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
# Table of Contents

Introduction ...........................................................................................................................5

A House Is a House for Me ..............................................................................................11
A Pocket for Corduroy ......................................................................................................16
Alexander and the Terrible, Horrible, No Good, Very Bad Day ..................................22
Blueberries for Sal ............................................................................................................28
Bringing the Rain to Kapiti Plain ....................................................................................33
Brown Bear, Brown Bear, What Do You See? ..............................................................38
Caps for Sale ....................................................................................................................43
Curious George ................................................................................................................49
Dear Rebecca, Winter Is Here ........................................................................................55
Each Peach Pear Plum ......................................................................................................60
Fish Is Fish ........................................................................................................................65
Frederick .............................................................................................................................71
Henny Penny .....................................................................................................................77
I Am Eyes, Ni Macho .........................................................................................................81
If You Give a Moose a Muffin ..........................................................................................86
If You Give a Mouse a Cookie ........................................................................................91
Ira Sleeps Over ..................................................................................................................96
Madeline ............................................................................................................................102
More Spaghetti, I Say! ......................................................................................................107
Noisy Nora .......................................................................................................................112
Over in the Meadow .......................................................................................................117
Owl Moon ........................................................................................................................122
Peter’s Chair .......................................................................................................................127
Pinkerton, Behave! .........................................................................................................132
Pumpkin Pumpkin ............................................................................................................137
Stone Soup ........................................................................................................................141
Strega Nona .......................................................................................................................146
Swimmy .............................................................................................................................151
The Art Lesson ..................................................................................................................156
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Day Jimmy’s Boa Ate the Wash</td>
<td>161</td>
</tr>
<tr>
<td>The Five Chinese Brothers</td>
<td>166</td>
</tr>
<tr>
<td>The Gingerbread Man</td>
<td>171</td>
</tr>
<tr>
<td>The Grouchy Ladybug</td>
<td>176</td>
</tr>
<tr>
<td>The Hat</td>
<td>181</td>
</tr>
<tr>
<td>The Jacket I Wear in the Snow</td>
<td>187</td>
</tr>
<tr>
<td>The Little Red Hen</td>
<td>192</td>
</tr>
<tr>
<td>The Mitten</td>
<td>197</td>
</tr>
<tr>
<td>The Seasons of Arnold’s Apple Tree</td>
<td>202</td>
</tr>
<tr>
<td>The Snowy Day</td>
<td>207</td>
</tr>
<tr>
<td>The Very Busy Spider</td>
<td>212</td>
</tr>
<tr>
<td>The Very Hungry Caterpillar</td>
<td>217</td>
</tr>
<tr>
<td>Tikki Tikki Tembo</td>
<td>222</td>
</tr>
<tr>
<td>Where the Wild Things Are</td>
<td>227</td>
</tr>
<tr>
<td>Book List</td>
<td>232</td>
</tr>
</tbody>
</table>
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

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 as opposed to...
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
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.)

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.”

<table>
<thead>
<tr>
<th>word</th>
<th>syllables</th>
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<tr>
<td>house</td>
<td>1</td>
</tr>
<tr>
<td>spider</td>
<td>2</td>
</tr>
<tr>
<td>mosquito</td>
<td>3</td>
</tr>
<tr>
<td>bedbug</td>
<td>2</td>
</tr>
<tr>
<td>lake</td>
<td>1</td>
</tr>
<tr>
<td>shellfish</td>
<td>2</td>
</tr>
<tr>
<td>lobster</td>
<td>2</td>
</tr>
<tr>
<td>Eskimo</td>
<td>3</td>
</tr>
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<td>ship</td>
<td>1</td>
</tr>
<tr>
<td>terminal</td>
<td>3</td>
</tr>
<tr>
<td>teabags</td>
<td>2</td>
</tr>
<tr>
<td>sandwich</td>
<td>2</td>
</tr>
<tr>
<td>jam</td>
<td>1</td>
</tr>
<tr>
<td>reflections</td>
<td>3</td>
</tr>
<tr>
<td>envelopes</td>
<td>3</td>
</tr>
<tr>
<td>garden</td>
<td>2</td>
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</tbody>
</table>

- Blending Syllables
  “Listen to these syllables. Tell me what word I’m saying.”

<table>
<thead>
<tr>
<th>word</th>
<th>syllables</th>
</tr>
</thead>
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<tr>
<td>eggshells</td>
<td>2</td>
</tr>
<tr>
<td>oyster</td>
<td>2</td>
</tr>
<tr>
<td>teapot</td>
<td>2</td>
</tr>
<tr>
<td>ear-muffs</td>
<td>2</td>
</tr>
<tr>
<td>garlic</td>
<td>2</td>
</tr>
<tr>
<td>pennies</td>
<td>2</td>
</tr>
<tr>
<td>hickory</td>
<td>2</td>
</tr>
</tbody>
</table>
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.” (atoes)

Reversing Syllables

“Say ______. Now switch the parts.”

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

RHYMING

Recognizing Rhymes

“Do these words rhyme?”

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

Discriminating Rhymes

“Which word does not rhyme?”

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

Matching Rhymes

“Which word rhymes with tree? bird • flea”
“Which word rhymes with cow? sow • horse”
“Which word rhymes with shed? bed • mule”
“Which word rhymes with clams? fish • lambs”
“Which word rhymes with you? find • true”
Generating Rhymes

“Tell me a word that rhymes with ______.”

- kings
- jam
- pot
- all
- tell
- ink
- bread
- you
- up
- tea
- train
- snake
- sleep
- bug
- house
- 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? bathrobe • mole • bee”
“Which words begin with the /h/ sound? hive • hill • puddle”
“Which words begin with the /s/ sound? worms • snake • sea”
“Which words begin with the /p/ sound? peaches • garbage • pockets”
“Which words begin with the /k/ sound? tea • cookies • castles”

Blending Monosyllable Words—Onset-Rime

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

- house
- sh•eep
- c•ow
- r•ug
- lake
- sh•ell
- d•ock
- n•ut
- foot
- b•ox
- c•up
- h•ead
- th•ink
- h•ome
- g•erms
- r•ose

Blending Monosyllable Words—Onset-Rime (Blends)

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

- tr•uck
- sm•ell
- dr•ink
- pl•ane
- gl•ove
- sp•ot
- thr•oat
- st•all
Blending Individual Sounds to Make a Word

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

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

Matching Initial Sounds

“Which word begins with the same sound as hole? head • mirror”
“Which word begins with the same sound as pockets? cartons • perhaps”
“Which word begins with the same sound as crackers? teapot • creatures”
“Which word begins with the same sound as lions? hippos • lobsters”
“Which word begins with the same sound as bird? web • builds”

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?” (/θ/)
“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/)
- nest (/n/)
- river (/r/)
- pueblo (/p/)
- barn (/b/)
- chicken (/ch/)
- cow (/k/)
- horse (/h/)
- mule (/m/)
- shed (/sh/)
- duchess (/d/)
- whales (/wh/)
- fish (/f/)
- lobster (/l/)
- turtle (/t/)
- garage (/ɡ/)

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 /l/ 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 (/l/)
- 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 /l/.” (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 (in)
- sheep (sh•ee•p)
- gather (g•a•th•er)
- so (so)
- dog (d•a•g)
- castle (c•a•st•le)
- as (a•s)
- down (d•ow•n)
- snail (s•n•a•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)
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)
  - Lisa (2)
  - Corduroy (3)
  - bear (1)
  - laundromat (3)
  - patiently (3)
  - pocket (2)
  - chair (1)
  - washcloths (2)
  - dampness (2)
  - cave (1)
  - accidentally (5)
  - overalls (3)
  - yesterday (3)
  - manager (3)

- **Blending Syllables**
  
  “Listen to these syllables. Tell me what word I’m saying.”

  - Li•sa
  - pock•et
  - laun•dry
  - o•ver•alls
  - paint•ing
  - moun•tain•side
  - drow•sy
  - cus•to•mer
  - 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?  purple • pocket • tossed”

“Which words begin with the /l/ sound?  Lisa • basket • laundry”

“Which words begin with the /k/ sound?  cage • wet • climbed”

“Which words begin with the /w/ sound?  shorts • wash • wait”

“Which words begin with the /b/ sound?  bag • busy • 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
- st•ack
- sl•eep
- fl•akes
- sl•ide
- sk•etch
- tr•ips
- str•aps
- 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•i•de
- d•a•m•p
- w•e•t
- w•a•sh
- f•i•n•d
- g•l•a•ss
- d•a•y
- l•o•o•k
- l•e•f•t
- f•e•r•i•e•n•d
- b•a•g
- s•e•ar•ch
- s•h•e•e•t•s
- p•o•c•k•e•t

💖 Matching Initial Sounds
“Which word begins with the same sound as Corduroy? chairs • customer”
“Which word begins with the same sound as washing? manager • wonderful”
“Which word begins with the same sound as shorts? sheets • machine”
“Which word begins with the same sound as dampness? discovered • manager”
“Which word begins with the same sound as laundry? Lisa • 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 • wait
warm • leave • wet
tightly • thought • towels
wander • manager • mother
soft • soap • fun
customer • friend • flakes
### Identifying Initial Sounds

“What sound does the word _______ begin with?”

<table>
<thead>
<tr>
<th>Word</th>
<th>Initial Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>bear</td>
<td>/b/</td>
</tr>
<tr>
<td>Corduroy</td>
<td>/k/</td>
</tr>
<tr>
<td>laundry</td>
<td>/l/</td>
</tr>
<tr>
<td>tossed</td>
<td>/t/</td>
</tr>
<tr>
<td>wander</td>
<td>/w/</td>
</tr>
<tr>
<td>friend</td>
<td>/f/</td>
</tr>
<tr>
<td>home</td>
<td>/h/</td>
</tr>
<tr>
<td>snow</td>
<td>/s/</td>
</tr>
<tr>
<td>zoo</td>
<td>/z/</td>
</tr>
<tr>
<td>cage</td>
<td>/k/</td>
</tr>
<tr>
<td>sheets</td>
<td>/sh/</td>
</tr>
</tbody>
</table>

### 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 /t/ instead of /b/.” (rag)

### Identifying Final Sounds

“What sound does the word _______ end with?”

<table>
<thead>
<tr>
<th>Word</th>
<th>Final Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>sit</td>
<td>/t/</td>
</tr>
<tr>
<td>wash</td>
<td>/sh/</td>
</tr>
<tr>
<td>slid</td>
<td>/d/</td>
</tr>
<tr>
<td>size</td>
<td>/z/</td>
</tr>
<tr>
<td>bag</td>
<td>/g/</td>
</tr>
<tr>
<td>sketch</td>
<td>/ch/</td>
</tr>
<tr>
<td>home</td>
<td>/m/</td>
</tr>
<tr>
<td>huge</td>
<td>/j/</td>
</tr>
<tr>
<td>wonder</td>
<td>/l/</td>
</tr>
<tr>
<td>box</td>
<td>/s/</td>
</tr>
</tbody>
</table>

### 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 /l/ 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 _______?”

<table>
<thead>
<tr>
<th>Word</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>(i•n)</td>
</tr>
<tr>
<td>he</td>
<td>(h•e)</td>
</tr>
<tr>
<td>of</td>
<td>(o•f)</td>
</tr>
<tr>
<td>you</td>
<td>(y•ou)</td>
</tr>
<tr>
<td>all</td>
<td>(a•l)</td>
</tr>
<tr>
<td>pile</td>
<td>(p•e•le)</td>
</tr>
<tr>
<td>soon</td>
<td>(s•oon•n)</td>
</tr>
<tr>
<td>man</td>
<td>(m•a•n)</td>
</tr>
<tr>
<td>back</td>
<td>(b•a•ck)</td>
</tr>
<tr>
<td>time</td>
<td>(t•i•me)</td>
</tr>
<tr>
<td>slip</td>
<td>(s•l•p)</td>
</tr>
<tr>
<td>least</td>
<td>(l•e•st•l)</td>
</tr>
<tr>
<td>left</td>
<td>(l•e•f•l)</td>
</tr>
<tr>
<td>still</td>
<td>(s•t•l)</td>
</tr>
<tr>
<td>dryer</td>
<td>(d•r•y•er)</td>
</tr>
</tbody>
</table>
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?)
  - smushed I said was I being (I said I was being smushed.)

  - even answered one no (No one even answered.)
  - says days some my mom like are that (My mom says some days are like that.)

  - Australia move I think I’ll to (I think I’ll move to Australia.)
  - 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)
**Alexander and the Terrible, Horrible, No Good, Very Bad Day**, continued

➤ **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 • seat • fool
- fall • tack • back
- play • late • day
- think • sink • pick
- light • friend • white
- bad • blue • shoe
- ice • cone • phone
- my • I • door
- hot • 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? bed • brother • horrible
- Which words begin with the /t/ sound? cone • terrible • tack
- Which words begin with the /f/ sound? friend • week • found
- Which words begin with the /p/ sound? Paul • picture • castle
- Which words begin with the /s/ sound? good • sixteen • sailboat

Blending Monosyllable Words—Onset-Rime

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

- pool box week bath
- gum ring wear pick
- move time soap good

Blending Monosyllable Words—Onset-Rime (Blends)

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

- friend sleep stripes
- school drain plain
Sounds Abound: Storybook Activities

Alexander and the Terrible, Horrible, No Good, Very Bad Day, continued

**Blending Individual Sounds to Make a Word**

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

<table>
<thead>
<tr>
<th>ice</th>
<th>fool</th>
<th>move</th>
<th>sleep</th>
</tr>
</thead>
<tbody>
<tr>
<td>it</td>
<td>seat</td>
<td>make</td>
<td>drain</td>
</tr>
<tr>
<td>shoe</td>
<td>blue</td>
<td>very</td>
<td>school</td>
</tr>
<tr>
<td>bar</td>
<td>tell</td>
<td>Paul</td>
<td>sweater</td>
</tr>
</tbody>
</table>

**Matching Initial Sounds**

“Which word begins with the same sound as *sneakers*? cereal • crybaby”
“Which word begins with the same sound as *muddy*? kissing • marbles”
“Which word begins with the same sound as *phone*? forgot • dentist”
“Which word begins with the same sound as *week*? white • red”
“Which word begins with the same sound as *light*? Paul • limas”

**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?”

<table>
<thead>
<tr>
<th>cone</th>
<th>car</th>
<th>found</th>
<th>dentist</th>
<th>day</th>
<th>pick</th>
</tr>
</thead>
<tbody>
<tr>
<td>bag</td>
<td>hope</td>
<td>bath</td>
<td>Philip</td>
<td>mother</td>
<td>make</td>
</tr>
<tr>
<td>drain</td>
<td>wear</td>
<td>week</td>
<td>terrible</td>
<td>Nick</td>
<td>tack</td>
</tr>
</tbody>
</table>

**Identifying Initial Sounds**

“What sound does the word ______ begin with?”

<table>
<thead>
<tr>
<th>copying</th>
<th>dinner</th>
<th>best</th>
<th>water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philip</td>
<td>muddy</td>
<td>third</td>
<td>pool</td>
</tr>
<tr>
<td>good</td>
<td>lunch</td>
<td>singing</td>
<td>jelly</td>
</tr>
</tbody>
</table>

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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 /t/.” (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•a•y)
loud (l•ou•d)
sleep (s•l•ee•p)
to (t•o)
mouth (m•ou•th)
pillow (p•il•low)

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/.” (ripped)
“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)
  - little (2)
  - Sal (1)
  - mother (2)
  - pail (1)
  - inside (2)
  - tremendous (3)
  - picking (2)
  - winter (2)
  - home (1)
  - middle (2)
  - eat (1)
  - behind (2)
  - together (3)
  - mouthful (2)

- **Blending Syllables**
  
  “Listen to these syllables. Tell me what word I’m saying.”

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

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

**Discriminating Rhymes**

“Which word does not rhyme?”

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

**Matching Rhymes**

“Which word rhymes with pail? pick • tail”
“Which word rhymes with small? tail • bush”
“Which word rhymes with rock? reach • sock”
“Which word rhymes with feet? seat • food”
“Which word rhymes with pick? lick • 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?  bear • hill • bushes”
“Which words begin with the /p/ sound?  food • pail • picking”
“Which words begin with the /s/ sound?  Sal • sitting • little”
“Which words begin with the /w/ sound?  walking • pulled • way”
“Which words begin with the /f/ sound?  side • food • find”

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•all    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•e•a•ch | c•o•l•d |
| S•a•l | c•a•m•e | r•o•c•k | w•e•n•t |
| c•a•n | b•u•sh | n•o•i•s •e | m•o•t•h•e r |
| d•o•w•n | f•e•e•t | f•l•e•w | w•e•n•t •e r |

Mapping Initial Sounds

“Which word begins with the same sound as Sal? small • fast”
“Which word begins with the same sound as munch? behind • mouthful”
“Which word begins with the same sound as catch? feet • crow”
“Which word begins with the same sound as heard? hustle • walked”
“Which word begins with the same sound as peeked? many • pail”

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 (/θ/)  
- child (/χ/)  
- walked (/w/)  
- hill (/h/)  
- small (/s/)  
- little (/l/)  
- bushes (/b/)  
- crows (/k/)  
- middle (/m/)  

Substituting Initial Sounds

“Say pail. Now say it with /m/ instead of /p/.” (mail)
“Say berries. Now say it with /χ/ instead of /b/.” (cherries)
“Say reach. Now say it with /t/ instead of /r/.” (teach)
“Say find. Now say it with /k/ instead of /t/.” (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•t•e)    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•l•l)    three (th•r•ee)    many (m•a•n•y)
out (ou•t)    time (t•i•m•e)    taste (t•a•s•t•e)

Deleting Initial Sounds

“Say pail. Say it again, but don’t say /p/.” (all)
“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 /l/.” (lou)
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)
- arrow (2)
- Kapiti (3)
- cattle (2)
- bow (1)
- African (3)
- thunder (2)
- eagle (2)
- drought (1)
- grass (1)
- migrated (3)
- cattle (2)

Hungry (2)
Stork (1)
Cows (1)
Feather (2)
Cloud (1)
Herdsmen (2)

Blending Syllables

“Listen to these syllables. Tell me what word I’m saying.”

- feather
- arrow
- mi-grat-ed
- thun-der

- african
- eagle
- herdsmen
- herds-men
- over-head

- cattle
- hun-gry
- weath-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 • free  drop • stop  loud • cloud
rain • plain  brown • black  sky • dry  fall • tell
birds • big  bird • herd  shot • fat  dead • leg
grip • pass  stick • stood  long • strong  ground • round

➡ Discriminating Rhymes
“Which word does not rhyme?”
bird • herd • bring  fat • pat • green
leather • long • feather  plain • string • rain
drop • dry • sky  change • strong • long
cloud • loud • cow  bow • bird • low
ground • pound • grass

➡ Matching Rhymes
“Which word rhymes with bird?  leg • herd”
“Which word rhymes with long?  strong • brown”
“Which word rhymes with dry?  dead • sky”
“Which word rhymes with rain?  plain • ground”
“Which word rhymes with feather?  thunder • weather”

➡ 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?  bird • dead • big”
“Which words begin with the /k/ sound?  leg • cow • cloud”
“Which words begin with the /s/ sound?  stick • sky • ground”
“Which words begin with the /w/ sound?  weather • watched • black”
“Which words begin with the /l/ sound?  bow • loud • long”
Blending Monosyllable Words—Onset-Rime

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

bow  leg  bird
rain  cows  fell
long  dead  shot

Blending Monosyllable Words—Onset-Rime (Blends)

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

sky  cloud  stork  black
ground  drought  green  plain

Blending Individual Sounds to Make a Word

“Say these sounds together to make a word from the story.”
cows  big  heavy
rain  herd  stood
sky  cloud  stick
dead  black  plain
fall  drop  leather

Matching Initial Sounds

“Which word begins with the same sound as plain?  pierced  •  drop”
“Which word begins with the same sound as cow?  cattle  •  feather”
“Which word begins with the same sound as grass?  stick  •  green”
“Which word begins with the same sound as heavy?  weather  •  hungry”
“Which word begins with the same sound as loud?  long  •  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/)
- feather (/f/)
- cattle (/k/)
- bow (/b/)
- thunder (/th/)
- leather (/l/)
- sky (/s/)
- plain (/p/)
- dead (/d/)
- herd (/h/)
- change (/ch/)
- together (/t/)
- weather (/w/)
- needed (/n/)
- 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/)
- grass (/s/)
- stick (/k/)
- drop (/p/)
- change (/j/)
- leather (/l/)
- plain (/n/)
- drought (/t/)
- leg (/g/)
- cows (/z/)
- needed (/n/)
- 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)
- to (t•o)
- cow (c•ow)
- who (wh•o)
- rain (r•ai•n)
- bird (b•ir•d)
- sky (s•k•y)
- fell (f•e•ll)
- stick (s•t•i•ck)
- cloud (c•ou•d)
- heavy (h•ea•v•y)
- plain (p•ai•n)
- black (b•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)
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
dead • duck  horse • course  white • night
yellow • fellow  frog • dog  black • blue

Discriminating Rhymes

“Which word does not rhyme?”

black • see • we  mean • red • green  down • bird • brown
you • blue • horse  sheep • keep • cat  frog • duck • truck

Matching Rhymes

“Which word rhymes with frog?  dog • horse”
“Which word rhymes with bird?  blue • word”
“Which word rhymes with bear?  hair • duck”
“Which word rhymes with cat?  white • sat”
“Which word rhymes with sheep?  leap • 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)

down (brown)  fellow (yellow)  mean (green)
bred (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? **blue** • **red** • **brown**"  
"Which words begin with the /w/ sound? **white** • **what** • **do**"  
"Which words begin with the /d/ sound? **black** • **dog** • **duck**"  
"Which words begin with the /g/ sound? **goldfish** • **horse** • **green**"

> **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 • bird”
“Which word begins with the same sound as dog?  duck • brown”
“Which word begins with the same sound as green?  sheep • goldfish”
“Which word begins with the same sound as white?  what • 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 (/l/)  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 /l/.”  (can)
“Say white. Now say it with /p/ instead of /l/.”  (wipe)
“Say sheep. Now say it with /l/ 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 _______?”

<table>
<thead>
<tr>
<th>Sound</th>
<th>Word 1</th>
<th>Word 2</th>
<th>Word 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>at</td>
<td>red</td>
<td>yellow</td>
<td></td>
</tr>
<tr>
<td>us</td>
<td>dog</td>
<td>frog</td>
<td></td>
</tr>
<tr>
<td>see</td>
<td>bird</td>
<td>black</td>
<td></td>
</tr>
<tr>
<td>we</td>
<td>sheep</td>
<td>purple</td>
<td></td>
</tr>
<tr>
<td>do</td>
<td>white</td>
<td>teacher</td>
<td></td>
</tr>
</tbody>
</table>

### Deleting Initial Sounds

“Say cat. Say it again, but don’t say /k/.”
“Say bear. Say it again, but don’t say /b/.”
“Say sheep. Say it again, but don’t say /sh/.”

### Deleting Final Sounds

“Say brown. Say it again, but don’t say /n/.”
“Say sheep. Say it again, but don’t say /p/.”
“Say bird. Say it again, but don’t say /d/.”

### Deleting Sounds in Blends

“Say black. Say it again, but don’t say /l/.”
“Say blue. Say it again, but don’t say /b/.”
“Say frog. Say it again, but don’t say /r/.”
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?”

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

Matching Rhymes

“Which word rhymes with cap? car • nap”
“Which word rhymes with top? stop • ten”
“Which word rhymes with blue? new • boat”
“Which word rhymes with sale? ate • pail”
“Which word rhymes with back? snack • pill”
**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
- s•old
- t•op
- h•ead
- b•unch
- c•ents
- s•ale
- d•own
- b•ack
- sh•ook
- g•ive
- f•eet
**Blending Monosyllable Words—Onset-Rime (Blends)**

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

- **gray streets sleep**
- **blue tree branch**
- **brown straight spoke**

**Blending Individual Sounds to Make a Word**

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

- **no give any leaned**
- **up shook blue fifty**
- **sale tree caps street**
- **top time felt slept**

**Matching Initial Sounds**

“Which word begins with the same sound as *monkeys*? *morning* • cents”
“Which word begins with the same sound as *sold*? lunch • slowly”
“Which word begins with the same sound as *refreshed*? hand • rested”
“Which word begins with the same sound as *brown*? both • finger”
“Which word begins with the same sound as *peddler*? picked • 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 Initial Sounds

“What sound does the word ______ begin with?”

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

Substituting Initial Sounds

“Say red. Now say it with /b/ instead of /t/.” (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/)
- caps (/s/)
- him (/m/)
- hand (/d/)
- what (/t/)
- brown (/n/)
- top (/p/)
- lunch (/ch/)
- 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)
- you (y•ou)
- at (a•t)
- all (a•l)
- no (n•o)
- feet (f•ee•t)
- shook (sh•oo•k)
- right (r•igh•t)
- feel (f•ee•l)
- red (r•ee•d)
- felt (f•e•l•t)
- spoke (s•p•o•ke)
- place (p•a•ce)
- sleep (s•l•ee•p)
- brown (b•r•ow•n)
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 /fl/.” (lying)
“Say tree. Say it again, but don’t say /tr/.” (tea)
“Say ground. Say it again, but don’t say /gr/.” (round)
“Say branch. Say it again, but don’t say /br/.” (ranch)
“Say standing. Say it again, but don’t say /st/.” (sanding)
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.)
- promised George good to be (George promised to be good.)
- Africa he in lived (He lived in Africa.)
- the fireman into house rushed the (The fireman rushed into the house.)
- happy was George very (George was very happy.)
- traffic the mixed got up all (The traffic got all mixed up.)
- the George’s hat covered head (The hat covered George’s head.)
- 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.”

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>3</td>
</tr>
<tr>
<td>curious</td>
<td>3</td>
</tr>
<tr>
<td>George</td>
<td>1</td>
</tr>
<tr>
<td>hat</td>
<td>1</td>
</tr>
<tr>
<td>yellow</td>
<td>2</td>
</tr>
<tr>
<td>monkey</td>
<td>2</td>
</tr>
<tr>
<td>trouble</td>
<td>2</td>
</tr>
<tr>
<td>ship</td>
<td>1</td>
</tr>
<tr>
<td>sailors</td>
<td>2</td>
</tr>
<tr>
<td>forget</td>
<td>2</td>
</tr>
<tr>
<td>quickly</td>
<td>2</td>
</tr>
<tr>
<td>overboard</td>
<td>3</td>
</tr>
<tr>
<td>fascinated</td>
<td>4</td>
</tr>
<tr>
<td>fire</td>
<td>1</td>
</tr>
<tr>
<td>telephone</td>
<td>3</td>
</tr>
<tr>
<td>prison</td>
<td>2</td>
</tr>
<tr>
<td>lightning</td>
<td>2</td>
</tr>
<tr>
<td>balloon</td>
<td>2</td>
</tr>
</tbody>
</table>
### Blending Syllables

“Listen to these syllables. Tell me what word I’m saying.”

- mon•key
- yell•ow
- tra•ffic
- him•self
- Af•ri•ca
- tel•e•phone
- a•sleep
- buil•ding
- 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.” (fick)
- “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 • still
- call • caught • wall
- came • arm • harm
- bag • light • tight
- day • way • fell
- ship • sad • trip
- sat • pipe • hat
- fun • four • door
- free • me • up
### Matching Rhymes

“Which word rhymes with head? bed • fell”
“Which word rhymes with hook? big • took”
“Which word rhymes with harm? arm • stool”
“Which word rhymes with light? call • tight”
“Which word rhymes with wire? saw • fire”

### 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 • curious • caught”
“Which words begin with the /b/ sound? balloon • bed • fire”
“Which words begin with the /j/ sound? George • harm • jumped”
“Which words begin with the /h/ sound? hurry • sailor • houses”
“Which words begin with the /f/ sound? frightened • fire • lightning”

### Blending Monosyllable Words—Onset-Rime

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

- m•an
- h•at
- g•ood
- s•ad
- sh•ip
- f•ire
- c•all
- sh•ore
- p•ipe
- b•ars
- b•ed
- I•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•*y  h•ea•v•y
m•a•n  b•a•g  s•a•fe  b•r•i•g•h•t
h•o•me  b•o•a•t  o•v•e•r  h•a•p•p•y
f•e•e  d•e•c•k  r•o•o•f  s•t•r•e•e•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/)
**Substituting Initial Sounds**

“Say fire. Now say it with /t/ instead of /f/.” (tire)
“Say ship. Now say it with /t/ instead of /sh/.” (rip)
“Say sailor. Now say it with /t/ instead of /s/.” (tailor)
“Say curious. Now say it with /t/ 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?”

<table>
<thead>
<tr>
<th>Word</th>
<th>Initial Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>George</td>
<td>/j/</td>
</tr>
<tr>
<td>man</td>
<td>/n/</td>
</tr>
<tr>
<td>big</td>
<td>/g/</td>
</tr>
<tr>
<td>forget</td>
<td>/t/</td>
</tr>
<tr>
<td>door</td>
<td>/r/</td>
</tr>
<tr>
<td>fell</td>
<td>/l/</td>
</tr>
</tbody>
</table>

**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 ______?"

<table>
<thead>
<tr>
<th>Word</th>
<th>Initial Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>(h•e)</td>
</tr>
<tr>
<td>at</td>
<td>(a•t)</td>
</tr>
<tr>
<td>all</td>
<td>(a•ll)</td>
</tr>
<tr>
<td>zoo</td>
<td>(z•oo)</td>
</tr>
<tr>
<td>to</td>
<td>(t•o)</td>
</tr>
<tr>
<td>good</td>
<td>(g•oo•d)</td>
</tr>
<tr>
<td>safe</td>
<td>(s•a•fe)</td>
</tr>
<tr>
<td>down</td>
<td>(d•ow•n)</td>
</tr>
<tr>
<td>live</td>
<td>(l•i•ve)</td>
</tr>
<tr>
<td>with</td>
<td>(w•i•th)</td>
</tr>
<tr>
<td>city</td>
<td>(c•i•t•y)</td>
</tr>
<tr>
<td>cried</td>
<td>(c•r•i•ed)</td>
</tr>
<tr>
<td>place</td>
<td>(p•l•a•c•e)</td>
</tr>
<tr>
<td>little</td>
<td>(l•i•t•t•l•e)</td>
</tr>
<tr>
<td>yellow</td>
<td>(y•e•ll•o•w)</td>
</tr>
</tbody>
</table>

**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)
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)
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.)

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

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

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

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

  • 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 (3)  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
Dear Rebecca, Winter Is Here, continued

➡ 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

➡ Discriminating Rhymes

“Which word does not rhyme?”

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

➡ Matching Rhymes

“Which word rhymes with wings?” things • hands
“Which word rhymes with snow?” sing • grow
“Which word rhymes with fly?” dry • air
“Which word rhymes with ice?” night • mice
“Which word rhymes with dear?” here • fire
### Generating Rhymes

"Tell me a word that rhymes with _______."

<table>
<thead>
<tr>
<th>dear</th>
<th>bear</th>
<th>fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>coat</td>
<td>fly</td>
<td>sing</td>
</tr>
<tr>
<td>light</td>
<td>stop</td>
<td>ice</td>
</tr>
<tr>
<td>cold</td>
<td>free</td>
<td>long</td>
</tr>
</tbody>
</table>

#### 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

- **/s/ sound:** sunlight, darkness, summer
- **/r/ sound:** Rebecca, rain, clouds
- **/f/ sound:** honey, flying, frogs
- **/b/ sound:** blizzard, breakfast, mountains
- **/k/ sound:** crystals, frost, cold

#### Blending Monosyllable Words—Onset-Rime

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

- cold, rain, read, light
- long, mud, line, push
- mice, fire, back, bears

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

- snow, stop, frost
- frogs, ground, dry
- sleep, friends, slides
- free, grew, tracks

#### Blending Individual Sounds to Make a Word

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

- eat, down, dawn, otters
- Earth, night, birds, jolly
- my, June, leaves, winter
- book, rain, hand, frost

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*Dear Rebecca, Winter Is Here*, continued
Tip: Say the name of the object. It helps the child to focus on the word and not the sound of the word.

Matching Initial Sounds

“Which word begins with the same sound as December? turtles • darkness”
“Which word begins with the same sound as fire? friends • yard”
“Which word begins with the same sound as winter? summer • wolves”
“Which word begins with the same sound as mittens? mountains • bears”
“Which word begins with the same sound as squirrels? crystals • streams”

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?” (/fl/)
“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 • breakfast  leaf • turtles • tiny
hose • snow • seeds  birds • wolves • bears
fly • wings • flowers  cold • crystals • night

Identifying Initial Sounds

“What sound does the word ______ begin with?”

Rebecca (/r/)  groundhog (/g/)  wolves (/w/)
December (/d/)  mice (/m/)  flowers (/fl/)
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/.” (fire)
“Say rain. Now say it with /ch/ instead of /r/.” (chain)
Identifying Final Sounds

“What sound does the word _______ end with?”

- half (/f/)
- turn (/n/)
- sleep (/p/)
- form (/m/)
- leave (/v/)
- yard (/d/)
- summer (/r/)
- light (/l/)
- 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)
- ice (i•ce)
- Earth (Ear•th)
- fly (f•l•y)
- night (n•igh•t)
- otter (o•tt•er)
- leaves (l•ea•v•es)
- dusk (d•u•s•k)
- 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 /l/.” (fee)
“Say fly. Say it again, but don’t say /l/.” (lie)
“Say ground. Say it again, but don’t say /g/.” (round)
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.” (hun)
“Say Robin. Say it again, but don’t say Rob.” (rin)
“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 • Tom • bear  cellar • down • brown  ditch • Jack • witch
peach • each • one  bears • stairs • hood  wicked • wood • hood
den • spy • I  den • hunting • bunting  dry • up • pie
thumb • sun • plum  up • Jill • hill  three • she • asleep

➡ Matching Rhymes

“Which word rhymes with pear? three • bear”
“Which word rhymes with Jill? spy • hill”
“Which word rhymes with ditch? wicked • witch”
“Which word rhymes with wood? hood • over”
“Which word rhymes with dry? pie • safe”

➡ Generating Rhymes

“Tell me a word that rhymes with ______.”

peach  bear  pie
den  one  thumb  bunting  hill  ditch  wood  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.”
Identifying Words Beginning with a Given Sound

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

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.”

<table>
<thead>
<tr>
<th>p•ie</th>
<th>d•own</th>
<th>h•ood</th>
<th>w•ood</th>
</tr>
</thead>
<tbody>
<tr>
<td>th•umb</td>
<td>p•each</td>
<td>J•ill</td>
<td>d•itch</td>
</tr>
<tr>
<td>p•ear</td>
<td>h•ill</td>
<td>d•en</td>
<td>s•afe</td>
</tr>
<tr>
<td>T•om</td>
<td>J•ack</td>
<td>w•itch</td>
<td>s•un</td>
</tr>
</tbody>
</table>

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.”

<table>
<thead>
<tr>
<th>u•p</th>
<th>p•e•a•ch</th>
<th>s•p•y</th>
</tr>
</thead>
<tbody>
<tr>
<td>ou•t</td>
<td>d•i•tch</td>
<td>h•i•ll</td>
</tr>
<tr>
<td>w•i•tch</td>
<td>s•u•n</td>
<td>b•a•b•y</td>
</tr>
<tr>
<td>w•oo•d</td>
<td>T•o•m</td>
<td>f•a•s•t</td>
</tr>
</tbody>
</table>

Matching Initial Sounds

“Which word begins with the same sound as peach? spy • pear”
“Which word begins with the same sound as baby? cellar • bears”
“Which word begins with the same sound as hunting? hill • stairs”
“Which word begins with the same sound as wicked? Jill • witch”
“Which word begins with the same sound as thumb? three • down”
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?”

<table>
<thead>
<tr>
<th>Word</th>
<th>Initial Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>witch</td>
<td>/w/</td>
</tr>
<tr>
<td>hill</td>
<td>/h/</td>
</tr>
<tr>
<td>Jack</td>
<td>/j/</td>
</tr>
<tr>
<td>plum</td>
<td>/p/</td>
</tr>
<tr>
<td>baby</td>
<td>/b/</td>
</tr>
<tr>
<td>sun</td>
<td>/s/</td>
</tr>
<tr>
<td>den</td>
<td>/d/</td>
</tr>
<tr>
<td>Robin</td>
<td>/r/</td>
</tr>
<tr>
<td>thumb</td>
<td>/th/</td>
</tr>
<tr>
<td>fast</td>
<td>/f/</td>
</tr>
<tr>
<td>mother</td>
<td>/m/</td>
</tr>
<tr>
<td>Tom</td>
<td>/t/</td>
</tr>
</tbody>
</table>

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?”

<table>
<thead>
<tr>
<th>Word</th>
<th>Final Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>each</td>
<td>/ch/</td>
</tr>
<tr>
<td>Jill</td>
<td>/l/</td>
</tr>
<tr>
<td>sun</td>
<td>/n/</td>
</tr>
<tr>
<td>baby</td>
<td>/ee/</td>
</tr>
<tr>
<td>plum</td>
<td>/m/</td>
</tr>
<tr>
<td>pear</td>
<td>/r/</td>
</tr>
<tr>
<td>hood</td>
<td>/d/</td>
</tr>
<tr>
<td>stairs</td>
<td>/z/</td>
</tr>
</tbody>
</table>

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)
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•l) | 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 /f/.” (fas)
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?)
  - frog look am I a  
    (Look, I am a frog.)
  - inseparable they friends were  
    (They were inseparable friends.)
  - 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)

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

Discriminating Rhymes

“Which word does not rhyme?”

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

Matching Rhymes

“Which word rhymes with fish? four • dish”
“Which word rhymes with frog? pond • hog”
“Which word rhymes with tail? mail • two”
“Which word rhymes with there? where • white”
“Which word rhymes with bird? bag • heard”
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? frog  pond  friend”
“Which words begin with the /m/ sound? marvelous  mind  legs”
“Which words begin with the /b/ sound? mind  birds  breathe”
“Which words begin with the /k/ sound? cows  bank  colors”
“Which words begin with the /t/ sound? little  tadpole  tiny”

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•all  l•eaf
Blending Monosyllable Words—Onset-Rime (Blends)

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

fly frog friend
dry grew breathe
swam splash sleep

Blending Individual Sounds to Make a Word

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

e•dge
d•ay
f•ish
f•iy

Matching Initial Sounds

“Which word begins with the same sound as fish? feathered • large”
“Which word begins with the same sound as hopping? dark • happy”
“Which word begins with the same sound as water? weeds • climbed”
“Which word begins with the same sound as pushed? people • tail”
“Which word begins with the same sound as cows? legs • carry”

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 • many
minnow • men • clear
day • four • fine
talked • been • told
during • like • dark
weeks • birds • bank
Sounds Abound: Storybook Activities

Identifying Initial Sounds

“What sound does the word ______ begin with?”

fish (/f/)  
weeks (/w/)  
gills (/g/)  
climbed (/kl/)  
minnow (/m/)  
legs (/l/)  
people (/p/)  
shook (/sh/)  
here (/h/)  
seen (/s/)  
birds (/b/)  
children (/ch/)  
jump (/j/)  
decided (/d/)  
recently (/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/)  
splash (/sh/)  
shook (/k/)  
front (/t/)  
tail (/l/)  
grown (/n/)  
said (/d/)  
large (/l/)  
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)  
by (b•y)  
out (ou•t)  
in (i•n)  
is (i•s)  
said (s•ai•d)  
gone (g•o•ne)  
real (r•e•l)  
movement (m•o•v•e)  
leaf (l•e•f)  
frog (f•r•o•g)  
weeks (w•e•k•s)  
water (w•a•t•e•r)  
lily (l•i•l)  
clean (c•l•e•n)
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 /f/.” (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)
**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?)

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

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

  - 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
  - far•mers
  - sill•y
  - mead•ow
  - emp•ty
  - col•ors
  - fam•i•ly
  - mem•o•ry
  - 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 • l  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 ______.”

<table>
<thead>
<tr>
<th>ice</th>
<th>old</th>
<th>gray</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>wall</td>
<td>far</td>
<td>night</td>
<td>four</td>
</tr>
<tr>
<td>cow</td>
<td>eat</td>
<td>snow</td>
<td>sky</td>
</tr>
</tbody>
</table>

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 • meadow • mice”
“Which words begin with the /f/ sound? Frederick • corn • family”
“Which words begin with the /k/ sound? colors • cold • magic”
“Which words begin with the /s/ sound? silly • June • stone”
“Which words begin with the /w/ sound? foxes • winter • walnuts”

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.”

<table>
<thead>
<tr>
<th>m•ice</th>
<th>c•orn</th>
<th>l•ong</th>
</tr>
</thead>
<tbody>
<tr>
<td>w•all</td>
<td>w•ork</td>
<td>n•uts</td>
</tr>
<tr>
<td>h•ome</td>
<td>d•ark</td>
<td>c•old</td>
</tr>
<tr>
<td>b•arn</td>
<td>s•un</td>
<td>m•oon</td>
</tr>
</tbody>
</table>

Blending Monosyllable Words—Onset-Rime (Blends)

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

<table>
<thead>
<tr>
<th>gr•ows</th>
<th>sp•oke</th>
<th>str•aw</th>
</tr>
</thead>
<tbody>
<tr>
<td>gr•een</td>
<td>st•one</td>
<td>thr•oat</td>
</tr>
</tbody>
</table>
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
l•ce  f•ee•t  wh•ea•t  g•a•th•er
s•k•y  s•u•n  w•or•k  c•o•l•o•r•s
w•a•ll  f•i•v•e  d•a•y•s  w•i•n•t•e•r

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
Frederick, continued

Identifying Initial Sounds

“What sound does the word ______ begin with?”
meadow (/m/)
gather (/g/)
colors (/k/)
half (/h/)
stone (/s/)
walnuts (/w/)
June (/j/)
days (/d/)
far (/f/)
showers (/sh/)
told (/t/)
nice (/n/)
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 /l/ instead of /w/.” (tall)
“Say sun. Now say it with /l/ 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 (/l/)  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•i•gh•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•to•n•e)
up (u•p)  gone (g•o•n•e)  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)
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)
**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.”

<table>
<thead>
<tr>
<th>farmyard (2)</th>
<th>certainly (3)</th>
<th>Ducky (2)</th>
<th>until (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>falling (2)</td>
<td>Turkey (2)</td>
<td>fox (1)</td>
<td>greetings (2)</td>
</tr>
<tr>
<td>king (1)</td>
<td>sky (1)</td>
<td>eating (2)</td>
<td>shortcut (2)</td>
</tr>
<tr>
<td>acorn (2)</td>
<td>Henny (2)</td>
<td>along (2)</td>
<td>cave (1)</td>
</tr>
</tbody>
</table>

**Blending Syllables**

“Listen to these syllables. Tell me what word I’m saying.”

<table>
<thead>
<tr>
<th>farm•yard</th>
<th>un•til</th>
<th>fall•ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>short•cut</td>
<td>a•corn</td>
<td>cer•tain•ly</td>
</tr>
<tr>
<td>Luck•y</td>
<td>Penn•y</td>
<td>Tur•key</td>
</tr>
</tbody>
</table>
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
where • must
sky • my

Turkey • Locky
tell • time
king • ring

show • go
Goosey • Loosey
Foxy • Loxy

Discriminating Rhymes

“Which word does not rhyme?”

Henny • Locky • Penny
sky • my • tell
Foxy • Lucky • Ducky
go • they • show
head • said • corn
time • there • where

Lurkey • Turkey • Loosey
king • tell • fell
day • may • with

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)
dog (Doggy Loggy)
cat (Catty Latty)
goat (Goaty Loaty)

pig (Piggy Liggy)
frog (Froggy Loggy)
horse (Horsey Lorsey)
bear (Beary Larry)
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? **Lucky • Loosey • Ducky**”
“Which words begin with the /s/ sound? **sky • falling • certainly**”
“Which words begin with the /w/ sound? **Henny • went • with**”
“Which words begin with the /f/ sound? **Foxy • farmyard • tell**”
“Which words begin with the /k/ sound? **Goosey • Cocky • cave**”

**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•o•o•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?” (/l/)
“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/)
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/.” (ucky)
“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 (/ˈt/ɪ/)  never (/n/)”

Segmenting Sounds

“What sounds do you hear in the word ______?”

she (ˈʃiː)  corn (ˈkɔːrn)  Locky (ˈlɒkɪ)
no (ˈnəʊ)  seen (ˈsiːn)  Lucky (ˈlʌki)
go (ˈɡoʊ)  right (ˈraɪt)  Penny (ˈpɛni)

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)
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  •  kites | cats  •  stars  •  bars | kites  •  bites  •  fun |
| skies  •  sun  •  eyes | meet  •  moon  •  tune | sand  •  see  •  and |

Matching Rhymes

“Which word rhymes with eyes? ties  •  eats”
“Which word rhymes with moon? nest  •  June”
“Which word rhymes with kites? fights  •  crabs”
“Which word rhymes with sand? land  •  where”
“Which word rhymes with see? light  •  she”

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? sand • sun • butterflies”
  “Which words begin with the /k/ sound? stars • coconuts • kites”
  “Which words begin with the /p/ sound? pelicans • giraffes • pineapples”
  “Which words begin with the /m/ sound? sun • moon • monkey”
  “Which words begin with the /f/ sound? flowers • flamingos • coral”

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

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

  s•ee
  k•ites

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

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

  sk•ies
  st•ars

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

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

  me eye•s
  a•m
  i•t
  s•ay

- **Matching Initial Sounds**

  “Which word begins with the same sound as see? giraffes • starlings”
  “Which word begins with the same sound as pelicans? pineapples • skies”
  “Which word begins with the same sound as flamingos? flowers • butterflies”
  “Which word begins with the same sound as camels? donkeys • coconuts”
  “Which word begins with the same sound as monkeys? stars • moon”
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

“What which word has a different beginning sound?”

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

Identifying Initial Sounds

“What sound does the word ______ begin with?”

sun (/s/)
monkey (/m/)
pelican (/p/)

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/)
moon (/n/)

Segmenting Sounds

“What sounds do you hear in the word ______?”

am (a•m)
eyes (eye•s)
see (s•ee)
sun (s•u•n)
and (a•n•d)
moon (m•oo•n)
kites (k•i•t•es)
sand (s•a•n•d)
awake (a•w•a•ke)
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)
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.)
  - go with he’ll you want to
    (He’ll want to go with you.)
  - cardboard paints and need some he’ll
    (He’ll need some cardboard and paints.)
  - 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)
- muffin (2)
- Halloween (3)
- puppet (2)
- blackberry (3)
- jam (1)
- chilly (2)
- sweater (2)
- grandmother (3)
- needle (2)
- cardboard (2)
- scenery (3)
- antlers (2)
- sheet (1)
- remember (3)
- probably (3)

Blending Syllables

“Listen to these syllables. Tell me what word I’m saying.”

- clothes•line
- be•hind
- ant•lers
- sweat•er
- butt•on
- nee•die
- chill•y
- a•noth•er
- Hall•o•ween
If You Give a Moose a Muffin, continued

⇒ 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?”

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

⇒ Generating Rhymes

“Tell me a word that rhymes with _______.”

make stick up bed
go sheet hang door
old clean see bring
jam 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? muffin • button • more”
“Which words begin with the /p/ sound? paint • puppet • jam”
“Which words begin with the /b/ sound? bushes • borrow • hang”
“Which words begin with the /s/ sound? sheet • sweater • scenery”
“Which words begin with the /k/ sound? couch • chances • cardboard”

◆ 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 ch•ou•ch n•ee•d•le
u•p m•es•s a•s•k ch•i•ly
sh•ow t•re•y s•o•c•k•s s•w•ea•t•er


Matching Initial Sounds

“Which word begins with the same sound as chilly?  soap • chances”
“Which word begins with the same sound as couch?  cardboard • done”
“Which word begins with the same sound as shout?  sheet • stick”
“Which word begins with the same sound as paints?  borrow • puppet”
“Which word begins with the same sound as needle?  notice • 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/)
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•s•e)   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 /l/.” (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 /t/.” (dye)
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)
- napkin (2)
- mustache (2)
- hair (1)
- broom (1)
- sweeping (2)
- hang (1)
- washing (2)
- excited (3)
- paper (2)
- name (1)
- blanket (2)
- refrigerator (5)
- thirsty (2)
- cookie (2)

➡️ Blending Syllables

“Listen to these syllables. Tell me what word I’m saying.”

- nap•kin
- sweep•ing
- mus•tache
- pic•ture
- cook•ie
- pa•per
- thirs•ty
- pill•ow
- blan•ket
- him•self
- re•mind
- 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?”

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

*Matching Rhymes*

“Which word rhymes with **straw**? **law** • string”
“Which word rhymes with **sweep**? **glass** • keep”
“Which word rhymes with **hair**? **pair** • have”
“Which word rhymes with **books**? **breaks** • looks”
“Which word rhymes with **sign**? **line** • 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? milk • mirror • hair”
“Which words begin with the /s/ sound? room • sweep • scissors”
“Which words begin with the /b/ sound? box • floor • broom”
“Which words begin with the /p/ sound? pillow • paper • draw”
“Which words begin with the /f/ sound? finished • fix • glass”

Blending Monosyllable Words—Onset-Rime

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

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

Blending Monosyllable Words—Onset-Rime (Blends)

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

tr•im
br•oom
·s•weep
·fl•uff
·fl•oor
n•ail
·n•ame
·p•en
·h•ang

Blending Individual Sounds to Make a Word

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

u•p
a•s•k
l•oo•k
m•ou•se
r•oo•m
·n•a•p
·t•a•ke
·r•ee•d
·n•a•me
·d•r•aw
·s•w•ee•p
·p•i•l•l•o•w
·m•i•l•k
·c•o•o•k•i•e
·s•t•a•nd

Matching Initial Sounds

“Which word begins with the same sound as mouse? mustache • broom”
“Which word begins with the same sound as cookie? picture • crayon”
“Which word begins with the same sound as napkin? name • draw”
“Which word begins with the same sound as read? pen • refrigerator”
“Which word begins with the same sound as pencil? floor • probably”

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 (/l/)

**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)
Segmenting Sounds

“What sounds do you hear in the word _______?”

- up (u•p)
- if (i•f)
- in (i•n)
- so (s•o)
- may (m•ay)

- him (h•i•m)
- name (n•a•me)
- look (l•oo•k)
- nail (n•ai•l)
- read (r•ea•d)

- sweep (s•w•ee•p)
- floor (f•l•oo•r)
- milk (m•i•k)
- fluff (f•l•u•f)
- 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/.” (milk)
- “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)
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.)
• ghost tell stories can we (We can tell ghost stories.)
• I take should him (Should I take him?)
• take to decided I bear teddy my (I decided to take my teddy bear.)
• say I’m a he’ll baby (He’ll say I’m a baby.)
• 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.”

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>bedtime</td>
<td>2</td>
</tr>
<tr>
<td>sleeping</td>
<td>2</td>
</tr>
<tr>
<td>invited</td>
<td>3</td>
</tr>
<tr>
<td>bear</td>
<td>1</td>
</tr>
<tr>
<td>afternoon</td>
<td>3</td>
</tr>
<tr>
<td>laugh</td>
<td>1</td>
</tr>
<tr>
<td>probably</td>
<td>3</td>
</tr>
<tr>
<td>Reggie</td>
<td>2</td>
</tr>
<tr>
<td>collection</td>
<td>3</td>
</tr>
<tr>
<td>nobody</td>
<td>3</td>
</tr>
<tr>
<td>flashlight</td>
<td>2</td>
</tr>
<tr>
<td>gum</td>
<td>1</td>
</tr>
<tr>
<td>mustache</td>
<td>2</td>
</tr>
<tr>
<td>dominoes</td>
<td>3</td>
</tr>
<tr>
<td>sister</td>
<td>2</td>
</tr>
</tbody>
</table>
**Blending Syllables**

“Listen to these syllables. Tell me what word I’m saying.”

- flashlight\*light
- post\*card
- be\*fore
- talk\*ing
- tadd\*y
- o\*ffice
- Regg\*ie
- sudd\*en\*ly
- no\*bd\*y
- af\*ter\*noon
- dom\*i\*noes

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

**Discriminating Rhymes**

“Which word does not rhyme?”

- can • say • way
- light • fine • fight
- take • wake • think
- fall • near • all
- see • my • he
- heard • bear • scare
Matching Rhymes

“Which word rhymes with **night**? fight • nose”
“Which word rhymes with **wake**? think • take”
“Which word rhymes with **great**? him • wait”
“Which word rhymes with **show**? chain • know”
“Which word rhymes with **said**? bed • like”

Generating Rhymes

“Tell me a word that rhymes with ______.”

<table>
<thead>
<tr>
<th>bed</th>
<th>see</th>
<th>fun</th>
<th>nose</th>
</tr>
</thead>
<tbody>
<tr>
<td>fine</td>
<td>my</td>
<td>light</td>
<td>look</td>
</tr>
<tr>
<td>great</td>
<td>him</td>
<td>chain</td>
<td>wake</td>
</tr>
<tr>
<td>light</td>
<td>now</td>
<td>old</td>
<td>bear</td>
</tr>
</tbody>
</table>

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 • sleeping • sister”
“Which words begin with the /b/ sound? bed • bear • promise”
“Which words begin with the /l/ sound? laugh • father • lived”
“Which words begin with the /g/ sound? good • ghost • house”
“Which words begin with the /d/ sound? collection • doorbell • decided”
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•eeep
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•ight  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

“What which word begins with the same sound as postcard? pillow • wonder?”
“What which word begins with the same sound as silliest? Reggie • scared.”
“What which word begins with the same sound as teddy? night • time.”
“What which word begins with the same sound as dark? door • take.”
“What which word begins with the same sound as mother? fuzzy • minute.”

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/)
**Identifying Initial Sounds**

“What sound does the word _______ begin with?”

- nobody (/n/)  
- Reggie (/r/)  
- ghost (/g/)  
- very (/v/)

- chain (/ch/)  
- talking (/t/)  
- think (/th/)  
- junk (/j/)

- show (/sh/)  
- dominoes (/d/)  
- first (/f/)  
- 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 /t/.” (last)

**Segmenting Sounds**

“What sounds do you hear in the word _______?”

- see (s•ee)  
- by (b•y)  
- she (sh•e)  
- you (y•ou)

- fool (f•o•l)  
- laugh (l•u•gh)  
- fine (f•i•ne)  
- name (n•a•me)

- teddy (t•e•d•y)  
- father (f•a•t•er)  
- after (a•f•t•er)  
- ghost (g•o•s•t)

- play (p•l•ay)  
- sleep (s•l•e•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 /t/.” (gate)
“Say played. Say it again, but don’t say /l/.” (paid)
“Say still. Say it again, but don’t say /s/.” (till)
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.”

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
<th>Word</th>
<th>Syllables</th>
<th>Word</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madeline</td>
<td>3</td>
<td>smallest</td>
<td>2</td>
<td>girls</td>
<td>1</td>
</tr>
<tr>
<td>tiger</td>
<td>2</td>
<td>Paris</td>
<td>2</td>
<td>dollhouse</td>
<td>2</td>
</tr>
<tr>
<td>winter</td>
<td>2</td>
<td>Clavel</td>
<td>2</td>
<td>outside</td>
<td>2</td>
</tr>
<tr>
<td>ice</td>
<td>1</td>
<td>disaster</td>
<td>3</td>
<td>ceiling</td>
<td>2</td>
</tr>
</tbody>
</table>

► Blending Syllables

“Listen to these syllables. Tell me what word I’m saying.”

doll•house    rabb•it    can•dy
outside      af•ter      vis•i•tors
mor•ning    midd•le    Mad•e•line

tiger (2)    Paris (2)  dollhouse (2)  appendix (3)
winter (2)   Clavel (2) outside (2)   flowers (2)

► 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
bed • bread
teeth • smiled
bad • sad

ice • mouse
light • night
cry • dry
hour • flower

face • sing
scar • far
you • too
more • there

Discriminating Rhymes

“Which word does not rhyme?”

rabbit • habit • drank
safe • sky • by
red • ten • said

middle • night • right
shine • fine • straight
sad • bad • nine

ice • snow • mice
eye • dry • arm
more • light • door

Matching Rhymes

“Which word rhymes with bed? red • bad”
“Which word rhymes with light? right • well”
“Which word rhymes with vines? light • lines”
“Which word rhymes with you? too • she”
“Which word rhymes with scar? rain • far”

Generating Rhymes

“Tell me a word that rhymes with ______.”

bread
ice
two
hour

sad
nine
light
far
cry
door
vase
well
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 • mice • middle”
“Which words begin with the /b/ sound? bed • girls • brushed”
“Which words begin with the /l/ sound? light • lines • rain”
“Which words begin with the /s/ sound? stomach • visitors • surprise”
“Which words begin with the /t/ sound? sign • toys • tiger”

**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.”

<table>
<thead>
<tr>
<th>v•ines</th>
<th>h•ouse</th>
<th>n•urse</th>
<th>r•ain</th>
</tr>
</thead>
<tbody>
<tr>
<td>g•irls</td>
<td>m•ice</td>
<td>r•oom</td>
<td>t•eeth</td>
</tr>
<tr>
<td>b•ed</td>
<td>n•ight</td>
<td>d•ays</td>
<td>f•ast</td>
</tr>
<tr>
<td>g•ood</td>
<td>ph•one</td>
<td>f•ace</td>
<td>w•ell</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>sn•ow</th>
<th>cr•ied</th>
<th>br•ead</th>
</tr>
</thead>
<tbody>
<tr>
<td>sl•eep</td>
<td>sc•ar</td>
<td>dr•ove</td>
</tr>
<tr>
<td>sk•y</td>
<td>str•aight</td>
<td>cr•ack</td>
</tr>
</tbody>
</table>

**Blending Individual Sounds to Make a Word**

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

<table>
<thead>
<tr>
<th>sh•e</th>
<th>s•n•ow</th>
<th>t•oy•s</th>
<th>c•r•ie•d</th>
</tr>
</thead>
<tbody>
<tr>
<td>z•oo</td>
<td>r•igh•t</td>
<td>v•a•se</td>
<td>p•a•ss•ed</td>
</tr>
<tr>
<td>sh•i•ne</td>
<td>h•o•me</td>
<td>t•e•n</td>
<td>f•l•ow•er•s</td>
</tr>
<tr>
<td>s•a•d</td>
<td>r•ai•n</td>
<td>r•u•sh•ed</td>
<td>r•a•bb•i•t</td>
</tr>
</tbody>
</table>
 ➤ Matching Initial Sounds

“Which word begins with the same sound as nine? night • biggest”
“Which word begins with the same sound as candy? room • car”
“Which word begins with the same sound as flowers? good • frowned”
“Which word begins with the same sound as blanket? biggest • morning”
“Which word begins with the same sound as dollhouse? disaster • 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 (/n/) 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•i•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/.” (swell)
“Say frowned. Say it again, but don’t say /f/.” (round)
“Say please. Say it again, but don’t say /l/.” (peas)
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.” (anas)

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 • much     say • stuff • play     see • me • need
floor • ham • jam      trees • please • ride    run • ride • hide
bed • head • eat       you • now • do           chair • truck • air

Matching Rhymes

“Which word rhymes with more? store • car”
“Which word rhymes with chair? day • hair”
“Which word rhymes with head? like • red”
“Which word rhymes with play? day • please”
“Which word rhymes with me? tree • 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? see • say • head”
“Which words begin with the /m/ sound? love • more • much”
“Which words begin with the /p/ sound? pancakes • trucks • please”
“Which words begin with the /b/ sound? big • bad • good”
“Which words begin with the /l/ sound? love • now • look”

**Blending Monosyllable Words—Onset-Rime**

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

<table>
<thead>
<tr>
<th>b•ed</th>
<th>h•am</th>
<th>b•ad</th>
<th>r•un</th>
</tr>
</thead>
<tbody>
<tr>
<td>h•ead</td>
<td>j•am</td>
<td>s•ad</td>
<td>l•ove</td>
</tr>
<tr>
<td>s•ay</td>
<td>h•ide</td>
<td>c•an</td>
<td>l•ook</td>
</tr>
<tr>
<td>d•ay</td>
<td>r•ide</td>
<td>n•eed</td>
<td>s•ick</td>
</tr>
</tbody>
</table>

**Blending Individual Sounds to Make a Word**

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

<table>
<thead>
<tr>
<th>m•e</th>
<th>n•o•t</th>
<th>m•u•ch</th>
<th>j•u•m•p</th>
</tr>
</thead>
<tbody>
<tr>
<td>s•ee</td>
<td>j•a•m</td>
<td>kn•ee•s</td>
<td>s•i•l•de</td>
</tr>
<tr>
<td>d•ay</td>
<td>l•o•ve</td>
<td>w•i•th</td>
<td>s•k•a•te</td>
</tr>
<tr>
<td>b•e•d</td>
<td>p•l•ay</td>
<td>th•a•n</td>
<td>p•l•ea•se</td>
</tr>
</tbody>
</table>

**Matching Initial Sounds**

“Which word begins with the same sound as spaghetti? sick • can’t”
“Which word begins with the same sound as love? ride • look”
“Which word begins with the same sound as more? much • play”
“Which word begins with the same sound as not? me • need”
“Which word begins with the same sound as play? trucks • please”
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/.” (led)
“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 (/l/) 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 _______?”

<table>
<thead>
<tr>
<th>me (m•e)</th>
<th>look (l•oo•k)</th>
<th>jump (j•u•m•p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>say (s•ay)</td>
<td>bed (b•e•d)</td>
<td>skate (s•k•a•t)</td>
</tr>
<tr>
<td>you (y•ou)</td>
<td>with (w•i•th)</td>
<td>rest (r•e•s•t)</td>
</tr>
<tr>
<td>am (a•m)</td>
<td>love (l•o•ve)</td>
<td>please (p•l•e•a•s•e)</td>
</tr>
<tr>
<td>eat (ea•t)</td>
<td>play (p•l•a•y)</td>
<td>stuff (s•t•u•f)</td>
</tr>
</tbody>
</table>

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)
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.)
  
  - filthy gotten Jack had  
  (Jack had gotten filthy.)

  - Nora so had wait to  
  (So Nora had to wait.)

  - 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)  
  window (2)  
  early (2)  
  Jack (1)

  Father (2)  
  burping (2)  
  wait (1)  
  door (1)

  sister (2)  
  marbles (2)  
  kitchen (2)  
  filthy (2)

  off (1)  
  lamp (1)  
  sleepy (2)  
  monumental (4)

- Blending Syllables
  
  "Listen to these syllables. Tell me what word I’m saying."

  mail•box  
  some•thing  
  win•dow

  read•ing  
  burp•ing  
  kitch•en

  filth•y  
  sis•ter  
  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 • sing first • floor • door shrub • tub • left
wait • read • Kate dumb • some • sound she • crash • trash

Matching Rhymes

“Which word rhymes with Kate? late • door”
“Which word rhymes with crash? rash • crow”
“Which word rhymes with floor? fat • more”
“Which word rhymes with tub? tap • cub”
“Which word rhymes with hush? brush • ring”
Generating Rhymes

“Tell me a word that rhymes with ______.”

<table>
<thead>
<tr>
<th>wrong</th>
<th>door</th>
<th>chairs</th>
<th>back</th>
</tr>
</thead>
<tbody>
<tr>
<td>wait</td>
<td>dumb</td>
<td>kite</td>
<td>had</td>
</tr>
<tr>
<td>crash</td>
<td>hush</td>
<td>sound</td>
<td>lamp</td>
</tr>
</tbody>
</table>

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.”

<table>
<thead>
<tr>
<th>J • ack</th>
<th>h • ush</th>
<th>b • ack</th>
</tr>
</thead>
<tbody>
<tr>
<td>K • ate</td>
<td>l • amp</td>
<td>s • ound</td>
</tr>
<tr>
<td>w • ait</td>
<td>ch • airs</td>
<td>wr • ong</td>
</tr>
<tr>
<td>d • oor</td>
<td>k • ite</td>
<td>t • ub</td>
</tr>
</tbody>
</table>

Blending Monosyllable Words—Onset-Rime (Blends)

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

<table>
<thead>
<tr>
<th>fl • oor</th>
<th>fl • ew</th>
<th>tr • ash</th>
</tr>
</thead>
<tbody>
<tr>
<td>st • airs</td>
<td>shr • ub</td>
<td>pl • ayed</td>
</tr>
</tbody>
</table>
Blending Individual Sounds to Make a Word

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

<table>
<thead>
<tr>
<th>sh•e</th>
<th>J•a•ck</th>
<th>p•l•ay•ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>s•o</td>
<td>w•ai•t</td>
<td>f•ir•s•t</td>
</tr>
<tr>
<td>t•o</td>
<td>s•ai•d</td>
<td>l•a•m•p</td>
</tr>
<tr>
<td>h•er</td>
<td>ch•air•s</td>
<td>s•ou•n•d</td>
</tr>
</tbody>
</table>

Matching Initial Sounds

“Which word begins with the same sound as never? filthy • needed”
“Which word begins with the same sound as cooked? Kate • Jack”
“Which word begins with the same sound as sister? song • father”
“Which word begins with the same sound as took? back • tub”
“Which word begins with the same sound as mother? trash • moaned”

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 _______?”

<table>
<thead>
<tr>
<th>Word</th>
<th>Stressed Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>n•o</td>
</tr>
<tr>
<td>in</td>
<td>i•n</td>
</tr>
<tr>
<td>as</td>
<td>a•s</td>
</tr>
<tr>
<td>so</td>
<td>s•o</td>
</tr>
<tr>
<td>she</td>
<td>sh•e</td>
</tr>
<tr>
<td>tub</td>
<td>t•u•b</td>
</tr>
<tr>
<td>song</td>
<td>s•o•ng</td>
</tr>
<tr>
<td>his</td>
<td>h•i•s</td>
</tr>
<tr>
<td>back</td>
<td>b•a•ck</td>
</tr>
<tr>
<td>took</td>
<td>t•oo•k</td>
</tr>
<tr>
<td>left</td>
<td>l•e•f•t</td>
</tr>
<tr>
<td>floor</td>
<td>f•l•o•or</td>
</tr>
<tr>
<td>never</td>
<td>n•e•v•er</td>
</tr>
<tr>
<td>father</td>
<td>f•a•th•er</td>
</tr>
<tr>
<td>first</td>
<td>f•i•r•s•t</td>
</tr>
</tbody>
</table>

**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)
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.”

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>meadow</td>
<td>(2)</td>
</tr>
<tr>
<td>turtle</td>
<td>(2)</td>
</tr>
<tr>
<td>one</td>
<td>(1)</td>
</tr>
<tr>
<td>mother</td>
<td>(2)</td>
</tr>
<tr>
<td>froggies</td>
<td>(2)</td>
</tr>
<tr>
<td>pond</td>
<td>(1)</td>
</tr>
<tr>
<td>beavers</td>
<td>(2)</td>
</tr>
<tr>
<td>day</td>
<td>(1)</td>
</tr>
<tr>
<td>mice</td>
<td>(1)</td>
</tr>
<tr>
<td>wildflowers</td>
<td>(3)</td>
</tr>
<tr>
<td>crow</td>
<td>(1)</td>
</tr>
<tr>
<td>barnyard</td>
<td>(2)</td>
</tr>
<tr>
<td>nine</td>
<td>(1)</td>
</tr>
<tr>
<td>foxes</td>
<td>(2)</td>
</tr>
<tr>
<td>hidden</td>
<td>(2)</td>
</tr>
<tr>
<td>swam</td>
<td>(1)</td>
</tr>
</tbody>
</table>

**Blending Syllables**

“Listen to these syllables. Tell me what word I’m saying.”

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>barn-yard</td>
<td>pig-lets</td>
</tr>
<tr>
<td>moth-er</td>
<td>litt-le</td>
</tr>
<tr>
<td>mead-ow</td>
<td>bea-ver</td>
</tr>
<tr>
<td>turtle</td>
<td>o-ver</td>
</tr>
<tr>
<td>wild-flow-ers</td>
<td></td>
</tr>
</tbody>
</table>

**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 • frog

hive • quack • five

stream • nine • pine

pig • three • tree
eight • gate • barn
den • ten • duck

» Matching Rhymes

“Which word rhymes with pine? nine • day”

“Which word rhymes with two? ten • blue”

“Which word rhymes with gate? eight • seven”

“Which word rhymes with four? barn • door”

“Which word rhymes with sticks? six • nest”

» Generating Rhymes

“Tell me a word that rhymes with ______.”

one

eight

tree
den

nine

den

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 • mother • meadow”

“Which words begin with the /l/ sound? little • lived • foxes”

“Which words begin with the /p/ sound? pig • bees • pine”

“Which words begin with the /n/ sound? nest • tree • noisy”

“Which words begin with the /b/ sound? five • buzzed • busy”
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
f•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•o•w•n

Matching Initial Sounds

“Which word begins with the same sound as meadow? noisy • mother”
“Which word begins with the same sound as barnyard? crows • built”
“Which word begins with the same sound as squeak? sand • turtle”
“Which word begins with the same sound as fox? fish • gate”
“Which word begins with the same sound as pink? five • pond”

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•l)  night (n•igh•t)  swarm (s•w•a•m)
by (b•y)  fish (/f•i•sh)  meadow (m•e•a•d•o•w)
sō (s•o)  gate (g•a•t•e)  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)
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)
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.)
  - we into went the woods
    (We went into the woods.)
  - there wind no was
    (There was no wind.)
  - never but I word a said
    (But I never said a word.)
  - I not was disappointed
    (I was not disappointed.)
  - 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
- foot•prints
- flash•light
- cen•ter
- search•ing
- mitt•ens
- mead•ow
- hun•dred
- 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)
- footprints (prints•foot)
- bedtime (time•bed)
- somewhere (where•some)

RHYMING

Recognizing Rhymes
“Do these words rhyme?”

- moon • sang
- night • bright
- sky • high
- back • black
- blew • flew
- sad • dog
- long • song
- heat • feet
- snow • low
- train • shine
- cap • map
- hide • sighed

Discriminating Rhymes
“Which word does not rhyme?”

- night • down • white
- through • blew • no
dog • line • pine
tree • three • train
all • call • cold
round • sound • dream

Matching Rhymes
“Which word rhymes with map? moon • cap”
“Which word rhymes with high? sky • one”
“Which word rhymes with pine? shine • night”
“Which word rhymes with song? still • long”
“Which word rhymes with blew? round • who”
Generating Rhymes

“Tell me a word that rhymes with ______.”

feet
shine
sky

night
tree
cap

blew
song
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?  meadow • pine • mittens”

“Which words begin with the /f/ sound?  late • footprints • feel”

“Which words begin with the /s/ sound?  statues • snow • train”

“Which words begin with the /p/ sound?  map • Pa • pine”

“Which words begin with the /sh/ sound?  shadow • call • shine”

Blending Monosyllable Words—Onset-Rime

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

late  cold  pine  dark
moon  mouth  caught  woods
sound  long  hand  hope

Blending Monosyllable Words—Onset-Rime (Blends)

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

sky  branch  scarf
black  flew  dream

Blending Individual Sounds to Make a Word

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

Pa  sad  feet  scarf
owl  dog  still  brave
moon  sky  shadow  sound
**Matching Initial Sounds**

"Which word begins with the same sound as *mask*? *mouth* • *scarf*

"Which word begins with the same sound as *woods*? *dogs* • *waiting*

"Which word begins with the same sound as *branch*? *snow* • *behind*

"Which word begins with the same sound as *crunched*? *crisp* • *still*

"Which word begins with the same sound as *listened*? *called* • *looked*

**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/)
- stars (/s/)
- called (/k/)
- brothers (/b/)

- middle (/m/)
- shadow (/sh/)
- dark (/d/)
- listened (/l/)

- face (/f/)
- through (/th/)
- hooted (/h/)
- 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/)
- brave (/v/)
- branch (/ch/)

- scarf (/l/)
- back (/k/)
- cold (/d/)

- mouth (/th/)
- over (/r/)
- warm (/m/)

- nose (/z/)
- pine (/n/)
- 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•ree•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)
**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**

Syllable 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.”

- Blending Syllables
  “Listen to these syllables. Tell me what word I’m saying.”

<table>
<thead>
<tr>
<th>Peter</th>
<th>baby</th>
<th>crocodile</th>
<th>remember</th>
</tr>
</thead>
<tbody>
<tr>
<td>chair</td>
<td>sister</td>
<td>happily</td>
<td>mother</td>
</tr>
<tr>
<td>quietly</td>
<td>cookies</td>
<td>paint</td>
<td>biscuits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>outside</th>
<th>father</th>
<th>quietly</th>
<th>father</th>
</tr>
</thead>
<tbody>
<tr>
<td>baby</td>
<td>sister</td>
<td>cookies</td>
<td>mother</td>
</tr>
<tr>
<td>crocodile</td>
<td>paint</td>
<td>biscuits</td>
<td>mother</td>
</tr>
<tr>
<td>behind</td>
<td>behind</td>
<td>behind</td>
<td>behind</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>out•side</th>
<th>ba•by</th>
<th>cur•tains</th>
</tr>
</thead>
<tbody>
<tr>
<td>fath•er</td>
<td>sis•ter</td>
<td>qui•et•ly</td>
</tr>
<tr>
<td>win•dow</td>
<td>be•hind</td>
<td>croc•o•dile</td>
</tr>
</tbody>
</table>
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?”

<table>
<thead>
<tr>
<th>tall • take</th>
<th>chair • there</th>
<th>dear • hear</th>
<th>bone • down</th>
<th>blue • new</th>
<th>play • away</th>
<th>good • stood</th>
<th>paint • pink</th>
<th>fit • sit</th>
</tr>
</thead>
</table>

Discriminating Rhymes

“Which word does not rhyme?”

| tall • high • my | dear • dog • hear | sit • saw • fit | good • stood • old | far • there • chair | blue • new • not |

Matching Rhymes

“Which word rhymes with hear?  house • dear”
“Which word rhymes with play?  big • day”
“Which word rhymes with good?  stood • toy”
“Which word rhymes with sit?  while • fit”
“Which word rhymes with chair?  there • crash”

Generating Rhymes

“Tell me a word that rhymes with ______.”

<table>
<thead>
<tr>
<th>chair</th>
<th>play</th>
<th>old</th>
<th>toy</th>
</tr>
</thead>
<tbody>
<tr>
<td>high</td>
<td>new</td>
<td>sat</td>
<td>sit</td>
</tr>
<tr>
<td>tall</td>
<td>like</td>
<td>ran</td>
<td>hear</td>
</tr>
</tbody>
</table>
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? baby • bone • room”

“Which words begin with the /sh/ sound? shopping • cradle • shouting”

“Which words begin with the /p/ sound? rascal • paint • pink”

“Which words begin with the /s/ sound? Susie • father • stood”

“Which words begin with the /k/ sound? building • cookies • crocodile”

**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.”

\[ch\cdot air \quad r\cdot oom \quad b\cdot one \quad l\cdot ike\]

\[t\cdot all \quad r\cdot an \quad f\cdot it \quad p\cdot aint\]

\[p\cdot ink \quad d\cdot og \quad d\cdot ear \quad f\cdot ar\]

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

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

\[pl\cdot ace \quad pl\cdot ay \quad cr\cdot ib\]

\[cr\cdot ash \quad st\cdot ood \quad fr\cdot ont\]
**Blending Individual Sounds to Make a Word**

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

- high
- new
- sit
- blend these sounds together to make a word from the story.
- back
- run
- down

**Matching Initial Sounds**

“Which word begins with the same sound as cradle? paint • crash”
“Which word begins with the same sound as window? Willie • house”
“Which word begins with the same sound as picture? back • paint”
“Which word begins with the same sound as father? finished • thought”
“Which word begins with the same sound as sister? daddy • stretched”

**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/)
- chair (/ch/)
- mother (/m/)
- bone (/b/)
- shouted (/sh/)
- front (/f/)
- decided (/d/)
- lunch (/l/)
- hear (/h/)
- remember (/r/)
- 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)
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•i•gh)
- like (l•i•ke)
- Peter (p•e•t•er)
- new (n•e•w)
- house (h•ou•se)
- place (p•l•a•ce)
- toy (t•o•y)
- sit (s•i•t)
- Willie (w•i•l•l•ie)
- am (a•m)
- came (c•a•m•e)
- 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/.” (lash)
“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)
**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."

<table>
<thead>
<tr>
<th>Pinkerton (3)</th>
<th>burglar (2)</th>
<th>obedience (4)</th>
<th>simple (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>fetch (1)</td>
<td>important (3)</td>
<td>behave (2)</td>
<td>student (2)</td>
</tr>
<tr>
<td>newspaper (3)</td>
<td>pretend (2)</td>
<td>understand (3)</td>
<td>improvement (3)</td>
</tr>
<tr>
<td>puppy (2)</td>
<td>dogs (1)</td>
<td>come (1)</td>
<td>lady (2)</td>
</tr>
</tbody>
</table>

**Blending Syllables**

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

<table>
<thead>
<tr>
<th>be•have</th>
<th>bur•glar</th>
<th>re•view</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre•tend</td>
<td>ex•pect</td>
<td>Pink•er•ton</td>
</tr>
<tr>
<td>de•fend</td>
<td>pa•per</td>
<td>im•por•tant</td>
</tr>
<tr>
<td>un•less</td>
<td>pow•der</td>
<td>un•der•stand</td>
</tr>
</tbody>
</table>
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 • teach | you • how • now | blast • cast • back |
| he • go • we | come • school • some | bring • best • rest |
| hound • round • warned | class • pass • help | dog • fetch • fog |

Generating Rhymes

“Tell me a word that rhymes with ______.”

| come | school | bed |
| bring | can | get |
| go | you | poor |
| out | hound | rest |
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?  *behave* • *now* • *burglar*”

“Which words begin with the /p/ sound?  *Pinkerton* • *puppy* • *teach*”

“Which words begin with the /r/ sound?  *learned* • *review* • *rest*”

“Which words begin with the /n/ sound?  *night* • *help* • *newspaper*”

“Which words begin with the /l/ sound?  *learn* • *lady* • *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.”

```
<table>
<thead>
<tr>
<th>t•each</th>
<th>p•oor</th>
<th>b•ed</th>
<th>c•an</th>
</tr>
</thead>
<tbody>
<tr>
<td>c•ome</td>
<td>r•est</td>
<td>l•earn</td>
<td>th•ink</td>
</tr>
<tr>
<td>n•eed</td>
<td>h•ouse</td>
<td>sh•ows</td>
<td>w•ell</td>
</tr>
</tbody>
</table>
```

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

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

```
<table>
<thead>
<tr>
<th>sch•ool</th>
<th>dr•eams</th>
</tr>
</thead>
<tbody>
<tr>
<td>br•ing</td>
<td>bl•ast</td>
</tr>
</tbody>
</table>
```

**Blending Individual Sounds to Make a Word**

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

```
<table>
<thead>
<tr>
<th>g•o</th>
<th>c•a•n</th>
<th>h•ou•se</th>
<th>p•u•pp•y</th>
</tr>
</thead>
<tbody>
<tr>
<td>y•ou</td>
<td>f•e•tch</td>
<td>s•ee•s</td>
<td>r•e•s•t</td>
</tr>
<tr>
<td>a•ll</td>
<td>c•o•me</td>
<td>d•o•g•s</td>
<td>s•i•ll•y</td>
</tr>
<tr>
<td>n•ew</td>
<td>h•i•m</td>
<td>f•ir•s•t</td>
<td>l•a•d•y</td>
</tr>
</tbody>
</table>
```
Matching Initial Sounds

“Which word begins with the same sound as **Pinkerton**? **behave** • **pretend**”
“Which word begins with the same sound as **come**? **called** • **warned**”
“Which word begins with the same sound as **school**? **paper** • **simple**”
“Which word begins with the same sound as **blast**? **bed** • **fetch**”
“Which word begins with the same sound as **rest**? **dismissed** • **review**”

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/)
**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 _______?”

<table>
<thead>
<tr>
<th>word</th>
<th>segmented sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>out</td>
<td>(ou)</td>
</tr>
<tr>
<td>we</td>
<td>(w•e)</td>
</tr>
<tr>
<td>you</td>
<td>(y•ou)</td>
</tr>
<tr>
<td>be</td>
<td>(b•e)</td>
</tr>
<tr>
<td>go</td>
<td>(g•o)</td>
</tr>
<tr>
<td>look</td>
<td>(l•oo•k)</td>
</tr>
<tr>
<td>dog</td>
<td>(d•o•g)</td>
</tr>
<tr>
<td>will</td>
<td>(w•i•l)</td>
</tr>
<tr>
<td>get</td>
<td>(g•e•t)</td>
</tr>
<tr>
<td>house</td>
<td>(h•ou•se)</td>
</tr>
<tr>
<td>rest</td>
<td>(r•e•s•t)</td>
</tr>
<tr>
<td>class</td>
<td>(c•i•a•ss)</td>
</tr>
<tr>
<td>most</td>
<td>(m•o•s•t)</td>
</tr>
<tr>
<td>lady</td>
<td>(l•a•d•y)</td>
</tr>
<tr>
<td>silly</td>
<td>(s•i•l•y)</td>
</tr>
</tbody>
</table>

**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 • plant  six • seed • fix  carve • drew • grew
grow • flower • tower  ring • spring • dig  shout • yell • sprout

Matching Rhymes

“Which word rhymes with grew? blue • gray”
“Which word rhymes with seed? say • feed”
“Which word rhymes with face? trace • make”
“Which word rhymes with six? sprout • mix”
“Which word rhymes with plant? play • can’t”

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? seed • sprout • grew"

"Which words begin with the /p/ sound? saved • pumpkin • plant"

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."

<table>
<thead>
<tr>
<th>s•eed</th>
<th>s•ix</th>
<th>pl•ant</th>
</tr>
</thead>
<tbody>
<tr>
<td>f•ace</td>
<td>gr•ew</td>
<td>spr•out</td>
</tr>
</tbody>
</table>

Blending Individual Sounds to Make a Word

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

<table>
<thead>
<tr>
<th>h•e</th>
<th>p•u•t</th>
<th>s•a•ve•d</th>
</tr>
</thead>
<tbody>
<tr>
<td>i•t</td>
<td>g•r•ew</td>
<td>p•u•l•p</td>
</tr>
<tr>
<td>ou•t</td>
<td>s•ee•d</td>
<td>p•l•a•n•t</td>
</tr>
<tr>
<td>a•n•d</td>
<td>th•e•n</td>
<td>s•p•r•ou•t</td>
</tr>
</tbody>
</table>

Matching Initial Sounds

"Which word begins with the same sound as seed? sprout • plant"

"Which word begins with the same sound as pumpkin? mouse • picked"

"Which word begins with the same sound as face? flower • pack"

"Which word begins with the same sound as grew? vine • goose"

"Which word begins with the same sound as Jamie? scooped • jump"

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/)
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 (/f/)    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 /t/.” (spout)
“Say scoop. Say it again, but don’t say /k/.” (soup)
“Say grew. Say it again, but don’t say /t/.” (goo)
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.)
  - spare food a of bit could you  
    (Could you spare a bit of food?)
  - last at soup the ready was  
    (At last the soup was ready.)
  - 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)  
  country (2)  
  impossible (4)  
  march (1)  
  village (2)  
  barley (2)  
  potatoes (3)  
  harvest (2)  
  grain (1)  
  remembered (3)  
  children (2)  
  stone (1)  
  ourselves (2)  
  somewhere (2)  
  gentlemen (3)  
  pot (1)

- Blending Syllables
  “Listen to these syllables. Tell me what word I’m saying.”

  them•selves  
  vill•age  
  sol•diers  
  buck•ets  
  coun•try  
  har•vest  
  to•night  
  ci•der  
  peas•ant  
  po•ta•toes  
  to•geth•er  
  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

discrimination Rhymes
“Which word does not rhyme?”

bed • red • pot  heard • meat • eat  seed • soup • feed
care • cook • spare  brought • round • taught  ate • great • taste

Matching Rhymes
“Which word rhymes with heat? feed • street”
“Which word rhymes with way? hay • fire”
“Which word rhymes with care? square • sleep”
“Which word rhymes with bite? night • bit”
“Which word rhymes with spread? stone • bed”

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

Sounds Abound: Storybook Activities 142
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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.

Identifying Words Beginning with a Given Sound

“Which words begin with the /s/ sound? children • soldiers • stone”
“Which words begin with the /b/ sound? buckets • cider • barley”
“Which words begin with the /k/ sound? cabbages • country • grain”
“Which words begin with the /h/ sound? harvest • village • hungry”
“Which words begin with the /p/ sound? round • peasants • pepper”

Blending Monosyllable Words—Onset-Rime

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

<table>
<thead>
<tr>
<th>r•oad</th>
<th>b•ite</th>
<th>s•oup</th>
<th>t•aste</th>
</tr>
</thead>
<tbody>
<tr>
<td>b•ed</td>
<td>h•ide</td>
<td>c•ook</td>
<td>k•ing</td>
</tr>
<tr>
<td>m•arch</td>
<td>s•eed</td>
<td>r•ich</td>
<td>m•eat</td>
</tr>
</tbody>
</table>

Blending Monosyllable Words—Onset-Rime (Blends)

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

<table>
<thead>
<tr>
<th>gr•eat</th>
<th>spr•ead</th>
<th>st•one</th>
</tr>
</thead>
<tbody>
<tr>
<td>sp•are</td>
<td>gr•ain</td>
<td>sl•eep</td>
</tr>
<tr>
<td>str•eet</td>
<td>thr•ee</td>
<td>dr•ank</td>
</tr>
</tbody>
</table>

Blending Individual Sounds to Make a Word

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

<table>
<thead>
<tr>
<th>u•s</th>
<th>c•oo•k</th>
<th>s•ou•p</th>
<th>p•e•pp•er</th>
</tr>
</thead>
<tbody>
<tr>
<td>s•a•d</td>
<td>h•ea•t</td>
<td>s•t•ir</td>
<td>f•i•n•d</td>
</tr>
<tr>
<td>p•o•t</td>
<td>d•ow•n</td>
<td>th•r•ee</td>
<td>l•o•f•t</td>
</tr>
</tbody>
</table>

Matching Initial Sounds

“Which word begins with the same sound as carrots? cupboard • cellar”
“Which word begins with the same sound as beef? milk • bread”
“Which word begins with the same sound as feast? fire • last”
“Which word begins with the same sound as soup? strangers • table”
“Which word begins with the same sound as pot? cook • potatoes”
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 • gentlemen
harvest • round • hungry
largest • king • carrots
poor • feed • peasants
square • street • torches
village • tired • tasted

Identifying Initial Sounds

“What sound does the word ______ begin with?”
country (/k/)
village (/v/)
land (/l/)
stone (/s/)

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/)
bite (/t/)
fire (/f/)
rich (/ch/)
milk (/k/)
face (/s/)
sleep (/p/)
full (/l/)
grain (/n/)
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/.” (meat)
“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 (t•w•o)  good (g•o•d)  stone (s•to•ne)
they (t•h•ey)  bed (b•e•d)  table (t•a•b•le)
now (n•ow)  taught (t•au•ght)  sleep (s•le•p)
ate (a•te)  wise (w•i•se)  loft (l•o•f)

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)
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.)

- hero was Anthony a big
  (Anthony was a big hero.)

- sure for that’s pot a magic
  (That’s a magic pot for sure.)

- 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 empt•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 again and add ing.” (bubbling)
“Say come. Say it again and add ing.” (coming)
“Say boil. Say it again and add ing.” (boiling)
“Say eat. Say it again and add ing.” (eating)
“Say pour. Say it again 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 • up  nice • sang • rang  bubble • trouble • kiss
boil • coins • soil  bowl • roll • road  lost • took • look
stop • top • floor  town • house • down  crime • eat • meat
sleep • sweep • food  old • weed • feed  show • milk • blow
Matching Rhymes

“Which word rhymes with pot? hot • pack”
“Which word rhymes with sang? stop • bang”
“Which word rhymes with clay? cup • may”
“Which word rhymes with floor? poor • three”
“Which word rhymes with stop? some • mop”

Generating Rhymes

“Tell me a word that rhymes with ______.”

<table>
<thead>
<tr>
<th>pot</th>
<th>song</th>
<th>boil</th>
</tr>
</thead>
<tbody>
<tr>
<td>floor</td>
<td>kiss</td>
<td>stop</td>
</tr>
<tr>
<td>clay</td>
<td>bowl</td>
<td>sweep</td>
</tr>
<tr>
<td>fill</td>
<td>town</td>
<td>show</td>
</tr>
</tbody>
</table>

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? pasta • people • hero”
“Which words begin with the /b/ sound? pot • bubble • boil”
“Which words begin with the /m/ sound? my • bow • magic”
“Which words begin with the /k/ sound? kisses • cook • fetch”
“Which words begin with the /d/ sound? door • town • day”

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•leep |
**Blending Individual Sounds to Make a Word**

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

<table>
<thead>
<tr>
<th>u•p</th>
<th>f•oo•d</th>
<th>s•a•t</th>
<th>b•l•ow</th>
</tr>
</thead>
<tbody>
<tr>
<td>m•e</td>
<td>p•u•t</td>
<td>w•i•th</td>
<td>c•l•ay</td>
</tr>
<tr>
<td>f•i•l</td>
<td>p•o•t</td>
<td>f•or•k</td>
<td>p•a•te</td>
</tr>
<tr>
<td>b•e•d</td>
<td>f•ow•n</td>
<td>l•oo•k</td>
<td>b•u•bb•le</td>
</tr>
</tbody>
</table>

**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 (/h/)
- house (/s/)
- crowd (/d/)
- shelf (/f/)
- town (/n/)
- floor (/r/)
Segmenting Sounds

“What sounds do you hear in the word _______?”

- she (sh•e)
- pot (p•o•t)
- sleep (s•i•e•p)
- now (n•ow)
- nice (n•i•ce)
- plate (p•l•a•te)
- my (m•y)
- took (t•oo•k)
- little (l•i•t•le)
- up (u•p)
- town (t•o•w•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 /f/.” (four)
“Say blow. Say it again, but don’t say /b/.” (low)
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.”

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimmy</td>
<td>2</td>
</tr>
<tr>
<td>sea</td>
<td>1</td>
</tr>
<tr>
<td>faster</td>
<td>2</td>
</tr>
<tr>
<td>tuna</td>
<td>2</td>
</tr>
<tr>
<td>black</td>
<td>1</td>
</tr>
<tr>
<td>lonely</td>
<td>2</td>
</tr>
<tr>
<td>medusa</td>
<td>3</td>
</tr>
<tr>
<td>rainbow</td>
<td>2</td>
</tr>
<tr>
<td>eye</td>
<td>1</td>
</tr>
<tr>
<td>lobster</td>
<td>2</td>
</tr>
<tr>
<td>invisible</td>
<td>4</td>
</tr>
<tr>
<td>fish</td>
<td>1</td>
</tr>
<tr>
<td>seaweed</td>
<td>2</td>
</tr>
<tr>
<td>wonderful</td>
<td>3</td>
</tr>
<tr>
<td>swallowed</td>
<td>2</td>
</tr>
<tr>
<td>together</td>
<td>3</td>
</tr>
<tr>
<td>eel</td>
<td>1</td>
</tr>
<tr>
<td>mussel</td>
<td>2</td>
</tr>
<tr>
<td>jelly</td>
<td>2</td>
</tr>
<tr>
<td>happily</td>
<td>3</td>
</tr>
</tbody>
</table>

Blending Syllables

“Listen to these syllables. Tell me what word I’m saying.”

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>rain • bow</td>
<td></td>
</tr>
<tr>
<td>sea • weed</td>
<td></td>
</tr>
<tr>
<td>some • thing</td>
<td></td>
</tr>
<tr>
<td>lobster</td>
<td></td>
</tr>
<tr>
<td>lonely • ly</td>
<td></td>
</tr>
<tr>
<td>dart • ing</td>
<td></td>
</tr>
<tr>
<td>fas • ter</td>
<td></td>
</tr>
<tr>
<td>bigg • est</td>
<td></td>
</tr>
<tr>
<td>can • dy</td>
<td></td>
</tr>
<tr>
<td>mar • vel</td>
<td></td>
</tr>
<tr>
<td>jell • y</td>
<td></td>
</tr>
<tr>
<td>won • der • ful</td>
<td></td>
</tr>
<tr>
<td>to • geth • er</td>
<td></td>
</tr>
<tr>
<td>me • du • sa</td>
<td></td>
</tr>
<tr>
<td>a • nem • o • ne</td>
<td></td>
</tr>
<tr>
<td>in • vis • ible</td>
<td></td>
</tr>
</tbody>
</table>
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
dee • keep
thin • pink
sea • we

- fish • shell
dad • swam
eye • bye
eat • can’t

- red • thread
eel • seal
big • bad
rocks • socks

- black • brown
swim • him
swan • lie
play • away

Discriminating Rhymes

“Which word does not rhyme?”

- rocks • cool • school
dee • keep • dark
thread • wet • red

- fish • sad • bad
him • swim • shell
black • think • pink

- eel • day • play
weeds • made • shade
eat • lie • eye

Matching Rhymes

“Which word rhymes with *school*? pool • skip”
“Which word rhymes with *fish*? fat • wish”
“Which word rhymes with *eye*? shy • eat”
“Which word rhymes with *swim*? him • sweet”
“Which word rhymes with *shade*? down • made”
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 • swallow • swim”
“Which words begin with the /f/ sound? fierce • red • fish”
“Which words begin with the /t/ sound? wave • tuna • tail”
“Which words begin with the /l/ sound? lobster • wet • lonely”
“Which words begin with the /w/ sound? big • waves • water”

Blending Monosyllable Words—Onset-Rime

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

- red  fish  shell  shade
- wet  big  cool  think
- deep  dark  sun  sad

Blending Monosyllable Words—Onset-Rime (Blends)

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

- thread  school  place
- black  swam  close
- bright  dark  sun  sad
**Blending Individual Sounds to Make a Word**

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

<table>
<thead>
<tr>
<th>r•e•d</th>
<th>w•e•t</th>
<th>p•l•a•ce</th>
<th>t•u•n•a</th>
</tr>
</thead>
<tbody>
<tr>
<td>b•i•g</td>
<td>s•a•d</td>
<td>s•w•i•m</td>
<td>s•c•h•oo•l</td>
</tr>
<tr>
<td>d•e•e•p</td>
<td>sh•a•de</td>
<td>th•r•e•a•d</td>
<td>ch•a•se•d</td>
</tr>
<tr>
<td>t•a•i•l</td>
<td>c•l•o•s•e</td>
<td>j•e•l•l•y</td>
<td>r•o•c•k•s</td>
</tr>
</tbody>
</table>

**Matching Initial Sounds**

“Which word begins with the same sound as **weeds**? wind • tail”
“Which word begins with the same sound as **morning**? lobster • machine”
“Which word begins with the same sound as **tuna**? fish • together”
“Which word begins with the same sound as **little**? lonely • wet”
“Which word begins with the same sound as **fish**? black • faster”

**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)
Sounds Abound: Storybook Activities

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/.” (tame)
“Say bad. Now say it with /k/ instead of /d/.” (back) 

Segmenting Sounds
“What sounds do you hear in the word _______?”

- sea (s•e•a)  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 swarm. Say it again, but don’t say /w/.” (Sam)
“Say place. Say it again, but don’t say /p/.” (pace)
“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 /t/.” (going)
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.)
  - collected kinds all turtles of Jack (Jack collected all kinds of turtles.)
  - watch copy carefully and me (Watch carefully and copy me.)
  - paper one only of piece got they (They only got one piece of paper.)
  - everyone use must crayons same the (Everyone must use the same crayons.)
  - 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•gether
- 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
- frame • came
- stick • like
- Jack • black
- take • break
- chalk • shop
- wait • eight
- real • peel
- fair • wear

Discriminating Rhymes

“Which word does not rhyme?”

- right • like • bright
- grew • too • twin
- my • more • store
- red • did • head
- all • wall • art
- blue • Jack • black

Matching Rhymes

“Which word rhymes with drew? dad • do”
“Which word rhymes with night? right • not”
“Which word rhymes with peel? piece • real”
“Which word rhymes with got? not • grew”
“Which word rhymes with black? Jack • 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.”

- chalk shop fair
- best look piece
- told night wore

Blending Monosyllable Words—Onset-Rime (Blends)

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

- twin black stand
- school break drew
- stick friend brown

Blending Individual Sounds to Make a Word

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

- me sat hung sheets
- door week paper frame
- room blue awful copy
Matching Initial Sounds

"Which word begins with the same sound as lesson? Landers • Joe"
"Which word begins with the same sound as favorite? store • photograph"
"Which word begins with the same sound as house? hardly • ready"
"Which word begins with the same sound as Tommy? terrible • crayons"
"Which word begins with the same sound as grandfather? picture • grocery"

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 • break        thick • first • Thanksgiving
friend • real • fun        windy • pouring • paint
Jack • Jeanne • Tommy      shop • sheets • sat

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 /l/ instead of /l/.” (turn)
"Say wall. Now say it with /l/ instead of /w/.” (fall)
Identifying Final Sounds

“What sound does the word _______ end with?”

- art (/t/)  (gold (/d/)
- twin (/n/)  (shop (/p/)
- Jack (/k/)  (smile (/l/)
- off (/f/)
- class (/s/)
- 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)
- all (/a*l/)  (when (/wh*e*n)
- it (/i*t/)  (draw (/d*r*aw)
- you (/y*ou/)  (like (/l*ik*)
- we (/w*e/)  (took (/t*ook*)
- Tommy (/T*o*mm*y)
- turkey (/t*ur*k*ey)
- box (/b*ox)
- frame (/f*r*a*me)
- 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)
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?)

• throwing why eggs were you
   (Why were you throwing eggs?)

• your lunches why eating they were
   (Why were they eating your lunches?)

• 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 • brought
- egg • hen • pen
- were • their • hair
- sad • face • mad
- eat • meet • cow
- broke • yolk • bus

Matching Rhymes

“Which word rhymes with cow? caught • how”
“Which word rhymes with fell? tell • face”
“Which word rhymes with pig? hit • big”
“Which word rhymes with eat? meet • see”
“Which word rhymes with pet? fell • bet”

Generating Rhymes

“Tell me a word that rhymes with ______.”

- egg
- threw
- head
- cow
- ran
- mad
- fall
- pet
- hit
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 • farmer • finally”
“Which words begin with the /s/ sound? screaming • squawking • throwing”
“Which words begin with the /k/ sound? corn • chickens • constrictor”
“Which words begin with the /h/ sound? tractor • hen • hurry”
“Which words begin with the /j/ sound? missed • Jenny • Jimmy”

_blending Monosyllable Words—Onset-Rime_

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

fell • took • farm • hair • corn • hit • like • face • ran • sad • laid • right • hen • bus • head • found

_blending Monosyllable Words—Onset-Rime (Blends)_

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

school • threw • brought • broke • trip

_blending Individual Sounds to Make a Word_

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

egg • dull • right • busy • cow • boa • fall • pigs • knew • head • over • sense • pet • face • threw • Jimmy
Matching Initial Sounds

“Which word begins with the same sound as **cow**? pet • corn”
“Which word begins with the same sound as **threw**? thought • face”
“Which word begins with the same sound as **hen**? ducked • happened”
“Which word begins with the same sound as **boa**? because • mean”
“Which word begins with the same sound as **lunches**? heard • left”

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 • trip • crying
- found • farmer • broke
- wife • busy • boa
- Jenny • chickens • Jimmy
- screaming • suppose • exciting
- class • lunches • left

Identifying Initial Sounds

“What sound does the word ______ begin with?”

- boa (/b/)
- hair (/h/)
- farm (/f/)
- corn (/k/)
- Jimmy (/j/)
- left (/l/)
- never (/n/)
- pigs (/p/)
- right (/r/)
- why (/w/)
- threw (/th/)
- 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 (/l/)
- 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 /l/.” (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•o•r•n)
- break (b•r•o•k)
- eat (ea•t)
- laid (l•a•i•d)
- ducked (d•u•c•k•ed)
- she (sh•e)
- eggs (e•g•s)
- Jimmy (J•i•m•m•y)
- know (kn•ow)
- wife (w•i•f•e)
- never (n•e•v•e)

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/.” (lt)
“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 /l/.” (why)
“Say laid. Say it again, but don’t say /l/.” (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)
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.” (indeinitely)

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 • sell • door  far • all • call  hold • day • away
bed • fled • back  blow • go • boy  bid • rid • great
right • tight • ran  stake • neck • make  come • should • would

Matching Rhymes

“Which word rhymes with done?  one • ran”
“Which word rhymes with said?  head • sell”
“Which word rhymes with no?  not • blow”
“Which word rhymes with fire?  far • higher”
“Which word rhymes with mother?  brother • 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 • fire • face”
“Which words begin with the /s/ sound? sea • swallow • neck”
“Which words begin with the /b/ sound? village • begged • beautiful”
“Which words begin with the /m/ sound? mouth • mother • beautiful”
“Which words begin with the /th/ sound? far • third • thrown”

**Blending Monosyllable Words—Onset-Rime**

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

- five fish fourth sign
- sea head legs shells
- boat beach neck fair

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

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

- price breath cream
- thrown stretch tried

**Blending Individual Sounds to Make a Word**

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

- they fish third
- time dry people
- caught mouth fast
- sign judge weather

**Matching Initial Sounds**

“Which word begins with the same sound as smother? second • prison”
“Which word begins with the same sound as pebbles? treasures • pockets”
“Which word begins with the same sound as beach? breath • pulled”
“Which word begins with the same sound as shore? shouted • sleep”
“Which word begins with the same sound as fire? promised • first”
The Five Chinese Brothers, continued

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 • second                       desperate • morning • decided
people • higher • pulled                           fishing • pockets • promised
years • yes • little                                  shore • shells • sea

Identifying Initial Sounds

“What sound does the word _______ begin with?”

Chinese (/ch/)     swallow (/s/)     mouth (/m/)
cought (/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 /t/.” (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 (/l/)          neck (/k/)
five (/v/)             hard (/d/)             ocean (/n/)
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•ea•t)
boy (b•oy) judge (j•u•dge) people (p•eo•ple)
off (o•ff) shook (sh•ook) pushed (p•ush)
my (m•y) boat (b•oa•t) breath (b•rea•th)
me (m•e) obey (o•be•y) first (f•ir•st)

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)
WORD AWARENESS

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- 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.

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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."

<table>
<thead>
<tr>
<th>gingerbread (3)</th>
<th>faster (2)</th>
<th>river (2)</th>
<th>tightly (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>woman (2)</td>
<td>fox (1)</td>
<td>butter (2)</td>
<td>swam (1)</td>
</tr>
<tr>
<td>man (1)</td>
<td>bake (1)</td>
<td>gobbled (2)</td>
<td>cat (1)</td>
</tr>
<tr>
<td>oven (2)</td>
<td>closer (2)</td>
<td>suddenly (3)</td>
<td>sugar (2)</td>
</tr>
</tbody>
</table>

- **Blending Syllables**
  "Listen to these syllables. Tell me what word I’m saying."

<table>
<thead>
<tr>
<th>wo•man</th>
<th>cherr•ies</th>
<th>riv•er</th>
</tr>
</thead>
<tbody>
<tr>
<td>butt•er</td>
<td>go•ing</td>
<td>carr•y</td>
</tr>
<tr>
<td>bod•y</td>
<td>fas•ter</td>
<td>tight•ly</td>
</tr>
</tbody>
</table>

- **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**.” (fer)
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 • ran”
“Which word rhymes with bread?  head • legs”
“Which word rhymes with two?  soon • you”
“Which word rhymes with bite?  eat • tight”
“Which word rhymes with cried?  climb • wide”

» Generating Rhymes

“Tell me a word that rhymes with _______.”

ran  fox  dog  feet
time  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?  man • me • help”
“Which words begin with the /s/ sound?  stop • body • spoon”
“Which words begin with the /i/ sound?  hungry • jumped • gingerbread”
“Which words begin with the /k/ sound?  catch • little • called”
“Which words begin with the /f/ sound?  dog • fox • faster”
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.”

tre•es  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
f•i•me  g•ir•l  s•t•o•p  c•i•mb
h•i•m  c•a•t•ch  p•a•s•t  l•i•tt•le
m•ou•th  c•r•i•d  r•i•v•e•r  f•as•t•e•r

Matching Initial Sounds

“Which word begins with the same sound as fox?  flour • climb”
“Which word begins with the same sound as help?  head • dog”
“Which word begins with the same sound as girl?  catch • gobbled”
“Which word begins with the same sound as little?  nose • legs”
“Which word begins with the same sound as mouth?  measured • 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/)
Sounds Abound: Storybook Activities

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 /l/ 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 /l/ instead of /p/.” (cut)
“Say run. Now say it with /b/ instead of /n/.” (rub)
“Say both. Now say it with /l/ instead of /th/.” (boat)

Segmenting Sounds

“What sounds do you hear in the word ______?”

- me (m•e)
- up (u•p)
- he (h•e)
- you (y•ou)
- out (ou•t)
- ran (r•a•n)
- catch (c•a•tch)
- cat (c•a•t)
- wet (w•e•t)
- head (h•e•a•d)

- fast (f•a•s•t)
- stop (s•t•o•p)
- river (r•i•v•e•r)
- fox (f•o•x)
- climb (c•l•i•m•b)
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)
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)
  - morning (2)
  - fight (1)
  - insist (2)
  - big (1)
  - friendly (2)
  - ladybug (3)
  - yellow (2)
  - gorilla (3)
  - rhinoceros (4)
  - lobster (2)
  - eleven (3)
  - skunk (1)
  - constrictor (3)
  - lunch (1)
  - aphids (2)
  - fireflies (2)
  - mantis (2)

- Blending Syllables
  “Listen to these syllables. Tell me what word I’m saying.”
  - aphids
  - lobster
  - jack
  - grouchy
  - yellow
  - friend
  - ly
  - e
  - lev
  - en
  - hy
  - e
  - na
  - la
  - dy
  - bug
  - 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
doctor • rest fin • pin eight • night

discriminating Rhymes

“Which word does not rhyme?”
sit • bug • rug fight • right • give
whale • tail • teeth big • box • dig
eight • one • gate line • dog • mine

Matching Rhymes

“Which word rhymes with whale? tall • tail”
“Which word rhymes with fight? right • fan”
“Which word rhymes with horn? heart • born”
“Which word rhymes with flew? fly • two”
“Which word rhymes with trunk? skunk • 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
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? **ladybug** • **legs** • **want**”
“Which words begin with the /f/ sound? **five** • **grouchy** • **fight”**
“Which words begin with the /m/ sound? **lunch** • **met** • **moon”**
“Which words begin with the /g/ sound? **gorilla** • **hyena** • **grouchy”**
“Which words begin with the /t/ sound? **chest** • **tail** • **teeth”**

**Blending Monosyllable Words—Onset-Rime**

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

- f•ight  
- m•oon  
- sh•are  
- n•ine  
- t•eeth  
- f•ive  
- f•in  
- l•eaf  
- b•eak

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

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

- fi•ew  
- sl•eepe  
- 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  
- c•h•e•s•t  
- b•u•g  
- f•i•ew  
- t•u•s•k  
- m•i•ne  
- c•i•aw  
- s•k•u•n•k


#### Matching Initial Sounds

“Which word begins with the same sound as **ladybug**?  **leaf** • **moon**

“Which word begins with the same sound as **gorilla**?  **flew** • **grouchy**

“Which word begins with the same sound as **hyena**?  **hey** • **fight**

“Which word begins with the same sound as **lobster**?  **lunch** • **fin**

“Which word begins with the same sound as **whale**?  **you** • **want**


#### 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?”

<table>
<thead>
<tr>
<th>Sound</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>/l/</td>
<td>ladybug</td>
</tr>
<tr>
<td>/l/</td>
<td>lobster</td>
</tr>
<tr>
<td>/h/</td>
<td>hyena</td>
</tr>
<tr>
<td>/r/</td>
<td>rhinoceros</td>
</tr>
<tr>
<td>/wh/</td>
<td>whale</td>
</tr>
<tr>
<td>/s/</td>
<td>skunk</td>
</tr>
<tr>
<td>/g/</td>
<td>gorilla</td>
</tr>
<tr>
<td>/b/</td>
<td>beetle</td>
</tr>
</tbody>
</table>


#### 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?”

<table>
<thead>
<tr>
<th>Sound</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>/f/</td>
<td>leaf</td>
</tr>
<tr>
<td>/h/</td>
<td>fight</td>
</tr>
<tr>
<td>/g/</td>
<td>leg</td>
</tr>
<tr>
<td>/p/</td>
<td>sharp</td>
</tr>
<tr>
<td>/l/</td>
<td>tail</td>
</tr>
<tr>
<td>/n/</td>
<td>moon</td>
</tr>
<tr>
<td>/k/</td>
<td>beak</td>
</tr>
<tr>
<td>/ch/</td>
<td>lunch</td>
</tr>
<tr>
<td>/d/</td>
<td>aphid</td>
</tr>
<tr>
<td>/th/</td>
<td>teeth</td>
</tr>
<tr>
<td>/l/</td>
<td>lobster</td>
</tr>
<tr>
<td>/r/</td>
<td>five</td>
</tr>
</tbody>
</table>
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 ______?“

<table>
<thead>
<tr>
<th>if (if)</th>
<th>fight (f•igh•t)</th>
<th>aphid (a•ph•i•d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>show (sh•ow)</td>
<td>mine (m•i•ne)</td>
<td>legs (l•e•g•s)</td>
</tr>
<tr>
<td>out (ou•t)</td>
<td>said (s•ai•d)</td>
<td>chest (ch•e•s•t)</td>
</tr>
<tr>
<td>at (a•t)</td>
<td>big (b•i•g)</td>
<td>enough (e•n•ou•gh)</td>
</tr>
</tbody>
</table>

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 /t/.” (Lou)
“Say sleep. Say it again, but don’t say /l/.” (seep)
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 • hand          dog • dry • hog
hen • cat • hat             tickles • prickles • poked
cold • old • cozy           strong • den • hen

Matching Rhymes

“Which word rhymes with head? red • hang”
“Which word rhymes with tree? dog • she”
“Which word rhymes with fall? up • all”
“Which word rhymes with clothes? nose • chase”
“Which word rhymes with dry? he • my”
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?  head • ran • hand”
“Which words begin with the /w/ sound?  winter • wear • barked”
“Which words begin with the /s/ sound?  squealed • icy • snow”
“Which words begin with the /p/ sound?  farm • puppies • pony”
“Which words begin with the /k/ sound?  cozy • laugh • cat”

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.”

took nose ran keep
chest head down barn
wind hen honk warm
found chicks laugh pig
Sounds Abound: Storybook Activities

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

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

- dry • blew • straw
- stuck • strong • snows

**Blending Individual Sounds to Make a Word**

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

- off • cat • den • Lisa
- you • patch • thought • pony
- warm • icy • little • rains

**Matching Initial Sounds**

“Which word begins with the same sound as *hedgehog*? wearing • hand”

“Which word begins with the same sound as *laughing*? Lisa • silly”

“Which word begins with the same sound as *farm*? fit • puppies”

“Which word begins with the same sound as *barn*? clucked • beautiful”

“Which word begins with the same sound as *mother*? chicks • meow”

**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 • tree
- caught • straw • stocking
- pulled • pig • den
- ran • friendly • fall
- wanted • laughing • wear
- clothes • Hedgie • hen
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/.” (sinking)
“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•i•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/.” (aer)
“Say fall. Say it again, but don’t say /f/.” (aer)
“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 /t/.” (die)
“Say prickles. Say it again, but don’t say /t/.” (pickles)
“Say strong. Say it again, but don’t say /st/.” (wrong)
“Say still. Say it again, but don’t say /s/.” (till)
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 (1) |
| red (1)    | sweater (2)  | zipper (2) |
| cap (1)    | knee (1)     | boots (2) |

➤ Blending Syllables

“Listen to these syllables. Tell me what word I’m saying.”

| zip•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 • hot  warm • storm • zip  drip • hot • not
drip red • hat • head caught • snap • cap  eyes • tears • flies
red stuck • wear • hair  knee • me • fat  arm • beans • jeans

➤ Matching Rhymes

“Which word rhymes with cap? lap • sip”
“Which word rhymes with knee? hot • me”
“Which word rhymes with head? hide • bed”
“Which word rhymes with snow? show • ice”
“Which word rhymes with jacket? packet • 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 • mittens • matches”
“Which words begin with the /s/ sound? scarf • hat • snow”
“Which words begin with the /b/ sound? cover • boots • big”
“Which words begin with the /l/ sound? lot • long • meets”
“Which words begin with the /h/ sound? hang • knee • head”
**Blending Monosyllable Words—Onset-Rime**

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

- red
- c*aught
- w*ear
- c*ap
- h*ead
- w*arm
- j*eans
- kn*ee
- b*oots
- s*ocks
- f*ell
- h*ot

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

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

- sn*ow
- st*uck
- cr*ies
- sc*arf
- st*iff
- sl*ipped

**Blending Individual Sounds to Make a Word**

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

- kn*ee
- c*auth*†
- r*ed
- h*ea*†
- j*ea*n*s
- f*r*o*m
- f*e*ll
- s*t*iff
- s*o*ck*s

**Matching Initial Sounds**

“Which word begins with the same sound as jacket? head • jeans”
“Which word begins with the same sound as socks? sweater • boots”
“Which word begins with the same sound as mittens? woolly • matches”
“Which word begins with the same sound as cap? caught • snow”
“Which word begins with the same sound as long? lot • 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?” (/θ/)

**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/)
Identifying Initial Sounds

“What sound does the word _______ begin with?”

<table>
<thead>
<tr>
<th>Word</th>
<th>Initial Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>jeans</td>
<td>/j/</td>
</tr>
<tr>
<td>head</td>
<td>/h/</td>
</tr>
<tr>
<td>sweater</td>
<td>/s/</td>
</tr>
<tr>
<td>warm</td>
<td>/w/</td>
</tr>
<tr>
<td>cap</td>
<td>/k/</td>
</tr>
<tr>
<td>zipper</td>
<td>/z/</td>
</tr>
<tr>
<td>red</td>
<td>/r/</td>
</tr>
<tr>
<td>bunchy</td>
<td>/b/</td>
</tr>
<tr>
<td>long</td>
<td>/l/</td>
</tr>
<tr>
<td>mittens</td>
<td>/m/</td>
</tr>
<tr>
<td>fell</td>
<td>/f/</td>
</tr>
</tbody>
</table>

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 /p/.” (nap)
“Say tears. Now say it with /ch/ instead of /t/.” (cheers)

Identifying Final Sounds

“What sound does the word _______ end with?”

<table>
<thead>
<tr>
<th>Word</th>
<th>Final Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>jacket</td>
<td>/t/</td>
</tr>
<tr>
<td>zipper</td>
<td>/r/</td>
</tr>
<tr>
<td>stuck</td>
<td>/k/</td>
</tr>
<tr>
<td>red</td>
<td>/d/</td>
</tr>
<tr>
<td>cap</td>
<td>/p/</td>
</tr>
<tr>
<td>big</td>
<td>/g/</td>
</tr>
<tr>
<td>stiff</td>
<td>/f/</td>
</tr>
<tr>
<td>arm</td>
<td>/m/</td>
</tr>
<tr>
<td>hot</td>
<td>/t/</td>
</tr>
</tbody>
</table>

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 _______?”

<table>
<thead>
<tr>
<th>Word</th>
<th>Initial Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>/iːn/</td>
</tr>
<tr>
<td>is</td>
<td>/iːs/</td>
</tr>
<tr>
<td>my</td>
<td>/mɪ/</td>
</tr>
<tr>
<td>each</td>
<td>/eIk/</td>
</tr>
<tr>
<td>knee</td>
<td>/knI/</td>
</tr>
<tr>
<td>red</td>
<td>/rɛd/</td>
</tr>
<tr>
<td>snow</td>
<td>/swɔ/</td>
</tr>
<tr>
<td>caught</td>
<td>/kɔt/</td>
</tr>
<tr>
<td>big</td>
<td>/biɡ/</td>
</tr>
<tr>
<td>fell</td>
<td>/fl/</td>
</tr>
<tr>
<td>woolly</td>
<td>/wuːlI/</td>
</tr>
<tr>
<td>stuck</td>
<td>/stʊkt/</td>
</tr>
<tr>
<td>jeans</td>
<td>/dɛn/</td>
</tr>
<tr>
<td>stiff</td>
<td>/stɪf/</td>
</tr>
<tr>
<td>socks</td>
<td>/sɔks/</td>
</tr>
</tbody>
</table>

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)
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.)

• eat who this bread will help me
  (Who will help me eat this bread?)

• dog sleepy the was always
  (The dog was always sleepy.)

• grains of plant wheat will who these
  (Who will plant these grains of wheat?)

• plant I them myself will then
  (Then I will plant them myself.)

• 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
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? bread • cut • bake"
"Which words begin with the /w/ sound? work • wheat • vain"
"Which words begin with the /r/ sound? will • red • row"
"Which words begin with the /m/ sound? myself • milk • salt"
"Which words begin with the /s/ sound? smell • she • summer"

Blending Monosyllable Words—Onset-Rime

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

Blending Monosyllable Words—Onset-Rime (Blends)

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

Blending Individual Sounds to Make a Word

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

Sounds Abound: Storybook Activities 194
Matching Initial Sounds

“Which word begins with the same sound as grains? dog • goose”
“Which word begins with the same sound as wheat? wheelbarrow • green”
“Which word begins with the same sound as cut? porch • cooked”
“Which word begins with the same sound as plant? pushed • loaf”
“Which word begins with the same sound as friends? home • found”

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 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•l•er)
all (a•l)  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•o•k)  bread (b•r•ea•d)
out (ou•t)  came (c•a•me)  smell (s•m•e•l)

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 bread. Say it again, but don’t say /k/.” (bay)
“Say loaf. Say it again, but don’t say /l/.” (low)
“Say wheat. Say it again, but don’t say /w/.” (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)
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 (hoge•hedge)
- grandmother (mother•grand)
- snowshoe (shoe•snow)
- whisker (ker•whis)

**RHYMING**

**Recognizing Rhymes**

“Do these words rhyme?”

- mitten • kitten
- bear • hair
- white • mouse
- snow • go
- mole • hole
- warm • wet
- rabbit • habit
- prickle • pickles
- climb • home
- fox • box
- cold • hard
- mouse • house

**Discriminating Rhymes**

“Which word does not rhyme?”

- mitten, kitten
- mole, hole
- climb, home
- fox, box
- cold, hard
- mouse, house
- hair, dog
- bear, white
- snow, go
- mole, sneeze
- please, size
- teeth, fox, box
- room, move, broom

**Matching Rhymes**

“Which word rhymes with snow? blow • bear”
“Which word rhymes with white? mouse • light”
“Which word rhymes with bear? cold • share”
“Which word rhymes with mole? warm • stole”
“Which word rhymes with sneeze? trees • meat”

**Generating Rhymes**

“Tell me a word that rhymes with ______.”

- mitten
- bear
- fox
- look
- snow
- mouse
- nose
- coat
- white
- mole
- sneeze
- 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? mitten • mouse • white”
“Which words begin with the /s/ sound? snow • mole • stay”
“Which words begin with the /r/ sound? bump • rabbit • room”
“Which words begin with the /b/ sound? bear • bulge • stretch”
“Which words begin with the /f/ sound? fox • mole • feet”

➥ Blending Monosyllable Words—Onset-Rime

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

afe • f • ox • h • ome • t • eeth
mole • mouse • wh • ite • n • ose
c • oat • th • umb • b • ig • s • ize
room • 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? move • room”
“Which word begins with the same sound as Nicki? cold • nose”
“Which word begins with the same sound as warm? mole • wet”
“Which word begins with the same sound as badger? Baba • mouse”
“Which word begins with the same sound as cozy? coat • 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 • rabbit
fox • nose • Nicki
first • think • feet
home • hedgehog • snow
leaves • coat • covered
mole • mitten • white

Identifying Initial Sounds

“What sound does the word ____ begin with?”

mitten (/m/)
bear (/b/)
hedgehog (/h/)
snow (/s/)
thumb (/th/)
cozy (/k/)
teeth (/t/)
fox (/f/)
diggers (/d/)
knitting (/n/)
shape (/sh/)
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/)
bear (/b/)
rabbit (/b/)
mover (/v/)
coat (/t/)
both (/th/)
size (/z/)
look (/k/)
big (/g/)
Substituting Final Sounds

"Say feet. Now say it with /l/ instead of /t/.” (feel)
"Say nose. Now say it with /f/ 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 ______?“

<table>
<thead>
<tr>
<th>Word</th>
<th>Initial Sound</th>
<th>Middle Sound</th>
<th>Final Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>l</td>
<td>n</td>
<td>e</td>
</tr>
<tr>
<td>it</td>
<td>t</td>
<td>e</td>
<td>e</td>
</tr>
<tr>
<td>up</td>
<td>d</td>
<td>ow</td>
<td>n</td>
</tr>
<tr>
<td>to</td>
<td>s</td>
<td>n</td>
<td>ow</td>
</tr>
<tr>
<td>he</td>
<td>h</td>
<td>m</td>
<td>b</td>
</tr>
</tbody>
</table>

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/.” (line)
“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)
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.)
- builds Arnold tree house a
  (Arnold builds a tree house.)
- apple tree makes a for his swing Arnold
  (Arnold makes a swing for his apple tree.)
- 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)
- popcorn (2)
- Arnold (2)
- tree (1)
- apple (2)
- secret (2)
- buds (1)
- blossoms (2)
- carefully (3)
- family (3)
- summer (2)
- red (1)
- branches (2)
- basket (2)
- Halloween (3)

**Blending Syllables**

“Listen to these syllables. Tell me what word I’m saying.”

- snow›man
- moon›light
- pop›corn
- app›le
- summ›er
- win›ter
- bas›ket
- bloss›om
- 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?”

| buds • bees • trees | green • takes • shakes |
| bring • swing • leaves | grow • buds • glow |
| hot • sun • run | small • sweet • fall |

Matching Rhymes

“Which word rhymes with tree? year • see”
“Which word rhymes with grow? snow • green”
“Which word rhymes with spring? bring • summer”
“Which word rhymes with bees? trees • flower”
“Which word rhymes with leaves? builds • weaves”

Generating Rhymes

“Tell me a word that rhymes with ______.”

| tree | sun | red | spring |
| big | hot | ground | ples |
| 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? branches • tree • bare”
  “Which words begin with the /s/ sound? summer • snow • fall”
  “Which words begin with the /h/ sound? night • Halloween • home”
  “Which words begin with the /w/ sound? leaves • watches • winter”
  “Which words begin with the /sh/ sound? shower • shades • summer”

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

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

  - big fall home keep
  - red house night make
  - hot sun fort bare

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

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

  - tree small green drift
  - climbs branch friend floor
  - place swing ground spring

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

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

  - high bees sun green
  - see big snow birds
  - tree house fort flower

- **Matching Initial Sounds**

  “Which word begins with the same sound as spring? fall • summer”
  “Which word begins with the same sound as shelter? shower • leaves”
  “Which word begins with the same sound as flower? family • wreath”
  “Which word begins with the same sound as blossoms? quiet • berries”
  “Which word begins with the same sound as green? golden • 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 • shakes
basket • tree • bigger
wind • honey • house
glow • ground • press
begin • red • rest
collect • quietly • nectar

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 (/w/)  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 (/l/)  big (/g/)  apple (/l/)
house (/l/)  keep (/p/)  fresh (/sh/)  leaves (/z/)  
wind (/d/)  eat (/l/) 
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•ree)    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•e•a•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)
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.)

  * dragged feet he his slowly
    (He dragged his feet slowly.)

  * wasn’t snowball there the
    (The snowball wasn’t there.)

  * 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
 crunch • munch stick • Rick tall • ten

Discriminating Rhymes

“Which word does not rhyme?”

sit • snow • blow track • smell • smack keep • snow • heap
night • fight • tall toes • nose • see tree • sock • lock
down • munch • crunch stick • cold • pick feet • toe • meet

Matching Rhymes

“Which word rhymes with snow? toe • play”
“Which word rhymes with tree? stick • me”
“Which word rhymes with crunch? crawl • bunch”
“Which word rhymes with track? back • tree”
“Which word rhymes with deep? sleep • snow”
Generating Rhymes

“Tell me a word that rhymes with ______.”

<table>
<thead>
<tr>
<th>snow</th>
<th>heap</th>
<th>sad</th>
</tr>
</thead>
<tbody>
<tr>
<td>tree</td>
<td>track</td>
<td>sock</td>
</tr>
<tr>
<td>stick</td>
<td>high</td>
<td>tall</td>
</tr>
<tr>
<td>night</td>
<td>bed</td>
<td>toes</td>
</tr>
<tr>
<td>crunch</td>
<td>feet</td>
<td>ran</td>
</tr>
</tbody>
</table>

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? winter • window • snow”
“Which words begin with the /s/ sound? tree • snow • street”
“Which words begin with the /t/ sound? walk • toe • tall”
“Which words begin with the /f/ sound? feet • found • tracks”
“Which words begin with the /b/ sound? made • boys • breakfast”

Blending Monosyllable Words—Onset-Rime

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

<table>
<thead>
<tr>
<th>h•ead</th>
<th>w•oke</th>
<th>n•ight</th>
</tr>
</thead>
<tbody>
<tr>
<td>t•oes</td>
<td>m•ake</td>
<td>r•an</td>
</tr>
<tr>
<td>s•ock</td>
<td>f•ell</td>
<td>p•ath</td>
</tr>
<tr>
<td>f•eet</td>
<td>w•et</td>
<td>d•own</td>
</tr>
</tbody>
</table>

Blending Monosyllable Words—Onset-Rime (Blends)

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

<table>
<thead>
<tr>
<th>sn•ow</th>
<th>sm•ack</th>
<th>tr•ee</th>
<th>cr•unch</th>
</tr>
</thead>
<tbody>
<tr>
<td>st•ick</td>
<td>sl•id</td>
<td>tr•ack</td>
<td>str•eet</td>
</tr>
</tbody>
</table>

Blending Individual Sounds to Make a Word

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

<table>
<thead>
<tr>
<th>w•o•ke</th>
<th>b•i•g</th>
<th>m•a•de</th>
<th>s•m•a•ck</th>
</tr>
</thead>
<tbody>
<tr>
<td>r•a•n</td>
<td>h•ea•d</td>
<td>f•ee•t</td>
<td>f•ou•n•d</td>
</tr>
<tr>
<td>p•a•th</td>
<td>d•ow•n</td>
<td>f•igh•t</td>
<td>s•t•i•ck</td>
</tr>
<tr>
<td>t•oe•s</td>
<td>w•e•t</td>
<td>t•a•l</td>
<td>p•o•ck•e•t</td>
</tr>
</tbody>
</table>
Matching Initial Sounds

“Which word begins with the same sound as Peter? path • street”
“Which word begins with the same sound as house? head • warm”
“Which word begins with the same sound as down? slept • dream”
“Which word begins with the same sound as winter? tall • woke”
“Which word begins with the same sound as sock? found • snow”

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 /t/.” (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 ______?”

<table>
<thead>
<tr>
<th>Word</th>
<th>Initial Sounds</th>
<th>Final Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>(n•e)</td>
<td>deep (d•ee•p)</td>
</tr>
<tr>
<td>up</td>
<td>(u•p)</td>
<td>snow (s•n•ow)</td>
</tr>
<tr>
<td>new</td>
<td>(n•ew)</td>
<td>sad (s•a•d)</td>
</tr>
<tr>
<td>so</td>
<td>(s•o)</td>
<td>woke (w•o•ke)</td>
</tr>
<tr>
<td>after</td>
<td>(a•f•t•er)</td>
<td>Peter (P•e•t•er)</td>
</tr>
<tr>
<td>new</td>
<td>(n•ew)</td>
<td>socks (s•o•ck•s)</td>
</tr>
<tr>
<td>so</td>
<td>(s•o)</td>
<td>stick (s•t•i•ck)</td>
</tr>
</tbody>
</table>

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)
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.)

  - want a ride to go for
    (Want to go for a ride?)

  - eat grass some want to
    (Want to eat some grass?)

  - 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)
  - spider (2)
  - web (1)
  - silky (2)
  - cow (1)
  - answer (2)
  - rooster (2)
  - beautiful (3)
  - asleep (2)
  - busy (2)
  - owl (1)
  - spinning (2)

- Blending Syllables

  “Listen to these syllables. Tell me what word I’m saying.”

  - a•sleep
  - spi•der
  - pes•ty
  - mead•ow
  - an•swer
  - spinn•ing
  - roos•ter
  - mor•ning
  - 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)

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**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?”

- thread • spin • thin
- neigh • cow • day
- run • sheep • fun
- fly • my • nap
- grass • pass • rocks
- moo • blew • goat

**Matching Rhymes**

“Which word rhymes with goat? grass • boat”
“Which word rhymes with chase? race • take”
“Which word rhymes with ride? rocks • slide”
“Which word rhymes with thread? red • thin”
“Which word rhymes with eat? mud • beat”

**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
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•e•d•o•w
r•i•de  d•u•ck  b•u•s•y  a•n•s•w•e•r
```

➥ 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 • run • duck  pig • cow • cat  busy • began • field
moo • mud • web  goat • grunted • sheep  meadow • 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•im)
- eat (e•at)
- mud (m•u•d)
- jump (j•u•mp)
- she (sh•e)
- goat (g•oa•t)
- rocks (r•ock•s)
- her (h•er)
- pig (p•ig)
- meadow (m•eadow)
- moo (m•oo)
- chase (ch•ase)
- spider (s•p•ider)

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/.” (rue)
“Say farm. Say it again, but don’t say /m/.” (fare)

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 /tr/.” (gas)
“Say fly. Say it again, but don’t say /f/.” (lie)
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.

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.”

Blending Syllables
“Listen to these syllables. Tell me what word I’m saying.”

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.”

---

The Very Hungry Caterpillar by Eric Carle

WORD AWARENESS

SYLLABLE AWARENESS

Clapping Syllables
“Say each word after me. Clap for each syllable or part of the word.”

Blending Syllables
“Listen to these syllables. Tell me what word I’m saying.”

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.”

---

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The Very Hungry Caterpillar: continued

**RHYMING**

➤ **Recognizing Rhymes**

“Do these words rhyme?”

<table>
<thead>
<tr>
<th>egg</th>
<th>beg</th>
<th>ate</th>
<th>eat</th>
<th>night</th>
<th>light</th>
</tr>
</thead>
<tbody>
<tr>
<td>moon</td>
<td>soon</td>
<td>pears</td>
<td>chairs</td>
<td>leaf</td>
<td>pop</td>
</tr>
<tr>
<td>sun</td>
<td>came</td>
<td>still</td>
<td>sit</td>
<td>day</td>
<td>lay</td>
</tr>
<tr>
<td>look</td>
<td>book</td>
<td>piece</td>
<td>house</td>
<td>hole</td>
<td>pole</td>
</tr>
</tbody>
</table>

➤ **Discriminating Rhymes**

“Which word does not rhyme?”

<table>
<thead>
<tr>
<th>sun</th>
<th>one</th>
<th>five</th>
<th>felt</th>
<th>ate</th>
<th>gate</th>
</tr>
</thead>
<tbody>
<tr>
<td>light</td>
<td>fat</td>
<td>night</td>
<td>four</td>
<td>more</td>
<td>pie</td>
</tr>
<tr>
<td>leaf</td>
<td>egg</td>
<td>leg</td>
<td>lay</td>
<td>look</td>
<td>day</td>
</tr>
<tr>
<td>cheese</td>
<td>please</td>
<td>piece</td>
<td>slice</td>
<td>nice</td>
<td>cake</td>
</tr>
<tr>
<td>slice</td>
<td>nice</td>
<td>cake</td>
<td>fat</td>
<td>big</td>
<td>pig</td>
</tr>
</tbody>
</table>

➤ **Matching Rhymes**

“Which word rhymes with **light**? **night** • **slice**

“Which word rhymes with **sun**? **piece** • **one**

“Which word rhymes with **ate**? **late** • **food**

“Which word rhymes with **still**? **egg** • **hill**

“Which word rhymes with **nice**? **name** • **slice**

➤ **Generating Rhymes**

“Tell me a word that rhymes with ______.”

<table>
<thead>
<tr>
<th>light</th>
<th>ate</th>
<th>nice</th>
</tr>
</thead>
<tbody>
<tr>
<td>moon</td>
<td>pears</td>
<td>four</td>
</tr>
<tr>
<td>sun</td>
<td>still</td>
<td>fat</td>
</tr>
<tr>
<td>look</td>
<td>pie</td>
<td>hole</td>
</tr>
<tr>
<td>lay</td>
<td>cake</td>
<td>big</td>
</tr>
</tbody>
</table>

**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.”
"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 • cocoon • caterpillar"
"Which words begin with the /s/ sound? Sunday • sausage • cherry"
"Which words begin with the /b/ sound? little • built • beautiful"
"Which words begin with the /p/ sound? pickle • warm • pie"
"Which words begin with the /f/ sound? hungry • food • Friday"

**Blending Monosyllable Words—Onset-Rime**

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

<table>
<thead>
<tr>
<th>light</th>
<th>sun</th>
<th>five</th>
<th>nice</th>
</tr>
</thead>
<tbody>
<tr>
<td>moon</td>
<td>food</td>
<td>cheese</td>
<td>big</td>
</tr>
<tr>
<td>leaf</td>
<td>but</td>
<td>cake</td>
<td>house</td>
</tr>
<tr>
<td>warm</td>
<td>pears</td>
<td>piece</td>
<td>hole</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>still</th>
<th>slice</th>
<th>green</th>
</tr>
</thead>
<tbody>
<tr>
<td>plums</td>
<td>small</td>
<td>Swiss</td>
</tr>
<tr>
<td>stayed</td>
<td>cream</td>
<td>through</td>
</tr>
</tbody>
</table>

**Blending Individual Sounds to Make a Word**

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

<table>
<thead>
<tr>
<th>pie</th>
<th>come</th>
<th>piece</th>
<th>green</th>
</tr>
</thead>
<tbody>
<tr>
<td>egg</td>
<td>look</td>
<td>night</td>
<td>slice</td>
</tr>
<tr>
<td>ate</td>
<td>cone</td>
<td>leaf</td>
<td>pickle</td>
</tr>
</tbody>
</table>

**Matching Initial Sounds**

"Which word begins with the same sound as Saturday? salami • cherry"
"Which word begins with the same sound as pickle? pop • cake"
"Which word begins with the same sound as butterfly? Friday • built"
"Which word begins with the same sound as house? hungry • little"
"Which word begins with the same sound as food? lollipop • five"
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?”

<table>
<thead>
<tr>
<th>Word</th>
<th>Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>strawberries</td>
<td>/s/</td>
</tr>
<tr>
<td>cake</td>
<td>/k/</td>
</tr>
<tr>
<td>night</td>
<td>/n/</td>
</tr>
<tr>
<td>tiny</td>
<td>/t/</td>
</tr>
<tr>
<td>Monday</td>
<td>/m/</td>
</tr>
<tr>
<td>Thursday</td>
<td>/θ/</td>
</tr>
<tr>
<td>leaf</td>
<td>/l/</td>
</tr>
<tr>
<td>cherry</td>
<td>/k/</td>
</tr>
<tr>
<td>watermelon</td>
<td>/w/</td>
</tr>
</tbody>
</table>

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?”

<table>
<thead>
<tr>
<th>Word</th>
<th>Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>ate</td>
<td>/t/</td>
</tr>
<tr>
<td>still</td>
<td>/l/</td>
</tr>
<tr>
<td>leaf</td>
<td>/l/</td>
</tr>
<tr>
<td>warm</td>
<td>/m/</td>
</tr>
<tr>
<td>slice</td>
<td>/s/</td>
</tr>
<tr>
<td>up</td>
<td>/p/</td>
</tr>
<tr>
<td>egg</td>
<td>/g/</td>
</tr>
<tr>
<td>cake</td>
<td>/k/</td>
</tr>
<tr>
<td>sausage</td>
<td>/j/</td>
</tr>
<tr>
<td>food</td>
<td>/d/</td>
</tr>
<tr>
<td>cone</td>
<td>/n/</td>
</tr>
<tr>
<td>after</td>
<td>/r/</td>
</tr>
</tbody>
</table>

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 /l/.” (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•t•le)
lay (l•ay)  
food (f•o•o•d)  
still (s•t•i•l)
pie (p•ie)  
house (h•ou•se)  
pushed (p•u•sh•ed)
day (d•ay)  
came (c•a•me)  
felt (f•e•l)

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 /l/.” (Lee)
“Say ate. Say it again, but don’t say /t/.” (A)
“Say warm. Say it again, but don’t say /m/.” (war)
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)
  - village (2)
  - wonderful (3)
  - custom (2)
  - Chang (1)
  - well (1)
  - chattering (3)
  - ladder (2)
  - honorable (4)
  - fallen (2)
  - Tikki (2)
  - festival (3)
  - rice (1)
  - spirits (2)
  - bottom (2)

- **Blending Syllables**
  “Listen to these syllables. Tell me what word I’m saying.”

  - ladd•er
  - Chi•inese
  - fall•en
  - re•turn
  - pem•bo
  - moun•tain
  - pur•ple
  - dis•turb
  - vill•age
  - moth•er
  - won•der•ful
  - fes•ti•val
Delete 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 • eat • fall
old • cold • cake
fish • away • day
hear • near • more
stream • sand • dream
tree • well • fell
wise • stone • eyes
two • you • ran
great • ate • out

Matching Rhymes

“Which word rhymes with well? tell • took”

“Which word rhymes with small? air • all”

“Which word rhymes with name? same • more”

“Which word rhymes with cried? wide • cake”

“Which word rhymes with mother? father • brother”

Generating Rhymes

“Tell me a word that rhymes with ______.”

Chang
bank
day
name
old
air
eat
eyes
rice
great
more
took

tree
well
small
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? Tikki • tongue • brother”
“Which words begin with the /w/ sound? fallen • well • water”
“Which words begin with the /p/ sound? pushed • pumped • breath”
“Which words begin with the /l/ sound? hurried • ladder • legs”
“Which words begin with the /m/ sound? man • bowed • mother”

➤ 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•led  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•l  l•a•s•t

➤ Matching Initial Sounds

“Which word begins with the same sound as step? fallen • spirits”
“Which word begins with the same sound as boys? brother • roars”
“Which word begins with the same sound as fish? long • fast”
“Which word begins with the same sound as child? Chang • fell”
“Which word begins with the same sound as carry? cold • moon”
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 • sand blossoms • man • miserable
shouted • China • Chang silent • fallen • stone
ladder • short • legs wise • well • breath

Identifying Initial Sounds

“What sound does the word _____ begin with?

China (/ch/) well (/w/) fallen (/fl/)
Tikki (/t/) poor (/p/) long (/l/)
said (/s/) breathed (/b/) breath (/b/)

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/)
possess (/s/)
breath (/th/)
well (/w/)
hear (/h/)
at (/t/)
moon (/m/)
wise (/z/)
step (/p/)
him (/m/)
disturb (/b/)
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•o•ce)      ladder (l•a•d•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•l)
he (h•e)      run (r•u•n)        great (g•r•e•at)

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)
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.”

<table>
<thead>
<tr>
<th>word</th>
<th>syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>suit (1)</td>
<td>without (2)</td>
</tr>
<tr>
<td>mischief (2)</td>
<td>eating (2)</td>
</tr>
<tr>
<td>another (3)</td>
<td>anything (3)</td>
</tr>
<tr>
<td>wild (1)</td>
<td>forest (2)</td>
</tr>
</tbody>
</table>

- **Blending Syllables**
  “Listen to these syllables. Tell me what word I’m saying.”

<table>
<thead>
<tr>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>un•fil</td>
</tr>
<tr>
<td>mag•ic</td>
</tr>
<tr>
<td>o•cean</td>
</tr>
<tr>
<td>sup•er</td>
</tr>
<tr>
<td>mis•chief</td>
</tr>
<tr>
<td>an•y•thing</td>
</tr>
</tbody>
</table>

- **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?”

<table>
<thead>
<tr>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>go • no</td>
</tr>
<tr>
<td>trick • stop</td>
</tr>
<tr>
<td>through • you</td>
</tr>
<tr>
<td>boat • suit</td>
</tr>
<tr>
<td>wall • all</td>
</tr>
<tr>
<td>their • where</td>
</tr>
<tr>
<td>king • thing</td>
</tr>
<tr>
<td>eyes • eat</td>
</tr>
<tr>
<td>are • far</td>
</tr>
</tbody>
</table>

Where the Wild Things Are by Maurice Sendak
Discriminating Rhymes

“Which word does not rhyme?”

- go • went • sent
to • cried • king • thing
found • night • ground
grew • through • out
suit • boot • wore
year • near • now

Matching Rhymes

“Which word rhymes with grew?”
true • are
“Which word rhymes with king?”
came • ring
“Which word rhymes with trick?”
stick • sent
“Which word rhymes with Max?”
packs • still
“Which word rhymes with night?”
made • bite

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 • Max • magic”
“Which words begin with the /k/ sound? king • claws • trick”
“Which words begin with the /s/ sound? vines • supper • ceiling”
“Which words begin with the /t/ sound? terrible • walls • tumbled”
“Which words begin with the /r/ sound? rolled • roared • 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.”

Max world night teeth
wild suit vines best
things wolf king year

Blending Monosyllable Words—Onset-Rime (Blends)
“Blend these sounds together to make a word from the story.”

place grew start
stop still please
claws trick through

Blending Individual Sounds to Make a Word
“Blend these sounds together to make a word from the story.”

ou•t
eye•s
ea•t

a•n•d
l•o•ve
g•oo•d
b•e•d
w•i•ld
b•oa•t
y•e•l•l•o•w

Matching Initial Sounds

“Which word begins with the same sound as wild? hung • world”
“Which word begins with the same sound as forest? found • waiting”
“Which word begins with the same sound as sailed? smelled • tamed”
“Which word begins with the same sound as magic? yellow • mother”
“Which word begins with the same sound as boat? weeks • bed”

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 • stop 
cried • things • king
wall • very • vines 
someone • good • supper
forest • blinking • frightened 
weeks • waiting • year

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/)
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 /t/.” (tick)
“Say place. Say it again, but don’t say /l/.” (pace)
“Say still. Say it again, but don’t say /s/.” (Hill)
“Say please. Say it again, but don’t say /l/.” (peas)
Book List


Bringing the Rain to Kapiti Plain. Aardema, V. New York: Scholastic, 1981.


