

Phonemic Awareness

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Teacher's Guide

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Introduction

Phonemic awareness is the understanding that words are made up of different sounds, or phonemes. It is also the ability to pick out and manipulate these sounds in spoken words. Beginning readers need many experiences playing with and manipulating sounds in words. These experiences are critical support for later phonics instruction. Children who come to school with limited opportunities to play with words and sounds will benefit from additional language experiences. The purpose of the Scholastic *Phonemic Awareness Kit* is to provide children with the experiences they need to develop the necessary phonemic awareness skills that will enable phonics instruction to have meaning for them.

The *Phonemic Awareness Kit* consists of 66 daily lessons and assessment materials. Each lesson contains three engaging, well-paced activities drawn from a broad range of important phonemic awareness tasks. The *Phonemic Awareness Kit* materials and corresponding lessons can be used to help children:

- **recognize rhyme and alliteration.**
- **do oddity tasks.**
- **orally blend word parts.**
- **clap syllables in words.**
- **count sounds in words.**
- **orally segment words.**
- **perform phonemic manipulation tasks.**
- **understand terms such as *word* and *sound*.**
- **isolate beginning, middle, and ending sounds in words.**
- **auditorily discriminate specific sounds in words.**
- **prepare for phonics instruction.**

The activities in the *Phonemic Awareness Kit* can be completed throughout the school day, or used as warm-up exercises for existing language arts instruction. The activities are not intended to replace instruction, but to supplement the other reading experiences provided for children. The instruction can be used with whole groups, small groups, or individuals.

Philosophy

Children sometimes come to school unaware that words consist of sounds. Phonemic awareness activities help children learn to distinguish individual sounds, or phonemes, within words. This awareness is a prerequisite skill before children can learn to associate sounds with letters and manipulate sounds to blend words (during reading) or segment words (during spelling).



Often children who have difficulties with phonics instruction do so because they have not developed the prerequisite phonemic awareness skills that many children gain through years of exposure to rhymes, songs, and being read to. Phonemic awareness training provides the foundation on which phonics instruction is built. Thus, children need solid phonemic awareness training in order for phonics instruction to be effective. For example, phonics instruction that begins by asking a child what sound the words *sit*, *sand*, and *sock* have in common will not make sense to a child who has difficulty discriminating sounds in words, cannot segment sounds within words, or does not understand what is meant by the term *sound*. Children must be able to auditorily discriminate /s/ in the words *sit*, *sand*, and *sock* before it makes sense to them that the letter *s* stands for this sound in these written words.

Research shows that approximately 20% of all children are affected by a lack of phonemic awareness. However, promising phonemic awareness studies have shown significant results in as little as 11–15 hours of phonemic awareness training. The Scholastic *Phonemic Awareness Kit* provides over 20 hours of phonemic awareness training.

Most phonemic awareness activities are oral. They are playful in nature and provide an engaging way for children to discriminate the sounds that make up words. For example, the oral blending activities provided in the Scholastic *Phonemic Awareness Kit* help children to hear how sounds are put together to make words. These activities will lead to decoding, in which children begin sounding out or blending words independently. Children who have difficulty

orally blending words will have difficulty sounding out words while reading. The oral blending exercises in the kit begin with blending larger word parts, such as syllables, and progress to blending onsets and rimes and finally whole words sound by sound. The earliest oral blending exercises use words that begin with continuous consonants such as *s*, *m*, *l*, *f*, *r*, and *z*. These consonant sounds can be sustained without distortion. This makes it easier for children to hear the distinct sounds and more efficient to model the principle of oral blending, because all the sounds in the words can be “sung” together in a more natural manner. For example, the word *sat* can be stretched out and sung like this: sssssssaaaaaaaat. Movements can also be added to help children note when the speaker goes from one sound to the next. Many children will benefit from these visual cues.

The oral segmentation activities provided in the kit help children to separate words into sounds. These exercises begin with a focus on syllables, which are easier to distinguish than individual sounds. Segmentation activities will lead to spelling, in which children begin segmenting words into their component sounds in order to write them. Children who have difficulty orally segmenting words will have difficulty breaking apart words in order to spell them. You can tell if children are developing the necessary segmentation skills when they begin asking questions such as “What stands for the /a/ sound in *cat*?” or “What stands for the /sh/ sound in *shop*?”

According to Marilyn Jager Adams (1990), there are five phonemic awareness task types, including oral blending and segmentation. The first four should be covered by the end of kindergarten. The fifth is

appropriate for middle-to-late first grade. These do not need to be taught in sequence. Rather, a mix of activities throughout lessons keeps children

engaged and provides ample practice with all types of phonemic awareness tasks.

★ **Task 1—The ability to hear rhymes and alliteration**

Sample exercise: Listen to a nursery rhyme. Have children identify the rhyming words heard.

★ **Task 2—The ability to do oddity tasks**

Sample exercise: Listen to the three words I say. Which word begins with a different sound—*sat, hid, send?* (*hid*)

★ **Task 3—The ability to orally blend words and split syllables**

Sample exercise: I will say the first sound of a word and then the rest of the word. Say the word as a whole. /s/ ...at. What's the word? (*sat*)

★ **Task 4—The ability to orally segment words**

Sample exercise: What sounds do you hear in the word *sat?* (/s/ /a/ /t/)

★ **Task 5—The ability to do phonemic manipulation tasks**

Sample exercise: Replace the first sound in the word *sat* with /m/. What's the new word? (*mat*)

In addition to these tasks, phonemic awareness exercises include discrimination activities which help children to focus on specific sounds in words. For example, throughout the kit children are asked to listen for vowel sounds. Since vowel sounds are necessary for decoding, and children's early invented spellings often omit vowels, much practice is provided to help children hear these sounds in words. It is easier for children to discriminate long-vowel sounds than short-vowel sounds. Therefore, the exercises in the program contain long- before short-vowel sound discrimination. Additionally, children practice listening for specific consonants at the beginning, in the middle, and at the end of words.

Final Points to Consider

- Phonemic awareness continues to develop as phonics instruction begins. In fact, some aspects of phonemic awareness continue to develop through high school. Once a basic level of phonemic awareness is achieved and phonics instruction can be effective, the research shows that phonics and phonemic awareness enjoy a reciprocal relationship, benefiting from each other.

- Phonemic awareness is not related to print. A child can possess some level of phonemic awareness before learning the alphabet. Since most phonemic awareness activities are oral, written words or letters should not be used in phonemic awareness activities

until children can readily identify the letters of the alphabet. However, once children know the letters of the alphabet, these visual cues will benefit some children. This generally happens in the second half of kindergarten. Before that, using print may distract from the purposes of the activities or cause confusion for children.

- Although the phonemic awareness activities will provide you with evaluative information on your children's progress, avoid approaching the activities as assessments. Keep the tone fun and informal. It is important that children are engaged in playing with language, not concerned about being assessed. Respond favorably to their attempts.
- In small groups all children can participate in and enjoy the language play activities in the kit. However, children will progress through the phonemic awareness activities at varying rates. Some children will catch on quickly; others will not. Continue to informally monitor children throughout the program.
- Nothing can take the place of reading, writing, and listening to stories in an early literacy program. These phonemic awareness activities are designed to support and supplement your existing reading program to meet the needs of all children. Whatever you do with phonemic awareness should be done in the context of a print-rich environment with varied language experiences.

Assessment

Assessment is an important and ongoing part of the *Phonemic Awareness Kit*. To determine which children will benefit from the program, assess them by using the assessment provided on pages 7–8.

Assessment

PART A: This portion of the assessment can be done with the whole group or in small groups as you guide children through it. Photocopy the assessment page and distribute it to each child.

What to Look For

Part A: Initial Sounds/Final Sounds/Rhyming Words

Does the child:

- distinguish words by beginning sounds?
- distinguish words by ending sounds?
- find rhyming words?

NOTE: This assessment must be completed one-on-one.

Photocopy an assessment page for each child. Mark the child's responses on the assessment page.

Part B: Blending/Clapping Syllables/Segmenting

Does the child:

- construct words?
- determine syllables in words?
- take apart words?

NOTE: If a child does well on all sections of the assessment except the segmentation tasks, you may wish to begin instruction with Lesson 20.

All other children scoring below 90% should begin with Lesson 1.

End-of-Program Assessment

At the completion of the program, administer the assessment on pages 23–24 of the *Phonemic Awareness Activity Book*.

Observation

Throughout the program, informally monitor children's progress through observation and anecdotal records. You might wish to select one or two children each day and record your observations of their progress in a notebook. Note if children have difficulty with orally discriminating sounds, orally blending word parts, orally segmenting words, or some other phonemic awareness task. Children will progress at different rates, so don't be alarmed if a child doesn't quickly respond to a task. Rather, look for patterns of difficulty over time.

Assessment

PART A: Initial Sounds/Final Sounds/Rhyming Words

Child's Name _____ Date _____

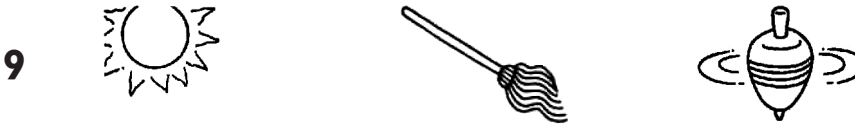
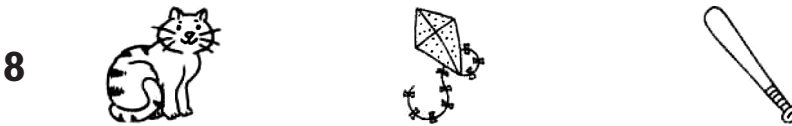
Ask the child to circle the two pictures in each row whose names **begin** with the same sound. Begin by having the child say aloud each picture name.



Ask the child to circle the two pictures in each row whose names **end** with the same sound.



Ask the child to circle the two pictures in each row whose names **rhyme**.



Assessment

PART B: Blending/Clapping Syllables/Segmenting

Child's Name _____ Date _____

Tell the child that you are going to say a word slowly. Have the child listen closely to see if he or she can figure out the word. For example, say /s/ /a/ /d/. Blend the sounds together, and then state the word *sad*. Now have the child blend the following sets of sounds and state each word formed. Circle the words the child correctly states.

- 1 /s/ /ē/[see]
- 2 /m/ /ā/ /k/[make]
- 3 /t/ /a/ /n/[tan]
- 4 /l/ /i/ /p/ /s/[lips]

Tell the child that you are going to say some words. You want the child to clap to show you how many syllables, or word parts, he or she hears in each word. For example, if you say *apple*, the child is to clap two times. Demonstrate this for the child. Continue with the following words. Say the words slowly. Write the child's response to each word on the lines below.

- 5 pencil _____ [2]
- 6 cat _____ [1]
- 7 book _____ [1]
- 8 elephant _____ [3]

Now tell the child that you are going to say a word and you want him or her to say it slowly, sound by sound. For example, if you say the word *sat*, you want the child to say /s/ /a/ /t/. Demonstrate this for the child. Then have the child segment the following words. If the child needs to use counters, allow him or her to do so. Circle the sounds the child correctly identifies.

- 9 so [/s/ /ō/]
- 10 like [/l/ /ī/ /k/]
- 11 mad [/m/ /a/ /d/]
- 12 cups [/k/ /u/ /p/ /s/]

What do you hear?

--	--	--	--

--	--	--	--

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Lesson 1

Objectives:

- ▶ isolate beginning sounds
- ▶ distinguish beginning and end
- ▶ clap syllables in names

Materials:

- ▶ chart paper
- ▶ books or other large objects
- ▶ Phonemic Awareness Activity Book, page 3

Sound Position, Syllables

Song

Write “Alphabet Song” on chart paper, or sing it aloud. Track the print as you sing. Sing the song several times, encouraging children to join in. Have children point out the letter in the song that begins their first names. Sing each child’s name, reiterating the first sound or sounds. For example, *M-M-Mary*. Continue to sing “Alphabet Song” throughout the week.

Alphabet Song

A B C D E F G,
H I J K L M N O P,
Q R S T U V,
W X Y and Z.

Now you’ve heard my ABCs.

Next time won’t you sing with me?

Beginning or End?

Place three books or other large objects in a row. Explain to children that the first book is at the beginning of the row. The last book is at the end of the row. Have volunteers point to the book at the beginning and then the book at the end of the row. Then have three volunteers line up in a row. Ask children to say the name of the child who is at the beginning of the row. Repeat the child’s name, reiterating the beginning sound, such as *S-S-Sandy*. Then have children say the name of the child who is at the end of the row. Repeat the child’s name, reiterating the ending sound, such as *Pat-t-t*. Continue with other rows of children.

Clap Syllables

Explain to children that you are going to play a game using their first names. You are going to say a name and then clap the number of syllables, or word parts, that you hear. For example, if you say the name *Billy*, you will clap twice—*Bill . . . y*. Do several examples with two- and three-syllable names of children in your classroom. Then have each child state his or her name. The class will then repeat the name as they clap it syllable by syllable.

Sample

Child: Brenda

Class: Bren . . . da (2 claps)



Distribute Family Letter # 1 on page 3 of the Phonemic Awareness Activity Book. This letter explains the purpose of the Phonemic Awareness Kit and provides families with activities they can do at home.

Tip

Throughout the program, remind children that what they are learning during the exercises will help them as they learn to read.

Rhyme, Position Words, Syllables

Rhyme

Write the rhyme “Polly, Put the Kettle On” on chart paper and read it aloud. Track the print as you read. Reread the rhyme several times, encouraging children to join in. During one of your rereadings, replace the names *Polly* and *Sukey* with the names of children in your classroom. Write the names on note cards or self-sticking notes, and place them over the names *Polly* and *Sukey* every time they appear in the rhyme. Reread the rhyme, using the new names. Continue with the names of other children in your class.

Polly, Put the Kettle On

**Polly, put the kettle on,
Polly, put the kettle on,
Polly, put the kettle on,
And let's drink tea.**

**Sukey, take it off again,
Sukey, take it off again,
Sukey, take it off again,
They've all gone away.**

Beginning or End?

Place three books or other large objects in a row. Remind children that the first book is at the beginning of the row. The last book is at the end of the row. Have volunteers point to the book at the beginning and then the book at the end of the row. Then have children look at each line in “Polly, Put the Kettle On.” Have volunteers identify the words at the beginning and end of each line. It might be necessary to count the number of words in each row to be sure children understand the term *word*. Point out the lines that have the same beginning and ending words. Then write sentences on the chalkboard. Ask children to circle the beginning and ending words of each sentence.



Have children complete page 4 of the Phonemic Awareness Activity Book.

Clap Syllables

Remind children that you previously clapped the number of syllables, or word parts, you heard in their names. Now you are going to clap the number of syllables you hear in other words. Have volunteers point to words in “Polly, Put the Kettle On.” Clap the number of syllables you hear in each of these words.

Continue with these and other words:

jumping	baseball
fun	elephant
silly	homework
book	school

Lesson 2

Objectives:

- ▶ *listen to a rhyme*
- ▶ *replace words in a rhyme*
- ▶ *distinguish beginning and end*
- ▶ *clap syllables*

Materials:

- ▶ *chart paper*
- ▶ *books or other large objects*
- ▶ *chalkboard*
- ▶ *Phonemic Awareness Activity Book, page 4*

Tip

Throughout the program, children will have opportunities to play with words and sounds by chanting rhymes and singing songs that contain rhyme or alliteration. Many of the rhymes and songs used are classics that have been children's favorites for years. You may wish to use some of **your** favorite rhymes and songs throughout the program.

Lesson 3

Objectives:

- ▶ **replace words in a song**
- ▶ **distinguish beginning, middle, and end**
- ▶ **orally blend syllables**

Materials:

- ▶ **chart paper**
- ▶ **self-sticking notes**
- ▶ **books or other large objects**
- ▶ **chalkboard**
- ▶ **Any puppet you have on hand**

Tip

To help children with the concept of beginning, middle, and end, draw a large arrow on tagboard. Label the arrow with the words **beginning, middle, and end**. Use this arrow during the exercises today. It might also be used in future lessons when blending or segmenting CVC words.

Position Words, Blending

Song

Write “Mary Wore a Red Dress” on chart paper and read it aloud. Track the print as you read. Reread the rhyme several times, having children clap the rhythm. On the next few readings, replace the color word *red* with other color words. Write the new color words on self-sticking notes with a marker or crayon of the same color. Then place the self-sticking notes on the poem as appropriate before reading it aloud.

Mary Wore a Red Dress
Mary wore a red dress,
A red dress,
A red dress.
Mary wore a red dress
All day long.

Beginning, Middle, or End?

Place three books or other large objects in a row. Remind children that the first book is at the beginning of the row. The last book is at the end of the row. Point out that the book between these two books is the middle book. Using other sets of books, have volunteers point to the middle book. Then have children look at the second line in “Mary Wore a Red Dress.” In random order, have volunteers identify the word at the beginning, middle, and end of the line. Continue by writing three-word sentences on the chalkboard and having children identify the beginning, middle, and end words.

Use these and other sentences:

My cat ran.
A frog jumped.
The girls played.

Blend Syllables

Introduce the class to your puppet, the Alpha-Puppet. Point out to children that your puppet only likes to say whole words. Whenever it hears a word in parts, it gulps the parts up and says the whole word as it should be. For example, if you say *pen . . . cil*, Puppet would say *pencil*. Model this for children, using the word parts *ta . . . ble* and *el . . . e . . . phant*, or use children’s names, dividing them by syllables. Explain to children that Puppet is very hungry today. You are going to say the names of the foods it wants to eat very slowly. You want them to guess the name of the food before the puppet guesses.

Sample

Teacher: sand . . . wich

Children: sandwich

Puppet: Sandwich. That’s right. Yum!

Use these and other word parts:

hot . . . dog	or . . . ange
fruit . . . cake	pi . . . ckle
oat . . . meal	ba . . . na . . . na

Rhyme, Blending, Oddity Task

Rhyme

Write the rhyme “Pease Porridge” on chart paper. Track the print as you read. Reread the rhyme several times, having children clap the rhythm. Pause before the last words in lines 2 and 4, encouraging children to provide the rhyming pair. Have a volunteer point out the other pair of rhyming words during the next reading. (*hot, pot*)

Pease Porridge

Pease porridge hot,
Pease porridge cold,
Pease porridge in the pot,
Nine days old.

Some like it hot,
Some like it cold,
Some like it in the pot,
Nine days old.

Blend Syllables

Display the Alpha-Puppet. Remind children that it only likes to say whole words. Whenever Puppet hears a word in parts, it gulps the parts up and says the whole word as it should be. For example, if you say *pa...per*, Puppet would say *paper*. Model this for children, using the word parts *tea...cher* and *po...ta...to*.

Explain to children that Puppet received some gifts in the mail today. You are going to say the names of the gifts very slowly. You want them to guess the name of each gift before Puppet guesses.

Sample

Teacher: sail...boat

Children: sailboat

Puppet: Sailboat. That's right. Yeah!

Use these and other word parts:

base...ball	jump...rope
blank...et	shov...el
bi...cy...cle	book...mark

Lesson 4

Objectives:

- ▶ listen to a rhyme
- ▶ orally blend syllables
- ▶ identify rhyming words

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet
- ▶ Picture Cards

Rhyme Match

Locate and display the following Picture Card sets, one set at a time: Set 1: (*ball, cat, dog*), Set 2: (*fish, gate, king*), Set 3: (*mop, nest, pen*), and Set 4: (*pig, sock, sun*). Have volunteers state aloud each picture name. Then read aloud the following words, one at a time: Set 1: (*hat, log*), Set 2: (*wish, ring*), Set 3: (*ten, best*), Set 4: (*rock, big*). Have children select the Picture Card whose name rhymes with each word stated. When finished, reshuffle the cards. Display one card at a time, and have children state as many words as possible that rhyme with the picture card's name.

Tip

Explain to children that rhyming words are words that sound alike at the end. If children give incorrect responses during the Rhyme Match activity, repeat the picture names slowly, and ask children to pay close attention to the last part of the words.

Lesson 5

Objectives:

- ▶ **replace words in a song**
- ▶ **distinguish beginning, middle, and end**
- ▶ **Identify rhyming words**

Materials:

- ▶ chart paper
- ▶ self-sticking notes
- ▶ books or other objects
- ▶ chalkboard
- ▶ Picture Cards
- ▶ Phonemic Awareness Activity Book, page 5

Position Words, Oddity Task

Song

Write “Wheels on the Bus” on chart paper and sing it aloud as children listen. Track the print as you sing. Sing the song several times, encouraging children to perform the actions. You may wish to add the following verses to the chart paper or use self-sticking notes to replace words in the first verse for each new verse.

- The wipers on the bus go swish, swish, swish.
- The horn on the bus goes beep, beep, beep.
- The parents on the bus go shhh, shhh, shhh.

Wheels on the Bus
The wheels on the bus
go round and round,
Round and round,
Round and round.
The wheels on the bus
go round and round
All over town.

Beginning, Middle, or End?

Review the concepts of beginning, middle, and end with children, using books or other classroom objects. Then write three words on the chalkboard, and have children identify the beginning, middle, and end word in random order. Continue by writing three-letter words on the chalkboard and having children identify the beginning, middle, and ending letter.

Use these and other words:

ran	dog	hat
pan	log	cat
can		
run		



Have children complete page 5 of the Phonemic Awareness Activity Book.

Rhyme Match

Locate and display the following Picture Card sets, one set at a time: Set 1: (*bat, book, boy*), Set 2: (*fan, fish, fox*), Set 3: (*game, gate, goat*), and Set 4: (*red, ring, rope*). Have volunteers state aloud each picture name. Then read aloud the following words, one at a time: Set 1: (*toy, look*), Set 2: (*dish, box*), Set 3: (*coat, same*), Set 4: (*bed, hope*). Have children select the Picture Card whose name rhymes with each word stated. When finished, reshuffle the cards. Display one card at a time, and have children state as many words as possible that rhyme with the picture card's name.

Tip

If children have difficulty with the Rhyme Match activity, reduce the number of Picture Card choices to two. Then ask children if the two picture names rhyme. Increase the number of cards to three in later exercises.

Blending, Segmentation

Song

Write “ABC Soup” on chart paper and sing the song to the tune of the Alphabet Song as children listen. Track the print as you sing. Sing the song several times, encouraging children to join in. Have volunteers point out words that rhyme in the song, such as *pot* and *brought*.

Blend Syllables

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words. Whenever Puppet hears a word in parts, it gulps the parts up and says the whole word as it should be. For example, if you say *stu ... dent*, Puppet would say *student*. Model this for children, using the word parts *win ... dow* and *to ... ma ... to*.

Explain to children that Puppet is looking for things in the classroom. You are going to say the names of classroom objects very slowly. You want them to guess the name of each object before Puppet guesses.

Beginning Sounds

To help children understand the term *sound*, explain to them that you are going to play a game with their names. You are going to say their names, but this time you are going to repeat the first sound you hear in the name. For example, instead of *Sam*, you would say *S-S-Sam*. Continue with a few names. Then divide the children into small groups, and have them take turns introducing themselves in this fun way. (If children’s names begin with a blend, such as in *Steven*, allow them to repeat the beginning blend. For example, *St-St-Steven*.) After each introduction, have the group respond as shown in the sample.

ABC Soup

We make soup with
ABCs Made of noodles
if you please, Made of
bouillon in a pot And
some vegetables we
brought.

When our ABCs are
done, We will share
with everyone. We
make soup with ABCs
Made of noodles if you
please.

A B C D E F G,
H I J K L M N O P,
Q R S T U V,
W X Y Z.

We can eat our ABCs,
Next time won’t you join
us please.

Use these and other word parts:

chalk ... board ta ... ble
pen ... cil pa ... per
e ... ra ... ser com ... pu ... ter

Sample

Child: Hi! My name is
M-M-Marie.

Group: Hi, M-M-Marie!

Lesson 6

Objectives:

- ▶ identify rhyming words
- ▶ orally blend syllables
- ▶ isolate beginning sounds

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet

Tip

The initial sounds in words are the easiest to segment. For children having difficulty, help them to hear this sound by having them say the word slowly. Then point out the mouth position (lips, tongue) when making the sound. You may also ask children if they feel a burst of air or a vibration in their throat when making the sound.

Lesson 7

Objectives:

- ▶ determine sentence length
- ▶ isolate beginning sounds

Materials:

- ▶ chart paper
- ▶ chalkboard
- ▶ Another puppet you have on hand

Segmentation, Word Concept

Song

Write “Everybody Has a Name” on chart paper. Track the print as you sing. Sing the song several times, encouraging children to join in. During each singing, point to a child to answer the question asked by the last line. Then have children find a classmate whose name begins with the same sound as their name. For children who cannot find classmate matches, have them think of a name they have heard that begins with the same sound as their name.

Everybody Has a Name
Everybody has a name,
Has a name,
Has a name.
Some are different,
Some the same.
Tell me what is yours.

Sentence Length

To illustrate that more words generally mean longer sentences, write the sentences provided on the chalkboard. Write two sentences at a time. Ask children which sentence is longer. As a class, count the words in each sentence.

Use these and other sentences:
He sits.
He sits and reads.
She ran.
She read the book.

Continue with other sentence pairs, but this time read them aloud. Ask children which sentence is longer. To check their responses, have children clap every time they hear a word in each sentence. Record the number of words heard, then write the sentence pair on the chalkboard to check responses.

Beginning Sounds

Introduce the class to the second Alpha-Puppet. Point out to children that unlike the first Puppet who only likes to say whole words, this Puppet likes to say words in parts. Puppet especially likes the first sound in words. For example, if Puppet hears the word *sad*, Puppet will say *s-s-sad*.

Explain to children that Puppet is going on a trip to Seattle and can only take things that begin with /s/. You will read a list of things you would like Puppet to take on the trip. The children must decide which things Puppet can take, by picking only those things that begin with /s/. Read aloud the following list: *sandwich, soap, socks, mitten, ladder, salt, sack*. Extend the first sound in each word read. For example: *sssssandwich*. Then have children isolate and repeat the first sound they hear in each word before deciding if Puppet can take it on the trip. You might wish to continue this activity by having Puppet take a trip to Miami (/m/ words), London (/l/ words), or Finland (/f/ words).

Tip

To help children understand that different sounds are made in different ways, choose two contrasting sounds such as /m/ and /f/. Ask children what position their tongue and lips are in when making these sounds. Suggest that they watch your mouth as you make each sound. Then have them feel whether or not a burst of air is made when they make each sound.

Rhyme, Oddity Task, Auditory Discrimination

Rhyme

Write the rhyme “Hey Diddle Diddle” on chart paper and read it aloud. Track the print as you read. Reread the rhyme several times. Stop before the rhyming words *moon* and *spoon*, encouraging children to call out the words. Ask children to identify other rhyming words in “Hey Diddle Diddle.”

Hey Diddle Diddle

Hey diddle diddle,
The cat and the fiddle,
The cow jumped over the
moon.
The little dog laughed
To see such sport,
And the dish ran away
with the spoon.

Beginning Sound Match

Locate and display the following Picture Card sets, one set at a time: Set 1: (*sock, sun, rabbit*), Set 2: (*pig, pen, fan*), Set 3: (*man, mop, leaf*), and Set 4: (*vase, vest, ring*). Mix the cards in each set, and have volunteers pick the two cards whose picture names begin with the same sound. When two cards are selected, say aloud the name of each picture, and ask children to tell you what sound each begins with. Then have children name an object whose beginning sound is the same as the two cards.

Listen for Sounds

Distribute one index card to each child. Explain to children that you are going to play a listening game. They are going to listen for words that begin with /m/ as in *mud*. You will say a word. If they hear /m/, children are to hold up their card. If they hold up their card after a word that does not begin with the sound, ask children to listen again as you repeat the word, extending the first sound. When completed, use other word lists, and ask children to listen for words that begin with /s/, /f/, /l/, or /r/.

Use these and other words:

man	mess
mitten	sand
leaf	Mom
middle	fan

Lesson 8

Objectives:

- ▶ listen to a rhyme
- ▶ identify rhyming words
- ▶ match words with the same beginning sounds
- ▶ listen for beginning sounds

Materials:

- ▶ chart paper
- ▶ Picture Cards
- ▶ index cards

Tip

ESL Children speaking Spanish, Mandarin, Cantonese, and Laotian might have difficulty with /v/. Often other sounds such as /b/, /w/, or /p/ are substituted for this sound. For these children it might be necessary for them to see the words in print to note the distinction. In addition, children whose first language is Japanese or Mandarin might have difficulty distinguishing between /ll/ and /rl/.

Lesson 9

Objectives:

- ▶ *listen to a rhyme*
- ▶ *distinguish long and short words*
- ▶ *listen for beginning sounds*
- ▶ *listen to a trade book*
- ▶ *determine rhyming words*

Materials:

- ▶ *chart paper*
- ▶ *Picture Cards*
- ▶ *paper and crayons*
- ▶ *trade book*

Oddity Task, Rhyme

Rhyme

Write the rhyme “To Market” on chart paper and read it aloud. Track the print as you read. Reread the rhyme several times, encouraging children to join in. During one of your rereadings, pause before the last words in lines 2 and 4 and allow children to provide the rhyming words. Then ask children to point out a short word in the rhyme. Have them also point out a long word. Write the words, one on top of each other, to check children’s responses.

To Market

To market, to market,
To buy a fat pig,
Home again, home again,
Jiggety jig.

To market, to market,
To buy a fat hog,
Home again, home again,
Jiggety jog.

Beginning Sound Match

Locate and display the following Picture Card sets, one set at a time: Set 1: (*six, sun, jar*), Set 2: (*man, mop, fish*), Set 3: (*lamp, log, cat*), and Set 4: (*zebra, zipper, book*). Mix the cards in each set, and have volunteers pick the two cards whose picture names begin with the same sound. When two cards are selected, say aloud the name of each picture, and ask children to tell you what sound each begins with. Then have children name an object whose beginning sound is the same as the two cards.

Trade Book

Read aloud a trade book rich with rhyme. On a second reading, have children identify their favorite illustration. Write the rhyme that corresponds to the illustration on the chalkboard. Discuss which words on the page rhyme. Challenge children to make up other rhyming words that could appear on the page. Then have children copy the original rhyme onto a sheet of paper and draw their own illustration. Display these pictures on a bulletin board.

Tip

If children have difficulty isolating the beginning sounds during the Beginning Sound Match activity, emphasize and extend these sounds while stating the picture names. You might wish to use the tagboard arrow from Day 3 to highlight when the beginning sound is being emphasized.

Rhyme, Word Concept, Auditory Discrimination

Rhyme

Write “I’m a Little Teapot” on chart paper and sing it aloud. Track the print as you sing. Sing the song several times, encouraging children to join in. Have children act out each stanza.

I’m a Little Teapot

I’m a little teapot,
short and stout.

Here is my handle,
here is my spout.

When I get all steamed
up, hear me shout.

Just tip me over
and pour me out!

Long or Short?

Point out to children that *elephant* is a long word. It has lots of sounds in it. *Up* is a short word. It has fewer sounds. Have children suggest other long or short words. Write these words on the chalkboard in separate columns.

To help children understand that more sounds usually mean more letters, use the following activity focusing on word length. Write the following words on the chalkboard, one on top of the other: *ball, baseball*. Read the words aloud. Ask children which word is *baseball*. Then have children clap and say each word, syllable by syllable, as you follow along with your finger. Ask children which word is longer. Point out that the word *baseball* took longer to say, has more syllables, and has more letters. Continue with the word pairs in the box. Vary the activity by occasionally asking for the shorter word.

- | | |
|----------|----------------|
| • sand | • dancer |
| sandwich | do |
| • wind | • kindergarten |
| window | kid |



Have children complete page 6 of the Phonemic Awareness Activity Book.

Listen for Sounds

Distribute one index card to each child. Explain to children that you are going to play a listening game. They are going to listen for words that begin with /s/ as in *sat*. You will say a word. If they hear /s/, children are to hold up their card. If they hold up their card after a word that does not begin with the sound, ask children to listen again as you repeat the word, extending the first sound. When completed, use other word lists, and ask children to listen for words that begin with /m/, /f/, /l/, or /r/.

Use these and other words:

- | | |
|------|------|
| sand | sick |
| send | sell |
| lamp | sock |
| man | fast |

Lesson 10

Objectives:

- ▶ listen to a rhyme
- ▶ distinguish long and short words
- ▶ listen for beginning sounds

Materials:

- ▶ chart paper
- ▶ chalkboard
- ▶ Phonemic Awareness Activity Book, page 6
- ▶ index cards

Tip

For children having difficulty with the Long or Short? activity, have them count the letters in each word before deciding which is longer or shorter.

Lesson 11

Objectives:

- ▶ identify rhyming words
- ▶ orally blend syllables

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet
- ▶ Picture Cards

Blending, Oddity Task

Song

Write "Sing!" on chart paper and sing it aloud. Track the print as you sing. Sing the song several times, encouraging children to join in. Pause before the last words in lines 2 and 4 for children to provide the rhyming words.

Sing!

Sing!

Sing a song.

Sing out loud.

Sing out strong.

Sing of good things,

Not bad.

Sing of happy,

Not sad.

Sing!

Sing a song.

Rhyme Match

Display the following Picture Card sets, one set at a time: Set 1: (*bat, cat, leaf*), Set 2: (*boat, coat, vase*), Set 3: (*mop, top, pen*), and Set 4: (*pig, wig, gate*). Mix the cards in each set, and have volunteers pick the two cards whose picture names rhyme. When two cards are selected, say aloud the name of each picture, and ask children to tell you another word that rhymes with the picture names.

Blend Syllables

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words. Whenever Puppet hears a word in parts, it gulps the parts up and says the whole word as it should be. For example, if you say *tea ... cher*, Puppet would say *teacher*.

Use these and other word parts:

cir ... cus

off ... ice

play ... ground

mov ... ies

car ... ni ... val

a ... part ... ment

Explain to children that Puppet is going to some exciting places. You are going to say the names of the places Puppet will go very slowly. You want them to guess the name of each place before Puppet guesses.

Tip

ASSESSMENT Continue to monitor each child's progress. Note those children who might need additional support.

Rhyme, Blending, Alliteration

Rhyme

Write the rhyme “Six Little Ducks” on chart paper and read it aloud. Track the print as you read. Reread the rhyme several times, encouraging children to join in on the “quack, quack, quack” part. Challenge children to find rhyming word pairs in the poem.

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. This time you will say the first sound in a word and then the rest of the word. Puppet will blend the sounds together and then say the whole word. For example, if you say /s/ ... at, Puppet will say ssssat ... sat. Demonstrate this by using the word parts /s/ ... and, /m/ ... ap, and /f/ ... ish. Help children to hear how each word is blended by extending the first sound.

Next, tell children that it's their turn to guess what Puppet will say. Say each of the following word parts aloud, and provide time for children to respond. Then have Puppet provide the answer so children can check their responses.

Alliteration

Choose a trade book with alliteration. Alliteration is a repeated beginning sound. Reread a page with alliteration, emphasizing the repeated sound. Have children think of other words that begin with the same sound. List these words on the chalkboard. Then have children dictate alliterative sentences that use these words. For example, if the words begin with /b/, *Ben bought a big banjo for Billy's birthday.* Record the sentences on chart paper. You might wish to do this with other sounds such as /s/, /l/, /m/, or /r/.

Six Little Ducks

Six little ducks
That I once knew,
Fat ones, skinny ones,
Fair ones too.
But the one little duck With
the feather on his
back,
He led the others
With his quack, quack,
quack.
Quack, quack, quack
Quack, quack, quack, He
led the others
With his quack, quack,
quack.

Sample

Teacher: /s/ ... ad

Children: sad

Puppet: That's right. ssssad ... sad

**Use these and other
word parts:**

/s/ ... ick	/f/ ... an	/m/ ... ess
/l/ ... ike	/s/ ... end	/f/ ... unny
/m/ ... ad	/l/ ... et	/s/ ... ock

Lesson 12

Objectives:

- ▶ listen to a rhyme
- ▶ orally blend onsets and rimes
- ▶ listen to alliteration

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet
- ▶ trade book

Tip

The oral blending exercises contain onsets and rimes first because these segments are easier to blend than individual phonemes (sounds).

Lesson 13

Objectives:

- ▶ listen to a rhyme
- ▶ orally blend onsets and rimes
- ▶ listen for ending sounds

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet
- ▶ Picture Cards

Rhyme, Blending, Oddity Task

Rhyme

Write the rhyme “Mix a Pancake” on chart paper and read it aloud. Track the print as you read. Reread the rhyme several times, encouraging children to join in. Pause before the last word in the third line of each verse, and allow children to provide the rhyming word pair. During other readings, encourage children to perform the actions described in each line.

Mix a Pancake

Mix a pancake.
Stir a pancake.
Pop it in the pan.
Fry the pancake.
Toss the pancake.
Catch it if you can.

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. You will say the first sound in a word and then the rest of the word. Puppet will blend the sounds together and then say the whole word. For example, if you say /s/ ... ock, Puppet will say ssssock ... sock. Demonstrate this by using the word parts /s/ ... ad, /m/ ... an, and /f/ ... ox. Help children to hear how each word is blended by extending the first sound.

Sample

Teacher: /s/ ... it

Children: sit

Puppet: That's right! sssssit ... sit

Use these and other word parts:

/s/ ... un	/f/ ... it	/n/ ... ot
/l/ ... ick	/s/ ... end	/r/ ... ock
/m/ ... ap	/l/ ... eg	/r/ ... ed

Next, tell children that it's their turn to guess what Puppet will say. Say each of the following word parts aloud, and provide time for children to respond. Then have Puppet provide the answer so children can check their responses.

Ending Sound Match

Locate and display the following Picture Card sets, one set at a time: Set 1: (bus, dress, clock), Set 2: (goat, kite, broom), Set 3: (rope, top, feet), and Set 4: (dig, log, girl). Mix the cards in each set, and have volunteers pick the two cards whose picture names end with the same sound. When two cards are selected, say aloud the name of each picture, and ask children to tell you what sound each ends with. Then have children name an object whose ending sound is the same as the two cards.

Tip

If children have difficulty isolating the ending sounds during the Ending Sound Match activity, emphasize these sounds while stating the picture names. You might wish to use the tag-board arrow from Day 3 to highlight when the ending sound is being emphasized.

Rhyme, Blending, Oddity Task

Rhyme

Write the rhyme “There Was a Pig Went Out to Dig” on chart paper and read it aloud. Track the print as you read. Reread the rhyme several times, encouraging children to clap the rhythm. During later readings, use the following verses. If possible, display pictures of the animal in each verse to help children recall the correct verse.

- There was a cow went out to plow.
- There was a sheep went out to beep.

There Was a Pig
Went Out to Dig

There was a pig, went
out to dig
Early one day, early
one day.

There was a pig, went
out to dig
Early one day, early
one day.

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words.

Tell children that you will say the first sound of a word and then the rest of the word. You want them to say

the whole word before Puppet says it. Demonstrate this by using the word parts /m/ ... *op* and /s/ ... *ell*. Then have Puppet provide the answer so children can check their responses. Help children to hear how each word is blended by extending the first sound, such as *mmmmmmop* ... *mop*.

Use these and other word parts:

/f/ ... <i>ence</i>	/f/ ... <i>ix</i>	/m/ ... <i>iss</i>
// ... <i>ike</i>	/s/ ... <i>illy</i>	/f/ ... <i>ell</i>
/m/ ... <i>itten</i>	/n/ ... <i>et</i>	/r/ ... <i>ip</i>

Ending Sound Match

Locate and display the following Picture Card sets, one set at a time: Set 1: (*boat, gate, broom*), Set 2: (*cake, duck, nose*), Set 3: (*dog, pig, bone*), and Set 4: (*crab, tub, ten*). Mix the cards in each set, and have volunteers pick the two cards whose picture names end with the same sound. When two cards are selected, say aloud the name of each picture, and ask children to tell you what sound each ends with. Then have children name an object whose ending sound is the same as the two cards.

Lesson 14

Objectives:

- ▶ replace words in a rhyme
- ▶ distinguish beginning, middle, and end
- ▶ orally blend syllables

Materials:

- ▶ chart paper
- ▶ self-sticking notes
- ▶ books or other large objects
- ▶ chalkboard
- ▶ Your Alpha-Puppet

Tip

ESL Many languages have only a few consonant sounds that can appear at the end of words. In Spanish, only /s/, /t/, /ll/, /r/, and /d/ appear in the final position. In Mandarin, only /n/ and /ng/ appear in this position, and in Hmong, only /ng/ exists. In Laotian, most words end in a vowel sound. Therefore, children speaking these languages might need support with the Ending Sound Match exercises.

Lesson 15

Objectives:

- ▶ listen to a rhyme
- ▶ orally blend onsets and rimes
- ▶ listen for vowel sounds

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet
- ▶ index cards

Rhyme, Blending, Auditory Discrimination

Rhyme

Write the rhyme “Willoughby Wallaby Woo” on chart paper and read it aloud. Track the print as you read. Reread the rhyme several times, using the names of children in your class to replace the names Justin and Tanya in the second verse. As you read, modify the children’s names in lines 1 and 3 of the second verse. Then pause before the children’s names in lines 2 and 4 of that verse and allow the class to provide them.

Willoughby Wallaby Woo
Willoughby Wallaby Wee,
An elephant sat on me.
Willoughby Wallaby Woo,
An elephant sat on you.
Willoughby Wallaby Wustin,
An elephant sat on Justin.
Willoughby Wallaby Wanya,
An elephant sat on Tanya.

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. Tell children that you will say the first sound of a word and then the rest of the word. You want them to say the whole word before Puppet says it.

Use these and other word parts:

/s/ ... ummer	/f/ ... arm	/m/ ... op
/l/ ... uck	/s/ ... ister	/f/ ... ill
/m/ ... ask	/n/ ... o	/r/ ... un

Demonstrate this by using the word parts /s/ ... ad and /f/ ... ox. Then have Puppet provide the answer so children can check their responses. Help children to hear how each word is blended by extending the first sound, such as ssssssad ... sad.

Listen for Sounds

Distribute one index card to each child. Explain to children that you are going to play a listening game. They are going to listen for words with /ā/ as in make. You will say a word. If they hear /ā/, children are to hold up their card. If they hold up their card after a word that does not contain

Use these and other words:

tape	meat	gate
pan	lid	black
rain	stay	lane
cape	cat	say

the sound, ask children to listen again as you repeat the word, emphasizing the vowel sound. When completed, use other word lists, and ask children to listen for words with /ē/, /ō/, or /ī/.

Tip

ESL Throughout the oral blending exercises, children whose first language is not English might substitute, omit, or confuse sounds. Take note of those sounds children are struggling with. These children might need visual cues to distinguish sounds.

Rhyme, Blending, Oddity Task

Rhyme

Read aloud “Elephant” or write the rhyme on chart paper. Track the print as you read. Point out the actions shown before each line. Reread the rhyme several times, encouraging children to perform these actions.

Elephant

Right foot, left
foot, see me go.

I am gray and
big and slow.

I come walking
down the street

With my trunk
and four big feet.

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. Tell children that you will say the first sound of a word and then the rest of the word. You want them to say the whole word before Puppet says it. Demonstrate this by using the word parts /s/ ... illy and /m/ ... ake. Then have Puppet provide the answer so children can check their responses.

Use these and other word parts:

/s/ ... oap	/f/ ... unny	/m/ ... eat
/l/ ... ake	/s/ ... eed	/r/ ... oad
/m/ ... ade	/n/ ... ote	/rl ... each

Rhyme Match

Locate and display the following Picture Card sets, one set at a time: Set 1: (*box, fox, cup*), Set 2: (*hen, pen, pig*), Set 3: (*can, man, clock*), and Set 4: (*run, sun, nine*). Mix the cards in each set, and have volunteers pick the two cards whose picture names rhyme. When two cards are selected, say aloud the name of each picture, and ask children to tell you another word that rhymes with the picture names.

You might extend this by providing small groups with sets of picture cards and asking them to group the cards according to similar characteristics of their choice, such as rhyme or same beginning or ending sound.



Have children complete page 7 of the Phonemic Awareness Activity Book.

Lesson 16

Objectives:

- ▶ listen to a rhyme
- ▶ orally blend onsets and rimes
- ▶ identify rhyming words

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet
- ▶ Picture Cards
- ▶ **Play Rhymes**, page 21
- ▶ Phonemic Awareness Activity Book, page 7

Tip

To help children understand that different sounds are made in different ways, choose two contrasting sounds such as /s/ and /g/. Ask children what position their tongue and lips are in when making these sounds. Then have them feel whether a throat vibration occurs.

Lesson 17

Objectives:

- ▶ *listen to a rhyme*
- ▶ *replace words in a rhyme*
- ▶ *orally blend onsets and rimes*
- ▶ *listen for beginning and ending sounds*

Materials:

- ▶ *chart paper*
- ▶ *self-sticking notes*
- ▶ *Picture Cards*
- ▶ *Phonemic Awareness Activity Book, page 8*

Rhyme, Blending, Oddity Task

Rhyme

Write the rhyme “Once I Saw” on chart paper. Track the print as you read. Reread the rhyme several times, encouraging children to join in. During later readings, replace the word *goats* with *cats, frogs, ants, kittens, doves, pigs*, or other animal names. Then have children suggest rhyming words to replace the word *coats*. If necessary, suggest *hats, clogs, pants, mittens, gloves, and wigs* for each animal listed above. You may wish to write the new words on self-sticking notes and place them on the rhyme as appropriate. Read the rhyme that uses the new words.

Once I Saw
Once I saw three goats,
And they had three coats,
Tra-la-la-la-la-la-la-la-la,
Funny little goats.

Oral Blending

Tell children that you are thinking of an animal’s name. You will say the first sound in the animal’s name and then the rest of the name. You want them to tell you which animal you are thinking of. For example, if you say /d/ ... og, children should respond by saying *dog*. Extend the activity by asking volunteers to make the noise each animal is known for, such as “ruff, ruff” for a dog or “quack, quack” for a duck.

Use these and other word parts:

/k/ ... at	/k/ ... ow (cow)
/d/ ... uck	/h/ ... orse
/p/ ... ig	/m/ ... ouse

Beginning Sound Match

Locate and display the following Picture Card sets, one set at a time: Set 1: (*boy, bus, cup*), Set 2: (*hand, hat, leaf*), Set 3: (*nest, nose, queen*), and Set 4: (*red, ring, log*). Mix the cards in each set, and have volunteers pick the two cards whose picture names begin with the same sound. When two cards are selected, say aloud the name of each picture, and ask children to tell you what sound each begins with. When completed, reshuffle the cards, display them, and continue by naming an object whose ending sound is the same as one of the cards. Have children select the correct Picture Card. You might wish to use the following words: Set 1: (*top, vase*), Set 2: (*net, cliff*), Set 3: (*bone, rose*), and Set 4: (*lid, egg*).



Have children complete page 8 of the Phonemic Awareness Activity Book.

Tip

During the Picture Card activities, remind children to say the picture names aloud before making their choices.

Bleeding, Segmentation, Auditory Discrimination

Lesson 18

Song

Write the song “What’s the Sound?” on chart paper. Sing the song to the tune “Old MacDonald Had a Farm.” Track the print as you sing. Sing the song several times, encouraging children to join in. During later singings, replace the phrase “sad and silly” with the following:

- mop and money
- leaf and lucky
- ten and table

Oral Blending

Select a Picture Card from the pile. Tell children that you will say the first sound in the picture’s name and then the rest of the name. You want them to tell you the picture’s name before you show them the picture. For example, if you say /b/ ... all, children should respond by saying *ball*. Extend the activity by asking volunteers to be the “teacher.” Have each volunteer select a Picture Card and say the picture’s name in parts for the class to blend.

What’s the Sound?

What’s the sound that these words share?

Listen to these words.

Sad and silly are these two words.

Tell me what you’ve heard. (sssssss)

With a /s/, /s/ here, and a /s/, /s/ there,

Here a /s/, there a /s/, everywhere a /s/, /s/.

/s/ is the sound that these words share.

We can hear that sound!

Use the word parts for these and other Picture Cards:

/b/ ... oat	/k/ ... up	/f/ ... ish
/j/ ... ump	/l/ ... amp	/p/ ... encil
/j/ ... ar	/k/ ... an	/b/ ... ook

Listen for Sounds

Distribute one index card to each child. Explain to children that you are going to play a listening game. They are going to listen for words that begin with /m/ as in *mess*. You will say a word. If they hear /m/, children are to hold up their card. When completed, use other word lists, and ask children to listen for words that begin with /s/, /l/, /t/, or /p/.

Use these and other words:

mop	man
mint	mule
middle	ram
sock	miss

Objectives:

- ▶ identify beginning sounds
- ▶ orally blend onsets and rimes
- ▶ listen for beginning sounds

Materials:

- ▶ chart paper
- ▶ Picture Cards
- ▶ index cards

Tip

To help children understand that different sounds are made in different ways, choose two contrasting sounds such as /m/ and /p/. Ask children what position their tongue and lips are in when making these sounds. Suggest that they watch your mouth as you make each sound. Then have them feel whether a burst of air is made when they say each sound.

Lesson 19

Objectives:

- ▶ *listen to a rhyme*
- ▶ *identify beginning sounds*
- ▶ *orally blend onsets and rimes*
- ▶ *listen for beginning and ending sounds*

Materials:

- ▶ *chart paper*
- ▶ *Picture Cards*
- ▶ *Phonemic Awareness Activity Book, page 9*

Rhyme, Blending, Oddity Task

Rhyme

Write the rhyme “Let’s Shout Out a Word” on chart paper. Track the print as you read it aloud. Have children respond to the rhyme by suggesting words that begin with /t/. During other readings, change the sound from /t/ to /s/, /m/, /k/, or /d/. You might wish to extend the activity by having children identify words that end with /t/ or other sounds such as /b/ or /p/.

Let’s Shout Out a Word

Let’s shout out a word.

It has a special sound.

Think really hard,

And the word can
be found.

/t/ /t/ /t/

I have no doubt.

The word begins
with /t/.

So shout it out!

Oral Blending

Select a Picture Card from the pile. Tell children that you will say the first sound in the picture’s name and then the rest of the name. You want them to tell you the picture’s name before you show them the picture. For example, if you say /d/ ... uck, children should respond by saying *duck*. Extend the activity by asking volunteers to be the “teacher.” Have each volunteer select a Picture Card and say the picture’s name in parts for the class to blend.

Use the word parts for these and other Picture Cards:

/f/ ... ive	/f/ ... ox	/g/ ... ame
/v/ ... est	/g/ ... ate	/z/ ... ebra
/s/ ... ix	/z/ ... ipper	/v/ ... ase

Ending Sound Match

Locate and display the following Picture Card sets, one set at a time: Set 1: (*duck, sock, bus*), Set 2: (*egg, dog, cube*), Set 3: (*king, ring, ox*), and Set 4: (*rabbit, kite, window*). Mix the cards in each set, and have volunteers pick the two cards whose picture names end with the same sound. When two cards are selected, say aloud the name of each picture, and ask children to tell you what sound each ends with. When completed, reshuffle the cards, display them, and continue by naming an object whose beginning sound is the same as one of the cards. Have children select the correct Picture Card. You might wish to use the following words: Set 1: (*saw, bun*), Set 2: (*cup, duck*), Set 3: (*red, octopus*), and Set 4: (*cat, wig*).



Have children complete page 9 of the Phonemic Awareness Activity Book.

Tip

For children having difficulty during the song, help them to hear the initial sound by having them say the word slowly. Then point out the mouth position (lips, tongue) when making the sound. You may also want to ask children if they feel a burst of air or a vibration in their throat when making the sound.

Rhyme, Blending, Auditory Discrimination

Rhyme

Read aloud “My Bicycle.” Track the print as you read. Reread the rhyme several times, encouraging children to join in. Teach children the actions pictured beside each line. Have small groups of children take turns acting out the rhyme during your rereadings.

My Bicycle

One wheel, two wheels,
on the ground,
My feet make the pedals
go round and round.
Handlebars help me steer
so straight,
Down the sidewalk,
through the gate.

Oral Blending

Tell children that you are thinking of a classroom object. You will say the first sound in the object’s name and then the rest of the name. You want them to tell you which object you are thinking of. For example, if you say /p/ ... en, children should respond by saying pen.

Use these and other word parts:

/p/ ... encil /ch/ ... air
/d/ ... esk /p/ ... aper
/d/ ... oor /b/ ... ook

Listen for Sounds

Distribute one index card to each child. Explain to children that you are going to play a listening game. They are going to listen for words with /ī/ as in bike. You will say a word. If they hear /ī/, children are to hold up their card. If they hold up their card after a word that does not contain the sound, ask children to listen again as you repeat the word, emphasizing the vowel sound. When completed, use other word lists, and ask children to listen for words with /ā/, /ē/, or /ō/.

Use these and other words:

ride	meat	pine
dime	side	like
rain	bite	mine
life	low	say



Distribute Family Letter #2 on page 10 of the Phonemic Awareness Activity Book. This letter contains activities families can do at home.

Lesson 20

Objectives:

- ▶ listen to a rhyme
- ▶ orally blend onsets and rimes
- ▶ listen for vowel sounds

Materials:

- ▶ index cards
- ▶ Phonemic Awareness Activity Book, page 10

Tip

ASSESSMENT Continue to monitor each child’s progress. Note those children who are displaying patterns of difficulty and may need additional support.

Lesson 21

Objectives:

- ▶ identify beginning sounds
- ▶ orally blend onsets and rimes
- ▶ listen for alliteration

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet

Blending, Segmentation, Alliteration

Song

Review the song “What’s the Sound?” Remind children that the song is sung to the tune of “Old MacDonald Had a Farm.” Using the chart from Lesson 18, track the print as you sing. Sing the song several times, encouraging children to join in. During later singings, replace the phrase “sad and silly” with the following:

- fish and funny
- pig and pickle
- red and running

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, or parts of words. Tell children that you will say the first sound of a word and then the rest of the word. You want them to say the whole word before Puppet says it. Demonstrate this by using the word parts /m/ ... itten and /p/ ... an. Then have Puppet provide the answer so children can check their responses.

Alliteration

Explain to children that you are going on a shopping spree. You want them to suggest items that you should buy. On this shopping spree, however, you can only buy items that begin with /b/, such as *ball* or *banjo*. You might wish to record on chart paper the item names that children suggest. Continue the activity by going on other shopping sprees, buying items that begin or end with other designated sounds.

What’s the Sound?

What’s the sound that these words share?

Listen to these words.

Sad and silly are these two words.

Tell me what you’ve heard.
(sssssss)

With a /s/, /s/ here, and a /s/, /s/ there,

Here a /s/, there a /s/, everywhere a /s/, /s/.

/s/ is the sound that these words share.

We can hear that sound!

Use these and other word parts:

/s/ ... illy	/n/ ... o	/m/ ... oon
/k/ ... at	/g/ ... irl	/f/ ... all
/w/ ... ind	/t/ ... ap	/d/ ... ig

Tip

To help children understand that different sounds are made in different ways, choose two contrasting sounds such as /s/ and /b/. Ask children what position their tongue and lips are in when making these sounds. Then have them feel whether a throat vibration occurs.

Rhyme, Blending, Segmentation

Lesson 22

Rhyme

Review the rhyme “Let’s Shout Out a Word.” Using the chart from Lesson 19, track the print as you read it aloud. Have children respond to the rhyme by suggesting words that begin with /t/. During other readings, change the sound from /t/ to /f/, /l/, /b/, or /r/. You might wish to extend the activity by having children identify words that end with /t/ or other sounds such as /g/ or /d/.

Let’s Shout Out a Word

Let’s shout out a word.

It has a special sound.

Think really hard,

And the word can
be found.

/t/ /t/ /t/

I have no doubt.

The word begins with /t/.

So shout it out!

Oral Bending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. Tell children that you will say the first sound of a word and then the rest of the word. You want them to say the whole word before Puppet says it. Demonstrate this by using the word parts /b/ ... all and /k/ ... at. Then have Puppet provide the answer so children can check their responses.

Use these and other word parts:

/b/ ... ig	/p/ ... et	/b/ ... ike
/r/ ... eal	/r/ ... ed	/n/ ... ew
/p/ ... ack	/n/ ... ote	/p/ ... ocket

Hidden Object

Place a group of small objects in a box. These objects might include a pencil, ball, book, tape, and ruler. Select one object, and provide clues for children to guess the object’s name. For example, you might say “You can write with it, and its name begins with /p/.” Reveal each object after it is correctly identified.

Objectives:

- ▶ listen to a rhyme
- ▶ identify words with same beginning sounds
- ▶ orally blend onsets and rimes

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet
- ▶ small objects

Tip

Remind children what they are learning about sounds in words will help them as they learn to read. Praise their efforts.

Lesson 23

Objectives:

- ▶ orally blend onsets and rimes
- ▶ isolate beginning sounds

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet
- ▶ trade book

Blending, Segmentation

Song

Write the song “Ants Came Marching” on chart paper. Track the print as you sing. The song is sung to the tune of “When Johnny Comes Marching Home Again.” Sing the song several times, encouraging children to join in. If you are using the audiocassette, continue to sing the other verses. Encourage children to perform the actions in each line.

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. Tell children that you will say the first sound of a word and then the rest of the word. You want them to say the whole word before Puppet says it. Demonstrate this by using the word parts /h/ ... at and /b/ ... ox. Then have Puppet provide the answer so children can check their responses.

Play I Spy

Display a trade book. Ask children what they remember about the book. Then reread the story aloud, encouraging children to join in. Explain to children that you are going to play a game called I Spy with the book. To play you will turn to a page in the book and say something like “I spy with my little eye something that starts with /s/.” You want them to guess the name of the object or animal in the picture that begins with that sound. Continue with other sounds and pictures. You might want to extend this activity by looking for pictures of objects that end with specific sounds.

Ants Came Marching

The ants came marching
one by one—hoorah,
hoorah.

The ants came marching
one by one—hoorah,
hoorah.

The ants came marching
one by one.

The little one stopped to
suck his thumb.

And they all go marching
down around the
town—boom, boom, boom.

Use these and other word parts:

/h/ ... it	/d/ ... eck	/v/ ... ase
/m/ ... at	/h/ ... and	/g/ ... oat
/d/ ... ip	/g/ ... o	/v/ ... an

Tip

ESL Throughout the oral blending exercises, children whose first language is not English might substitute, omit, or confuse sounds. Take note of those sounds children are struggling with. These children might need visual cues to distinguish sounds.

Rhyme, Blending, Oddity Task

Rhyme

Read aloud “Bears, Bears, Everywhere.” Track the print as you read. Reread the rhyme, encouraging children to join in. Challenge children to find the bear in the picture that illustrates each line. Then divide the class into small groups. Assign each group a line, and teach the group the action shown for its line. Reread the rhyme a few more times, having each group act out its line.

Bears, Bears, Everywhere

Bears, bears, everywhere!

Climbing Stairs,

Sitting on chairs,

Collecting fares,

Painting squares.

Bears, bears, everywhere!

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. Tell children that this time you will say the first part of a word and then the ending sound. You want them to say the whole word before Puppet says it. Demonstrate this by using the word parts *ra.../m/* and *bu.../s/*. Then have Puppet provide the answer so children can check their responses.

Sample

Teacher: pa.../t/

Children: pat

Puppet: Pat. That's great!

Use these and other word parts:

ca.../t/ do.../g/ cu.../p/

boa.../t/ fi.../sh/ he.../n/

mo.../p/ re.../d/ bi.../g/

Rhyme Match

Locate and display the following Picture Card sets, one set at a time: Set 1: (*bun, sun, cup*), Set 2: (*bat, cat, dog*), Set 3: (*king, ring, green*), and Set 4: (*ox, box, six*). Mix the cards in each set, and have volunteers pick the two cards whose picture names rhyme. When two cards are selected, say aloud the name of each picture, and ask children to tell you another word that rhymes with the picture names.

You might extend this activity by providing small groups with sets of Picture Cards and asking them to group the cards according to similar characteristics of their choice, such as rhyme or same beginning or ending sound.



Have children complete page II of the Phonemic Awareness Activity Book.

Lesson 24

Objectives:

- ▶ listen to a rhyme
- ▶ orally blend word parts
- ▶ identify rhyming words

Materials:

- ▶ Your Alpha-Puppet
- ▶ Picture Cards
- ▶ Phonemic Awareness Activity Book, page II

Tip

ESL Some languages don't contain sounds common to English. In Spanish and Cantonese, /sh/ does not exist. Cantonese speakers often pronounce /s/ for /sh/. Children speaking these languages might have difficulties blending words with /sh/ during these and other exercises.

Lesson 25

Objectives:

- ▶ listen to a rhyme
- ▶ orally blend word parts
- ▶ listen for beginning sounds

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet
- ▶ index cards
- ▶ Phonemic Awareness Activity Book, page 12

Rhyme, Blending, Auditory Discrimination

Rhyme

Write the rhyme “Hickory Dickory Dock” on chart paper, or read it aloud from the Big Book of Rhymes and Rhythms. Track the print as you read. Reread the rhyme several times, encouraging children to join in. Have children identify the rhyming words in the poem. (*hickory, dickory, dock, clock; one, run*)

Hickory Dickory Dock
Hickory, dickory, dock,
The mouse ran up the
clock.
The clock struck one,
And down he run.
Hickory, dickory, dock.

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. Tell children that you will say the first part of a word and then the ending sound. You want them to say the whole word before Puppet says it. Demonstrate this by using the word parts *bu.../g/* and *hi.../m/*. Then have Puppet provide the answer so children can check their responses.

Use these and other word parts:

si.../t/	pi.../g/	ta.../p/
fee.../t/	lu.../k/	me.../n/
ho.../p/	we.../t/	ru.../g/

Listen for Sounds

Distribute one index card to each child. Explain to children that you are going to play a listening game. They are going to listen for words that begin with /t/ as in *tub*. You will say a word. If they hear /t/, children are to hold up their card. When completed, use other word lists, and ask children to listen for words that begin with /s/, /k/, /p/, or /b/.

Use these and other words:

tiger	tear
man	toad
two	fun
table	soap

Tip

To help children understand that different sounds are made in different ways, choose two contrasting sounds such as /s/ and /p/. Ask children what position their tongues and lips are in when making these sounds. Then have them feel whether a burst of air is made when they say each sound.



Have children complete page 12 of the Phonemic Awareness Activity Book.

Blending, Rhyme

Song

Write the song “If You’re Happy and You Know It” on chart paper. Track the print as you sing. Sing the song several times, encouraging children to join in and perform the actions described. Continue singing the song with versions children generate, such as *stomp your feet* or *jump up and down*.

Rhyme Hunt

Tell children that “we’re going on a rhyme hunt,” and ask them to find something in the room that rhymes with a given word. For example, what rhymes with *sock* (clock), *bear* (chair), *look* (book), *label* (table), *floor* (door), and *blue* (glue). Continue with other words and objects.

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. Tell children that you will say the first part of a word and then the ending sound. You want them to say the whole word before Puppet says it. Demonstrate this by using the word parts *cu... /t/* and *ca... /b/*. Then have Puppet provide the answer so children can check their responses.

Use these and other word parts:

re... /d/	boa... /t/	ta... /n/
li... /d/	bea... /n/	le... /g/
bu... /g/	ha... /t/	hi... /p/

If You’re Happy
and You Know It

If you’re happy and
you know it,

Clap your hands.

If you’re happy and
you know it,

Clap your hands.

If you’re happy and
you know it,

Then your face will
surely show it.

If you’re happy and
you know it,

Clap your hands.

Lesson 26

Objectives:

- ▶ orally blend word parts
- ▶ identify rhyming words

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet

Tip

ESL Most languages have only a few consonant sounds that can appear at the end of words. In Spanish only /s/, /t/, /l/ /r/, and /d/, appear in the final position. In Mandarin, only /n/ and /ng/ appear in this position, and in Hmong, only /ng/ exists. In Laotian, most words end in a vowel sound. Therefore, children speaking these languages might need support with the Oral Blending exercises.

Lesson 27

Objectives:

- ▶ listen to a rhyme
- ▶ Create new rhyming words
- ▶ orally blend word parts
- ▶ identify beginning and ending sounds

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet
- ▶ magazines
- ▶ scissors and glue
- ▶ construction paper

Rhyme, Blending, Auditory Discrimination

Rhyme

Write the rhyme “Name Change” on chart paper. Track the print as you read it aloud. Reread the rhyme several times, encouraging children to join in. During later readings, replace *Billy* with the names of children in your class. If a child’s name begins with a vowel, add the consonant to the beginning of the name. For example, *Alice* becomes *Talice*. If a name begins with a blend or digraph, replace the blend or digraph with the consonant sound. For example, *Brad* becomes *Tad*.

Name Change

My name is Billy,
But when I hear
a new sound
I like to make a new name
And turn it all upside
down.
I can take /t/
and make Tilly,
/m/ and make Milly,
/s/ and make Silly.
But don’t forget,
my real name is Billy!

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. You will say the first part of a word and then the ending sound. You want them to say the whole word before Puppet says it. Demonstrate this by using the word parts *pi... /g/* and *ha... /t/*. Then have Puppet provide the answer so children can check their responses.

Use these and other word parts:

ca... /b/	di... /sh/	sni... /f/
hi... /l/	gra... /b/	bu... /s/
mi... /l/	whee... /l/	wa... /sh/

Magazine Hunt

Divide the class into small groups, and distribute copies of magazines that can be cut up. Assign each group a beginning or ending sound. Have each group search the magazines for pictures that contain their sound. Children should cut out the pictures found and paste them onto a large sheet of construction paper to create a “sound collage.” Have each group display their finished collages. Challenge the rest of the class to guess the group’s “special” sound.

Tip

During the Magazine Hunt activity, children might select pictures whose names begin or end with sounds that are different but sound quite similar. Write these picture names on paper, and repeat them aloud. Emphasize the two sounds so that children can hear and see the difference.

Blending, Segmentation

Song

Write the song “Sound It Out” on chart paper. Sing the song to the tune of “If You’re Happy and You Know It.” At the end of the song, say a word in parts for children to orally blend. For example, /s/ ... at. Then sing the song several times. At the end of each singing, point to a child to provide word parts for the class to blend.

Sound It Out

If you have a new word,
sound it out.

If you have a new word,
sound it out.

If you have a new word,
Then slowly say the word.

If you have a new word,
sound it out.

Oral Blending

Select a Picture Card from the pile. Tell children that you are now going to break up words in a different way. You will say the first part of a word (the first part of the picture’s name) and then the ending sound. You want them to tell you the picture’s name before you show them the picture. For example, if you say *ba* ... /t/, children should respond by saying *bat*. Extend the activity by asking volunteers to be the “teacher.”

Have each volunteer select a Picture Card and say the picture’s name in parts for the class to blend.

Use the word parts for these and other Picture Cards:

boa ... /t/	fee ... /t/	lea ... /f/
boo ... /k/	goa ... /t/	mo ... /p/
ca ... /n/	he ... /n/	wi ... /g/

Simon Says

Explain to children that you are going to play a game called Simon Says. Some children might be familiar with the game. If so, have them share the game’s rules. Tell children that in this version of the game, they must answer questions correctly before moving. For example, you might ask a question such as “What sound does the word *monkey* begin with? If it begins with /m/, take one step forward.” Continue with other questions which require children to listen for rhyming words and beginning and ending sounds.

Lesson 28

Objectives:

- ▶ orally segment words
- ▶ orally blend word parts
- ▶ listen for beginning and ending sounds

Materials:

- ▶ chart paper
- ▶ Picture Cards

Tip

The initial sounds in words are the easiest to segment. For children having difficulty during the song, help them to hear this sound by having them say the word slowly.

Lesson 29

Objectives:

- ▶ listen to a rhyme
- ▶ orally segment words
- ▶ orally blend word parts
- ▶ listen for beginning and ending sounds

Materials:

- ▶ chart paper
- ▶ Picture Cards
- ▶ Phonemic Awareness Activity Book, page 13

Rhyme, Blending, Oddity Task

Rhyme

Write the rhyme “Who Took the Cookie From the Cookie Jar?” on chart paper. Track the print as you read it aloud. Reread the rhyme, changing the name given. To do so, point to a child in your classroom after the phrase “Then who?” Instead of saying the child’s name as a whole word, segment it such as /K/...aren. Then have that child continue the rhyme by selecting another classmate and segmenting the classmate’s name in the appropriate place. You might want to divide the class into small groups so that all children have an opportunity to participate.

Who Took the Cookie
From the Cookie Jar?

Who took the cookie
from the cookie jar?

Shana took the cookie
from the cookie jar.

Who, me?

Yes, you.

Not me!

Then who?

Oral Blending

Tell children that you are thinking of an object. You will say the first part of the object’s name and then the ending sound. You want them to tell you which object you are thinking of. For example, if you say *ha.../t/*, children should respond by saying *hat*.

Use these and other word parts:

ru.../g/	boo.../k/	gla.../s/
ca.../n/	bu.../s/	clo.../k/
mo.../p/	coa.../t/	sa.../k/

Ending Sound Match

Locate and display the following Picture Card sets, one set at a time: Set 1: (*crab, tub, box*), Set 2: (*plane, queen, rabbit*), Set 3: (*jump, lamp, dog*), and Set 4: (*octopus, bus, zipper*). Mix the cards in each set, and have volunteers pick the two cards whose picture names end with the same sound. When two cards are selected, say aloud the name of each picture, and ask children to tell you what sound each ends with. When completed, reshuffle the cards, display them, and continue by naming an object whose beginning sound is the same as one of the cards. Have children select the correct Picture Card. You might wish to use the following words: Set 1: (*table, band*), Set 2: (*quilt, rug*), Set 3: (*jar, log*), and Set 4: (*ox, zebra*).



Have children complete page 13 of the Phonemic Awareness Activity Book.

Tip

In some English dialects, the last sound in a final consonant blend is barely audible. For example, the word **sand** might be pronounced as “san.” For words ending in consonant blends, emphasize the ending sound, and listen for children who might be deleting the sound. These children might need visual cues.

Rhyme, Segmentation, Auditory Discrimination

Lesson 30

Rhyme

Write the rhyme “Rags” on chart paper. Track the print as you read. Reread the rhyme several times, having children clap every time they hear a word that rhymes with rags.

Rags

I have a dog and his name is Rags.

He eats so much that his tummy sags.

His ears flip-flop,

And his tail wig wags,

And when he walks,

He goes zig-zag.

Oral Segmentation

Display the Alpha-Puppet. Remind children that Puppet likes to repeat sounds in words. Explain to children that you are going to say a word and Puppet will repeat several times the first sound in the word. For example, if you say the word *pan*, Puppet will say /p/ /p/ *pan*. Demonstrate this by using the words *keep*, *sat*, and *door*. Next, tell children that it’s their turn to guess what Puppet will say. Say each of the following words aloud, and provide time for children to respond. Then have Puppet provide the answer so children can check their responses.

Sample

Teacher: pet

Children: /p/ /p/ pet

Quackers: That’s right! /p/ /p/ /p/ pet

Use these and other word parts:

sand	penny	cat
fish	top	rock
red	ball	wiggle

Listen for Sounds

Distribute one index card to each child. Explain to children that you are going to play a listening game. They are going to listen for words with /ā/ as in *bake*. You will say a word. If they hear /ā/, children are to hold up their card. When completed, use other word lists, and ask children to listen for words with /ē/, /ō/, or /ī/.

Use these and other words:

came	meat	gate
hope	like	feet
rain	play	main
tape	train	day

Objectives:

- ▶ listen to a rhyme
- ▶ orally segment words
- ▶ isolate vowel sounds

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet
- ▶ index cards
- ▶ Phonemic Awareness Activity Book, page 14

Tip

ASSESSMENT During the Listen for Sounds activity, watch for children who aren’t holding up their index cards at the appropriate time (i.e., children who are waiting for peers to respond first). At a later time, you may repeat the activity with these children individually.



Have children complete page 14 of the Phonemic Awareness Activity Book.

Lesson 31

Objectives:

- ▶ listen to a rhyme
- ▶ orally segment words
- ▶ isolate ending sounds

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet

Rhyme, Segmentation

Rhyme

Write the rhyme “August Heat” on chart paper. Track the print as you read. Reread the rhyme several times, encouraging children to join in on the repetitive line “And sit.” Have volunteers point out the rhyming words in the poem. (*hot/spot; bit/sit*)

August Heat

In August, when the
days are hot,
I like to find a shady spot

And hardly move a
single bit.

And Sit.

And sit.

And Sit.

And Sit!

Oral Segmentation

Display the Alpha-Puppet. Remind children that Puppet likes to repeat sounds in words. Explain to children that you are going to say a word and Puppet will repeat several times the first sound in the word. For example, if you say the word *mat*, Puppet will say /m/ /m/ *mat*. Demonstrate this by using the words *sand*, *cat* and *dog*.

Next, tell children that it’s their turn to guess what Puppet will say. Say each of the words in the box aloud, and provide time for children to respond. Then have Puppet provide the answer so children can check their responses.

Use these and other words:

silly	pocket	get
farm	table	van
rug	meat	duck

Which Sound?

Explain to children that you are going to play a word game. You will say three words. You want them to listen closely and tell you what sound they hear at the end of these words. You may wish to extend the activity by asking children to listen for beginning or medial sounds in three words that you provide.

Use these and other words:

• pack	sick	rock
• grab	rub	robe
• late	seat	note
• tape	mop	leap

Tip

For children having difficulty during the Which Sound? activity, help them to hear the ending sound by having them say the words slowly. Then point out the mouth position (lips, tongue) when making the final sound. You may also want to ask children if they feel a burst of air or a throat vibration when making the sound.

Rhyme, Blending, Syllables

Rhyme

Write the rhyme “Zip, Zoom” on chart paper. Track the print as you read. Then divide the class into two groups. One group will chant the stanza “Zip, Zoom.” The other group will chant the stanza “Zip, Zee.” Reread the rhyme several times, as each group chants its part.

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. Tell children that this time you will say a word sound by sound. You want them to say the whole word before Puppet says it. Demonstrate this by using the word parts /w/ /ē/ (we) and /m/ /ā/ (may). Then have Puppet provide the answer so children can check their responses.

Clap Syllables

Tell children that you are going to play a syllable game. You are going to say a word. They are going to clap the number of syllables, or word parts, they hear in the word and then hold up one finger for each syllable they hear. For example, if you say the word *table*, children will clap two times independently and then hold up two fingers. Check children’s responses before moving on to the next word.



Have children complete page 15 of the Phonemic Awareness Activity Book.

Zip, zoom

Zip, Zoom,
Zip, Zoom,
Zip, Zoom,
The buzzing bee
Flew through my room.

Zip, Zee,
Zip, Zee,
Zip, Zee,
It flew out the window
And up the tree.
Zip,
Zoom,
Zee!

Use these and other word parts:

/g/ /ō/ (go) /m/ /ē/ (me)
/h/ /ī/ (hi) /p/ /ā/ (pay)
/n/ /ō/ (no) /s/ /ē/ (see)

Use these and other words:

candle	waterfall
computer	runner
book	eraser

Lesson 32

Objectives:

- ▶ listen to a rhyme
- ▶ orally blend word parts
- ▶ clap syllables

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet
- ▶ Phonemic Awareness Activity Book, page 15

Tip

In many of the activities, most of the teaching occurs when you provide feedback to correct children’s errors. First, praise their efforts. Then, offer suggestions to help them accomplish the task, such as listening again as you repeat the word slowly, extending sounds, or attending to mouth positions when forming sounds.

Lesson 33

Objectives:

- ▶ listen to a rhyme
- ▶ orally segment words
- ▶ isolate beginning and ending sounds

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet

Rhyme, Segmentation

Rhyme

Write the rhyme “Open Them, Shut Them” on chart paper, and read it aloud. Track the print as you read. Reread the rhyme several times, encouraging children to make up and perform actions for each phrase in the rhyme.

Open Them, Shut Them
Open them, shut them,
Give a little clap.
Open them, shut them,
Set them in your lap.

Oral Segmentation

Display the Alpha-Puppet. Remind children that Puppet likes to repeat sounds in words. Explain to children that you are going to say a word. Puppet will say the first sound in the word and then the rest of the word. For example, if you say *man*, Puppet will say /m/... an. Demonstrate this by using the words *sad*, *leaf*, and *fan*.

Next, tell children that it's their turn to guess what Puppet will say. Say each of the words in the box aloud, and provide time for children to respond. Then have Puppet provide the answer so children can check their responses.

Sample

Teacher: mat

Children: /m/ ... at

Quakers: That's right! /m/ ... at

Use these and other words:

sock	mean	mash
fish	red	fall
late	seat	look

Simon Says

Explain to children that you are going to play a game called Simon Says. Some children might be familiar with the game. If so, have them share the game's rules. Tell children that in this version of the game, they must answer questions correctly before moving. For example, you might ask a question such as “What sound does the word *sing* begin with? If it begins with /s/, take one step forward.” Continue with other questions which require children to listen for rhyming words and beginning and ending sounds.

Tip

The initial sounds in words are the easiest to segment. For children having difficulty, help them to hear the initial sound in a word by extending it as you say the word slowly.

Blending, Auditory Discrimination

Song

Write the song “B-I-N-G-O!” on chart paper. Track the print as you sing. Continue singing the song by leaving out one additional letter in B-I-N-G-O during each round. Children should clap in place of each missing letter. The song concludes when all five letters of B-I-N-G-O are clapped.

B-I-N-G-O!

There was a farmer
had a dog,

And Bingo was his
name, O.

B-I-N-G-O, B-I-N-G-O,

B-I-N-G-O,

And Bingo was his
name, O.

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. Tell children that you will say a word sound by sound. You want them to say the whole word before Puppet says it. Demonstrate this by using the word parts /m/ /ē/ (me) and /s/ /ā/ (say). Then have Puppet provide the answer so children can check their responses.

Use these and other word parts:

/b/ /ō/ (bow) /h/ /ē/ (he)

/p/ /ī/ (pie) /r/ /ā/ (ray)

/l/ /ō/ (low) /sh/ /ē/ (she)

Listen for Sounds

Distribute one index card to each child. Explain to children that you are going to play a listening game. They are going to listen for words with /ō/ as in goat. You will say a word. If they hear /ō/, children are to hold up their card. When completed, use other word lists, and ask children to listen for words with long and short vowel sounds such as /ē/, /a/, or /i/.

Use these and other words:

nose comb joke

boat bike seed

hope read note

pain phone tray



Have children complete page 16 of the Phonemic Awareness Activity Book.

Lesson 34

Objectives:

- ▶ orally blend word parts
- ▶ isolate vowel sounds

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet
- ▶ index cards
- ▶ Phonemic Awareness Activity Book, page 16

Tip

During the Listen for Sounds activity, watch for children who aren't holding up their index cards at the appropriate time (i.e., children who are waiting for their peers to respond first). At a later time, you may wish to repeat the activity with these children individually.

Lesson 35

Objectives:

- ▶ *listen to a rhyme*
- ▶ *orally segment words*
- ▶ *listen for word parts*

Materials:

- ▶ *chart paper*
- ▶ *chalkboard*
- ▶ *Your Alpha-Puppet*
- ▶ *trade book*

Rhyme, Segmentation

Rhyme

Write the rhyme “One,Two” on chart paper. Track the print as you read. Reread the rhyme several times, emphasizing the rhyming words. Then have children identify the rhyming word-pairs in the poem. List these on the chalkboard in separate columns. Have children generate other rhyming words to add to the list in each column.

Oral Segmentation

Display the Alpha-Puppet. Remind children that Puppet likes to repeat sounds in words. Explain to children that you are going to say a word. Puppet will say the first sound in the word and then the rest of the word. For example, if you say *made*, Puppet will say /m/ ... *ode*. Demonstrate this by using the words *sock* and *fish*.

Next, tell children that it's their turn to guess what Puppet will say. Say each of the words in the box aloud, and provide time for children to respond. Then have Puppet provide the answer so children can check their responses.

Trade Book

Display a trade book. Open to the illustration on any page. Tell children that you will say the last part of the name of an object or animal pictured. You want them to guess which object or animal you have identified.

One, Two
One, two,
Buckle my shoe.
Three, four,
Shut the door.
Five, six,
Pick up sticks.
Seven, eight,
Lay them straight.
Nine, ten,
A nice fat hen.

Use these and other words:

rock	monkey	feet
send	ready	sand
leaf	soap	like

Tip

ASSESSMENT Continue to monitor each child's progress. Note those children who might need additional support.

Rhyme, Syllables, Segmentation

Rhyme

Read aloud “Animals.” Track the print as you read. Reread the rhyme several times, encouraging children to join in. Then ask volunteers to select one line and act it out. Challenge the rest of the class to determine which line is being acted out.

Clap Syllables

Tell children that you are going to play a syllable game. You are going to show a Picture Card. They are going to clap the number of syllables, or word parts, they hear in the picture’s name and then hold up one finger for each syllable they hear. For example, if you show the card for *mitten*, children will clap two times independently and then hold up two fingers. Check children’s responses before moving on to the next word.



Have children complete page 17 of the Phonemic Awareness Activity Book.

Which Sound?

Explain to children that you are going to play a word game. You will say three words. You want them to listen closely and tell you what sound they hear in the middle of these words. Use word lists with both long and short vowel sounds.

Animals

Can you hop like a rabbit?

Can you jump like a frog?

Can you walk like a duck?

Can you run like a dog?

Can you fly like a bird?

Can you swim like a fish?

And be still like a good child—

As still as this?

Use these and other Picture Cards:

elephant	giraffe
zipper	mitten
octopus	rabbit
queen	umbrella

Use these and other words:

- bike kite nine
- seed neat peek
- sit hid fin

Lesson 36

Objectives:

- ▶ listen to a rhyme
- ▶ clap syllables
- ▶ listen for vowel sounds

Materials:

- ▶ Picture Cards
- ▶ Phonemic Awareness Activity Book, page 17

Tip

Isolating medial sounds is more difficult than isolating initial or final sounds. It might be difficult for some children to correctly pronounce the medial vowel sound. For these children, it is only important at this time that they be able to pronounce a vowel sound without a consonant sound attached.

Lesson 37

Objectives:

- ▶ listen to a rhyme
- ▶ orally blend word parts
- ▶ listen for vowel sounds

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet
- ▶ Picture Cards (5, 12, 14, 20, 29, 31, 36, 39, 50, 52, 56, 64)

Rhyme, Blending, Oddity Task

Rhyme

Write the rhyme “Rain” on chart paper. Track the print as you read. Reread the rhyme several times. As they listen, invite children to clap the rhythm with you. During some of your rereadings, pause before the last word in the rhyme to give children time to provide the rhyming word *me*.

Rain

Rain on your red ribbons,
Rain in the tea,
Rain on my ruby ring,
And rain on me!

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. Tell children that you will say a word sound by sound. You want them to say the whole word before Puppet says it. Demonstrate this by using the word parts /m/ /ā/ (*may*) and /m/ /ā/ /k/ (*make*). Then have Puppet provide the answer so children can check their responses.

Use these and other word parts:

/s/ /ē/ (see) /l/ /ā/ (lay)
/s/ /ē/ /t/ (seat) /l/ /ā/ /t/ (late)
/m/ /ē/ (me)
/m/ /ē/ /n/ (mean)

Middle Sound Match

Locate and display the following Picture Card sets, one set at a time: Set 1: (*goat, bone, cup*), Set 2: (*gate, cake, pen*), Set 3: (*feet, leaf, mop*), and Set 4: (*five, kite, cat*). Mix the cards in each set, and have volunteers pick the two cards whose picture names have the same middle sound. When two cards are selected, say aloud the name of each picture, and ask children to tell you what middle sound each has. Challenge children to suggest other words that have the same middle sound as the Picture Card pair.

Tip

If children have difficulty with the Middle Sound Match activity, reduce the number of Picture Card choices to two. Then ask children if the two picture names contain the same middle sound. Increase the number of cards to three in later exercises.

Phonemic Manipulation, Segmentation

Song

Write the song “Row Your Boat” on chart paper. Have them sing the song a few times with the recording. Then tell children that you will sing it again, but this time you will change the line “Merrily, merrily, merrily, merrily,” to “Jerrily, jerrily, jerrily, jerrily.” To illustrate this, write the word *merrily* on the chalkboard, erase the letter *m*, and replace it with the letter *j*. Pronounce the nonsense word formed. Continue singing the song.

Each time, change the first letter in the word *merrily* to create a new third line. You might choose to use the nonsense words *werrily*, *serrily*, and *berrily*.

Row Your Boat

Row, row, row your
boat,

Gently down the stream.

Merrily, merrily, merrily,
merrily,

Life is but a dream.

Oral Segmentation

Display the Alpha-Puppet. Remind children that Puppet likes to repeat sounds in words. Explain to children that you are going to say a word. You want them to say the first part of the word and then the rest of the word. For example, if you say *same*, Puppet will say /s/ ... *ame*. Remind children that Puppet will provide the answer so they can check their responses.

Use these and other words:

run	ball	pocket
zipper	pan	bean
door	seal	cat

Passage Search

Read aloud the following passage. As you read it, ask children to hold up an index card every time they hear a word with /r/. Then write the passage on chart paper, and reread it, emphasizing the beginning sound of these words. You may also wish to reread the passage, having children listen for other beginning or ending sounds such as /b/, /p/, or /d/.

Rob got a new red bike for his birthday. He rode his new red bike up and down the road. He rode his new red bike all over town. Rob even rode his new red bike down a path in the park. Rob loved his new red bike!

You may wish to do the same activity, using one of the trade books and other sounds.

Lesson 38

Objectives:

- ▶ substitute initial sounds
- ▶ orally segment words
- ▶ listen for consonant sounds

Materials:

- ▶ chart paper
- ▶ chalkboard
- ▶ Your Alpha-Puppet
- ▶ index cards

Tip

Remind children that learning about sounds in words will help them as they learn to read. Praise their efforts.

Lesson 39

Objectives:

- ▶ substitute sounds
- ▶ orally blend word parts
- ▶ distinguish beginning sounds

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet
- ▶ Picture Cards

Phonemic Manipulation, Blending, Segmentation

Song

Review the song “Row Your Boat,” using the chart paper from the previous lesson. Explain to children that this time you will sing the song by replacing every syllable or beat with *la*. Therefore, the song would be sung “La, la, la la la/Lala la la la/Lala, lala, lala, lala/La la la la la.” Sing the song several times in this manner; as children join in. Extend the activity by choosing other favorite songs and substituting *la* for each syllable or beat.

Row Your Boat

Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily,
merrily,
Life is but a dream.

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. Tell children that you will say a word sound by sound. You want them to say the whole word before Puppet says it. Demonstrate this by using the word parts /l/ /ā/ (*lay*) and /m/ /ā/ /n/ (*main*). Then have Puppet provide the answer so children can check their responses.

Use these and other word parts:

/l/ /ō/ (low) /s/ /ā/ (say)

/i/ /ō/ /d/ (load) /sh/ /ā/ /k/ (shake)

/s/ /ō/ (so)

/s/ /ō/ /p/ (soap)

Sound Sort

Display two sets of Picture Cards. Each set should begin with the same sound. For example, one set can begin with /k/, the other set with /m/. Have children say each picture's name. Then have them sort the cards by same beginning sounds. Use the contrasting sounds /s/-/p/, /l/-/f/, /j/-/t/, and /w/-/d/ for additional sorts. For these sorts, divide the class into small groups, and give each group two sets. When completed, have each group place their sets in a pocket chart for the rest of the class to check. You may also do sorts for Picture Cards with the same middle or ending sounds.

Tip

To help children understand that different sounds are made in different ways, choose two contrasting sounds such as /w/ and /d/. Ask children what position their tongue and lips are in when making these sounds. Suggest that they watch your mouth as you make each sound. Then have them feel whether a throat vibration occurs when they make each sound.

Alliteration, Blending

Rhyme

Write the rhyme “Hillary Hume” on chart paper. Track the print as you read. Reread the rhyme several times, encouraging children to clap every time they hear a word that begins with /h/. Then pick another sound, such as /b/, and have the class use that sound to create an alliterative sentence. The alliterative sentence might follow this pattern: [first name] [last name] has [word beginning with sound] and [word beginning with sound]. For example, *Bailey Barnes has books and birds*. Continue creating alliterative sentences with other beginning sounds.

Hillary Hume

Hillary Hume has a hundred hamsters.

A hundred hamsters has Hillary Hume.

If Hillary Hume has a hundred hamsters,

Will you share a room with Hillary Hume?

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. Tell children that you will say a word sound by sound. You want them to say the whole word before Puppet says it.

Demonstrate this by using the word parts /p/ /ā/ (*pay*) and /p/ /ā/ /n/ (*pain*). Then have Puppet provide the answer so children can check their responses.

Use these and other word parts:

/t/ /ā/ /k/ (*take*) /l/ /ā/ /k/ (*lake*)

/w/ /ā/ /v/ (*wave*) /f/ /ā/ /s/ (*face*)

/m/ /ā/ /d/ (*made*) /sh/ /ā/ /p/ (*shape*)

Magazine Hunt

Divide the class into small groups, and distribute copies of magazines that can be cut up. Assign each group a beginning, middle, or ending sound. Have each group search the magazines for pictures that contain their sound. Children should cut out the pictures found and paste them onto a large sheet of construction paper to create a “sound collage.” Have each group display their finished collages. Challenge the rest of the class to guess the group’s “special” sound.



Distribute Family Letter #3 on page 18 of the Phonemic Awareness Activity Book.

Lesson 40

Objectives:

- ▶ listen to a rhyme
- ▶ write alliterative sentences
- ▶ orally blend word parts

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet
- ▶ magazines
- ▶ scissors and glue
- ▶ construction paper
- ▶ Phonemic Awareness Activity Book, page 18

Tip

During the Magazine Hunt activity, children might select pictures whose names begin or end with sounds that are different but sound quite similar. Write these picture names on paper, and repeat them aloud. Emphasize the two sounds so that children can hear and see the difference.

Lesson 41

Objectives:

- ▶ listen for medial sounds
- ▶ isolate sounds
- ▶ orally segment words

Materials:

- ▶ chart paper
- ▶ counters
- ▶ “What do you hear?” segmentation form

Segmentation, Auditory Discrimination

Song

Write the song “Can You Say?” on chart paper. Sing the song to the tune of “Happy Birthday.” Track the print as you sing. Sing the song several times. Each time, replace the word *rabbit* with one of the following words: *insect*, *mitten*, *zipper*, *yellow*. Pause to provide children time to isolate the ending sound in each word. It might be necessary to emphasize the ending sound of each word for children having difficulties.

Can You Say?

Can you say the last sound?

Can you say the last sound?

It's the last sound in rabbit.

Can you say the last sound?

Which Sound?

Explain to children that you are going to play a word game. You will say three words. You want them to listen closely and tell you what sound they hear in the middle of these words. Use word lists with both long- and short-vowel sounds.

Use these and other words:

- | | | |
|--------|------|------|
| • rain | late | tape |
| • soap | hope | boat |
| • hot | top | nod |
| • cut | rug | luck |

Oral Segmentation

Distribute 5 counters and one copy of the “What do you hear?” Reproducible Master on page 9 to each child. Children can also use the back cover of their Phonemic Awareness Activity Books.

Explain to children that you are going to read aloud a word. They are going

Use these and other words:

- | | | |
|----------|----------|----------|
| see (2) | me (2) | lay (2) |
| seed (3) | mean (3) | late (3) |
| seat (3) | main (3) | gate (3) |

to count how many sounds they hear in the word, placing one counter on each box on the reproducible master. For example, if you say the word *see*, children should place two counters on the reproducible master, one on each box. You might need to extend the sounds in each word for children to hear each discrete sound. For example, you might need to say *sssseeeee* for children having difficulty distinguishing the sounds in the word *see*.

Have children segment each of the three related words in the vertical columns listed in the box before moving to the next set of words. Help them to understand that only one sound is different in each new word in the column. Ask them which sound is different in each new word.

Tip

While extending the sounds in each word during the Oral Segmentation exercises, you may wish to add movements. For example, move your hands from right to left as you say the word, emphasizing when you change from one sound to another. This will add a visual cue for children experiencing difficulties hearing the discrete sounds.

Rhyme, Blending, Segmentation

Lesson 42

Rhyme

Write the rhyme “Teddy Bear” on chart paper and read it aloud. Track the print as you read. Reread the rhyme several times, encouraging children to act out the directions given on every other stanza. During one of your rereadings, replace the letter *T* in the word *Teddy* with the letter *B* by using a note card or self-sticking note. Read the new rhyme as children join in. (*Beddy Bear*, *Beddy Bear*) Continue each subsequent reading by replacing the letter *T* in the word *Teddy* with another letter such as *F*, *M*, *N*, or *R*.

Teddy Bear

Teddy Bear, Teddy Bear,
Turn around.
Teddy Bear, Teddy Bear,
Touch the ground.
Teddy Bear, Teddy Bear,
Show your shoe.
Teddy Bear, Teddy Bear,
That will do!

Objectives:

- ▶ listen to a rhyme
- ▶ substitute initial sounds
- ▶ orally blend word parts
- ▶ orally segment words

Materials:

- ▶ chart paper
- ▶ self-sticking notes
- ▶ Your Alpha-Puppet
- ▶ “What do you hear?” segmentation form
- ▶ counters

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. Tell children that you will say a word sound by sound. Demonstrate this by using the word parts /p/ /ē/ /l/ (*peel*) and /f/ /ā/ /d/ (*fade*). You want them to say the whole word before Puppet says it.

Use these and other word parts:

/r/ /ō/ /d/ (road)	/r/ /ā/ /n/ (rain)
/s/ /ē/ /d/ (seed)	/t/ /ī/ /m/ (time)
/l/ /ī/ /m/ (lime)	/f/ /ē/ /l/ (feel)

Oral Segmentation

Distribute 5 counters and one copy of the “What do you hear?” Reproducible Master on page 9 to each child. Remind children that you are going to read aloud a word. They are going to count how many sounds they hear in the word, placing one counter on each box on the reproducible master. You might need to extend the sounds in the words for children having difficulty distinguishing the sounds.

Have children segment each of the three related words in the vertical columns listed before moving to the next set of words. Help them to understand that only one sound is different in each new word in the column.

Use these and other words:

feet (3)	leaf (3)	rain (3)
feed (3)	loaf (3)	pain (3)
read (3)	load (3)	pine (3)

Tip

While extending the sounds in each word during the Oral Segmentation exercises, you may wish to add movements. For example, move your hands from right to left as you say the word, emphasizing when you change from one sound to another. This will add a visual cue for children experiencing difficulties hearing the discrete sounds.

Lesson 43

Objectives:

- ▶ isolate sounds
- ▶ orally segment words
- ▶ identify word parts

Materials:

- ▶ chart paper
- ▶ “What do you hear?” segmentation form
- ▶ counters
- ▶ trade book

Segmentation

Song

Review the song “Can You Say?” by using the chart paper from Lesson 41. Sing the song to the tune of “Happy Birthday.” Track the print as you sing. Sing the song several times. Each time, replace the word *rabbit* with one of the following words: *seven*, *tiger*, *vacuum*, *window*. Pause to provide children time to isolate the ending sound in each word.

Can You Say?

Can you say the last sound?

Can you say the last sound?

It's the last sound in rabbit.

Can you say the last sound?

Oral Segmentation

Distribute 5 counters and one copy of the “What do you hear?” Reproducible Master on page 9 to each child.

Children can also use the back cover of their Phonemic Awareness Activity Books. Remind children that you are going to read aloud a word. They are going to count how many sounds they hear in the word, placing one counter on each box on the reproducible master. You might need to extend the sounds in the words for children having difficulty distinguishing the sounds.

Use these and other words:

made (3)	lake (3)	road (3)
paid (3)	late (3)	read (3)
wade (3)	lane (3)	raid (3)

Have children segment each of the three related words in the vertical columns listed before moving to the next set of words. Help them to understand that only one sound is different in each new word in the column. Ask them which sound changes in each new word—the beginning, middle, or ending.

Trade Book

Display a trade book. Open to the illustration on any page. Tell children that you will say the last part of the name of an object or animal pictured. You want them to guess which object or animal you have identified.

Tip

For children having difficulty during the song, help them to hear the final sound in each word by having them say the word slowly. Then point out the mouth position (lips, tongue) when making the sound.

Rhyme, Blending, Segmentation

Rhyme

Write the rhyme “Higglety, Pigglety, Pop” on chart paper. Track the print as you read. Reread the rhyme several times, pausing to allow children to provide the rhyming words at the end of each line.

Higglety, Pigglety, Pop

Higglety, pigglety, pop,

The dog has eaten the mop.

The pig’s in a hurry,

The cat’s in a flurry,

Higglety, pigglety, pop.

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. Tell children that you will say a word sound by sound.

Demonstrate this by using the word parts /n/ /ō/ /t/ (note) and /w/ /a/ /g/ (wag). You want them to say the whole word before Puppet says it.

Use these and other word parts:

/d/ /ā/ /t/ (date) /b/ /o/ /ks/ (box)

/b/ /ē/ /n/ (bean) /s/ /o/ /ks/ (socks)

/v/ /ā/ /s/ (vase) /p/ /i/ /k/ (pick)

Which Sound?

Explain to children that you are going to play a word game. You will say three words. You want them to listen closely and tell you what sound they hear in the middle of these words. To help children, have them clap the syllables in each word first. Then repeat the first syllable, and ask children to identify the ending sound. For example, in the word *sunny*, you would repeat the first syllable *sun*, and ask children to identify /n/. Point out to children that this is the middle sound in the word.

Use these and other words:

- sunny running honey
- happy tripping floppy
- digging sagging hugging
- middle puddle cradle

Lesson 44

Objectives:

- ▶ listen to a rhyme
- ▶ orally blend word parts
- ▶ listen for medial sounds

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet

Tip

ESL Throughout the oral blending exercises, children whose first language is not English might substitute, omit, or confuse sounds. Take note of those sounds children are struggling with. These children might need visual cues to distinguish sounds.

Lesson 45

Objectives:

- ▶ *listen to a rhyme*
- ▶ *orally segment words*
- ▶ *listen for word parts*

Materials:

- ▶ *chart paper*
- ▶ *“What do you hear?” segmentation form*
- ▶ *counters*
- ▶ *Picture Cards*

Rhyme, Segmentation

Rhyme

Write the rhyme “Gobble, Gobble” on chart paper. Track the print as you read. Reread the rhyme several times, encouraging children to chant the last line. Then create a new chant using only the last two lines. Rewrite the last two lines, using other animal names as the class makes the sound each animal is known for. For example, *A cow knows just one word—moo, moo, moo.*

Gobble, Gobble
A turkey is a funny bird,
His head goes wobble,
wobble,
And he knows just one
word,
Gobble, Gobble, Gobble.

Oral Segmentation

Distribute 5 counters and one copy of the “What do you hear?” Reproducible Master on page 9 to each child.

Children can also use the back cover of their Phonemic Awareness Activity Books. Remind children that you are going to read aloud a word. They are going to count how many sounds they hear in the word, placing one counter on each box on the reproducible master.

Use these and other words:

say (2)	heat (3)	at (2)
bike (3)	road (3)	cat (3)
me (2)	am (2)	cats (4)

Pick a Card

Display three Picture Cards of your choice. Tell children that you will say the name of one of the Picture Cards. However, you will say the picture’s name without the first sound. For example, for *fish* you would say *ish*. Have a volunteer select each Picture Card you name.

Tip

If children haven’t been taught short-vowel sounds, it might be necessary to do additional work with these sounds before doing these and later segmentation exercises. For example, you may do auditory discrimination exercises or have children group words that begin with each short-vowel sound.

Rhyme, Blending, Segmentation

Rhyme

Write the rhyme “I Eat My Peas With Honey” on chart paper. Track the print as you read. Reread the rhyme several times, encouraging children to join in. Then select a word from the rhyme, such as *eat* or *my*, and challenge children to suggest rhyming words.

I Eat My Peas With Honey

I eat my peas with honey,

I've done it all my life.

*It makes the peas
taste funny,*

*But it keeps them on
my knife.*

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. Tell children that you will say a word sound by sound. Demonstrate this by using the word parts /n/ /e/ /t/ (*net*) and /b/ /i/ /g/ (*big*). You want them to say the whole word before Puppet says it.

Use these and other word parts:

/r/ /u/ /g/ (*rug*) /l/ /o/ /g/ (*log*)

/s/ /a/ /d/ (*sad*) /f/ /a/ /n/ (*fan*)

/m/ /e/ /t/ (*met*) /v/ /a/ /n/ (*van*)

Oral Segmentation

Distribute 5 counters and one copy of the “What do you hear?” Reproducible Master on page 9 to each child.

Children can also use the back cover of their Phonemic Awareness Activity Books. Remind children that you are going to read aloud a word. They are going to count how many sounds they hear in the word placing one counter on each box on the reproducible master.

Use these and other words:

page (3) as (2) it (2)

see (2) add (2) sit (3)

high (2) up (2) sits (4)

Lesson 46

Objectives:

- ▶ *listen to a rhyme*
- ▶ *orally blend word parts*
- ▶ *orally segment words*

Materials:

- ▶ *chart paper*
- ▶ *Your Alpha-Puppet*
- ▶ *“What do you hear?” segmentation form*
- ▶ *counters*

Tip

In many of the activities, most of the teaching occurs when you provide feedback to correct children’s errors. First, praise their efforts. Then, offer suggestions to help them accomplish the task, such as listening again as you repeat the word slowly, extending sounds, or attending to mouth positions when forming sounds.

Lesson 47

Objectives:

- ▶ listen to a rhyme
- ▶ write alliterative sentences
- ▶ listen for vowel sounds
- ▶ isolate sounds

Materials:

- ▶ chart paper
- ▶ Phonemic Awareness Activity Book, page 19
- ▶ trade book

Rhyme, Segmentation

Rhyme

Write the rhyme “Betty Botter” on chart paper and read it aloud. Track the print as you read. Reread the rhyme several times, encouraging children to clap every time they hear a word that begins with /b/. Then pick another sound, such as /s/, and have the class use that sound to create alliterative sentences. The alliterative sentences could be nonsense sentences such as *Six snakes sold sandwiches all summer*. Continue by creating alliterative sentences with other sounds. Children might enjoy illustrating their favorite sentence.

Play I Spy

Display a trade book. Explain to children that you are going to play a game with the book called I Spy. To play, you will turn to a page in the book and say something like “I spy with my little eye something that ends with /p/.” You want them to guess the name of the object or animal in the picture that ends with that sound. Continue with other sounds and pictures. You may extend this activity by looking for objects with specific vowel sounds.

Which Sound?

Explain to children that you are going to play a word game. You will say three words. You want them to listen closely and tell you what sound they hear in the middle of these words. Use word lists with both long and short vowel sounds.

Use these and other words:

- | | | |
|--------|------|------|
| • bean | seat | leap |
| • cute | huge | cube |
| • had | ran | sat |
| • red | get | men |

Betty Botter
Betty Botter bought
some butter.
“But,” she said, “this
butter’s bitter.
If I put it in my batter,
It will make my
batter bitter.
But a bit of better butter
Would make my batter
better.”
So it was better
Betty Botter
Bought a bit of better
butter.

Tip

Long-vowel sounds are easier to auditorily discriminate than short-vowel sounds. Some children will require more time to master short-vowel sounds. Additional exercises are provided in later lessons.



Have children complete page 19 of the Phonemic Awareness Activity Book.

Rhyme, Phonemic Manipulation, Segmentation

Lesson 48

Rhyme

Write the rhyme “Five Little Peas” on chart paper and read it aloud. Track the print as you read. Reread the rhyme several times, encouraging children to act out the poem. Suggest that they start by crouching down on the floor. They should then slowly stand up as the little peas grow and grow. At the end of the poem, they can jump up and down enthusiastically when they hear the word *POP*.

Five Little Peas

Five little peas
In a pea pod pressed.
One grew, two grew,
And so did the rest.
They grew and they grew,
And they did not stop.
Then all of a sudden,
The pod went POP.

Sound Switch

Explain to children that they are going to play a word game. They are going to make new words by replacing the first sound in each word you say with /s/. For example, if you say the word *hand*, children are to say the word *sand*.

Sample

Teacher: hat

Children: sat

Continue with these and other words:

rock	lick	mad
fell	hip	pack
ring	bean	me

Simon Says

Explain to children that you are going to play Simon Says. Tell children that in this version of the game, they must answer questions correctly before moving. For example, you may ask a question such as “Does the word *bug* end with /g/? If so, take one step forward.” Continue with other questions that require children to listen for rhyming words and beginning, middle, and ending sounds.

Objectives:

- ▶ listen to a rhyme
- ▶ substitute initial sounds
- ▶ isolate sounds

Materials:

- ▶ chart paper

Tip

Initial-sound substitution is the easiest type of phonemic manipulation task. However, it is more difficult than blending or segmenting sounds in words and will require additional practice. Children’s abilities to do phonemic manipulation tasks continue to develop throughout their school years. Do not expect early mastery of this skill.

Lesson 49

Objectives:

- ▶ *listen to a rhyme*
- ▶ *orally blend word parts*
- ▶ *orally segment words*

Materials:

- ▶ *chart paper*
- ▶ *Your Alpha-Puppet*
- ▶ *Picture Cards*
- ▶ *Phonemic Awareness Activity Book, page 20*

Rhyme, Blending, Segmentation

Rhyme

Write the rhyme “Eensy Weensy Spider” on chart paper. Track the print as you read. Reread the rhyme several times, encouraging children to join in. Ask children to point out any rhyming words in the poem. Teach children actions for each line of the poem. If they are familiar with the poem, have children share actions they have been taught. Then reread the rhyme, having children perform the actions.

Eensy Weensy Spider
 The eensy weensy spider
 Went up the water spout.
 Down came the rain
 And washed the Spider
 out.
 Out came the sun
 And dried up all the rain.
 And the eensy weensy
 Spider
 Went up the spout again.


Oral Segmentation

Display a Picture Card from the pile. Tell children that you want them to say the picture’s name, sound by sound. For example, if you show the picture of the *sun*, children will say /s/ /u/ /n/.

Use these and other Picture Cards:

rope (/r/ /ō/ /p/)	feet (/f/ /ē/ /t/)
boat (/b/ /ō/ /t/)	cake (/k/ /ā/ /k/)
nose (/n/ /ō/ /z/)	leaf (/l/ /ē/ /f/)

To extend the activity, divide the class into small groups. Distribute 5–6 Picture Cards to each group. Have group members take turns being the “teacher.”

 Have children complete page 20 of the Phonemic Awareness Activity Book.

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. Tell children that you will say a word by sound. Demonstrate this by using the word parts /p/ /e/ /t/ (*pet*) and /p/ /e/ /t/ /s/ (*pets*). You want them to say the whole word before Puppet says it.

Use these and other word parts:

/s/ /i/ /k/ (<i>sick</i>)	/h/ /u/ /g/ (<i>hug</i>)
/p/ /a/ /n/ (<i>pan</i>)	/r/ /e/ /d/ (<i>red</i>)
/p/ /a/ /n/ /z/ (<i>pans</i>)	/r/ /e/ /d/ /ē/ (<i>ready</i>)

Tip

Children need to be able to orally segment words in order to encode, or spell, words while writing. Provide additional practice for those children struggling with oral segmentation exercises. The use of manipulatives and movement might benefit children.

Rhyme, Blending, Segmentation

Rhyme

Write the rhyme “Three Little Monkeys” on chart paper. Track the print as you read. Reread the rhyme several times, encouraging children to join in. During later readings, replace the word *monkeys* with another animal name suggested by the class. Write the word on selfsticking notes, and place them in the appropriate places in the rhyme before reading.

Three Little Monkeys

Three little monkeys
jumping on the bed,
One fell off and bumped
his head.

Jenny called the doctor

And the doctor said,

“No more monkeys
jumping on the bed.”

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. Tell children that you will say a word sound by sound. Demonstrate this by using the word parts /r/ /ō/ /d/ (*road*) and /f/ /u/ /n/ /ē/ (*funny*). You want them to say the whole word before Puppet says it

Use these and other word parts:

/b/ /ī/ /t/ (bite)	/w/ /e/ /t/ (wet)
/l/ /ē/ /p/ (leap)	/sh/ /o/ /p/ (shop)
/h/ /a/ /p/ /ē/ (happy)	/l/ /u/ /k/ /ē/ (lucky)

Oral Segmentation

Display a Picture Card from the pile. Tell children that you want them to say the picture’s name, sound by sound. For example, if you show the picture of the *fan*, children will say /f/ /a/ /n/.

Use these and other Picture Cards:

fish (/f/ /i/ /sh/)	nose (/n/ /ō/ /z/)
game (/g/ /ā/ /m/)	kite (/k/ /i/ /t/)
duck (/d/ /u/ /k/)	ten (/t/ /e/ /n/)

Lesson 50

Objectives:

- ▶ listen to a rhyme
- ▶ orally blend word parts
- ▶ orally segment words

Materials:

- ▶ chart paper
- ▶ self-sticking notes
- ▶ Your Alpha-Puppet

Tip

ASSESSMENT Continue to monitor each child’s progress. Note those children who show patterns of difficulty and might need additional support.

Lesson 51

Objectives:

- ▶ orally blend word parts
- ▶ listen for word parts

Materials:

- ▶ chart paper
- ▶ pictures

Rhyme, Blending, Segmentation

Song

Write the song “Do You Know?” on chart paper. Sing it to the tune of “Muffin Man.” Track the print as you sing. Sing the song several times, having children suggest rhyming words to replace the words *king* and *ring*.

Name the Picture

Bring a group of pictures into class. As you hold up each one, tell children that you are going to say the picture name without the final sound. For example, for a picture of a cat you will say *ca*.

Oral Blending

Read aloud the following sentences, following the pattern in the example. To answer each question, have children blend the word in the sentence that you segment sound by sound.

Do You Know?

Do you know two
rhyming words,
Two rhyming words,
Two rhyming words?
Oh, do you know two
rhyming words?
They sound a lot alike.

King and ring are two
rhyming words,
Two rhyming words,
Two rhyming words.
King and ring are two
rhyming words.
They sound a lot alike.

Sample

Teacher: I went outside. It was very /h/ /o/ /t/. What was it like outside?

Children: hot

Use these and other sentences:

- I have a new coat. It is /r/ /e/ /d/.
What color is my new coat? (red)
- I took my /b/ /ī/ /k/ to the park.
What did I take? (bike)
- I want to /ē/ /t/ an apple?
What do I want to do? (eat)

Tip

Children need to be able to orally blend words in order to decode, or sound out, words while reading. Provide additional practice for those children struggling with oral blending exercises.

Rhyme, Auditory Discrimination, Segmentation

Lesson 52

Song

Review the song “Do You Know?” Using the chart for Lesson 51, track the print as you sing. Sing it to the tune of “Muffin Man.” Sing the song several times, having children suggest two rhyming words to replace the words *king* and *ring*.

Do You Know?

Do you know two rhyming words,
Two rhyming words,
Two rhyming words?
Oh, do you know two rhyming words?
They sound a lot alike.

King and ring are two rhyming words,
Two rhyming words,
Two rhyming words.
King and ring are two rhyming words.
They sound a lot alike.

Where Is It?

Distribute one counter to each child. Then have children draw three connected boxes on a sheet of paper. Tell children that you are going to say a list of words. All of the words contain /s/. Some words contain /s/ at the beginning, some in the middle, and some at the end. If children hear /s/ at the beginning of the word, they are to place the counter in the first box. If they hear /s/ in the middle, they are to place their counter in the center box. If they hear /s/ at the end, they are to place their counter in the last box. Use the following word list: *sick, bus, missing, sand, soap, messy, passing, dress, sailboat, octopus*. Continue with other sounds and word lists.

Listen for Sounds

Distribute one index card to each child. Explain to children that you are going to play a listening game. They are going to listen for words with /a/ as in *cat*. You will say a word. If they hear /a/, children are to hold up their card. When completed, use other word lists, and ask children to listen for words with /i/ or /o/.

Use these and other words:

ran	laugh
lamp	hand
pat	sit
hot	raft

Objectives:

- ▶ listen for vowel sounds
- ▶ differentiate sound position

Materials:

- ▶ chart paper
- ▶ index cards
- ▶ counters
- ▶ paper and pencil

Tip

In many of the activities, most of the teaching occurs when you provide feedback to correct children's errors. First, praise their efforts. Then, offer suggestions to help them accomplish the task, such as listening again as you repeat the word slowly, extending sounds, or attending to mouth positions when forming sounds.

Lesson 53

Objectives:

- ▶ listen to a rhyme
- ▶ orally blend word parts
- ▶ substitute initial sounds

Rhyme, Blending, Phonemic Manipulation

Rhyme

Read aloud the rhyme “Do Your Ears Hang Low?” Track the print as you read. Reread the rhyme several times, encouraging children to join in. Then point out and teach the actions shown before each line. Have children perform these actions. You may wish to have separate groups of children perform the actions for each line.

Do Your Ears Hang Low?
Do your ears hang low?
Do they wobble to
and fro?
Can you tie them in a
knot?
Can you tie them in a
bow?
Can you throw them over
your shoulder?
Like a continental soldier?
Do your ears hang low?

Sound Switch

Explain to children that they are going to play a word game. They are going to make new words by replacing the first sound in each word you say with /m/. For example, if you say the word *ran*, children are to say the word *man*. Point out that some of the words might be nonsense, or made-up, words.

Oral Blending

Read aloud the following sentences, following the pattern in the example. To answer each question, have children blend the word in the sentence that you segment sound by sound.

Use these and other words:

set	hip	we
top	seen	fig
ring	sad	kitten

Sample

Teacher: I have a pet /k/ /a/ /t/.

What kind of pet do I have?

Children: cat

Use these and other sentences:

- Yesterday I flew my favorite /k/ /ī/ /t/.
I flew my favorite what? (kite)
- I won the big /r/ /ā/ /s/.
I won the big what? (race)
- I need a new /b/ /ōō/ /k/.
I need a new what? (book)

Tip

Remind children that learning about sounds in words will help them as they learn to read. Praise their efforts.

Rhyme, Segmentation

Rhyme

Write the rhyme “Jack and Jill” on chart paper and read it aloud. Track the print as you read. Reread the rhyme several times, encouraging children to join in. During later readings, replace the names *Jack* and *Jill* with the names of children in your classroom. Use self-sticking notes to replace the names in the rhyme before each rereading.

Jack and Jill

Jack and Jill

Went up the hill

to fetch a pail of water.

Jack fell down

And broke his crown

And Jill came tumbling

after.

Oral Segmentation

Display the Alpha-Puppet. Tell children that you are going to say a word. Puppet will say the word sound by sound. For example, if you say *lake*, Puppet will say /l/ /ā/ /k/. You want them to say the word sound by sound before Puppet does. Then Puppet will say the word sound by sound for them to check their responses.

Use these and other words:

sick (/s/ /i/ /k/)

mess (/m/ /e/ /s/)

pass (/p/ /a/ /s/)

rock (/r/ /o/ /k/)

messy (/m/ /e/ /s/ /ē/)

light (/l/ /ī/ /t/)

chat (/ch/ /a/ /t/)

ship (/sh/ /i/ /p/)

funny (/f/ /u/ /n/ /ē/)

Where Is It?

Distribute one counter to each child. Then have children draw three connected boxes on a sheet of paper. Tell children that you are going to say a list of words. All of the words contain /k/. Some words contain /k/ at the beginning, some in the middle, and some at the end. If children hear /k/ at the beginning of the word, they are to place the counter in the first box. If they hear /k/ in the middle, they are to place their counter in the center box. If they hear /k/ at the end, they are to place their counter in the last box. Use the following word list: *rock, can, crab, picking, kite, vacuum, kingdom, lick, working*. Continue with other sounds and word lists.

Lesson 54

Objectives:

- ▶ listen to a rhyme
- ▶ orally segment words
- ▶ differentiate sound position

Materials:

- ▶ chart paper
- ▶ self-sticking notes
- ▶ Your Alpha-Puppet
- ▶ counters
- ▶ paper and pencil

Tip

It might be necessary to do additional work with the short-vowel sounds before doing these segmentation exercises. For example, you may wish to do auditory discrimination exercises or have children group words that contain each short-vowel sound.

Lesson 55

Objectives:

- ▶ orally segment words
- ▶ isolate sounds

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet
- ▶ Phonemic Awareness Activity Book, page 21

Segmentation

Song

Write the song “She’ll Be Coming ‘Round the Mountain” on chart paper and sing it aloud. Track the print as you sing. Sing the song several times. During each singing, replace the sounds *toot-toot* with other sounds children suggest, such as *beep-beep*, *honk-honk*, or *ding-ding*.

Hidden Object

Place a group of small objects in a box. These objects might include a pan, ball, book, tape, and hat. Select one object, and provide clues for children to guess the object’s name. For example, you might say, *You can put it on your head, and its name has /a/ in the middle*. Reveal each object after it is correctly identified.

Oral Segmentation

Display the Alpha-Puppet. Tell children that you are going to say a word. Puppet will say the word sound by sound. For example, if you say *seat*, Puppet will say /s/ /ē/ /t/. You want them to say the word sound by sound before Puppet does. Then Puppet will say the word sound by sound for them to check their responses.

Use these and other words:

wait (/w/ /ā/ /t/)	we (/w/ /ē/)	wish (/w/ /i/ /sh/)
top (/t/ /o/ /p/)	fat (/f/ /a/ /t/)	pin (/p/ /i/ /n/)
stop (/s/ /t/ /o/ /p/)	flat (/f/ /l/ /a/ /t/)	spin (/s/ /p/ /i/ /n/)

She’ll Be Coming
‘Round the Mountain

She’ll be coming ‘round
the mountain when she
comes. [toot, toot]

She’ll be coming ‘round
the mountain when she
comes. [toot, toot]

She’ll be coming ‘round
the mountain.

She’ll be coming ‘round
the mountain.

She’ll be coming ‘round
the mountain when she
comes. [toot, toot]

Tip

Many children may have difficulties segmenting consonant blends. Focus their attention on the difference in words such as **top** and **stop** by writing them on the chalkboard after the segmentation exercise.



Have children complete page 21 of the Phonemic Awareness Activity Book.

Rhyme, Blending, Segmentation

Rhyme

Write the rhyme “If All the World” on chart paper and read it aloud. Track the print as you read. Reread the rhyme several times, encouraging children to identify rhyming words. (*seas, trees, cheese; ink, drink*)

If All the World

If all the world were
apple pie,
And all the seas were ink,
And all the trees
Were bread and cheese,
What should we have for
a drink?

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. Tell children that you will say a word sound by sound. Demonstrate this by using the word parts /n/ /ē/ /d/ (*need*) and /sh/ /ī/ /n/ /ē/ (*shiny*). You want them to say the whole word before Puppet says it.

Use these and other word parts:

/sh/ /ē/ /p/ (sheep)	/hw/ /ī/ /t/ (white)
/ch/ /e/ /k/ (check)	/hw/ /ā/ /l/ (whale)
/s/ /m/ /ō/ /k/ (smoke)	/f/ /l/ /i/ /p/ (flip)

Name the Picture

Bring a group of pictures into class. As you hold up each one, tell children that you are going to say the picture name without the final sound.

Lesson 56

Objectives:

- ▶ listen to a rhyme
- ▶ orally blend word parts
- ▶ listen for word parts

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet
- ▶ pictures

Tip

ESL Consonant blends don't exist in languages such as Cantonese, Mandarin, and Vietnamese. In Spanish, words with s-blends do not exist. Children speaking one of these languages might need additional support, such as visual cues, with these exercises.

Lesson 57

Objectives:

- ▶ orally blend word parts
- ▶ orally segment words

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet
- ▶ “What do you hear?” segmentation form
- ▶ counters

Blending, Segmentation

Song

Write the song “Looby Loo” on chart paper and sing it aloud. Track the print as you sing, encouraging children to join in. Then place children in a large circle, and sing the song several times as they perform the actions.

Looby Loo

Here we go looby loo.
Here we go looby light.
Here we go looby loo
All on a Saturday night.
Put your right foot in.
Put your right foot out.
You give your right foot
a shake, shake, shake
And you turn yourself
about.

Oral Segmentation

Distribute 5 counters and one copy of the “What do you hear?” Reproducible Master on page 9 to each child. Children can also use the back cover of their Phonemic Awareness Activity Books. Remind children that you are going to read aloud a word. They are going to count how many sounds they hear in the word, placing one counter on each box on the reproducible master.

Use these and other words:

tip (/t/ /i/ /p/)	neat (/n/ /ē/ /t/)	sock (/s/ /o/ /k/)
chip (/ch/ /i/ /p/)	so (/s/ /ō/)	socks (/s/ /o/ /k/ /s/)
toe (/t/ /ō/)	snow (/s/ /n/ /ō/)	patch (/p/ /a/ /ch/)

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. Tell children that you will say a word sound by sound.

Demonstrate this by using the word parts /ch/ /ē/ /p/ (*cheap*) and /s/ /n/ /a/ /k/ (*snack*).

You want them to say the whole word before Puppet says it.

Use these and other word parts:

/sh/ /o/ /p/ (<i>shop</i>)	/th/ /i/ /n/ (<i>thin</i>)
/ch/ /ē/ /z/ (<i>cheese</i>)	/th/ /i/ /k/ (<i>thick</i>)
/s/ /m/ /e/ /l/ (<i>smell</i>)	/s/ /t/ /e/ /p/ (<i>step</i>)

Tip

ESL In Mandarin and Cantonese, /th/ does not exist. Children speaking these languages might replace /th/ with /s/ when blending words.

Rhyme, Phonemic Manipulation, Alliteration

Rhyme

Write the rhyme “Miss Mary Mack” on chart paper and read it aloud. Track the print as you read. Reread the rhyme several times, encouraging children to join in on the repetitive phrases. If you are using the audio-cassette, teach children the additional verses.

Miss Mary Mack

Miss Mary Mack,
Mack, Mack

All dressed in black,
black, black

With silver buttons,
buttons, buttons

All down her back,
back, back.

Alliteration

Distribute large sheets of paper to each child. Have children dictate silly alliterative sentences such as *Big balloons bust* or *Five fish do flips*. Write the children’s sentences on the chalkboard as they copy them on their papers. Then have children illustrate their sentences.

Sound Switch

Explain to children that they are going to play a word game. You are going to make new words by replacing the last sound in each word with /d/. For example, if you say the word *lip*, children are to say the word *lid*.

Sample

Teacher: map

Children: mad

Continue with these and other words:

hat	sap	lamb
rip	roam	make
run	tell	back

Lesson 58

Objectives:

- ▶ listen to a rhyme
- ▶ write alliterative sentences
- ▶ substitute ending sounds

Materials:

- ▶ chart paper
- ▶ chalkboard
- ▶ paper and drawing materials

Tip

ESL Throughout the oral blending exercises, children whose first language is not English might substitute, omit, or confuse sounds. Take note of those sounds children are struggling with. These children might need visual cues to distinguish sounds.

Lesson 59

Objectives:

- ▶ substitute initial sounds
- ▶ orally segment words
- ▶ differentiate sound position

Materials:

- ▶ chart paper
- ▶ chalkboard
- ▶ “What do you hear?” segmentation form
- ▶ counters
- ▶ Phonemic Awareness Activity Book, page 22
- ▶ paper and pencil

Phonemic Manipulation, Segmentation

Song

Review the song “Row Your Boat” with children. Use the chart paper from Lesson 38. Then tell children that you will sing the song, but you will change the line “Merrily, merrily, merrily, merrily” to “Cherrily, cherrily, cherrily, cherrily.” To illustrate this, write the word *merrily* on the chalkboard, erase the letter *m*, and replace it with the letters *ch*. Continue singing the song.

Each time, change the first letter in the word *merrily* to create a new third line. Use digraphs and consonant blends to form new nonsense words.

Row Your Boat
 Row, row, row your boat,
 Gently down the stream.
 Merrily, merrily, merrily,
 merrily,
 Life is but a dream.

Oral Segmentation

Distribute 5 counters and one copy of the “What do you hear?” Reproducible Master on page 9 to each child. Remind children that you are going to read aloud a word. They are going to count how many sounds they hear in the word, placing one counter on each box on the reproducible master.

Use these and other words:

lap (/l/ /a/ /p/)	wish (/w/ /i/ /sh/)	row (/r/ /ō/)
flap (/f/ /l/ /a/ /p/)	sell (/s/ /e/ /l/)	glow (/g/ /l/ /ō/)
flip (/f/ /l/ /i/ /p/)	smell (/s/ /m/ /e/ /l/)	last (/l/ /a/ /s/ /t/)



Have children complete page 22 of the Phonemic Awareness Activity Book.

Where Is It?

Distribute one counter to each child. Then have children draw three connected boxes on a sheet of paper. Tell children that you are going to say a list of words. All of the words contain /m/. Some words contain /m/ at the beginning, some in the middle, and some at the end. If children hear /m/ at the beginning of the word, they are to place the counter in the first box. If they hear /m/ in the middle, they are to place their counter in the center box. If they hear /m/ at the end, they are to place their counter in the last box. Use the following word list: *summer, map, ham, limb, broom, music, hammer, comb, lemon*. Continue with other sounds and word lists.

Tip

Many children may have difficulties segmenting consonant blends. Focus their attention on the difference in words such as **sell** and **smell** by writing them on the chalkboard after the segmentation exercise.

Rhyme, Oddity Task, Blending

Rhyme

Write the rhyme “Twinkle, Twinkle Little Star” on chart paper and read it aloud. Track the print as you read. Reread the rhyme several times, encouraging children to join in. If children know the tune, have them sing the rhyme as a song.

Middle Sound Match

Locate and display the following Picture Card sets, one set at a time: Set 1: (*boat, nose, gate*), Set 2: (*game, vase, coat*), Set 3: (*bat, can, mop*), and Set 4: (*sun, cup, fan*). Mix the cards in each set, and have volunteers pick the two cards whose picture names have the same middle sound. When two cards are selected, say aloud the name of each picture, and ask children to tell you what middle sound each has. Challenge children to suggest other words that have the same middle sound as the Picture Card pair.

Oral Blending

Display the Alpha-Puppet. Remind children that Puppet only likes to say whole words, not parts of words. Tell children that you will say a word sound by sound.

Demonstrate this by using the word parts /th/ /l/ /k/ (*thick*) and /s/ /t/ /ā/ (*stay*). You want them to say the whole word before Puppet says it.

Twinkle, Twinkle
Little Star

Twinkle, twinkle,

Little star,

How I wonder

What you are!

Up above

The world so high,

Like a diamond

In the sky.

Twinkle, Twinkle,

Little Star,

How I wonder

What you are!

Use these and other word parts:

/l/ /ō/ (low)

/s/ /t/ /ā/ (stay)

/th/ /a/ /t/ (that)

/b/ /u/ /g/ /z/ (bugs)

/s/ /p/ /e/ /l/ (spell)

/s/ /k/ /i/ /p/ (skip)

Lesson 60

Objectives:

- ▶ listen to a rhyme
- ▶ orally blend word parts
- ▶ listen for medial sounds

Materials:

- ▶ chart paper
- ▶ Your Alpha-Puppet
- ▶ Picture Cards (3, 4, 13, 17, 20, 28, 35, 36, 56, 60, 79, 89)

Tip

Isolating medial sounds is more difficult than isolating initial or final sounds. Continue to work with children struggling with this by providing more auditory discrimination and sound-sorting activities.

Lesson 61

Objectives:

- ▶ *listen to a rhyme*
- ▶ *connect sounds to letters*
- ▶ *differentiate sound position*

Materials:

- ▶ *chart paper*
- ▶ *Letter Cards (a, b, f, m, o, p, r, s, t)*
- ▶ *paper and pencil*

Rhyme, Sound-Letter Match, Segmentation

Rhyme

Write the rhyme “A Mouse in Her House” on chart paper and read it aloud. Track the print as you read. Reread the rhyme several times, encouraging children to identify the rhyming words. (*Dowd, loud, meowed*)

Connect Sounds to Letters

Distribute a Letter Card set containing the letters *s, m,* and *f* to each child. If children have their own Letter Cards, have them find the letters *s, m,* and *f*. Using one card at a time, point out the sound that each letter stands for. For example, explain to children that the letter *s* stands for /s/, the sound heard at the beginning of the word *sit*. Have children suggest other words that begin with this sound.

Once all the sounds and letters have been taught, say aloud one sound and ask children to hold up the Letter Card that stands for the sound. Repeat this activity several times. Continue the sound introduction and activity with the other Letter Card sets in the box.

A Mouse in Her Room
A mouse in her room
woke Miss Dowd.
She was frightened
And screamed very loud.
Then a happy thought
hit her,
To scare off the critter,
She sat up in bed and
meowed.

Additional Letter Card Sets

• p, t, a • r, b, o

Where Is It?

Distribute the Letter Card *m* to each child. Then have children draw three connected boxes on a sheet of paper. Tell children that you are going to say a list of words. All of the words contain /m/. Some words contain /m/ at the beginning, some in the middle, and some at the end. If children hear /m/ at the beginning of the word, they are to place the Letter Card in the first box. If they hear /m/ in the middle, they are to place their Letter Card in the center box. If they hear /m/ at the end, they are to place their Letter Card in the last box. Use the following word list: *mat, mop, ham, mess, room, hammer, mud, dream, lemon, missing*. Continue with other sounds and word lists.

Tip

The purpose of lessons 61–66 is to show children how their knowledge of sounds in words can be applied to reading and spelling. Letter Cards will be used for these activities. Use the Letter Card reproducible on pages 76–77 to make a set of Letter Cards for each child.

Phonemic Manipulation, Sound-Letter Match, Segmentation

Rhyme

Review the first four lines of “Willoughby Wallaby Woo” with children. Use the chart paper from Lesson 15. Tell children that you will say the rhyme again, but this time you will change the first sound in each word that begins with /w/. Using self-sticking notes, replace the letter *W* in *Willoughby*, *Wallaby*, *Wee*, and *Woo* with the letter *Z*. Have the children read the new rhyme. Continue with the following letters and corresponding sounds: *B, D, F, S, T*.

Willoughby Wallaby Woo

Willoughby Wallaby Wee,

An elephant sat on me.

Willoughby Wallaby Woo,

An elephant sat on you.

Connect Sounds to Letters

Distribute a Letter Card set containing the letters *s*, *m*, and *f* to each child. If children have their own Letter Cards, have them find the letters *s*, *m*, and *f*. Using one card at a time, review the sound that each letter stands for. For example, remind children that the letter *s* stands for /s/, the sound heard at the beginning of the word *sock*.

Have children suggest other words that begin with this sound. Once all the sounds have been reviewed, say aloud one sound, and ask children to hold up the Letter Card that stands for that sound. Repeat this activity several times. Then introduce the sounds for the Letter Card sets in the box.

Additional Letter Card Sets

• d, n, i

• l, h, u

Where Is It?

Distribute the Letter Card *s* to each child. Then have children draw three connected boxes on a sheet of paper. Tell children that you are going to say a list of words. All of the words contain /s/. Some words contain /s/ at the beginning, some in the middle, and some at the end. If children hear /s/ at the beginning of the word, they are to place the Letter Card in the first box. If they hear /s/ in the middle, they are to place their Letter Card in the center box. If they hear /s/ at the end, they are to place their Letter Card in the last box. Use the following word list: *send*, *pass*, *missing*, *soap*, *silly*, *messy*, *passing*, *mess*, *sandwich*, *octopus*. Continue with other sounds and word lists.

Lesson 62

Objectives:

- ▶ substitute initial sounds
- ▶ connect sounds to letters
- ▶ differentiate sound position

Materials:

- ▶ chart paper
- ▶ self-sticking notes
- ▶ Letter Cards (*d, f, h, i, l, m, n, s, u*)
- ▶ paper and pencil

Tip

You may wish to repeat the Connect Sounds to Letters activities in lessons 61–66 several times, using other Letter Cards. In this way the lessons can be extended for additional weeks for those children needing support connecting sounds to letters.

Lesson 63

Objectives:

- ▶ listen to a rhyme
- ▶ connect sounds to letters
- ▶ substitute final sound

Materials:

- ▶ chart paper
- ▶ Letter Cards (a, b, d, f, h, i, l, m, n, o, p, r, s, t, u)

Rhyme, Sound-Letter Match, Phonemic Manipulation

Rhyme

Write the rhyme “Stop! Look! Listen!” on chart paper and read it aloud. Track the print as you read. Reread the rhyme several times, encouraging children to identify the rhyming words. (*street, feet*)

Stop! Look! Listen!

Stop! Look! Listen!
Before you cross the
Street.

Use Your eyes,
Use your ears,
Before you use your feet.

Connect Sounds to Letters

Distribute to children each Letter Card set listed in the box. Using one set at a time, review the sound that each letter stands for. Then select one Letter Card, hold it up, and ask children to say aloud the sound that the letter stands for. Continue with each Letter Card. Mix the cards, and repeat the activity.

Letter Card Sets

- s, m, f
- p, t, a
- r, b, o
- d, n, i
- l, h, u

Sound Switch

Explain to children that they are going to play a word game. You are going to make new words by replacing the last sound in each word with /t/. For example, if you say the word *ram*, children are to say the word *rat*.

Sample

Teacher: map

Children: mat

Continue with these and other words:

ham	sap	leg
sip	roam	game
cup	bed	back

Tip

For children having difficulty connecting specific sounds to letters, provide additional practice with those sound-letter combinations causing difficulties. Children will need to master these sound-letter correspondences before moving on to the next set of activities.

Segmentation, Sound-Letter Match, Auditory Discrimination

Song

Review the song “What’s the Sound?”

Remind children that the song is sung to the tune of “Old MacDonald Had a Farm.” Write the song on chart paper, or use the chart from Lesson 18. Track the print as you sing. Point out to children that this time they will be listening for ending sounds in words. Sing the song several times, encouraging children to join in.

During later singings, replace the phrase *run and open* with the following:

- hat and pocket
- gym and vacuum

Connect Sounds to Letters

Display the Letter Cards *a, f, m, n, p, s,* and *t*. Using the cards, spell the word *sat*. Review the sound that each letter stands for, then model for children how to blend the word *sat*. Replace the letter *s* in *sat* with the letter *m*.

Review the sound that the letter *m* stands for, and model for children how to blend the new word formed. Continue replacing one letter in the word to form the following words: *fat, pat, pan, fan, man*.

Have children blend each new word formed.

Middle Sound Match

Locate and display the following Picture Card sets, one set at a time: Set 1: (*gate, cake, boat*), Set 2: (*coat, bone, queen*), Set 3: (*mop, fox, fan*), and Set 4: (*hen, red, sun*). Mix the cards in each set, and have volunteers pick the two cards whose picture names have the same middle sound. When two cards are selected, say aloud the name of each picture, and ask children to tell you what middle sound each has. Challenge children to suggest other words that have the same middle sound as the Picture Card pair.

What’s the Sound?

What’s the sound that these words share?

Listen to these words.

Run and open are these two words.

Tell me what you’ve heard. (nnnnn)

With a /n/, /n/ here, and a /n/, /n/ there,

Here a /n/, there a /n/, everywhere a /n/, /n/.

/n/ is the sound that these words share.

We can hear that sound!

Continue with these Letter Cards and words:

- f, i, n, p, s, t, u (sun, fun, fin, pin, pit, sit)
- a, h, i, m, o, s, t (hot, hit, sit, sat, hat, ham)
- a, b, d, h, i, l, m, s (bad, sad, mad, had, hid, lid)

Lesson 64

Objectives:

- ▶ segment ending sounds
- ▶ connect sounds to letters
- ▶ listen for medial sounds

Materials:

- ▶ chart paper
- ▶ Letter Cards (*a, b, d, f, h, i, l, m, n, o, p, s, t, u*)
- ▶ Picture Cards

Tip

Provide children with corrective feedback when an incorrect sound or word is given during the Connect Sounds to Letters activity. Repeat words several times so children have multiple opportunities for practice.

Lesson 65

Objectives:

- ▶ substitute initial sounds
- ▶ connect sounds to letters
- ▶ differentiate sound position

Materials:

- ▶ chart paper
- ▶ Letter Cards (a, b, d, f, h, i, l, m, n, o, p, s, t, u)
- ▶ paper and pencil
- ▶ self-sticking notes

Phonemic Manipulation, Sound-Letter Match, Segmentation

Rhyme

Review the first five lines of “Zip, Zoom” with children. Use the chart paper from Lesson 32. Tell children that you will say the rhyme again, but this time you will change the first sound in each word that begins with /z/. Using self-sticking notes, replace the letter Z in *Zip* and *Zoom* with the letter B. Have the children read the new rhyme. Continue with the following letters and corresponding sounds: D, H, N, V.

Zip, Zoom
Zip, Zoom,
Zip, Zoom,
Zip, Zoom,
The buzzing bee
Flew through my room.

Connect Sounds to Letters

Using the Letter Cards, spell the word *sad*. Have a volunteer say the sound that each letter in the word *sad* stands for in sequence. Then ask the volunteer to blend aloud the word. Review with children any letter-sound correspondences that cause difficulty, and model blending when necessary. Using other volunteers, continue with the following words: *run, sit, lot, pan, fit*.

Continue with these and other words:

- bat, fin, rat, sun, lip, hop
- had, tub, mop, lap, fun, not

Where Is It?

Distribute the Letter Card *p* to each child. Then have children draw three connected boxes on a sheet of paper. Tell children that you are going to say a list of words. All of the words contain /p/. Some words contain /p/ at the beginning, some in the middle, and some at the end. If children hear /p/ at the beginning of the word, they are to place the Letter Card in the first box. If they hear /p/ in the middle, they are to place their Letter Card in the center box. If they hear /p/ at the end, they are to place their Letter Card in the last box. Use the following word list: *pick, top, happy, pocket, soap, open, passing, drip, pancake, sleep*. Continue with other sounds and word lists.

Tip

You may wish to vary the *Where Is It?* activity by having children write the letter in the appropriate box. Have children draw and number multiple connected-box sets before beginning the activity.

Rhyme, Sound-Letter Match, Assessment

Rhyme

Write the rhyme “Mary Had a Little Lamb” on chart paper and read it aloud. Track the print as you read. Reread the rhyme several times, encouraging children to join in. Have children find the rhyming words in the poem. (*snow, go; day, play; rule, school*)

Connect Sounds to Letters

Using the Letter Cards and a pocket chart (if available), spell the word *sun*. Blend the word, or have a volunteer blend it aloud. Tell children that you are going to say a new word. This time you want them to replace one letter in the word *sun* to make the new word. For example, if you say the word *run*, what letter must be replaced in the word *sun* to make *run*? If necessary, point out that the letter *r* replaces the letter *s*. Continue with the following words: *rub, tub, sub, sun, fun, fan*. Have children use their own Letter Cards to complete the activity. After each new word is formed, have a volunteer form the new word in the pocket chart for the rest of the class to check their responses.

Mary Had a Little Lamb

Mary had a little lamb,
Its fleece was white
as snow.
And everywhere that
Mary went
The lamb was sure to go.
It followed her to school
one day,
That was against the rule.
It made the children laugh
and play
To see a lamb at school.

Continue with these and other words:

- hut, hat, rat, sat, sit, bit, bat
- lip, tip, top, mop, map, nap, tap

Assessment

Administer the end-of-program assessment. Use the assessment to determine which children might need additional phonemic awareness training. Use the activities in the program as models for additional training exercises.



Have children complete pages 23–24 of the Phonemic Awareness Activity Book.

Lesson 66

Objectives:

- ▶ listen to a rhyme
- ▶ connect sounds to letters
- ▶ administer final assessment

Materials:

- ▶ chart paper
- ▶ Letter Cards (**a, b, d, f, h, i, l, m, n, o, p, s, t, u**)
- ▶ pocket chart (optional)
- ▶ Phonemic Awareness Activity Book, pages 23–24

Tip

ASSESSMENT You may wish to make a copy of each child’s final assessment to keep in his or her portfolio. Compare the assessment results with the initial assessment, and continue working on skill areas requiring additional attention.

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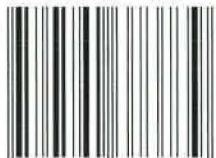
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