again, but don't say **/s/**." (tag)
"Say **claw**. Say it again, but don't say **/k/**." (law)
"Say **slap**. Say it again, but don't say **/s/**." (lap)
"Say **flew**. Say it again, but don't say **/f/**." (Lou)
"Say **sleep**. Say it again, but don't say **/l/**." (seep)

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# The Hat by Jan Brett

## WORD AWARENESS

➡ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➡ Read the story aloud, omitting words. Have the students tell the missing words.

➡ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➡ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- startled the looked pony
  (The pony looked startled.)

- on the winter was way
  (Winter was on the way.)

- silly come hedgehog back you
  (Come back you silly hedgehog.)

- Hedgie on what's head your that
  (What's that on your head, Hedgie?)

- alone just Hedgie wanted to be
  (Hedgie just wanted to be alone.)

- I now magnificent wearing am a hat
  (Now I am wearing a magnificent hat.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➡ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | |
|---|---|---|
| winter (2) | hen (1) | puppies (2) |
| Lisa (2) | beautiful (3) | ran (1) |
| outside (2) | hedgehog (2) | icy (2) |
| wind (1) | tomorrow (3) | ridiculous (4) |
| curious (3) | cat (1) | animals (3) |
| prickles (2) | snowstorm (2) | magnificent (4) |

## ➥ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| ma•ma | pupp•ies | to•morr•ow |
| stock•ing | miss•ing | beau•ti•ful |
| hedge•hog | win•ter | ri•dic•u•lous |

## ➥ Deleting Syllables

"Say **hedgehog**. Say it again, but don't say **hedge**." (hog)
"Say **friendly**. Say it again, but don't say **ly**." (friend)
"Say **outside**. Say it again, but don't say **out**." (side)
"Say **everyone**. Say it again, but don't say **one**." (every)
"Say **gander**. Say it again, but don't say **der**." (gan)

## ➥ Reversing Syllables

"Say _____. Now switch the parts."

| | |
|---|---|
| snowstorm (storm•snow) | hedgehog (hog•hedge) |
| clothesline (line•clothes) | everyone (one•every) |

# RHYMING

## ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| blew • flew | hen • den | hat • cat |
| line • mine | head • red | dry • wind |
| found • farm | ran • can | snows • nose |

## ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| nose • blows • <u>hand</u> | dog • <u>dry</u> • hog | tickles • prickles • <u>poked</u> |
| <u>hen</u> • cat • hat | <u>keep</u> • ran • can | <u>strong</u> • den • hen |
| cold • old • <u>cozy</u> | <u>your</u> • new • you | chicks • <u>rains</u> • picks |

## ➥ Matching Rhymes

"Which word rhymes with **head**? <u>red</u> • hang"
"Which word rhymes with **tree**? dog • <u>she</u>"
"Which word rhymes with **fall**? up • <u>all</u>"
"Which word rhymes with **clothes**? <u>nose</u> • chase"
"Which word rhymes with **dry**? he • <u>my</u>"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | |
|---|---|---|
| hen | line | look |
| chest | nose | dry |
| hat | chicks | tree |
| air | head | pig |
| blew | ran | thing |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Initial Sound Play

"**Hedgehog** and **hat** begin with /**h**/. Let's make up silly words that begin with the /**h**/ sound."
"Say your name, beginning with the /**h**/ sound."
"Name five things in the classroom. Begin each one with the /**h**/ sound."
"Name five animals. Begin each one with the /**h**/ sound."

### ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the /**h**/ sound?  <u>head</u> • ran • <u>hand</u>"
"Which words begin with the /**w**/ sound?  <u>winter</u> • <u>wear</u> • barked"
"Which words begin with the /**s**/ sound?  <u>squealed</u> • icy • <u>snow</u>"
"Which words begin with the /**p**/ sound?  farm • <u>puppies</u> • <u>pony</u>"
"Which words begin with the /**k**/ sound?  <u>cozy</u> • laugh • <u>cat</u>"

### ➥ Generating Words Beginning with a Given Sound

"Name as many words as you can that begin with the /**h**/ sound."

### ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| t•ook | n•ose | r•an | k•eep |
| ch•est | h•ead | d•own | b•arn |
| w•ind | h•en | h•onk | w•arm |
| f•ound | ch•icks | l•augh | p•ig |

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## ➡ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| dr•y | bl•ew | str•aw |
| st•uck | str•ong | sn•ows |

## ➡ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| o•ff | c•a•t | d•e•n | L•i•s•a |
| y•ou | p•a•tch | th•ough•t | p•o•n•y |
| w•ar•m | i•c•y | l•i•tt•le | r•ai•n•s |

## ➡ Matching Initial Sounds

"Which word begins with the same sound as **hedgehog**?  wearing • <u>hand</u>"
"Which word begins with the same sound as **laughing**?  <u>Lisa</u> • silly"
"Which word begins with the same sound as **farm**?  <u>fit</u> • puppies"
"Which word begins with the same sound as **barn**?  clucked • <u>beautiful</u>"
"Which word begins with the same sound as **mother**?  chicks • <u>meow</u>"

## ➡ Identifying the Initial Sound of Three Words

"What sound do **purred**, **puppies**, and **pony** begin with?" (/p/)
"What sound do **ran**, **ridiculous**, and **rains** begin with?" (/r/)
"What sound do **watching**, **wind**, and **what** begin with?" (/w/)
"What sound do **stocking**, **snowstorm**, and **silly** begin with?" (/s/)
"What sound do **caught**, **clothes**, and **cat** begin with?" (/k/)

## ➡ Identifying the Final Sound of Two Words

"What sound do **barn** and **ran** end with?" (/n/)
"What sound do **look** and **oink** end with?" (/k/)
"What sound do **hat** and **fit** end with?" (/t/)
"What sound do **head** and **hand** end with?" (/d/)
"What sound do **him** and **farm** end with?" (/m/)

## ➡ Discriminating Initial Sounds

"Which word has a different beginning sound?"

| | |
|---|---|
| chicks • chasing • <u>tree</u> | <u>ran</u> • friendly • fall |
| <u>caught</u> • straw • stocking | wanted • <u>laughing</u> • wear |
| pulled • pig • <u>den</u> | <u>clothes</u> • Hedgie • hen |

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## ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | | |
|---|---|---|---|
| stocking (/s/) | barked (/b/) | wind (/w/) | thing (/th/) |
| laughed (/l/) | cozy (/k/) | shouted (/sh/) | den (/d/) |
| Hedgie (/h/) | ran (/r/) | chicks (/ch/) | pulled (/p/) |
| funny (/f/) | giggled (/g/) | my (/m/) | taken (/t/) |

## ➥ Substituting Initial Sounds

"Say **den**. Now say it with **/m/** instead of **/d/**." (men)
"Say **thinking**. Now say it with **/s/** instead of **/th/**." (sinking)
"Say **caught**. Now say it with **/th/** instead of **/k/**." (thought)
"Say **hand**. Now say it with **/s/** instead of **/h/**." (sand)
"Say **chasing**. Now say it with **/r/** instead of **/ch/**." (racing)

## ➥ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| oink (/k/) | pony (/ee/) | dog (/g/) |
| him (/m/) | winter (/r/) | barn (/n/) |
| cold (/d/) | fresh (/sh/) | off (/f/) |

## ➥ Substituting Final Sounds

"Say **nose**. Now say it with **/t/** instead of **/z/**." (note)
"Say **barn**. Now say it with **/k/** instead of **/n/**." (bark)
"Say **pig**. Now say it with **/l/** instead of **/g/**." (pill)
"Say **back**. Now say it with **/th/** instead of **/k/**." (bath)
"Say **hat**. Now say it with **/d/** instead of **/t/**." (had)

## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| am (a•m) | that (th•a•t) | noisy (n•oi•s•y) |
| each (ea•ch) | dry (d•r•y) | pony (p•o•n•y) |
| off (o•ff) | look (l•oo•k) | Hedgie (h•e•dg•ie) |
| at (a•t) | head (h•ea•d) | straw (s•t•r•aw) |
| know (kn•ow) | den (d•e•n) | cold (c•o•l•d) |

## ➥ Deleting Initial Sounds

"Say **head**. Say it again, but don't say **/h/**." (Ed)
"Say **girl**. Say it again, but don't say **/g/**." (Earl)
"Say **wear**. Say it again, but don't say **/w/**." (air)
"Say **fall**. Say it again, but don't say **/f/**." (all)
"Say **silly**. Say it again, but don't say **/s/**." (illy)

## ➥ Deleting Final Sounds

"Say **farm**.  Say it again, but don't say **/m/**."  (far)
"Say **nose**.  Say it again, but don't say **/z/**."  (no)
"Say **barn**.  Say it again, but don't say **/n/**."  (bar)
"Say **warm**.  Say it again, but don't say **/m/**."  (war)
"Say **line**.  Say it again, but don't say **/n/**."  (lie)

## ➥ Deleting Sounds in Blends

"Say **blew**.  Say it again, but don't say **/b/**."  (Lou)
"Say **dry**.  Say it again, but don't say **/r/**."  (die)
"Say **prickles**.  Say it again, but don't say **/r/**."  (pickles)
"Say **strong**.  Say it again, but don't say **/st/**."  (wrong)
"Say **still**.  Say it again, but don't say **/s/**."  (till)

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# The Jacket I Wear in the Snow by Shirley Neitzel

## WORD AWARENESS

➡ As you read aloud from the book, have students point to individual words and then count the number of words in the sentence.

➡ Read the story aloud, omitting words. Have the students tell the missing words.

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➡ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | |
|---|---|---|
| jacket (2) | stocking (2) | underwear (3) |
| stuck (1) | matches (2) | cover (2) |
| snow (1) | arm (1) | eyes (1) |
| woolly (2) | itchy (2) | mother (2) |
| red (1) | sweater (2) | zipper (2) |
| cap (1) | knee (1) | boots (1) |

### ➡ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| zipp•er | mitt•ens | un•der |
| wooll•y | itch•y | moth•er |
| stock•ing | sweat•er | un•der•wear |

### ➡ Adding Syllables

"Say **sweat**. Say it again and add **er**." (sweater)
"Say **stock**. Say it again and add **ing**." (stocking)
"Say **pinned**. Say it again, beginning with **un**." (unpinned)
"Say **zipped**. Say it again, beginning with **un**." (unzipped)
"Say **stuck**. Say it again, beginning with **un**." (unstuck)

## RHYMING

### ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | | |
|---|---|---|---|
| snow • blow | cap • tap | knee • my | socks • rocks |
| wear • hat | hang • rang | boots • cats | eyes • cries |
| red • ride | jeans • beans | hot • lot | long • sing |

### ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| snow • go • <u>hot</u> | warm • storm • <u>zip</u> | <u>drip</u> • hot • not |
| red • <u>hat</u> • head | <u>caught</u> • snap • cap | eyes • <u>tears</u> • flies |
| <u>stuck</u> • wear • hair | knee • me • <u>fat</u> | <u>arm</u> • beans • jeans |

### ➥ Matching Rhymes

"Which word rhymes with **cap**?  <u>lap</u> • sip"
"Which word rhymes with **knee**?  hot • <u>me</u>"
"Which word rhymes with **head**?  hide • <u>bed</u>"
"Which word rhymes with **snow**?  <u>show</u> • ice"
"Which word rhymes with **jacket**?  <u>packet</u> • jumping"

### ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | |
|---|---|---|
| snow | cap | eyes |
| wear | hang | fell |
| stuck | knee | socks |
| red | hot | too |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts.  For example, use colored cubes or blocks to represent individual sounds.  You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the /**m**/ sound?  red • <u>mittens</u> • <u>matches</u>"
"Which words begin with the /**s**/ sound?  <u>scarf</u> • hat • <u>snow</u>"
"Which words begin with the /**b**/ sound?  cover • <u>boots</u> • <u>big</u>"
"Which words begin with the /**l**/ sound?  <u>lot</u> • <u>long</u> • meets"
"Which words begin with the /**h**/ sound?  <u>hang</u> • knee • <u>head</u>"

## ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| r•ed | h•ead | b•oots |
| c•aught | w•arm | s•ocks |
| w•ear | j•eans | f•ell |
| c•ap | kn•ee | h•ot |

## ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| sn•ow | cr•ies | st•iff |
| st•uck | sc•arf | sl•ipped |

## ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| kn•ee | h•ea•d | j•ea•n•s | f•r•o•m |
| c•augh•t | f•e•ll | s•t•u•ck | p•u•ll•ed |
| r•e•d | i•tch•y | s•t•i•ff | s•o•ck•s |

## ➥ Matching Initial Sounds

"Which word begins with the same sound as **jacket**?  head • <u>jeans</u>"
"Which word begins with the same sound as **socks**?  <u>sweater</u> • boots"
"Which word begins with the same sound as **mittens**?  woolly • <u>matches</u>"
"Which word begins with the same sound as **cap**?  <u>caught</u> • snow"
"Which word begins with the same sound as **long**?  <u>lot</u> • cover"

## ➥ Identifying the Initial Sound of Three Words

"What sound do **sweater, scarf,** and **snow** begin with?" (/s/)
"What sound do **big, bunchy,** and **boots** begin with?" (/b/)
"What sound do **mother, mittens,** and **meets** begin with?" (/m/)
"What sound do **wear, woolly,** and **warm** begin with?" (/w/)
"What sound do **that, these,** and **this** begin with?" (/th/)

## ➥ Identifying the Final Sound of Two Words

"What sound do **warm** and **arm** end with?" (/m)
"What sound do **head** and **red** end with?" (/d/)
"What sound do **jacket** and **caught** end with?" (/t/)
"What sound do **scarf** and **stiff** end with?" (/f/)
"What sound do **cover** and **sweater** end with?" (/r/)

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## ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | | |
|---|---|---|---|
| jeans (/j/) | warm (/w/) | red (/r/) | mittens (/m/) |
| head (/h/) | cap (/k/) | bunchy (/b/) | fell (/f/) |
| sweater (/s/) | zipper (/z/) | long (/l/) | pulled (/p/) |

## ➥ Substituting Initial Sounds

"Say **red**. Now say it with **/t/** instead of **/r/**." (Ted)
"Say **socks**. Now say it with **/l/** instead of **/s/**." (locks)
"Say **caught**. Now say it with **/f/** instead of **/k/**." (fought)
"Say **cap**. Now say it with **/n/** instead of **/k/**." (nap)
"Say **tears**. Now say it with **/ch/** instead of **/t/**." (cheers)

## ➥ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| jacket (/t/) | red (/d/) | stiff (/f/) |
| zipper (/r/) | cap (/p/) | big (/g/) |
| stuck (/k/) | arm (/m/) | hot (/t/) |

## ➥ Substituting Final Sounds

"Say **arm**. Now say it with **/t/** instead of **/m/**." (art)
"Say **cap**. Now say it with **/b/** instead of **/p/**." (cab)
"Say **stiff**. Now say it with **/l/** instead of **/f/**." (still)
"Say **hot**. Now say it with /p/ instead of /t/." (hop)
"Say **big**. Now say it with **/t/** instead of **/g/**." (bit)

## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| in (i•n) | red (r•e•d) | woolly (w•oo•ll•y) |
| is (i•s) | snow (s•n•ow) | stuck (s•t•u•ck) |
| my (m•y) | caught (c•augh•t) | jeans (j•ea•n•s) |
| each (ea•ch) | big (b•i•g) | stiff (s•t•i•ff) |
| knee (kn•ee) | fell (f•e•ll) | socks (s•o•ck•s) |

## ➥ Deleting Initial Sounds

"Say **tears**. Say it again, but don't say **/t/**." (ears)
"Say **meets**. Say it again, but don't say **/m/**." (eats)
"Say **socks**. Say it again, but don't say **/s/**." (ox)
"Say **head**. Say it again, but don't say **/h/**." (Ed)
"Say **cap**. Say it again, but don't say **/k/**." (ap)

### ➥ Deleting Final Sounds

"Say **scarf**. Say it again, but don't say **/f/**." (scar)
"Say **cries**. Say it again, but don't say **/z/**." (cry)
"Say **arm**. Say it again, but don't say **/m/**." (R)
"Say **wooly**. Say it again, but don't say **/ee/**." (wool)
"Say **caught**. Say it again, but don't say **/t/**." (caw)

### ➥ Deleting Sounds in Blends

"Say **stuck**. Say it again, but don't say **/s/**." (tuck)
"Say **snow**. Say it again, but don't say **/n/**." (sew)
"Say **sweater**. Say it again, but don't say **/s/**." (wetter)
"Say **slipped**. Say it again, but don't say **/l/**." (sipped)
"Say **scarf**. Say it again, but don't say **/s/**." (carf)

# The Little Red Hen pictures by Lucinda McQueen

## WORD AWARENESS

➥ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➥ Read the story aloud, omitting words. Have the students tell the missing words.

➥ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➥ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- very the cat vain was
  (The cat was very vain.)

- dog sleepy the was always
  (The dog was always sleepy.)

- plant I them myself will then
  (Then I will plant them myself.)

- eat who this bread will help me
  (Who will help me eat this bread?)

- grains of plant wheat will who these
  (Who will plant these grains of wheat?)

- take it who will me help the mill to
  (Who will help me take it to the mill?)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➥ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| cottage (2) | market (2) | delicious (3) | kitchen (2) |
| hen (1) | myself (2) | early (2) | sprout (1) |
| neighbors (2) | cat (1) | wheelbarrow (3) | brushing (2) |
| whiskers (2) | dog (1) | oven (2) | morning (2) |

### ➥ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| whis•kers | ov•en | kitch•en |
| my•self | summ•er | mar•ket |
| neigh•bors | cott•age | de•lic•ious |

## ➥ Deleting Syllables

"Say **myself**. Say it again, but don't say **my**." (self)
"Say **early**. Say it again, but don't say **ear**." (Lee)
"Say **wheelbarrow**. Say it again, but don't say **wheel**." (barrow)
"Say **whiskers**. Say it again, but don't say **kers**." (whis)
"Say **delicious**. Say it again, but don't say **de**." (licious)

## ➥ Adding Syllables

"Say **brush**. Say it again and add **ing**." (brushing)
"Say **shop**. Say it again and add **ing**." (shopping)
"Say **chat**. Say it again and add **ing**." (chatting)
"Say **nap**. Say it again and add **ing**." (napping)
"Say **go**. Say it again and add **ing**." (going)

# RHYMING

## ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| mill • will | row • dough | bake • shake |
| cat • eat | me • she | smell • bell |
| tall • fall | not • cut | out • sprout |

## ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| hold • mill • will | eat • wheat • weed | long • hen • pen |
| sprout • cut • out | gold • dough • row | can't • plant • swing |
| bread • red • bag | day • did • way | bake • shake • took |

## ➥ Matching Rhymes

"Which word rhymes with **hen**? green • den"
"Which word rhymes with **wheat**? eat • cut"
"Which word rhymes with **flour**? shower • fall"
"Which word rhymes with **red**? dog • bread"
"Which word rhymes with **smell**? tell • mill"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | |
|---|---|---|
| red | said | tall |
| hen | cat | bake |
| wheat | plant | mill |

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## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Initial Sound Play

"**Hen** begins with /**h**/. Let's make up silly words that begin with the /**h**/ sound."
"Say your name, beginning with the /**h**/ sound."
"Name five things in the classroom. Begin each one with the /**h**/ sound."
"Name five animals. Begin each one with the /**h**/ sound."

### ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the /**b**/ sound?  <u>bread</u> • cut • <u>bake</u>"
"Which words begin with the /**w**/ sound?  <u>work</u> • <u>wheat</u> • vain"
"Which words begin with the /**r**/ sound?  will • <u>red</u> • <u>row</u>"
"Which words begin with the /**m**/ sound?  <u>myself</u> • <u>milk</u> • salt"
"Which words begin with the /**s**/ sound?  <u>smell</u> • she • <u>summer</u>"

### ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| r•ed | g•oose | h•en | l•oaf |
| c•at | wh•eat | m•ill | c•ut |
| d•og | s•aid | l•ong | d•id |

### ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| br•ead | tr•ash | spr•out | gr•ound |
| cl•aws | gr•ains | gr•own | fl•our |
| sw•ing | pl•ant | thr•esh | sm•ell |

### ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| ea•t | h•e•n | t•r•a•sh |
| w•i•ll | r•e•d | l•ea•v•es |
| wh•ea•t | h•o•me | g•r•ai•n•s |
| l•oa•f | l•i•tt•le | s•p•r•ou•t |

## ➥ Matching Initial Sounds

"Which word begins with the same sound as **grains**?  dog • <u>goose</u>"
"Which word begins with the same sound as **wheat**?  <u>wheelbarrow</u> • green"
"Which word begins with the same sound as **cut**?  porch • <u>cooked</u>"
"Which word begins with the same sound as **plant**?  <u>pushed</u> • loaf"
"Which word begins with the same sound as **friends**?  home • <u>found</u>"

## ➥ Identifying the Initial Sound of Three Words

"What sound do **cat**, **cut**, and **care** begin with?" (/k/)
"What sound do **stopped**, **sprout**, and **summer** begin with?" (/s/)
"What sound do **market**, **mowed**, and **mill** begin with?" (/m/)
"What sound do **ground**, **growing**, and **grains** begin with?" (/g/)
"What sound do **pocket**, **plant**, and **porch** begin with?" (/p/)

## ➥ Identifying the Final Sound of Two Words

"What sound do **bread** and **found** end with?" (/d/)
"What sound do **hen** and **oven** end with?" (/n/)
"What sound do **plant** and **cut** end with?" (/t/)
"What sound do **smell** and **will** end with?" (/l/)
"What sound do **goose** and **delicious** end with?" (/s/)

## ➥ Discriminating Initial Sounds

"Which word has a different beginning sound?"

freshly • <u>dough</u> • flour          little • <u>home</u> • loaf
myself • miller • <u>gold</u>           cat • cottage • <u>dog</u>
<u>wheat</u> • bag • bake               summer • <u>market</u> • sprout

## ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

hen (/h/)              flour (/f/)            bread (/b/)
red (/r/)              mill (/m/)             thresh (/th/)
little (/l/)           plant (/p/)            shared (/sh/)
dough (/d/)            cut (/k/)              not (/n/)

## ➥ Substituting Initial Sounds

"Say **will**. Now say it with **/p/** instead of **/w/**." (pill)
"Say **dog**. Now say it with **/l/** instead of **/d/**." (log)
"Say **goose**. Now say it with **/l/** instead of **/g/**." (loose)
"Say **wheat**. Now say it with **/f/** instead of **/w/**." (feet)
"Say **milk**. Now say it with **/s/** instead of **/m/**." (silk)

## ➡ Identifying Final Sounds

"What sound does the word _____ end with?"

bake (/k/)  eat (/t/)  dog (/g/)
weed (/d/)  flour (/r/)  loaf (/f/)
tall (/l/)  goose (/s/)  thresh (/sh/)

## ➡ Substituting Final Sounds

"Say **cut**. Now say it with **/m/** instead of **/t/**." (come)
"Say **loaf**. Now say it with **/d/** instead of **/f/**." (load)
"Say **wheat**. Now say it with **/l/** instead of **/t/**." (wheel)
"Say **bread**. Now say it with **/th/** instead of **/d/**." (breath)
"Say **will**. Now say it with **/sh/** instead of **/l/**." (wish)

## ➡ Segmenting Sounds

"What sounds do you hear in the word _____?"

who (wh•o)  bag (b•a•g)  miller (m•i•ll•er)
all (a•ll)  work (w•or•k)  trash (t•r•a•sh)
she (sh•e)  red (r•e•d)  claws (c•l•aw•s)
her (h•er)  took (t•oo•k)  bread (b•r•ea•d)
out (ou•t)  came (c•a•me)  smell (s•m•e•ll)

## ➡ Deleting Initial Sounds

"Say **wheat**. Say it again, but don't say **/w/**." (eat)
"Say **cat**. Say it again, but don't say **/k/**." (at)
"Say **tall**. Say it again, but don't say **/t/**." (all)
"Say **bake**. Say it again, but don't say **/b/**." (ache)
"Say **mill**. Say it again, but don't say **/m/**." (ill)

## ➡ Deleting Final Sounds

"Say **bake**. Say it again, but don't say **/k/**." (bay)
"Say **loaf**. Say it again, but don't say **/f/**." (low)
"Say **wheat**. Say it again, but don't say **/t/**." (we)
"Say **milk**. Say it again, but don't say **/k/**." (mill)
"Say **gold**. Say it again, but don't say **/d/**." (goal)

## ➡ Deleting Sounds in Blends

"Say **claws**. Say it again, but don't say **/k/**." (laws)
"Say **ground**. Say it again, but don't say **/g/**." (round)
"Say **plant**. Say it again, but don't say **/l/**." (pant)
"Say **grain**. Say it again, but don't say **/g/**." (rain)
"Say **bread**. Say it again, but don't say **/b/**." (red)

# The Mitten  adapted and illustrated by Jan Brett

## WORD AWARENESS

➨ As you read aloud from the book, have students point to individual words and then count the number of words in the sentence.

➨ Read the story aloud, omitting words.  Have the students tell the missing words.

➨ Read a sentence aloud without the text visible.  Have students repeat the sentence and count the number of words.  Moving blocks or beads on a string can help children visualize the concept.

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept.  For example, take a picture of an elephant and cut it into three pieces like a puzzle.  Touch one part as you say each syllable.  Cover or remove a part for deleting a syllable.  You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➨ Clapping Syllables

"Say each word after me.  Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| mitten (2) | snowshoe (2) | owl (1) | white (1) |
| Nicki (2) | animal (3) | hedgehog (2) | discovered (3) |
| grandmother (3) | rabbit (2) | fox (1) | warm (1) |
| winter (2) | snow (1) | badger (2) | shiny (2) |
| mole (1) | prickles (2) | whisker (2) | bear (1) |

### ➨ Blending Syllables

"Listen to these syllables.  Tell me what word I'm saying."

| | | | |
|---|---|---|---|
| snow•shoe | mitt•en | whis•ker | a•ni•mal |
| hedge•hog | rabb•it | win•ter | dis•cov•ered |

### ➨ Deleting Syllables

"Say **hedgehog**.  Say it again, but don't say **hedge**."  (hog)
"Say **snowshoe**.  Say it again, but don't say **shoe**."  (snow)
"Say **winter**.  Say it again, but don't say **win**."  (ter)
"Say **badger**.  Say it again, but don't say **er**."  (badge)
"Say **whisker**.  Say it again, but don't say **ker**.  (whis)

## ➥ Reversing Syllables

"Say _____.  Now switch the parts."

hedgehog (hog•hedge)                    grandmother (mother•grand)
snowshoe (shoe•snow)                    whisker (ker•whis)

# RHYMING ━━━━━━━━━━━━━━━━━━━━━

## ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| mitten • kitten | mole • hole | climb • home |
| bear • hair | warm • wet | fox • box |
| white • mouse | rabbit • habit | cold • hard |
| snow • go | prickles • pickles | mouse • house |

## ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| mitten • <u>kitten</u> • whisker | hole • <u>home</u> • mole | sneeze • please • <u>size</u> |
| hair • <u>dog</u> • bear | white • kite • <u>knit</u> | <u>teeth</u> • fox • box |
| <u>cold</u> • snow • go | <u>warm</u> • mouse • house | room • <u>move</u> • broom |

## ➥ Matching Rhymes

"Which word rhymes with **snow**?  <u>blow</u> • bear"
"Which word rhymes with **white**?  mouse • <u>light</u>"
"Which word rhymes with **bear**?  cold • <u>share</u>"
"Which word rhymes with **mole**?  warm • <u>stole</u>"
"Which word rhymes with **sneeze**?  <u>trees</u> • meat"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | |
|---|---|---|
| mitten | snow | white |
| bear | mouse | mole |
| fox | nose | sneeze |
| look | coat | drop |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Initial Sound Play

"**Mitten** begins with **/m/**. Let's make up new silly words that all begin with the **/m/** sound."
"Say your name beginning with the **/m/** sound."
"Name five things in the classroom. Begin each one with the **/m/** sound."
"Name five animals. Begin each one with the **/m/** sound."

### ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the **/m/** sound?  <u>mitten</u> • <u>mouse</u> • white"
"Which words begin with the **/s/** sound?  <u>snow</u> • mole • <u>stay</u>"
"Which words begin with the **/r/** sound?  bump • <u>rabbit</u> • <u>room</u>"
"Which words begin with the **/b/** sound?  <u>bear</u> • <u>bulge</u> • stretch"
"Which words begin with the **/f/** sound?  <u>fox</u> • mole • <u>feet</u>"

### ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| s•afe | f•ox | h•ome | t•eeth |
| m•ole | m•ouse | wh•ite | n•ose |
| c•oat | th•umb | b•ig | s•ize |
| r•oom | f•eet | h•im | t•op |

### ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| sn•ow | st•eam | sk•y |
| cl•imb | gr•eat | bl•ue |
| sn•ug | sp•ied | sp•ace |

### ➥ Matching Initial Sounds

"Which word begins with the same sound as **mitten**?  <u>move</u> • room"
"Which word begins with the same sound as **Nicki**?  cold • <u>nose</u>"
"Which word begins with the same sound as **warm**?  mole • <u>wet</u>"
"Which word begins with the same sound as **badger**?  <u>Baba</u> • mouse"
"Which word begins with the same sound as **cozy**?  <u>coat</u> • prickles"

## ➥ Identifying the Initial Sound of Three Words

"What sound do **mouse**, **mole**, and **mitten** begin with?" (/m/)
"What sound do **badger**, **bear**, and **Baba** begin with?" (/b/)
"What sound do **rabbit**, **right**, and **room** begin with?" (/r/)
"What sound do **safe**, **snow**, and **sky** begin with?" (/s/)
"What sound do **tickle**, **teeth**, and **talon** begin with?" (/t/)

## ➥ Identifying the Final Sound of Two Words

"What sound do **thumb** and **room** end with?" (/m/)
"What sound do **mole** and **owl** end with?" (/l/)
"What sound do **acorn** and **mitten** end with?" (/n/)
"What sound do **sneeze** and **nose** end with?" (/z/)
"What sound do **bear** and **whisker** end with?" (/r/)

## ➥ Discriminating Initial Sounds

"Which word has a different beginning sound?"

bear • bumped • <u>rabbit</u>          home • hedgehog • <u>snow</u>
<u>fox</u> • nose • Nicki               <u>leaves</u> • coat • covered
first • <u>think</u> • feet             mole • mitten • <u>white</u>

## ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

mitten (/m/)          thumb (/th/)          diggers (/d/)
bear (/b/)            cozy (/k/)            knitting (/n/)
hedgehog (/h/)        teeth (/t/)           shape (/sh/)
snow (/s/)            fox (/f/)             whiskers (/w/)

## ➥ Substituting Initial Sounds

"Say **mitten**. Now say it with **/k/** instead of **/m/**." (kitten)
"Say **bear**. Now say it with **/h/** instead of **/b/**." (hair)
"Say **fox**. Now say it with **/b/** instead of **/f/**." (box)
"Say **nose**. Now say it with **/t/** instead of **/n/**." (toes)
"Say **mole**. Now say it with **/r/** instead of **/m/**." (roll)

## ➥ Identifying Final Sounds

"What sound does the word _____ end with?"

home (/m/)           move (/v/)            size (/z/)
bear (/r/)           coat (/t/)            look (/k/)
rabbit (/t/)         both (/th/)           big (/g/)

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## ➥ Substituting Final Sounds

"Say **feet**. Now say it with /l/ instead of /t/." (feel)
"Say **nose**. Now say it with /t/ instead of /s/." (note)
"Say **teeth**. Now say it with /m/ instead of /th/." (team)
"Say **shape**. Now say it with /k/ instead of /p/." (shake)
"Say **owl**. Now say it with /ch/ instead of /l/." (ouch)

## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

in (i•n)                 mole (m•o•le)           climb (c•l•i•mb)
it (i•t)                 gave (g•a•ve)           space (s•p•a•ce)
up (u•p)                 down (d•ow•n)           snug (s•n•u•g)
to (t•o)                 snow (s•n•ow)           steam (s•t•ea•m)
he (h•e)                 thumb (th•u•mb)         shiny (sh•i•n•y)

## ➥ Deleting Initial Sounds

"Say **bear**. Say it again, but don't say /b/." (air)
"Say **fox**. Say it again, but don't say /f/." (ox)
"Say **came**. Say it again, but don't say /k/." (aim)
"Say **nose**. Say it again, but don't say /n/." (o's)
"Say **safe**. Say it again, but don't say /s/." (afe)

## ➥ Deleting Final Sounds

"Say **white**. Say it again, but don't say /t/." (why)
"Say **find**. Say it again, but don't say /d/." (fine)
"Say **safe**. Say it again, but don't say /f/." (say)
"Say **teeth**. Say it again, but don't say /th/." (tea)
"Say **cold**. Say it again, but don't say /d/." (coal)

## ➥ Deleting Sounds in Blends

"Say **sneeze**. Say it again, but don't say /s/." (knees)
"Say **snow**. Say it again, but don't say /n/." (so)
"Say **climb**. Say it again, but don't say /k/." (lime)
"Say **steam**. Say it again, but don't say /t/." (seam)
"Say **sky**. Say it again, but don't say /k/." (sigh)

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# The Seasons of Arnold's Apple Tree by Gail Gibbons

## WORD AWARENESS

➤ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➤ Read the story aloud, omitting words. Have the students tell the missing words.

➤ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➤ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- tree apple Arnold's this is
  (This is Arnold's apple tree.)

- apple tree makes a for his swing Arnold
  (Arnold makes a swing for his apple tree.)

- builds Arnold tree house a
  (Arnold builds a tree house.)

- are bare Arnold's tree apple the branches of
  (The branches of Arnold's apple tree are bare.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➤ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | |
|---|---|---|
| moonlight (2) | secret (2) | summer (2) |
| popcorn (2) | buds (1) | red (1) |
| Arnold (2) | blossoms (2) | branches (2) |
| tree (1) | carefully (3) | basket (2) |
| apple (2) | family (3) | Halloween (3) |

### ➤ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| snow•man | app•le | bas•ket |
| moon•light | summ•er | bloss•om |
| pop•corn | win•ter | nec•tar |

## ➦ Deleting Syllables

"Say **popcorn**. Say it again, but don't say **corn**."  (pop)
"Say **snowman**. Say it again, but don't say **snow**."  (man)
"Say **cider**. Say it again, but don't say **er**."  (side)
"Say **basket**. Say it again, but don't say **bas**."  (ket)
"Say **nectar**. Say it again, but don't say **tar**."  (neck)

## ➦ Reversing Syllables

"Say _____.  Now switch the parts."

moonlight (light•moon)                    snowman (man•snow)
popcorn (corn•pop)                        armful (ful•arm)

# RHYMING ━━━━━━━━━

## ➦ Recognizing Rhymes

"Do these words rhyme?"

tree • bee               year • near           swing • bring
fall • call              grow • buds           make • shake
high • by                flower • apple        sun • fun
far • can                leaves • weaves       shower • shelter

## ➦ Discriminating Rhymes

"Which word does not rhyme?"

<u>buds</u> • bees • trees                 <u>green</u> • takes • shakes
bring • swing • <u>leaves</u>              grow • <u>buds</u> • glow
<u>hot</u> • sun • run                     small • <u>sweet</u> • fall

## ➦ Matching Rhymes

"Which word rhymes with **tree**?  year • <u>see</u>"
"Which word rhymes with **grow**?  <u>snow</u> • green"
"Which word rhymes with **spring**?  <u>bring</u> • summer"
"Which word rhymes with **bees**?  <u>trees</u> • flower"
"Which word rhymes with **leaves**?  builds • <u>weaves</u>"

## ➦ Generating Rhymes

"Tell me a word that rhymes with _____."

tree            sun             red             spring
big             hot             ground          pies
green           snow            fall            eat

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➡ Identifying Words Beginning with a Given Sound

"Which words begin with the **/b/** sound?  <u>branches</u> • tree • <u>bare</u>"
"Which words begin with the **/s/** sound?  <u>summer</u> • <u>snow</u> • fall"
"Which words begin with the **/h/** sound?  night • <u>Halloween</u> • <u>home</u>"
"Which words begin with the **/w/** sound?  leaves • <u>watches</u> • <u>winter</u>"
"Which words begin with the **/sh/** sound?  <u>shower</u> • <u>shades</u> • summer"

### ➡ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| b•ig | f•all | h•ome | k•eep |
| r•ed | h•ouse | n•ight | m•ake |
| h•ot | s•un | f•ort | b•are |

### ➡ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| tr•ee | sm•all | gr•een | dr•ift |
| cl•imbs | br•anch | fr•iend | fl•oor |
| pl•ace | sw•ing | gr•ound | spr•ing |

### ➡ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| h•igh | b•ee•s | s•u•n | g•r•ee•n |
| s•ee | b•i•g | s•n•ow | b•ir•d•s |
| t•r•ee | h•ou•se | f•or•t | f•l•ow•er |

### ➡ Matching Initial Sounds

"Which word begins with the same sound as **spring**?  fall • <u>summer</u>"
"Which word begins with the same sound as **shelter**?  <u>shower</u> • leaves"
"Which word begins with the same sound as **flower**?  <u>family</u> • wreath"
"Which word begins with the same sound as **blossoms**?  quiet • <u>berries</u>"
"Which word begins with the same sound as **green**?  <u>golden</u> • apple"

## ➤ Identifying the Initial Sound of Three Words

"What sound do **sun**, **snow**, and **cider** begin with?" (/s/)
"What sound do **fort**, **floor**, and **fall** begin with?" (/f/)
"What sound do **gather**, **golden**, and **green** begin with?" (/g/)
"What sound do **winter**, **watches**, and **wind** begin with?" (/w/)
"What sound do **rustle**, **wreath**, and **rest** begin with?" (/r/)

## ➤ Identifying the Final Sound of Two Words

"What sound do **make** and **shake** end with?" (/k/)
"What sound do **Arnold** and **friend** end with?" (/d/)
"What sound do **bottom** and **some** end with?" (/m/)
"What sound do **shakes** and **house** end with?" (/s/)
"What sound do **fall** and **small** end with?" (/l/)

## ➤ Discriminating Initial Sounds

"Which word has a different beginning sound?"

strings • soft • <u>shakes</u>          glow • ground • <u>press</u>
basket • <u>tree</u> • bigger          <u>begin</u> • red • rest
<u>wind</u> • honey • house          collect • quietly • <u>nectar</u>

## ➤ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | | |
|---|---|---|---|
| summer (/s/) | climbs (/k/) | picks (/p/) | red (/r/) |
| spring (/s/) | far (/f/) | family (/f/) | juggling (/j/) |
| fall (/f/) | buds (/b/) | hangs (/h/) | takes (/t/) |
| winter (/w/) | watches (/w/) | shower (/sh/) | leaves (/l/) |

## ➤ Substituting Initial Sounds

"Say **far**. Now say it with **/k/** instead of **/t/**." (car)
"Say **year**. Now say it with **/d/** instead of **/y/**." (dear)
"Say **honey**. Now say it with **/m/** instead of **/h/**." (money)
"Say **picks**. Now say it with **/t/** instead of **/p/**." (ticks)
"Say **fall**. Now say it with **/b/** instead of **/f/**." (ball)

## ➤ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| summer (/r/) | big (/g/) | apple (/l/) |
| house (/s/) | keep (/p/) | fresh (/sh/) |
| wind (/d/) | eat (/t/) | leaves (/z/) |

## ➥ Substituting Final Sounds

"Say **eat**. Now say it with /**ch**/ instead of /**t**/." (each)
"Say **wreath**. Now say it with /**d**/ instead of /**th**/." (read)
"Say **branch**. Now say it with /**d**/ instead of /**ch**/." (brand)
"Say **place**. Now say it with /**n**/ instead of /**s**/." (plane)
"Say **green**. Now say it with /**s**/ instead of /**n**/." (grease)

## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| it (i•t) | pies (p•ie•s) | picks (p•i•ck•s) |
| he (h•e) | tree (t•r•ee) | honey (h•o•n•ey) |
| to (t•o) | keep (k•ee•p) | under (u•n•d•er) |
| of (o•f) | make (m•a•ke) | fresh (f•r•e•sh) |
| in (i•n) | wreath (wr•ea•th) | soft (s•o•f•t) |

## ➥ Deleting Initial Sounds

"Say **fall**. Say it again, but don't say /**f**/." (all)
"Say **bees**. Say it again, but don't say /**b**/." (ease)
"Say **now**. Say it again, but don't say /**n**/." (ow)
"Say **pies**. Say it again, but don't say /**p**/." (eyes)
"Say **bare**. Say it again, but don't say /**b**/." (air)

## ➥ Deleting Final Sounds

"Say **eat**. Say it again, but don't say /**t**/." (E)
"Say **keep**. Say it again, but don't say /**p**/." (key)
"Say **make**. Say it again, but don't say /**k**/." (may)
"Say **cider**. Say it again, but don't say /**r**/." (side)
"Say **apple**. Say it again, but don't say /**l**/." (app)

## ➥ Deleting Sounds in Blends

"Say **swing**. Say it again, but don't say /**s**/." (wing)
"Say **grow**. Say it again, but don't say /**r**/." (go)
"Say **tree**. Say it again, but don't say /**r**/." (tea)
"Say **branch**. Say it again, but don't say /**b**/." (ranch)
"Say **snow**. Say it again, but don't say /**s**/." (no)

# The Snowy Day by Ezra Jack Keats

## WORD AWARENESS

➡ As you read aloud from the book, have students point to individual words and then count the number of words in the sentence.

➡ Read the story aloud, omitting words. Have the students tell the missing words.

➡ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➡ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- his was empty pocket
  (His pocket was empty.)

- wasn't snowball there the
  (The snowball wasn't there.)

- dragged feet he his slowly
  (He dragged his feet slowly.)

- smiling snowman made he a
  (He made a smiling snowman.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➡ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| morning (2) | tracks (1) | smiling (2) | tomorrow (3) |
| breakfast (2) | stick (1) | adventures (3) | mountain (2) |
| snowsuit (2) | smacking (2) | snow (1) | slowly (2) |
| crunch (1) | snowball (2) | pocket (2) | angels (2) |

### ➡ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| snow•ball | slow•ly | smil•ing |
| some•thing | break•fast | pock•et |
| out•side | moun•tain | win•ter |
| mor•ning | an•gels | win•dow |

### ➥ Deleting Syllables

"Say **snowball**. Say it again, but don't say **ball**." (snow)
"Say **snowsuit**. Say it again, but don't say **snow**." (suit)
"Say **breakfast**. Say it again, but don't say **break**." (fast)
"Say **slowly**. Say it again, but don't say **slow**." (Lee)
"Say **pocket**. Say it again, but don't say **it**." (pock)

### ➥ Reversing Syllables

"Say _____. Now switch the parts."

snowball (ball•snow)          something (thing•some)
snowsuit (suit•snow)          breakfast (fast•break)
snowman (man•snow)            winter (ter•win)

### ➥ Adding Syllables

"Say **snow**. Say it again and add **ball**." (snowball)
"Say **snow**. Say it again and add **suit**." (snowsuit)
"Say **snow**. Say it again and add **plow**." (snowplow)
"Say **snow**. Say it again and add **flake**." (snowflake)
"Say **snow**. Say it again and add **storm**." (snowstorm)

## RHYMING

### ➥ Recognizing Rhymes

"Do these words rhyme?"

snow • go          toes • bows          tree • me          down • town
night • fight      point • pan          heap • deep        slid • big
high • found       track • smack        socks • rocks      pocket • locket
crunch • munch     stick • Rick         tall • ten         bath • path

### ➥ Discriminating Rhymes

"Which word does not rhyme?"

<u>sit</u> • snow • blow          track • <u>smell</u> • smack          keep • <u>snow</u> • heap
night • fight • <u>tall</u>        toes • nose • <u>see</u>             <u>tree</u> • sock • lock
<u>down</u> • munch • crunch       stick • <u>cold</u> • pick           feet • <u>toe</u> • meet

### ➥ Matching Rhymes

"Which word rhymes with **snow**? <u>toe</u> • play"
"Which word rhymes with **tree**? stick • <u>me</u>"
"Which word rhymes with **crunch**? crawl • <u>bunch</u>"
"Which word rhymes with **track**? <u>back</u> • tree"
"Which word rhymes with **deep**? <u>sleep</u> • snow"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | |
|---|---|---|
| snow | heap | sad |
| tree | track | sock |
| stick | high | tall |
| night | bed | toes |
| crunch | feet | ran |

## SOUND AWARENESS ━━━━━━

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the /**w**/ sound?  <u>winter</u> • <u>window</u> • snow"
"Which words begin with the /**s**/ sound?  tree • <u>snow</u> • <u>street</u>"
"Which words begin with the /**t**/ sound?  walk • <u>toe</u> • <u>tall</u>"
"Which words begin with the /**f**/ sound?  <u>feet</u> • <u>found</u> • tracks"
"Which words begin with the /**b**/ sound?  made • <u>boys</u> • <u>breakfast</u>"

### ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| h•ead | w•oke | n•ight |
| t•oes | m•ake | r•an |
| s•ock | f•ell | p•ath |
| f•eet | w•et | d•own |

### ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| sn•ow | sm•ack | tr•ee | cr•unch |
| st•ick | sl•id | tr•ack | str•eet |

### ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| w•o•ke | b•i•g | m•a•de | s•m•a•ck |
| r•a•n | h•ea•d | f•ee•t | f•ou•n•d |
| p•a•th | d•ow•n | f•igh•t | s•t•i•ck |
| t•oe•s | w•e•t | t•a•ll | p•o•ck•e•t |

## ➥ Matching Initial Sounds

"Which word begins with the same sound as **Peter**?  <u>path</u> • street"
"Which word begins with the same sound as **house**?  <u>head</u> • warm"
"Which word begins with the same sound as **down**?  slept • <u>dream</u>"
"Which word begins with the same sound as **winter**?  tall • <u>woke</u>"
"Which word begins with the same sound as **sock**?  found • <u>snow</u>"

## ➥ Identifying the Initial Sound of Two Words

"What sound do **snow**, **sock**, and **smiling** begin with?"  (/s/)
"What sound do **made**, **mountain**, and **morning** begin with?"  (/m/)
"What sound do **tall**, **tracks**, and **toes** begin with?"  (/t/)
"What sound do **packed**, **Peter**, and **pocket** begin with?"  (/p/)
"What sound do **winter**, **walked**, and **woke** begin with?"  (/w/)

## ➥ Identifying the Final Sound of Two Words

"What sound do **night** and **feet** end with?"  (/t/)
"What sound do **track** and **woke** end with?"  (/k/)
"What sound do **head** and **sad** end with?"  (/d/)
"What sound do **down** and **sun** end with?"  (/n/)
"What sound do **Peter** and **another** end with?"  (/r/)

## ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | |
|---|---|---|
| snow (/s/) | pointing (/p/) | boys (/b/) |
| night (/n/) | feet (/f/) | heaping (/h/) |
| toes (/t/) | ran (/r/) | melted (/m/) |
| winter (/w/) | found (/f/) | deep (/d/) |

## ➥ Substituting Initial Sounds

"Say **path**.  Now say it with **/m/** instead of **/p/**."  (math)
"Say **feet**.  Now say it with **/n/** instead of **/f/**."  (neat)
"Say **toes**.  Now say it with **/g/** instead of **/t/**."  (goes)
"Say **stick**.  Now say it with **/p/** instead of **/st/**."  (pick)
"Say **snow**.  Now say it with **/bl/** instead of **/sn/**."  (blow)

## ➥ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| Peter (/r/) | crunch (/ch/) | fell (/l/) |
| track (/k/) | pocket (/t/) | up (/p/) |
| toes (/z/) | slid (/d/) | sun (/n/) |

## ➥ Substituting Final Sounds

"Say **ran**. Now say it again with **/t/** instead of **/n/**." (rat)
"Say **toes**. Now say it again with **/d/** instead of **/z/**." (toad)
"Say **path**. Now say it again with **/k/** instead of **/th/**." (pack)
"Say **track**. Now say it again with **/p/** instead of **/k/**." (trap)
"Say **bed**. Now say it again with **/t/** instead of **/d/**." (bet)

## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

he (h•e)                    deep (d•ee•p)              after (a•f•t•er)
up (u•p)                    snow (s•n•ow)              Peter (P•e•t•er)
new (n•ew)                  sad (s•a•d)                socks (s•o•ck•s)
so (s•o)                    woke (w•o•ke)              stick (s•t•i•ck)

## ➥ Deleting Initial Sounds

"Say **ran**. Say it again, but don't say **/r/**." (Ann)
"Say **feet**. Say it again, but don't say **/f/**." (eat)
"Say **toes**. Say it again, but don't say **/t/**." (O's)
"Say **head**. Say it again, but don't say **/h/**." (Ed)
"Say **sad**. Say it again, but don't say **/s/**." (add)

## ➥ Deleting Final Sounds

"Say **woke**. Say it again, but don't say **/k/**." (whoa)
"Say **felt**. Say it again, but don't say **/t/**." (fell)
"Say **firm**. Say it again, but don't say **/m/**." (fur)
"Say **made**. Say it again, but don't say **/d/**." (may)
"Say **join**. Say it again, but don't say **/n/**." (joy)

## ➥ Deleting Sounds in Blends

"Say **slid**. Say it again, but don't say **/s/**." (lid)
"Say **stick**. Say it again, but don't say **/t/**." (sick)
"Say **track**. Say it again, but don't say **/t/**." (rack)
"Say **snow**. Say it again, but don't say **/n/**." (so)
"Say **plop**. Say it again, but don't say **/l/**." (pop)

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# The Very Busy Spider by Eric Carle

## WORD AWARENESS

➤ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➤ Read the story aloud, omitting words. Have the students tell the missing words.

➤ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➤ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- didn't spider answer the
  (The spider didn't answer.)

- eat grass some want to
  (Want to eat some grass?)

- want a ride to go for
  (Want to go for a ride?)

- to run meadow want in the
  (Want to run in the meadow?)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➤ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| meadow (2) | silky (2) | rooster (2) | busy (2) |
| spider (2) | cow (1) | beautiful (3) | owl (1) |
| web (1) | answer (2) | asleep (2) | spinning (2) |

### ➤ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| a•sleep | mead•ow | roos•ter |
| spi•der | an•swer | mor•ning |
| pes•ty | spinn•ing | bus•y |

## ➥ Deleting Syllables

"Say **spider**.  Say it again, but don't say **der**." (spy)
"Say **spinning**.  Say it again, but don't say **ing**." (spin)
"Say **meadow**.  Say it again, but don't say **mead**." (oh)
"Say **asleep**.  Say it again, but don't say **a**." (sleep)
"Say **rooster**.  Say it again, but don't say **roos**." (ter)

# RHYMING

## ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| thread • web | thin • spin | duck • nap |
| blew • moo | cow • near | day • neigh |
| goat • boat | one • run | eat • feet |

## ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| <u>thread</u> • spin • thin | neigh • <u>cow</u> • day | run • <u>sheep</u> • fun |
| fly • my • <u>nap</u> | grass • pass • <u>rocks</u> | moo • blew • <u>goat</u> |

## ➥ Matching Rhymes

"Which word rhymes with **goat**?  grass • <u>boat</u>"
"Which word rhymes with **chase**?  <u>race</u> • take"
"Which word rhymes with **ride**?  rocks • <u>slide</u>"
"Which word rhymes with **thread**?  <u>red</u> • thin"
"Which word rhymes with **eat**?  mud • <u>beat</u>"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | | |
|---|---|---|---|
| spin | day | goat | nap |
| moo | cow | jump | duck |
| thread | eat | pig | fly |
| ride | run | cat | roll |

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## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Initial Sound Play

"**Spider** begins with /**s**/. Let's make up silly words that begin with the /**s**/ sound."
"Say your name, beginning with the /**s**/ sound."
"Name five things in the classroom. Begin each one with the /**s**/ sound."
"Name five animals. Begin each one with the /**s**/ sound."

### ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the /**s**/ sound? rooster • spider • silky"
"Which words begin with the /**b**/ sound? swim • beautiful • busy"
"Which words begin with the /**th**/ sound? thin • thread • spin"
"Which words begin with the /**k**/ sound? cow • web • cat"
"Which words begin with the /**d**/ sound? duck • didn't • fly"

### ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| th•in | r•oll | sh•eep | f•ence |
| g•oat | ch•ase | w•eb | h•orse |
| d•uck | n•ap | t•ake | c•atch |

### ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| sp•in | bl•ew | sw•im |
| cr•ied | thr•ead | fl•y |

### ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| c•ow | c•a•t | n•a•p | j•u•m•p |
| ea•t | w•e•b | w•oo•f | m•ea•d•ow |
| r•i•de | d•u•ck | b•u•s•y | a•n•sw•er |

### ➥ Matching Initial Sounds

"Which word begins with the same sound as **spider**? thread • spinning"
"Which word begins with the same sound as **web**? want • fly"
"Which word begins with the same sound as **rooster**? horse • ride"
"Which word begins with the same sound as **neigh**? cat • nap"
"Which word begins with the same sound as **meadow**? mud • duck"

## ➥ Identifying the Initial Sound of Three Words

"What sound do **busy**, **barked**, and **beautiful** begin with?" (/b/)
"What sound do **farm**, **field**, and **fly** begin with?" (/f/)
"What sound do **wind**, **web**, and **want** begin with?" (/w/)
"What sound do **quack**, **caught**, and **crowed** begin with?" (/k/)
"What sound do **roll**, **rooster**, and **ride** begin with?" (/r/)

## ➥ Identifying the Final Sound of Two Words

"What sound do **sheep** and **jump** end with?" (/p/)
"What sound do **duck** and **take** end with?" (/k/)
"What sound do **thin** and **run** end with?" (/n/)
"What sound do **dog** and **pig** end with?" (/g/)
"What sound do **horse** and **rocks** end with?" (/s/)

## ➥ Discriminating Initial Sounds

"Which word has a different beginning sound?"

| | | |
|---|---|---|
| dog • <u>run</u> • duck | <u>pig</u> • cow • cat | busy • began • <u>field</u> |
| moo • mud • <u>web</u> | goat • grunted • <u>sheep</u> | <u>meadow</u> • want • web |

## ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | | |
|---|---|---|---|
| spider (/s/) | didn't (/d/) | moo (/m/) | chase (/ch/) |
| web (/w/) | ride (/r/) | sheep (/sh/) | nap (/n/) |
| farm (/f/) | horse (/h/) | jump (/j/) | catch (/k/) |
| thread (/th/) | goat (/g/) | pig (/p/) | very (/v/) |

## ➥ Substituting Initial Sounds

"Say **roll**. Now say it with **/p/** instead of **/r/**." (pole)
"Say **chase**. Now say it with **/r/** instead of **/ch/**." (race)
"Say **goat**. Now say it with **/k/** instead of **/g/**." (coat)
"Say **cow**. Now say it with **/h/** instead of **/k/**." (how)
"Say **nap**. Now say it with **/k/** instead of **/n/**." (cap)

## ➥ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| spider (/r/) | thin (/n/) | rocks (/s/) |
| goat (/t/) | jump (/p/) | ride (/d/) |
| web (/b/) | duck (/k/) | roll (/l/) |

## ➥ Substituting Final Sounds

"Say **cat**. Now say it with **/b/** instead of **/t/**." (cab)
"Say **chase**. Now say it with **/n/** instead of **/s/**." (chain)
"Say **roll**. Now say it with **/p/** instead of **/l/**." (rope)
"Say **sheep**. Now say it with **/t/** instead of **/p/**." (sheet)
"Say **ride**. Now say it with **/m/** instead of **/d/**." (rhyme)

## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

cow (c•ow)              horse (h•or•se)         swim (s•w•i•m)
eat (ea•t)              mud (m•u•d)             jump (j•u•m•p)
she (sh•e)             goat (g•oa•t)           rocks (r•o•ck•s)
her (h•er)             pig (p•i•g)             meadow (m•ea•d•ow)
moo (m•oo)             chase (ch•a•se)         spider (s•p•i•d•er)

## ➥ Deleting Initial Sounds

"Say **thin**. Say it again, but don't say **/th/**." (in)
"Say **near**. Say it again, but don't say **/n/**." (ear)
"Say **caught**. Say it again, but don't say **/k/**." (ought)
"Say **goat**. Say it again, but don't say **/g/**." (oat)
"Say **sheep**. Say it again, but don't say **/sh/**." (eep)

## ➥ Deleting Final Sounds

"Say **goat**. Say it again, but don't say **/t/**." (go)
"Say **sheep**. Say it again, but don't say **/p/**." (she)
"Say **built**. Say it again, but don't say **/t/**." (bill)
"Say **ride**. Say it again, but don't say **/d/**." (rye)
"Say **farm**. Say it again, but don't say **/m/**." (far)

## ➥ Deleting Sounds in Blends

"Say **blew**. Say it again, but don't say **/l/**." (boo)
"Say **thread**. Say it again, but don't say **/th/**." (red)
"Say **spider**. Say it again, but don't say **/p/**." (cider)
"Say **grass**. Say it again, but don't say **/r/**." (gas)
"Say **fly**. Say it again, but don't say **/f/**." (lie)

# The Very Hungry Caterpillar by Eric Carle

## WORD AWARENESS ━━━━━━━━━━━━━━━━━━━━

➥ As you read aloud from the book, have students point to individual words and then count the number of words in the sentence.

➥ Read the story aloud, omitting words. Have the students tell the missing words.

## SYLLABLE AWARENESS ━━━━━━━━━━━━━━━━━━━━

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➥ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| egg (1) | ate (1) | Saturday (3) | cupcake (2) |
| Sunday (2) | Monday (2) | pickle (2) | cocoon (2) |
| tiny (2) | pears (1) | salami (3) | butterfly (3) |
| hungry (2) | strawberries (3) | lollipop (3) | leaf (1) |
| caterpillar (4) | four (1) | pie (1) | watermelon (4) |

### ➥ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| cup•cake | him•self | beau•ti•ful |
| mor•ning | co•coon | loll•i•pop |
| Sun•day | butt•er•fly | cat•er•pill•ar |
| Tues•day | Sat•ur•day | wa•ter•mel•on |

### ➥ Deleting Syllables

"Say **cupcake**. Say it again, but don't say **cake**." (cup)
"Say **Sunday**. Say it again, but don't say **sun**." (day)
"Say **watermelon**. Say it again, but don't say **melon**." (water)
"Say **butterfly**. Say it again, but don't say **fly**." (butter)
"Say **tiny**. Say it again, but don't say **ny**." (tie)

### ➥ Reversing Syllables

"Say _____. Now switch the parts."

| | |
|---|---|
| cupcake (cake•cup) | himself (self•him) |
| Monday (day•mon) | morning (ning•mor) |
| Sunday (day•sun) | stomachache (ache•stomach) |

## RHYMING

### ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| egg • beg | ate • eat | night • light |
| moon • soon | pears • chairs | leaf • pop |
| sun • came | still • sit | day • lay |
| look • book | piece • house | hole • pole |

### ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| sun • one • <u>five</u> | <u>felt</u> • ate • gate | cheese • please • <u>piece</u> |
| light • <u>fat</u> • night | four • more • <u>pie</u> | slice • nice • <u>cake</u> |
| <u>leaf</u> • egg • leg | lay • <u>look</u> • day | <u>fat</u> • big • pig |

### ➥ Matching Rhymes

"Which word rhymes with **light**?  <u>night</u> • slice"
"Which word rhymes with **sun**?  piece • <u>one</u>"
"Which word rhymes with **ate**?  <u>late</u> • food"
"Which word rhymes with **still**?  egg • <u>hill</u>"
"Which word rhymes with **nice**?  name • <u>slice</u>"

### ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | |
|---|---|---|
| light | ate | nice |
| moon | pears | four |
| sun | still | fat |
| look | pie | hole |
| lay | cake | big |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts.  For example, use colored cubes or blocks to represent individual sounds.  You can move them apart, put them together, or substitute them to show changes in sound production.

### ➥ Initial Sound Play

"**Caterpillar** begins with /**k**/.  Let's make up silly words that begin with the /**k**/ sound."
"Say your name, beginning with the /**k**/ sound."
"Name five things in the classroom.  Begin each one with the /**k**/ sound."
"Name five animals.  Begin each one with the /**k**/ sound."

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"**Butterfly** begins with /**b**/. Let's make up silly words that begin with the /**b**/ sound."
"Say your name, beginning with the /**b**/ sound."
"Name five things in the classroom. Begin each one with the /**b**/ sound."
"Name five animals. Begin each one with the /**b**/ sound."

## ➡ Identifying Words Beginning with a Given Sound

"Which words begin with the /**k**/ sound? nibbled • <u>cocoon</u> • <u>caterpillar</u>"
"Which words begin with the /**s**/ sound? <u>Sunday</u> • <u>sausage</u> • cherry"
"Which words begin with the /**b**/ sound? little • <u>built</u> • <u>beautiful</u>"
"Which words begin with the /**p**/ sound? <u>pickle</u> • warm • <u>pie</u>"
"Which words begin with the /**f**/ sound? hungry • <u>food</u> • <u>Friday</u>"

## ➡ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| l•ight | s•un | f•ive | n•ice |
| m•oon | f•ood | ch•eese | b•ig |
| l•eaf | b•ut | c•ake | h•ouse |
| w•arm | p•ears | p•iece | h•ole |

## ➡ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| st•ill | sl•ice | gr•een |
| pl•ums | sm•all | Sw•iss |
| st•ayed | cr•eam | thr•ough |

## ➡ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| p•ie | c•a•me | p•ie•ce | g•r•ee•n |
| e•gg | l•oo•k | n•igh•t | s•l•i•ce |
| a•te | c•o•ne | l•ea•f | p•i•ck•le |

## ➡ Matching Initial Sounds

"Which word begins with the same sound as **Saturday**? <u>salami</u> • cherry"
"Which word begins with the same sound as **pickle**? <u>pop</u> • cake"
"Which word begins with the same sound as **butterfly**? Friday • <u>built</u>"
"Which word begins with the same sound as **house**? <u>hungry</u> • little"
"Which word begins with the same sound as **food**? lollipop • <u>five</u>"

## ➥ Identifying the Initial Sound of Three Words

"What sound do **pie**, **piece**, and **pickle** begin with?" (/p/)
"What sound do **sausage**, **Sunday**, and **small** begin with?" (/s/)
"What sound do **himself**, **hungry**, and **hole** begin with?" (/h/)
"What sound do **butterfly**, **beautiful**, and **big** begin with?" (/b/)
"What sound do **caterpillar**, **cake**, and **came** begin with?" (/k/)

## ➥ Identifying the Final Sound of Two Words

"What sound do **sun** and **one** end with?" (/n/)
"What sound do **warm** and **some** end with?" (/m/)
"What sound do **ate** and **but** end with?" (/t/)
"What sound do **slice** and **piece** end with?" (/s/)
"What sound do **big** and **egg** end with?" (/g/)

## ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | |
|---|---|---|
| strawberries (/s/) | Monday (/m/) | Thursday (/th/) |
| cake (/k/) | food (/f/) | leaf (/l/) |
| night (/n/) | hungry (/h/) | cherry (/ch/) |
| tiny (/t/) | pears (/p/) | watermelon (/w/) |

## ➥ Substituting Initial Sounds

"Say **light**. Now say it with **/f/** instead of **/l/**." (fight)
"Say **sun**. Now say it with **/r/** instead of **/s/**." (run)
"Say **five**. Now say it with **/d/** instead of **/f/**." (dive)
"Say **pears**. Now say it with **/k/** instead of **/p/**." (cares)
"Say **moon**. Now say it with **/s/** instead of **/m/**." (soon)

## ➥ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| ate (/t/) | still (/l/) | leaf (/f/) |
| warm (/m/) | slice (/s/) | up (/p/) |
| egg (/g/) | cake (/k/) | sausage (/j/) |
| food (/d/) | cone (/n/) | after (/r/) |

## ➥ Substituting Final Sounds

"Say **piece**. Now say it with **/l/** instead of **/s/**." (peel)
"Say **cone**. Now say it with **/t/** instead of **/n/**." (coat)
"Say **ate**. Now say it with **/p/** instead of **/t/**." (ape)
"Say **fat**. Now say it with **/n/** instead of **/t/**." (fan)
"Say **leaf**. Now say it with **/k/** instead of **/f/**." (leak)

## ➥ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| up (u•p) | pop (p•o•p) | tiny (t•i•n•y) |
| ate (a•te) | look (l•oo•k) | little (l•i•tt•le) |
| lay (l•ay) | food (f•oo•d) | still (s•t•i•ll) |
| pie (p•ie) | house (h•ou•se) | pushed (p•u•sh•ed) |
| day (d•ay) | came (c•a•me) | felt (f•e•l•t) |

## ➥ Deleting Initial Sounds

"Say **pears**.  Say it again, but don't say **/p/**."  (airs)
"Say **nice**.  Say it again, but don't say **/n/**."  (ice)
"Say **fat**.  Say it again, but don't say **/f/**."  (at)
"Say **came**.  Say it again, but don't say **/k/**."  (aim)
"Say **cheese**.  Say it again, but don't say **/ch/**."  (ease)

## ➥ Deleting Final Sounds

"Say **warm**.  Say it again, but don't say **/m/**."  (war)
"Say **house**.  Say it again, but don't say **/s/**."  (how)
"Say **leaf**.  Say it again, but don't say **/f/**."  (Lee)
"Say **ate**.  Say it again, but don't say **/t/**."  (A)
"Say **warm**.  Say it again, but don't say **/m/**."  (war)

# Tikki Tikki Tembo retold by Arlene Mosel

## WORD AWARENESS

➥ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➥ Read the story aloud, omitting words. Have the students tell the missing words.

➥ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➥ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- cannot I hear you
  (I cannot hear you.)

- little frightened poor Chang was
  (Poor little Chang was frightened.)

- well near the don't go
  (Don't go near the well.)

- fallen well in Chang has the
  (Chang has fallen in the well.)

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➥ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| China (2) | Chang (1) | honorable (4) | rice (1) |
| village (2) | well (1) | fallen (2) | spirits (2) |
| wonderful (3) | chattering (3) | Tikki (2) | bottom (2) |
| custom (2) | ladder (2) | festival (3) | disturb (2) |

### ➥ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| ladd•er | pem•bo | vill•age |
| Chi•nese | moun•tain | moth•er |
| fall•en | pur•ple | won•der•ful |
| re•turn | dis•turb | fes•ti•val |

## ➥ Deleting Syllables

"Say **return**.  Say it again, but don't say **re**."  (turn)
"Say **purple**.  Say it again, but don't say **ple**."  (purr)
"Say **China**.  Say it again, but don't say **Chi**."  (na)
"Say **blossom**.  Say it again, but don't say **om**."  (bloss)
"Say **disturb**.  Say it again, but don't say **turb**."  (dis)

## RHYMING

### ➥ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| name • same | bank • fast | ate • great |
| tembo • pembo | wide • cried | mother • brother |
| small • fall | rose • moon | tight • rice |

### ➥ Discriminating Rhymes

"Which word does not rhyme?"

| | | |
|---|---|---|
| all • <u>eat</u> • fall | hear • near • <u>more</u> | wise • <u>stone</u> • eyes |
| old • cold • <u>cake</u> | stream • <u>sand</u> • dream | two • you • <u>ran</u> |
| <u>fish</u> • away • day | <u>tree</u> • well • fell | great • ate • <u>out</u> |

### ➥ Matching Rhymes

"Which word rhymes with **well**?  <u>tell</u> • took"
"Which word rhymes with **small**?  air • <u>all</u>"
"Which word rhymes with **name**?  <u>same</u> • more"
"Which word rhymes with **cried**?  <u>wide</u> • cake"
"Which word rhymes with **mother**?  father • <u>brother</u>"

### ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

| | | | |
|---|---|---|---|
| Chang | old | rice | tree |
| bank | air | great | well |
| day | eat | more | small |
| name | eyes | took | sand |

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

### ➡ Identifying Words Beginning with a Given Sound

"Which words begin with the **/t/** sound?  <u>Tikki</u> • <u>tongue</u> • brother"
"Which words begin with the **/w/** sound?  fallen • <u>well</u> • <u>water</u>"
"Which words begin with the **/p/** sound?  <u>pushed</u> • <u>pumped</u> • breath"
"Which words begin with the **/l/** sound?  hurried • <u>ladder</u> • <u>legs</u>"
"Which words begin with the **/m/** sound?  <u>man</u> • bowed • <u>mother</u>"

### ➡ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| Ch•ang | r•ice | w•ell | s•on |
| w•ide | w•ise | n•ame | h•ear |
| m•oon | b•ank | r•an | f•ast |

### ➡ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| br•eath | st•ep | dr•eam |
| pl•ay | cr•ied | st•one |
| gr•eat | pl•ease | br•ought |

### ➡ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| s•ay | o•l•d | h•i•m | l•e•g•s |
| ea•t | m•a•n | t•r•ee | w•a•t•er |
| b•oy•s | n•a•me | w•e•ll | l•a•s•t |

### ➡ Matching Initial Sounds

"Which word begins with the same sound as **step**?  fallen • <u>spirits</u>"
"Which word begins with the same sound as **boys**?  <u>brother</u> • roars"
"Which word begins with the same sound as **fish**?  long • <u>fast</u>"
"Which word begins with the same sound as **child**?  <u>Chang</u> • fell"
"Which word begins with the same sound as **carry**?  <u>cold</u> • moon"

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## ➥ Identifying the Initial Sound of Three Words

"What sound do **near**, **name**, and **not** begin with?" (/n/)
"What sound do **pearl**, **precious**, and **puzzled** begin with?" (/p/)
"What sound do **China**, **chattering**, and **Chang** begin with?" (/ch/)
"What sound do **custom**, **could**, and **carry** begin with?" (/k/)
"What sound do **son**, **sand**, and **slowly** begin with?" (/s/)

## ➥ Identifying the Final Sound of Two Words

"What sound do **fell** and **pearl** end with?" (/l/)
"What sound do **bank** and **cake** end with?" (/k/)
"What sound do **name** and **stream** end with?" (/m/)
"What sound do **great** and **mist** end with?" (/t/)
"What sound do **pumped** and **pushed** end with?" (/t/)

## ➥ Discriminating Initial Sounds

"Which word has a different beginning sound?"

fish • fast • <u>sand</u>                            blossoms • man • miserable
<u>shouted</u> • China • Chang                 silent • <u>fallen</u> • stone
ladder • <u>short</u> • legs                        wise • well • <u>breath</u>

## ➥ Identifying Initial Sounds

"What sound does the word _____ begin with?

China (/ch/)              said (/s/)              Tikki (/t/)
well (/w/)                poor (/p/)              roars (/r/)
fallen (/f/)              long (/l/)              cakes (/k/)
ran (/r/)                 breath (/b/)            think (/th/)

## ➥ Substituting Initial Sounds

"Say **well**. Now say it with **/b/** instead of **/w/**." (bell)
"Say **carry**. Now say it with **/ch/** instead of **/k/**." (cherry)
"Say **pumped**. Now say it with **/j/** instead of **/p/**." (jumped)
"Say **man**. Now say it with **/r/** instead of **/m/**." (ran)
"Say **fast**. Now say it with **/l/** instead of **/f/**." (last)

## ➥ Identifying Final Sounds

"What sound does the word _____ end with?"

old (/d/)                hear (/r/)              step (/p/)
possess (/s/)            ate (/t/)               him (/m/)
breath (/th/)            moon (/n/)              disturb (/b/)
well (/l/)               wise (/z/)              wash (/sh/)

# ➦ Substituting Final Sounds

"Say **ran**.  Now say it with **/t/** instead of **/n/**."  (rat)
"Say **fell**.  Now say it with /d/ instead of /l/."  (fed)
"Say **soon**.  Now say it with **/t/** instead of **/n/**."  (suit)
"Say **cried**.  Now say it with **/m/** instead of **/d/**."  (crime)
"Say **breath**.  Now say it with **/d/** instead of **/th/**."  (bread)

# ➦ Segmenting Sounds

"What sounds do you hear in the word _____?"

as (a•s)                 voice (v•oi•ce)          ladder (l•a•dd•er)
to (t•o)                 name (n•a•me)           legs (l•e•g•s)
go (g•o)                 wash (w•a•sh)           China (ch•i•n•a)
you (y•ou)               wide (w•i•de)           small (s•m•a•ll)
he (h•e)                 run (r•u•n)             great (g•r•ea•t)

# ➦ Deleting Initial Sounds

"Say **name**.  Say it again, but don't say **/n/**."  (aim)
"Say **fell**.  Say it again, but don't say **/f/**."  (L)
"Say **mother**.  Say it again, but don't say **/m/**."  (other)
"Say **legs**.  Say it again, but don't say /l/."  (eggs)
"Say **poor**.  Say it again, but don't say **/p/**."  (or)

# ➦ Deleting Final Sounds

"Say **wide**.  Say it again, but don't say **/d/**."  (why)
"Say **moon**.  Say it again, but don't say **/n/**."  (moo)
"Say **pearl**.  Say it again, but don't say /l/."  (purr)
"Say **deep**.  Say it again, but don't say **/p/**."  (D)
"Say **rice**.  Say it again, but don't say **/s/**."  (rye)

# ➦ Deleting Sounds in Blends

"Say **great**.  Say it again, but don't say **/r/**."  (gate)
"Say **playing**.  Say it again, but don't say /p/."  (laying)
"Say **stream**.  Say it again, but don't say /r/."  (steam)
"Say **breath**.  Say it again, but don't say /r/."  (Beth)
"Say **stone**.  Say it again, but don't say **/s/**."  (tone)

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# Where the Wild Things Are by Maurice Sendak

## WORD AWARENESS

➤ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➤ Read the story aloud, omitting words. Have the students tell the missing words.

## SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

### ➤ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

| | | | |
|---|---|---|---|
| suit (1) | without (2) | ocean (2) | terrible (3) |
| mischief (2) | eating (2) | magic (2) | private (2) |
| another (3) | anything (3) | king (1) | until (2) |
| wild (1) | forest (2) | ceiling (2) | supper (2) |

### ➤ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

| | | |
|---|---|---|
| un•til | o•cean | mis•chief |
| mag•ic | supp•er | an•y•thing |

### ➤ Deleting Syllables

"Say **without**. Say it again, but don't say **out**." (with)
"Say **until**. Say it again, but don't say **til**." (un)
"Say **magic**. Say it again, but don't say **ic**." (Madge)
"Say **ocean**. Say it again, but don't say **o**." (shun)
"Say **forest**. Say it again, but don't say **for**." (est)

## RHYMING

### ➤ Recognizing Rhymes

"Do these words rhyme?"

| | | |
|---|---|---|
| go • no | trick • stop | king • thing |
| through • you | boat • suit | eyes • eat |
| wall • all | their • where | are • far |

## ➥ Discriminating Rhymes

"Which word does not rhyme?"

<u>go</u> • went • sent       <u>cried</u> • king • thing       found • <u>night</u> • ground
grew • through • <u>out</u>       suit • boot • <u>wore</u>       year • near • <u>now</u>

## ➥ Matching Rhymes

"Which word rhymes with **grew**?  <u>true</u> • are"
"Which word rhymes with **king**?  came • <u>ring</u>"
"Which word rhymes with **trick**?  <u>stick</u> • sent"
"Which word rhymes with **Max**?  <u>packs</u> • still"
"Which word rhymes with **night**?  made • <u>bite</u>"

## ➥ Generating Rhymes

"Tell me a word that rhymes with _____."

suit       boat       king
night       where       wild
bed       eyes       eat

## SOUND AWARENESS

You can use manipulatives to help students visualize these concepts.  For example, use colored cubes or blocks to represent individual sounds.  You can move them apart, put them together, or substitute them to show changes in sound production.

## ➥ Initial Sound Play

"**Wild** begins with /**w**/.  Let's make up silly words that begin with the /**w**/ sound."
"Say your name, beginning with the /**w**/ sound."
"Name five things in the classroom.  Begin each one with the /**w**/ sound."
"Name five animals.  Begin each one with the /**w**/ sound."

## ➥ Identifying Words Beginning with a Given Sound

"Which words begin with the /**m**/ sound?  world • <u>Max</u> • <u>magic</u>"
"Which words begin with the /**k**/ sound?  <u>king</u> • <u>claws</u> • trick"
"Which words begin with the /**s**/ sound?  vines • <u>supper</u> • <u>ceiling</u>"
"Which words begin with the /**t**/ sound?  <u>terrible</u> • walls • <u>tumbled</u>"
"Which words begin with the /**r**/ sound?  <u>rolled</u> • <u>roared</u> • wild"

## ➥ Generating Words Beginning with a Given Sound

"Name as many words as you can that begin with the /**w**/ sound."

## ➥ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| M•ax | w•orld | n•ight | t•eeth |
| w•ild | s•uit | v•ines | b•est |
| th•ings | w•olf | k•ing | y•ear |

## ➥ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

| | | |
|---|---|---|
| pl•ace | gr•ew | st•art |
| st•op | st•ill | pl•ease |
| cl•aws | tr•ick | thr•ough |

## ➥ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

| | | | |
|---|---|---|---|
| ou•t | a•n•d | b•e•d | w•i•ld |
| eye•s | l•o•ve | b•oa•t | y•e•ll•ow |
| ea•t | g•oo•d | t•ee•th | c•l•aw•s |

## ➥ Matching Initial Sounds

"Which word begins with the same sound as **wild**?  hung • <u>world</u>"
"Which word begins with the same sound as **forest**?  <u>found</u> • waiting"
"Which word begins with the same sound as **sailed**?  <u>smelled</u> • tamed"
"Which word begins with the same sound as **magic**?  yellow • <u>mother</u>"
"Which word begins with the same sound as **boat**?  weeks • <u>bed</u>"

## ➥ Identifying the Initial Sound of Three Words

"What sound do **stepped, someone**, and **sailed** begin with?" (/s/)
"What sound do **weeks, wild**, and **wolf** begin with?" (/w/)
"What sound do **king, came**, and **called** begin with?" (/k/)
"What sound do **room, rumpus**, and **roars** begin with?" (/r/)
"What sound do **love, let**, and **lonely** begin with?" (/l/)

## ➥ Identifying the Final Sound of Two Words

"What sound do **magic** and **trick** end with?" (/k/)
"What sound do **forest** and **suit** end with?" (/t/)
"What sound do **terrible** and **all** end with?" (/l/)
"What sound do **wild** and **cried** end with?" (/d/)
"What sound do **across** and **Max** end with?" (/s/)

## ➤ Discriminating Initial Sounds

"Which word has a different beginning sound?"

Max • made • <u>stop</u>
<u>wall</u> • very • vines
forest • <u>blinking</u> • frightened

cried • <u>things</u> • king
someone • <u>good</u> • supper
weeks • waiting • <u>year</u>

## ➤ Identifying Initial Sounds

"What sound does the word _____ begin with?"

| | | |
|---|---|---|
| wild (/w/) | weeks (/w/) | terrible (/t/) |
| Max (/m/) | stop (/s/) | night (/n/) |
| boat (/b/) | private (/p/) | king (/k/) |
| year (/y/) | forest (/f/) | roared (/r/) |

## ➤ Substituting Initial Sounds

"Say **wild**. Now say it with **/ch/** instead of **/w/**." (child)
"Say **king**. Now say it with **/r/** instead of **/k/**." (ring)
"Say **Max**. Now say it with **/j/** instead of **/m/**." (jacks)
"Say **year**. Now say it with **/t/** instead of **/y/**." (tear)
"Say **ceiling**. Now say it with **/n/** instead of **/s/**." (kneeling)

## ➤ Identifying Final Sounds

"What sound does the word _____ end with?"

| | | |
|---|---|---|
| mischief (/f/) | still (/l/) | room (/m/) |
| sent (/t/) | supper (/r/) | ocean (/n/) |
| teeth (/th/) | bed (/d/) | walls (/z/) |

## ➤ Substituting Final Sounds

"Say **suit**. Now say it with **/n/** instead of **/t/**." (soon)
"Say **teeth**. Now say it with **/m/** instead of **/th/**." (team)
"Say **boat**. Now say it with **/n/** instead of **/t/**." (bone)
"Say **trick**. Now say it with **/m/** instead of **/k/**." (trim)
"Say **love**. Now say it with **/k/** instead of **/v/**." (luck)

## ➤ Segmenting Sounds

"What sounds do you hear in the word _____?"

| | | |
|---|---|---|
| eyes (eye•s) | night (n•igh•t) | wild (w•i•ld) |
| all (a•ll) | bet (b•e•t) | Max (m•a•x) |
| by (b•y) | boat (b•oa•t) | ocean (o•ce•a•n) |
| out (ou•t) | said (s•ai•d) | rolled (r•o•ll•ed) |
| now (n•ow) | hot (h•o•t) | found (f•ou•n•d) |

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### ➡ Deleting Initial Sounds

"Say **year**.  Say it again, but don't say **/y/**."  (ear)
"Say **boat**.  Say it again, but don't say **/b/**."  (oat)
"Say **Max**.  Say it again, but don't say **/m/**."  (ax)
"Say **said**.  Say it again, but don't say **/s/**."  (Ed)
"Say **showed**.  Say it again, but don't say **/sh/**."  (owed)

### ➡ Deleting Final Sounds

"Say **suit**.  Say it again, but don't say **/t/**."  (Sue)
"Say **cried**.  Say it again, but don't say **/d/**."  (cry)
"Say **teeth**.  Say it again, but don't say **/th/**."  (tea)
"Say **wild**.  Say it again, but don't say **/d/**."  (while)
"Say **wolf**.  Say it again, but don't say **/f/**."  (wool)

### ➡ Deleting Sounds in Blends

"Say **claws**.  Say it again, but don't say **/k/**."  (laws)
"Say **trick**.  Say it again, but don't say **/r/**."  (tick)
"Say **place**.  Say it again, but don't say **/l/**."  (pace)
"Say **still**.  Say it again, but don't say **/s/**."  (till)
"Say **please**.  Say it again, but don't say **/l/**."  (peas)

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