

# Phonemic Awareness Packet

Supplement to WINNING Reading program

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# Phonemic Awareness

## Ten Phonemic Awareness Lessons Introduction

The English language has 44 to 45 distinct individual sounds (or phonemes). Our language uses 26 alphabet letters in more than 100 combinations to represent these 44 to 45 phonemes. Phonemic awareness is an educational term referring to the ability to **hear** these individual sounds within words.

The key insight you are trying to convey in these lessons is that words are made up of separate sounds. Phonemic awareness also includes the ability to pick out and manipulate sounds in spoken (not written) words. Adults take for granted the concept that words are made up of sounds and they can take for granted the skills needed to manipulate those sounds. School age children, however, often do not have the awareness of word-sounds that they need in order to learn to read.

Children often unconsciously start gaining the insight that words are made up of separate sounds through word games, nursery rhymes, clapping games, and other natural verbal interactions. This early childhood word play also helps children hear and distinguish different sounds. However, many children miss key elements of phonemic awareness and are unprepared to learn to read.

A description of each of the five components of phonemic awareness is included following this introduction. It would be helpful to read these pages to understand how the following lessons prepare children for reading.

**Important:** Phonemic awareness activities are **purely oral**. Many of these activities will introduce sounds whose spellings have not yet been introduced. These activities are not concerned with the letters that correspond to each sound. No writing is involved. You will not be using the names of letters in these exercises. You will be using just the **sounds** found in words. The designation // is used to show that you are to say the sound of the letter, not the name of the letter: For example: /s/ represents the sound the letter s makes. When you see /s/ say the letter-sound not the letter-name.

The following ten lessons each contain two phonemic awareness games. It is recommended that the first game be used as a warm up before a WINNING reading lesson. The second game can be used as a finale after the regular reading lesson is completed. Any of these games can also be played during less structured times. The lessons are simple and short, and are intended to be fun. The children should be encouraged to continue this kind of play outside the lesson time.

These ten lessons appear in two cycles. Each of the two cycles has the same ten lessons, but teach progressively more complicated skills. The students first complete **Lessons One to Ten - first cycle**. When **Lesson Ten - first cycle** is completed, then the students proceed to **Lesson One - second cycle**. In **Cycle Two** you will be using the same games you and your students have already learned in **Cycle One**, but you will be playing these games to learn more advanced skills. The advantage of this is that after the first ten lessons neither you nor the students have to learn any more games, but the students can still progress in skills.

# Outline of Skills - The Five Components of Phonemic Awareness

Phonemic Awareness: Understanding that words are made up of sounds; the ability to pick out and manipulate sounds in spoken words.

**Important:** Phonemic awareness activities are **purely oral**. Many of the activities in this packet will introduce sounds whose spellings have not yet been introduced. These materials are not concerned with the letters that correspond to each sound. No writing is involved. You will not be using the names of letters in these exercises. You will be using just the **sounds** found in words. The designation // is used to show that you are to say the sound of the letter, not the name of the letter: Example: /s/ represents the sound the letter “s” makes. When you see /s/ say the letter-sound not the letter-name.

## 1. ORAL BLENDING

Oral blending is the skill needed to slide sounds together to hear words. Beginning readers can often fail to hear how a group of separate sounds form a word. For example, if given the separate sounds /c/,/a/,/t/ in sequence, a child can have difficulty hearing the word “cat”. As adults we can take this skill for granted, but it can be a difficult for skill for beginning readers.

The games and exercises in this packet will teach the skill of blending in the following steps:

1. Blending syllables. Students will hear a word broken down into syllables and determine what the word is. For example, the student will hear “win ... (pause)...ter” and be able to say “winter”.  
**Lessons: 3, 4 (first cycle)**
2. Blending the beginning consonant sound with the rest of the word. For example, the student will hear “/f/...(pause)...an” and be able to identify “fan”. The student will progress to blending words that start with a blend of two consonants. For example, the student will hear “/p/...(pause)...lum and be able to identify “plum” (“pl” is called a consonant blend).  
**Lessons: 5, 6 (first cycle)**
3. Blending the beginning part of the word with the last sound. For example, the student will hear “fro...(pause) ... /g/ and be able to identify “frog”.  
**Lesson: 7 (first cycle)**
4. Blending all the individual sounds (phonemes) in a word. For example, the student will hear “/m/...(pause) .../o/...(pause).../p/ and be able to identify “mop”. Note: the child will be given the **sounds** found in the word, not the names of the letters.  
**Lessons: 1, 3, 4, 5, 6, 7 (second cycle)**

## 2. SEGMENTING

Segmenting is the term used to describe the skill of breaking a word apart into its separate sounds. It is the complementary skill to oral blending. (Segmenting is the skill of *breaking words apart* into their sounds; blending is the skill of *running the sounds together* to form words) When a student reads a word, he/she will first have to break the word into its component sounds (segmenting) then blend the sounds together to form the word (oral blending). When spelling a word the student will have to hear the word in his/her head, and then break it down into its component sounds (segmenting) in order to identify the letters needed to spell those sounds.

Segmenting will be introduced in several steps:

1. Recognizing and separating syllables within words: Separating “jacket” into ja...cket  
**Lessons: 1, 2 (first cycle)**
2. Separating sections of words, first separating the **beginning** sound from the rest of the word:  
Separating “dinosaur” into /d/...inosaur  
**Lessons: 4, 5 (first cycle)**
3. Separating sections of words, separating the **ending** sound from the rest of the word:  
Separating “sandwich” into sandwi.../ch/ (/ch/ is a single sound)  
**Lessons: 4, 7 (first cycle)**
4. Separating beginning consonant blends: Separating “block” into /b/...lock (“bl” is called a consonant blend)  
**Lesson: 9 (first cycle)**
5. Separating all the individual sounds (phonemes) in a word: Separating “cat”: into /c/... /a/... /t/  
Note: students will separate the word into **sounds**, they will not be identifying the letter names.  
**Lessons: 1, 4, 5, 7, 9 (second cycle)**

## 3. RHYMING

The ability to identify rhymes is an important sound awareness skill. Rhyming makes children more sensitive to hearing and distinguishing sounds. Rhyming becomes an important skill as students progress in reading/writing skills. Though not directly taught in these lessons, the insight that words that rhyme often have similar spellings is an important part of reading development.

Students should have the following rhyming skills:

1. Recognizing and producing rhyming pairs: Cat/mat; pig/wig  
**Lesson: 2 (first and second cycle)**
2. Being able to use blending skills to produce rhyming words when given first sounds and rhyming ending. Example: Student is given /b/, /c/, /m/ as beginning sounds and “at” as the rhyming ending; student then produces bat, cat, mat.  
**Lesson: 6 (first and second cycle)**

## 4. PHONEMIC MATCHING

Phonemic matching is the ability to hear similar sounds in different words. This involves learning the following skills:

1. When presented with two similar words with different **beginning** consonants, students determine whether the beginning sounds are the same or different: Mat-sat (different); big-bet (same)  
**Lessons: 6 (first and second cycle)**  
**8 (first cycle)**  
**10 (first and second cycle)**
2. When presented with two similar words with different **ending** consonants, students determine whether the ending sounds are the same or different: Sat-sad (different); met-mat (same)  
**Lesson: 8 (second cycle)**
3. When presented with two similar words, students determine whether the **vowel** sounds are the same or different: Pig-peg (different); meet-seat (same). Note: You are concerned with the vowel **sound**, not its spelling.  
**Lesson: 3 (first and second cycle)**

## 5. PHONEMIC MANIPULATING

This final skill involves applying the blending, segmenting, rhyming and matching skills that the students are developing. The exercises for this section involve playfully substituting letters in words. Most of these exercises will involve songs and chants.

1. Substituting beginning sounds: Example: substitute the /l/ sound for the beginning sound in everybody's name: "Tonya" becomes "Lonya", "Daniel" becomes "Laniel", "Juan" becomes "Luan".  
**Lessons: 8 (first cycle)**  
**9 (second cycle)**  
**10 (first and second cycles)**
2. Substituting ending sounds.  
**Lessons: 8 (second cycle)**  
**9 (first cycle)**

# Lessons One to Ten

## First Cycle

These ten lessons appear in two cycles. Each of the two cycles has the same ten lessons, but teach progressively more complicated skills. The students first complete **Lessons One to Ten - first cycle**. When **Lesson Ten - first cycle** is completed, then the students proceed to **Lesson One - second cycle**. In **Cycle Two** you will be using the same games you and your students have already learned in **Cycle One**, but you will be playing these games to learn more advanced skills. The advantage of this is that after the first ten lessons neither you nor the students have to learn any more games, but the students can still progress in skills.

### Lesson One - first cycle.

**Game 1:** (Before WINNING lesson)

**Slow Talking** (beginning oral blending skills)

“Slow talking” is an entertaining activity you can do anytime during your daily routine when you want to give directions or have a simple conversation with the students. It is nothing more complicated than talking very slowly and having the children decipher what you are saying. Talking in slow motion helps children hear separate sounds as a single word. (Just for fun, your conversation can also be speeded up).

**Directions:** Here is an old rhyme that gives directions. Say this very slowly. The children will have to listen carefully to first decipher and then follow the slowly articulated directions. You can say each direction more slowly than the last.

Explain to the students that they will listen carefully to your very slow verse. When they hear a direction, they should act that direction out. The children will not respond orally, they act out your directions silently. The students will concentrate on listening. This exercise gives the students **listening practice**.

Teacher: T-e-d-d-y b-e-a-r T-e-d-d-y B-e-a-r  
**T-u-r-n a-r-o-u-n-d**

Students: (Turn around in their place)

Teacher: T-e-d-d-y b-e-a-r T-e-d-d-y B-e-a-r  
**T---o---u---c---h t---h---e g---r---o---u---n---d**

Students: (Touch the ground)

The game continues through several verses:

Teacher: Teddy bear Teddy bear  
**Show your shoe** (Children act that out)

Teacher: Teddy bear Teddy bear  
**Say achoo** (Children act that out)

Teacher: Teddy bear Teddy bear  
**Blink your eye** (Children act that out)

Teacher: Teddy bear Teddy bear  
**Tell me hi** (Children act that out)

Teacher: Teddy bear Teddy bear  
**Go upstairs** (Children act that out)

Teacher: Teddy bear Teddy bear  
**Say your prayers** (Children act that out)

Teacher: Teddy bear Teddy bear  
**Turn out the light** (Children act that out)

Teacher: Teddy bear teddy bear  
**Say goodnight** (Children act that out)

(If you and the children are up for more, add actions of your own or have the children suggest some – the directions don't have to rhyme)

**Game 2:** (After WINNING lesson)

**Hand clap games** (beginning segmenting skills – separating syllables)

The first step in separating words into sounds (segmenting) is being able to separate words into **syllables**. Children do this naturally when they play hand-clapping games. The children may know many hand-clapping games; encourage them to share the ones they know. Do these hand-clap verses during down time, or during playtime.

**Directions:** Set up the children in pairs (be one of the clappers if there are an odd number of kids). The children may also be very good at fancy hand-clap patterns. This basic hand-clap pattern is fine to start with: Each partner first claps his/her own hands together then each clap each others' hands palms out.

To teach this verse, recite the first line to a student, without clapping, then the student repeats the line, breaking up the syllables by clapping the syllables against their partner's hands. Syllables are natural word segments, so you will find that the students will clap in syllables intuitively.

Teacher: Pitter patter, pitter patter  
Students: (clap out the syllables) Pit-ter pat-ter pit-ter pat-ter  
Teacher: Listen to the rain  
Student: (clap out the syllables) List-en to the rain  
Teacher: Pitter patter, pitter patter  
Students: (clap out the syllables) Pit-ter pat-ter pit-ter pat-ter  
Teacher: On my window pane  
Students: (clap out the syllables) On my win-dow pane

Once the students know the verse they can clap the entire verse with each other. To keep the game flowing, have the children repeat these short verses several times.

Pit-ter pat-ter pit-ter pat-ter  
List-en to the rain  
Pit-ter pat-ter pit-ter pat-ter  
on my win-dow pane

After the children have learned this rhyme, tell them that when they clap out the words they are actually breaking the words into syllables. Explain that syllables are word sections that naturally stay together when they are clapped. Ask them how many claps are in "pitter" (2), how many in "listen" (2), how many in "rain" (1), how many in "window" (2).

### Play “You’re Out”

This is an eliminating game in the style of “Eeny Meeny Miny Mo”. This game uses verses to give children a feel for dividing words into syllables. Instead of **clapping** at each syllable they’ll be **pointing** to someone for each syllable. Again, syllables are natural word segments, so you will find that the students will point in syllables intuitively.

**Directions:** The teacher recites the “You’re Out” rhyme first, pointing to a different child at each syllable. The child who gets pointed at on the last syllable will be eliminated. But *before* he/she is eliminated he/she must do the rhyme as the teacher did, pointing at each child for each syllable. *After* that child has done the verse, then he/she retires from the game. Last one left is the winner. If you are tutoring just one child, play the best out of three against each other.

One, two three

Mo-ther caught a flea

Flea died, mo-ther cried

Out goes she (he) (player who gets pointed at on the “she” repeats verse and then goes out)

After the game is finished ask how many finger-points (syllables) in “mother” (2) “died” (1)



## Lesson Two - first cycle

**Game 1:** (Before WINNING lesson)

**Hand clapping** (segmenting skills – separating syllables)

The first step in separating words into sounds (segmenting) is being able to separate words into syllables. Children do this naturally when they play hand-clapping games. The children may know many hand-clapping games, encourage them to share the ones they know.

**Directions:** Address each student individually with this verse. Clap the verse as you address each child. Clap in this basic hand clap: clap your own hands together then each clap both of the student's hands palms out. Syllables are natural word segments, so you will find that the students will clap in syllables intuitively.

Teacher: Each peach pear plum  
When does your birth-day come?

Student: (Claps out the month his/her birthday falls on.)

Teacher: How many claps in that month?

Play “**Pass it on**”

**Directions:** Teacher starts clapping this verse. The verse is “passed” to a student as instructed in the words of the verse. This student says the verse and passes it on to the next child. To avoid hurt feelings it is best to instruct students to say name of next student on their right (or left).

Cal-i-for-nia or-an-ges fif-ty cents a pack  
Come on, student's name and tap me on the back.

After the verse has been “passed” to everyone, ask the kids how many claps in California (4); in students' names.

Rooms for rent  
In-quire with-in  
As I move out  
Let \_\_\_\_\_ come in.

Ask the kids how many claps in rent (1) within (2).

**Game 2:** (After WINNING lesson)

**Be a poet** (rhyming skills)

**Directions:** Students will try to find rhyming words to complete the verse. It does not matter if their contribution makes any sense, just as long as it rhymes.

Teacher: Once I saw a **goat**  
It had a brand new \_\_\_\_\_

Student: Coat (or boat or throat or note or oat)

(If students have trouble thinking of a word give them hints, i.e.: it kept the goat warm (coat), or he could go out in the lake with it (boat).

Use these words: cat, car, pig, seal, pest, kit, bee, Ted,

## Lesson Three – first cycle

**Game 1:** (Before WINNING lesson)

**Simon Says** (oral blending skills - blending syllables)

**Directions:** You can use the traditional game of “Simon Says” to practice oral blending skills. You will be “Simon”. You will give the direction broken up into **syllables**. The students will have to blend the sounds to follow the directions (if “Simon says”). At this stage the children will be blending syllables only, not individual letter sounds. Separate the syllables with a longish pause so that the children have to really listen in order to blend the syllables and follow the directions.

Teacher: Simon says: “Eat a ham.....bur.....ger”

Students blend “ham” and “bur” and “ger” and act out eating a hamburger.

Other words to use:

Simon says:

Watch te...le...vi...sion

Fly an air...plane

Say the al...pha...bet

Write a let...ter

Sit in a rock...ing chair

Open a win...dow

Show it's win...ter

Walk like a mon...key

Walk like a kan...ga...roo

Slice a piz...za

**Game 2:** (After WINNING lesson)

**Give Me Five** (phonemic matching – listening for /long a/ and /long e/)

This game help kids practice hearing vowel sounds in words. Hearing vowel sounds correctly is a difficult skill for many children.

**Directions:** Tell the student to close his/her hand into a fist. Tell him/her to listen for the /long a/ sound. Do not use the letter-name “a” just model the /long a/ sound. Give a word and ask the child to say whether that word contains the /long a/ sound. You are not concerned with the various spellings the /long a/ sound can have. You are only helping kids identify the /long a/ sound.

If the word does contain the /long a/ sound, the child puts **up** one finger from his/her closed fist. When the child has identified five words with /long a/, all his/her fingers will be up and he/she can get a big “high five”.

Example: Teacher: Does the word “pan” have /long a/?

Student does not lift finger because “pan” does not have the /long a/ sound

Teacher: Does the word “say” have /long a /?

Student: Lifts one finger because “say” does have the /long a/ sound.

**Listen for /long a/ sound:**

Words to use: (When given the underlined words the student will lift one finger)

First round: place, gray, try, moose, snack, rice, hay, eat, boats, Jane, race

Second round: bike, clay, wink, play, pat, sad, rip, tape, snake, sink, coffee, rain

Third round: kitten, wood, black, pain, food, fake, kangaroo, trip, rail, fix, track, take, jam, jump, tame

**Repeat the game for the /long e/ sound**

Word to use:

First round: me, flag, red, ice, key, tickle, rumble, seek night, sick, flea, fast, race, cabin, tree

Second round: thick, stick, land, tea, fan, wiggle, see, jump, basketball, speak, chicken, week, fun, we

Third round: sandwich, she, bus, break, beak, touchdown, he, camel, elephant, free, Saturday, honey

## Lesson Four – first cycle

**Game 1:** (Before WINNING lesson)

**Simon Says** (oral blending skills - blending syllables)

**Directions:** You can use the traditional game of “Simon Says” to practice oral blending skills. You will be “Simon”. You will give the directions broken up into **syllables**. The students will have to blend the sounds to follow the directions (if “Simon says”). At this stage the children will be blending syllables only, not individual letter sounds. Separate the syllable with a longish pause so that the children have to really listen in order to blend the syllables and follow the directions.

Teacher: Simon says: “ride a mo...tor...cy...cle”

Students blend “mo” and “tor” and “cy” and “cle” and then act out riding a motorcycle.

Other words to use:

Simon says:

Work at a com...pu...ter

Rock a ba...by

Lick an en...ve...lope

Play a gui...tar

Play a pi...a...no

Play a sax...o...phone

Play a trum...pet

Play a vi...o...lin

Play base...ball

Throw a foot...ball

**Game 2:** (After WINNING lesson)

**Waiter, Waiter** (segmenting skills - identifying missing beginning and ending sounds)

In this game the students will try to identify what beginning or ending sound has been left out. This helps them start to hear the separate sounds in words.

**Directions:** You will recite the following interactive verse. For the **first segment**, the students will identify the missing **beginning** sounds. They will hear a word that is missing its beginning sound. They will be asked what the word should be and then what sound was left out. They will not be asked to say the letter-name, just say the missing **sound**. Repeat these verses 7 times, substituting a new day of the week and a new food word for each repetition.

Teacher: I’m at a restaurant and I’m going to order. You are the waiter. I’m going to say my order wrong and you will correct me.

Teacher: Waiter, waiter, listen to me.  
It is Monday and I’m hungry.  
Please serve me a \_\_\_ *andwich* quick, quickly.  
That’s \_\_\_ *andwich*

Student: S *andwich*

Teacher: Waiter waiter don't make me shout  
I said *\_\_andwich* , you said *sandwich*  
Tell me, tell me what I left out

**Student:** /s/

**Teacher:** You're so cool you're so hip,  
I will give you a very big tip.

Repeat this for the rest of the days of the week, using these words:

Tuesday: *\_\_atermelon* (watermelon)

Wednesday: *\_\_izza* (pizza)

Thursday: *\_\_acaroni* (macaroni)

Friday: *\_\_ancakes* (pancakes)

Saturday: *\_\_eeze burger* (cheeseburger - the sound that was left out was /ch/; /ch/ is a single sound)

Sunday: *\_\_eat balls* (meatballs)

**In the second segment**, the students will identify the missing **ending** sounds. They will not be asked to say the letter-name, just say the sound.

Repeat this for every day of the week, using these words:

Monday: Ice crea*\_\_* (ice cream)

Tuesday: Fried chicke*\_\_* (chicken)

Wednesday: Spaghett*\_\_* (spaghetti)

Thursday: Roast bee*\_\_* (roast beef)

Friday: Chicken noodle sou*\_\_* (chicken noodle soup)

Saturday: Potat*\_\_* (potato)

Sunday: Brea*\_\_* (bread)

## Lesson Five – first cycle

**Game 1:** (Before WINNING lesson)

**Old MacDonald had a Bag** (oral blending - blending first sound with the rest of the word)

The children will practice blending using the lyrics and tune of “Old MacDonald had a Farm”. At this stage the students will practice blending the first sound with the rest of the word. This includes blending words with beginning consonant blends (flag : f...lag, “fl” is called a consonant blend).

The letters used here will be “continuants” or consonants that flow easily into the rest of the word (f, l, m, s, n, r, z). These are easier for children to blend.

**Directions:** Use the lyrics and the tune of “Old MacDonald had a Farm”. You will say the first two lines of the verse. You will break apart the underlined word as shown, separating the first sound from the rest of the word. The children will respond with the chorus, blending the word you just separated.

Teacher: Old Mac Donald had a bag, E I E I O  
And in that bag he had a “/s/...(pause)...andwich” E I E I O (make the pause long enough to make the children really listen)

Students: With a sandwich, sandwich here  
And a sandwich, sandwich there  
Here a sandwich, there a sandwich  
Everywhere a sandwich, sandwich  
Old Mac Donald had a bag E I E I O

Use these words:

/s/...weater (consonant blend)

/l/...etter

/s/ ...poon (consonant blend)

/r/...abbit

/z/...ebra

/f/...lower (consonant blend)

/m/...acaroni

/n/ ...ecklace

**Game 2:** (After WINNING lesson)

**Segmenting Cheer** (segmenting skills – separating the first sound from the rest of the word)

Since student are just beginning to practice their segmenting skills, their task is only to separate the first sound from the rest of the word.

**Directions:** Tell the children they are going to do a cheer.

Teacher: Ra ra sis boom bah! Say Boat

Student: “Boat”

Teacher: Give me the first sound

Student: /b/ (student does not to give letter-name, only the letter-sound)

Teacher: Give me the rest of the word

Student: ...oat

Teacher: What do you have?

Student: Boat!

Teacher: Go (student's name)!

Use these words:

See  
room

knee  
boom

neat  
right

feet  
light

## Lesson Six – first cycle

**Game 1:** (Before WINNING lesson)

**Knock-Knock** (Oral blending – blending the first sound and the rest of the word)

**Directions:** Use the traditional knock-knock joke routine to blend sounds. In this lesson the students will be asked to blend the first sound with the rest of the word. Challenge the students to listen carefully by really pausing between the first sound and the rest of the word.

Teacher: Knock, knock

Student: Who's there?

Teacher: Qu.....ake

Student: (blending “qu”....and “ake”) Quake who?

Teacher: Quake up you sleepy head.

Teacher: Knock, knock

Student: Who's there?

Teacher: I.....ce w.....ater

Student: Ice water who?

Teacher: Ice swatter fly with my fly swatter

Teacher: Knock, knock

Student: Who's there?

Teacher: T....urnip

Student: Turnip who?

Teacher: Turnip the volume, I can't hear.

Teacher: Knock, knock

Student: Who's there?

Teacher: c...ows

Student: Cows who?

Teacher: No, no Cows **moo**.

Teacher: Knock, knock

Student: Who's there?

Teacher: B.....lank

Student: Blank who?

Teacher: You're welcome!

Teacher: Knock, knock

Student: Who's there?

Teacher: G....oosie

Student: Goosie who?

Teacher: Goosie who's at the door.

Teacher: Knock, knock

Student: Who's there?

Teacher: F...reida

Student: Freida who?

Teacher: Who's a Freida the big bad wolf?

Teacher: Knock, knock

Student: Who's there?

Teacher: A...venue

Student: Avenue who?

Teacher: Avenue heard enough knock, knock jokes?

**Rhyming riddles** (rhyming skills)

While you are doing knock-knock jokes, add the following riddles, which reinforce rhyming skills.

Teacher: They bite harder than *fleas*

They also buzz

And they are called...

Student: \_\_\_\_\_ (bees)

Teacher: If you have two *mice*

You have one mouse...

Student: \_\_\_\_\_ (twice)

Teacher: It is croaking on a *log*,

It's probably a...

Student: \_\_\_\_\_ (frog)



Teacher: What starts with /hard g/ and rhymes with cold fish? (Remember to say the hard /g/ sound, not the letter-name)

Student: Goldfish

Teacher: What starts with /p/ and rhymes with joke?

Student: Poke

Teacher: What starts with /ch/ and rhymes with sneeze?

Student: Cheese

**Game 2:** (After WINNING lesson)

**Blue bananas** (Phonemic matching – hearing matching sounds)

**Directions:** Read one of the following sentences. Ask the students if all the words in that sentence start with the same letter-sound. If all the words in the sentence start with the **same** sound then the sentence is a “blue banana” sentence. If one or more words start with **different** sounds then it is “rotten banana” sentence.

Example: Peter Pig prefers peanuts (blue banana sentence)

Peter Pig pitches baseball (rotten banana sentence)

Ask the students whether the following sentences are “blue banana” or “rotten banana” sentences. When the students correctly identify a “rotten banana” sentence, ask them to name the “rotten banana”, or the word that did not fit the beginning-sound pattern.

Dirty dogs don't do dishes. (*blue banana sentence*)

Cranky cat got cold. (*rotten banana sentence*)

Children choose chocolate. (*blue banana sentence*)

Sick squirrels speak slowly. (*blue banana sentence*)

Tigers don't take trains to Texas. (*rotten banana sentence*)

Blue bananas bake badly. (*blue banana sentence*)

Queens quit taking quizzes. (*rotten banana sentence*)

Patty practiced baking perfect pancakes. (*rotten banana sentence*)

Eagles eat eels. (*blue banana sentence*)

## Lesson Seven – first cycle

**Game 1:** (Before WINNING lesson)

**Sound Off:** (Oral blending – blending first sound with the rest of the word)

The students continue to blend the first sound with the rest of the word. This game makes blending a little more difficult, because they must blend word sections said by different people.

**Directions:** The students will blend sounds said by different people.

Example:

Teacher: When I point to you say the sound /t/ (the student will say the sound /t/ not the letter-name) I'm going to say sounds too. We will say them one after the other and see if we can hear what word we are putting together.

Teacher: points to student

Students: /t/

Teacher: /...able/

Teacher: What word did we just say? (repeat if necessary)

Student: Table

You can reverse it:

Teacher: When I point to you say "eat"

I'm going to say sounds too. We will say them one after the other and see if we can hear what word we are putting together.

Teacher: /m/ ... then points to student

Students: /...eat/

Teacher: What word did we just say? (repeat if necessary)

Student: Meat

Use these words:

/p/...aper

/d/...octor

/s/...ong

/l/...ake

/m/...eal

/s/...ee

/z/...oo

/b/...ean

/p/...et

/t/...ime

/s/...plash

/p/...rince

/c/...rab

/t/...rain

/c/...razy

**Game 2:** (After WINNING lesson)

**Segmenting Cheer** (segmenting skills – separating the first part of a word from its ending sound)

Students will now separate the final sound of a word from the first part of the word.

**Directions:** Tell the children they are going to do a cheer.

Teacher: Ra ra sis boom bah! Say Street

Student: "Street"

Teacher: Give me everything but the last sound.

Student: /stree/

Teacher: Give me the last sound

Student: /t/ (student does not to give letter-name, only the letter-sound)

Teacher: What do you have?

Student: Street!

Teacher: Go (student's name)!

If students have trouble with this, warm up by asking for the ending sound of the word first.

Use these words:

Slee...p

Lea...k

Spo...n

tea...ch

ho...me

drea...m

tru...ck

gra...pe

sna...p

plea...se

fro...g

fli...p

## Lesson Eight – first cycle

**Game 1:** (Before WINNING lesson)

**Change your name:** (phonemic manipulation - substituting first letter)

**Directions:** Have a child pick a letter sound. Have the kids rename themselves substituting the first letter of their name with that sound. Remember that for this exercise the students are only dealing with letter sounds, not letter names.

Example: If the sound /t/ is chosen, Shakia becomes “Takia”, Manuel become Taniel. If a student’s name already begins with the target sound, let the student try his/her last name.

Have another child pick another letter sound.

**Game2:** (After WINNING lesson)

**Brothers or Cousins?** (Phonemic matching – listening for matching beginning sounds)

**Directions:** The student is given two similar words. The student determines whether the **beginning** sound is the same or different. If the **beginning** sounds are the same the students calls the pair “**brothers**”. If the **beginning** sounds are different the student calls them “**cousins**”.

Teacher: Listen to the **beginning** sounds: beg / big;

Student: Brothers

Teacher: Listen to the **beginning** sounds: big / pig;

Student: Cousins

Use these words:

Brother words:

Mat / met

sad / sat

sing / song

rat /rot

pan /pin

Ran/run

hot / hit

pot / pit

tip /top

get / got

Cousin words:

Can / pan

fat / sat

tick / pick

jam / ham

link / sink

Let / get

tent / bent

moon / noon

vat / bat

zoo / Sue

## Lesson Nine – first cycle

**Game 1:** (Before WINNING lesson)

**Segmenting Cheer** (segmenting skills – separating consonant blends )

Students will now separate the beginning sound of a word from the rest of the word in word that begin with consonant blends.

**Directions:** Tell the children they are going to do a cheer.

Teacher: Ra ra sis boom bah! Say Block

Student: “Block”

Teacher: Give me the first sound

Student: /b/ (student does not to give letter-name, only the letter-sound)

Teacher: Give me the rest of the word

Student: ...lock

Teacher: What do you have?

Student: Block

Teacher: Go (student’s name)!

Use these words:

Skin	flip	broom	play	brag
Plant	flag	smart	flew	swat

**Game 2:** (After WINNING lesson)

**It’s a bird...** (Phonemic manipulation – substituting last letter sound)

**Directions:** The students will substitute the **last** sound in the word “Superman” with a sound given by the teacher.

Teacher: Change the last sound in “Superman” with the sound /t/

Teacher: It’s a bird ... it’s a plane ... it’s

Student: It’s ... Supermat

Do the same with various letters.

## Lesson Ten – first cycle

**Game1:** (Before WINNING lesson)

**What's the Secret Sound?** (Phonemic matching – listening for same sounds in different words)

**Directions:** The student is given a series of words and the student must identify the secret sound the words have in common. These words will have either the same beginning or end or middle sounds in common.

Teacher: What's the secret sound? sing, salt, sock

Student: The secret sound is /s/. (The student will say the sound he/she hears, not the letter-name)

Teacher: Is that /s/ sound in the beginning the middle or the end of those words?

Student: Beginning

Tip, hop, sleep (the secret sound is ending /p/)

Meal, meet, fear (the secret sound is middle /long e/)

Use these words:

Head, had, him (beginning /h/)

pat, sad, can (middle short /a/)

oreo snow go (ending long /o/)

fish, wash, push (ending /sh/)

chop, child, chocolate (beginning /ch/)

puff, laugh, stiff (ending /f/)

eagle, each, eel (beginning long /e/)

kite, cake, karate (beginning /k/)

night, mice, pine (middle long /i/)

silly, funny, dirty (ending long /e/)

**Game 2:** (After WINNING lesson)

**Twisted verse** (phonemic manipulations – substituting beginning letters)

**Directions:** The beginning sounds in some traditional rhymes can be substituted to make some silly verses.

Teacher: Let's make an /f/ version of "Row, Row, Row your Boat":

Instead of:

Row, row, row your boat

Gently down the stream

Merrily, merrily merrily merrily

Life is but a dream.

Do:

Fow fow fow your foat

Gently down the stream

Ferrily, ferrily, ferrily, ferrily life is but a fream

Here are some other rhymes that can be revised:

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.

Baa baa black sheep have you any wool

Yes sir yes sir three bags full

One for my master one for the dame

One for the little boy that lives down the lane

# Lessons One to Ten

## Second Cycle

### Lesson One - second cycle

Start this lesson after you have completed Lesson Ten – first cycle.

**Game 1:** (Before WINNING lesson)

**Slow talk** (oral blending and segmenting skills)

“Slow talking” is an entertaining activity you can do anytime during your daily routine when you want to give directions or have a simple conversation with the students. It is nothing more complicated than talking very slowly and having the children decipher what you are saying. Talking in slow motion helps children hear separate sounds as a single word. (Just for fun, your conversation can also be speeded up).

**Directions:** When you did “slow talking” last time (Lesson One - first cycle) you did the talking. Now the kids will begin to separate individual sounds words (segmenting) by answering back in slow talk. Interview the students:

Teacher: (very slowly): What’s your name?

Student: Answers very slowly.

Teacher: (very slowly): What’s your favorite food?

Student: Answers very slowly.

Teacher: (very slowly): What’s your favorite color?

Student: Answers very slowly

Teacher: (very slowly): If you could be an animal what would you be?

Student: Answers very slowly

Teacher: (very slowly): What is something you might like to do when you grow up?

Student: Answers very slowly

Teacher: (very slowly): If you could have any pet in the world what would you choose?

Student: Answers very slowly

**Game 2:** (After WINNING lesson)

**Hand clap games** (segmenting skills – separating words into syllables)

The first step in separating words into sounds (segmenting) is being able to separate words into **syllables**. Children do this naturally when they play hand-clapping games. The children may know many hand-clapping games; encourage them to share the ones they know. Do these hand-clap verses during down time, or during playtime.

**Directions:** Set up the children in pairs (be one of the clappers if there are an odd number of kids). The children may also be very good at fancy hand-clap patterns. This basic hand-clap pattern is fine to start with: Each partner first claps his/her own hands together then each clap their partner’s hands palms out.

To teach this verse, recite the first line to a student, without clapping, then the student repeats the line, breaking up the syllables by clapping the syllables against their partner’s hands. Syllables are natural word segments, so you will find that the students will clap in syllables intuitively.

Teacher: As I was walking near the lake  
Students: (clap out the syllables) As I was walk-ing near the lake  
Teacher: I met a little rattlesnake.  
Students: (clap out syllables) I met a lit-tle rat-tle-snake  
Teacher: He ate so much of jelly cake  
Students: (clap out rhymes) He ate so much of jel-ly cake  
Teacher: It made his little belly ache.  
Students: (clap out syllables) It made his lit-tle bel-ly ache

Once the students know the verse they can clap the entire verse with each other. To keep the game flowing, have the children repeat these short verses several times.

As I was walk-ing near the lake  
I met a lit-tle rat-tle-snake  
He ate so much of jel-ly cake  
It made his lit-tle bel-ly ache

Ask the kids how many claps in rattlesnake (3) jelly (2)

### Play “You’re Out”

This is an eliminating game in the style of “Eeny Meeny Miny Mo”. This game uses verses to give children a feel for dividing words into syllables. Instead of **clapping** at each syllable they’ll be **pointing** to someone for each syllable. Again, syllables are natural word segments, so you will find that the students will point in syllables intuitively.

**Directions:** The teacher recites the “You’re Out” rhyme first, pointing to a different child at each syllable. The child who gets pointed at on the last syllable will be eliminated. But before he/she is eliminated he/she must do the rhyme as the teacher did, pointing at each child for each syllable. *After* that child has done the verse, then he/she retires from the game. Last one left is the winner. If you are tutoring just one child, play the best out of three against each other.

Ee-ny mee-ny choo cha-lee-ny  
I buy gum-ba-lee-ny  
Ach-ee pa-chee li-ver-a-chee  
Out you go (player who gets pointed at on “go” repeats verse and then goes out)

After game is finished ask how many finger-points (syllables) in “eeny” (2) “gumbaleeny” (4)

If you have more time try:

Icky bicky soda cricky  
Icky bicky boo  
Icky bicky here’s the tricky  
Out goes you.

After game is finished ask how many finger-points (syllables) in “soda” (2) “goes” (a)



## Lesson Two - second cycle

**Game 1:** (Before WINNING lesson)

**Hand clapping** (segmenting skills- separating syllables)

The first step in separating words into sounds (segmenting) is being able to separate words into **syllables**. Children do this naturally when they play hand-clapping games. The children may know many hand-clapping games; encourage them to share the ones they know. Also do these hand-clap verses during down time, or during playtime.

**Directions:** The children will clap this verse individually. To teach this verse, recite the first line to the students, without clapping, then the students repeat the line, breaking up the syllables by clapping the syllables. Syllables are natural word segments, so you will find that the students will clap in syllables intuitively.

Once the students know the verse they can play it as a “Pass it on” game. Have one student recite the verse, clapping the syllables out on his/her own hands. When a student finishes the last line (“But do you like my grin”), he/she grins at the child sitting next to him/her. It is that child’s turn to recite the verse.

Moo moo spot-ted cow do you have a beak?

No sir no sir no

If I did, I’d be a freak

Tweet tweet pret-ty bird do you have a snout

No sir no sir no

No with-out a doubt

Dir-ty pig dir-ty pig do you have a fin?

No sir no sir no

But do you like my grin? (Player gives the student next to him/her a big smile, that student must now recite the verse)

After this verse has been “passed” to everybody, ask how many claps in spotted (2) grin (1) dirty (2)

**Game 2:** (After WINNING lesson)

**Be a poet** (rhyming skills)

**Directions:** Students will try to find rhyming words to complete the verse. It does not matter if their contribution makes any sense, just as long as it rhymes.

Teacher: Once I saw a **fly**

It had a brand new \_\_\_\_\_

Student: Tie (or pie, or eye, or thigh)

If students have trouble thinking of a word give them hints, i.e.: he could eat it (pie) or he could wear it on his neck (tie).

Use Jill, Joan, bride, mink, fish, weed, yak, Ted, chum,

## Lesson Three – second cycle

**Game 1:** (Before WINNING lesson)

**Simon Says** (oral blending skills - blending individual sounds (phonemes))

The students have now progressed to where they will be blending individual sounds (phonemes).

**Directions:** You can use the traditional game of “Simon Says” to practice oral blending skills. You will be “Simon”. You will give the “Simon Says” directions broken up into individual sounds (phonemes). The students will have to blend the sounds to follow the directions (if “Simon says”).

Some of these three-sound words may be spelled with more than three letters, but you are not concerned with how words are spelled in this exercise. Separate the sounds with a longish pause so that the children have to really listen in order to blend the sounds and follow the directions.

Teacher: Simon says: “Wave your h...a...t”

Students blend “h” and “a” and “t” and act like they are waving a hat.

Other words to use:

Simon says:

t...ou...ch your t...oe...s

t...ou...ch your n...oe...s

t...ou...ch your h...ea...d

s...i...p from a c...u...p

stretch your l...e...g

t...i...p your c...a...p

h...i...t your h...i...p

twist your n...e...ck

p...e...t the c...a...t

clap your th...u...mb

**Game 2:** (After WINNING lesson)

**Give me five** (phonemic matching – listening for /long i/ and /long o/ and /long oo/)

This game help kids practice hearing vowel sounds in words. Hearing vowel sounds correctly is a difficult skill for many children.

**Directions:** Tell the student to close his/her hand into a fist. Tell him/her to listen for the /long i/ sound. Do not use the letter-name “i” just model the /long i/ sound. Give a word and ask the child to say whether that word contains the /long i/ sound. You are not concerned with the various spellings the /long i/ sound can have. You are only helping kids identify the /long i/ sound.

If the word does contain the /long i/ sound, the child puts up one finger from his/her closed fist. When the child has identified five words with /long i/, all his/her fingers will be up and he/she can get a big “high five”.

Teacher: Does the word time have /long i/?

Student: Lifts one finger because say does have the /long i/ sound.

**Listen for /long i/ sound:**

Words to use: (When given the underlined words the student will lift one finger)

First round: why, tag, bath, pie, show, grass, green, tie, snake, plane, buy, rug, eight, nine

Second round: seed, horse, side, slip, tube, watermelon, wide, paper, rice, sand, fry, tree, cry

**Repeat the game for the /long o/ sound**

Word to use:

First round: so, rude, some, slip, heat, no, hammer, luck, mow, pot, octopus, toe, guitar, cool, road

Second round: camp, ten, groan, teen, mean, toast, shirt, pig, pole, cute, boats, sad, kite, row

**Repeat the game for the /long oo/ sound**

Word to use:

First round: spoon, two, candy, cak, juice, deer, tie, book, June, mice, cook, boot

Second round: chew, my, sky, prune, look, zoo, pancake, test, duck, goo, hook, goose

## Lesson Four - second cycle

**Game 1:** (Before WINNING lesson)

**Simon Says** (oral blending skills - blending individual sounds (phonemes))

The students have now progressed to where they will be blending individual sounds (phonemes).

**Directions:** You can use the traditional game of “Simon Says” to practice oral blending skills. You will be “Simon”. You will give the “Simon Says” directions broken up into individual sounds (phonemes). The students will have to blend the sounds to follow the directions (if “Simon says”).

Some of these three-sound words may be spelled with more than three letters, but you are not concerned with how words are spelled in this exercise. Separate the sounds with a longish pause so that the children have to really listen in order to blend the sounds and follow the directions.

Teacher: Simon says: “p...o...ke your ch...ee...k”

Students blend “p” and “o” and “ke” and then “ch” and “ee” and “ck” and then poke their own cheek.

Other words to use:

Simon says:

t...a...p your sh...oe

act s...a...d

t...a...lk on the ph...o...ne

act m...a...d

ch...o...p

th...r...ow a k...i...ss

m...o...p

h...o...p

f...a...n your f...a...ce

p...u...ll your h...ai...r

**Game 2:** (After WINNING lesson)

**Waiter, Waiter** (segmenting skills - separating the individual sounds (phonemes) in a word)

The students will be separating two and three sound words. Some of these words may be spelled with more than two or three letters. You are not concerned with the spelling of these words, just in identifying their two or three sounds.

**Directions:** You will recite the following verse to each student. When asked for the “recipe” the student will give the sounds that are the “ingredients” of the word. See example. Some of these words may be spelled with more than two or three letters. You are not concerned with the spelling of these words, just in identifying their two or three sounds. Repeat these verses 7 times, substituting a new day of the week and a new food word for each repetition.

Teacher: I’m at a restaurant and I want the recipe of the food I order. You are the waiter. When I ask for the “recipe”, give me all the sounds that make up the word.

Teacher: Waiter, waiter, listen to me.  
It is Monday and I’m hungry.  
I need gum and I need the recipe.  
That’s gum.

Student: Gum, gum, let me see  
this is the recipe:  
g...u...m

Teacher:        You're so cool you're so hip,  
                  I will give you a very big tip.

Repeat this for the rest of the days of the week, using these words:

Tuesday: Jam (j...a...m)

Wednesday: Ham (h...a...m)

Thursday: Pie (p...ie)

Friday: Soup (s...ou...p)

Saturday: Cake (c...a...ke)

Sunday: Coke (C...o...ke)

## Lesson Five – second cycle

**Game 1:** (Before WINNING lesson)

**Old MacDonald had a Bag** (oral blending - blending three and more individual sounds (phonemes))

The children will practice blending using the lyrics and tune of “Old MacDonald had a Farm”. At this Stage the students have progressed to blending individual sounds (phonemes). You are not concerned with the actual spelling of these words, just the sounds that make them.

**Directions:** Use the lyrics and the tune of “Old MacDonald had a Farm”. You will say the first two lines of the verse. You will break apart the underlined word as shown, separating each individual sound.. The children will respond with the chorus, blending the word you just separated.

Teacher: Old Mac Donald had a bag, E I E I O

And in that bag he had a “/s/.../n/.../a/.../ck/” E I E I O (make the pause long enough to make the children really listen) Remember that you are saying **sounds** here, not the letter-names.

Students: With a snack, snack here  
and a snack, snack there  
Here a snack, there a snack  
Everywhere a snack, snack  
Old Mac Donald had a bag, E I E I O

Use these words:

b...u...g

g...r...a...pe

b...oo...k

w...i...g

s...a...n...d

s...n...a...ke

p...i...n

d...u...s...t

m...u...d

**Game 2:** (After WINNING lesson)

**Segmenting Cheer** (segmenting skills – separating the sounds in three-sound words)

The students have now progressed to where they can practice separating each sound in a three-sound word.

The students will be giving you the separate sounds, not the letter-names

**Directions:** Tell the children they are going to do a cheer.

Teacher: Ra ra sis boom bah! Say Pig

Student: “Pig”

Teacher: Give me the first sound

Student: /p/ (student does not to give letter-name, only the letter-sound)

Teacher: Give me the middle sound

Student: /i/

Teacher: Give me the last sound

Student: /g/

Teacher: What do you have?

Student: Pig!

Teacher: Go (student’s name)!

Use these words:

rat  
tip  
pup

mat  
rip  
cup

bed  
pot

red  
hot

## Lesson Six – second cycle

**Game 1:** (Before WINNING lesson)

**Knock-Knock** (Oral blending – blending all the individual sounds (phonemes) in a word)

**Directions:** Use the traditional knock-knock joke routine to blend sounds. In this lesson the students will be asked to blend each separate sound in a word. Challenge the students listen carefully by really pausing between the sounds.

Teacher: Knock, knock

Student: Who’s there?

Teacher: B...oo

Student: (blending “b”...and “oo”) Boo who?

Teacher: Aww, don’t cry.

Teacher: Knock, knock

Student: Who’s there?

Teacher: S...a...r...i

Student: Sari who?

Teacher: Sari, wrong number

Teacher: Knock, knock

Student: Who’s there?

Teacher: C...o...m...a

Student: Coma who?

Teacher: Coma your hair.

Teacher: Knock, knock

Student: Who’s there?

Teacher: A...n...d...y

Student: Andy who?

Teacher: Andy all lived happily ever after.

Teacher: Knock, knock

Student: Who’s there?

Teacher: J...e...nn...y

Student: Jenny who?

Teacher: Jenny body home

Teacher: Knock, knock

Student: Who’s there?

Teacher: A...sh

Student: Ash who?

Teacher: Gesundheit.

Teacher: Knock, knock

Student: Who’s there?

Teacher: E...dd...y

Student: Eddy who?

Teacher: Eddy body have a tissue? I have bad cold.

Teacher: Knock, knock

Student: Who’s there?

Teacher: B...e...n and D...o...n

Student: Ben and Don who?

Teacher: Ben there, Don that.

**Rhyming riddles** (rhyming skills)

While you are doing knock-knock jokes, add the following riddles which reinforce rhyming skills.

Teacher: If your mouth gets too full of *gum*

You can’t sing

You have to ...

Student: \_\_\_\_\_ (hum)

Teacher: There once was a very wet *otter*

Who lived in the very wet...

Student: \_\_\_\_\_ (water)

Teacher: Birds *chirp*

Pigs...

Student: \_\_\_\_\_ (slurp or burp)



Teacher: What starts with /s/ and rhymes with Billy? (Remember to say the /s/ sound not the letter-name)  
Student: Silly

Teacher: What starts with /r/ and rhymes with pocket?  
Student: rocket

Teacher: What starts with /b/ and rhymes with pow-wow?  
Student: Bow-wow

**Game 2:** (After WINNING lesson)

**Blue bananas** (Phonemic matching – hearing matching sounds)

**Directions:** Read one of the following sentences. Ask the students if all the words in that sentence start with the same letter-sound. If all the words in the sentence start with the **same** sound then the sentence is a “blue banana” sentence. If one or more words start with **different** sounds then it is “rotten banana” sentence.

Example: Peter Pig prefers peanuts (blue banana sentence)

Peter Pig pitches baseball (rotten banana sentence)

Ask the students whether the following sentences are “blue banana” or “rotten banana” sentences. When the students correctly identify a “rotten banana” sentence, ask them to name the “rotten banana”, or the word that did not fit the beginning-sound pattern.

:

My marshmallow melted. (*blue banana sentence*)

Sharks seldom share shampoo. (*rotten banana sentence - /sh/ and /s/ are different sounds*)

Rattlesnakes rarely read. (*blue banana sentence*)

Shaved sheep should shiver. (*blue banana sentence*)

Eagles eat eggplants. (*rotten banana sentence*)

Exit empty elevators. (*blue banana sentence*)

Don't buy big burgers before breakfast. (*rotten banana sentence*)

Elephant enjoy eating eggs. (*rotten banana sentence*)

Nathan never noticed Nyesha's necklace. (*blue banana sentence*)

## Lesson Seven – second cycle

**Game 1:** (Before WINNING lesson)

**Sound Off:** (Oral blending – blending individual sounds (phonemes))

The students continue to blend the separate sounds (phonemes) in a word. This game makes blending a little more difficult, because the students must blend sounds said by different people.

**Directions:** The students will blend sounds said by different people.

Example:

Teacher: When I point to you say the sound /a/ (short a)

I'm going to say sounds too. We will say them one after the other and see if we can hear what word we are putting together.

Teacher: /m/... then points to student

Student: /a/

Teacher: /t/

Teacher: What word did we just say? (repeat if necessary)

Student: Mat

Remember that you are only blending the sounds that make up a word, you are not saying the letter-names.

Use these words:

wig	wet	sit	sat	set
big	bag	bug	tag	tug
dog	hog	log	tap	tip

**Game 2:** (After WINNING lesson)

**Segmenting Cheer** (segmenting skills – separating the sounds in three-sound words)

The students have now progressed to where they can practice separating each sound in a three-sound word. The students will be giving you the separate sounds, not the letter-names.

**Directions:** Tell the children they are going to do a cheer.

Teacher: Ra ra sis boom bah! Say Ship

Student: “Ship”

Teacher: Give me the first sound

Student: /sh/ (student does not to give letter-name, only the letter-sound -/sh/ is one sound)

Teacher: Give me the middle sound

Student: /i/

Teacher: Give me the last sound

Student: /p/

Teacher: What do you have?

Student: Ship!

Teacher: Go ... (student's name)!

Use these words:

ship	shop	thin	chip	chop
kick	path	patch	match	cash

## Lesson Eight – second cycle

**Game 1:** (Before WINNING lesson)

**Change your name:** (phonemic manipulation substituting last letter)

**Directions:** Have a child pick a letter sound. Have the kids rename themselves substituting the **last** letter of their **last name** with that sound. Remember that for this exercise the students are only dealing with letter sounds, not letter-names.

Example: If the sound /t/ is chosen, Henderson becomes Hendersat. If a student's last name already ends with the target sound, let the student try changing the last sound of his/her first name.

Have another child pick another letter sound.

**Game 2:** (After WINNING lesson)

**Sisters or Cousins?** (Phonemic matching – listening for matching ending sounds)

**Directions:** The student is given two similar words. The student determines whether the **ending** sound is the same or different. If the **ending** sounds are the same the students calls the pair “**sisters**”. If the **ending** sounds are different the student calls them “**cousins**”.

Teacher: Listen to the **ending** sounds: sat / sad

Student: Cousins

Teacher: Listen to the **ending** sounds: big / pig;

Student: Sisters

Use these words:

Sister words:

Mat / bat

can / ran

pick / sick

go / row

six / fix

Ham / jam

tag / wag

fall / ball

bee / flea

play / say

Cousin words:

Mat / map

tab / tag

bus / buff

fad / fat

Sid / sit

Pam / pan

hem / hen

buzz / bus

bid / bib

fad / fab

## Lesson Nine – second cycle

**Game 1:** (Before WINNING lesson)

**Segmenting Cheer** (segmenting skills – separating the sounds in four-sound words)

The students have now progressed to where they can practice separating each sound in a four-sound word. The students will be giving you the separate sounds, not the letter-names.

**Directions:** Tell the children they are going to do a cheer.

Teacher: Ra ra sis boom bah! Say Tent

Student: “Tent”

Teacher: Give me the first sound

Student: /t/ (student does not to give letter-name, only the letter-sound)

Teacher: Give me the next sound

Student: /e/

Teacher: Give me the next sound

Student: /n/

Teacher: Give me the last sound

Student: /t/

Teacher: What do you have?

Student: Tent!

Teacher: Go... (student’s name)!

(Repeat the whole word “tent” as often as needed.)

Use these words:

k..i...tt...y

s...i...ll...y

P...a...tt...y

v...e...r...y

s...e...n...t

c...r...a...sh

a...n...t...s

l...e...gg...s

**Game 2:** (After WINNING lesson)

**It’s a bird...** (phonemic manipulation – substituting first letter sound)

**Directions:** The students will substitute the **first** sound in the word “Superman” with a sound given by the teacher.

Teacher: Change the first sound in “Superman” with the sound /t/

All: It’s a bird ... it’s a plane ... it’s ... Tuperman

Do the same with various letters.

## Lesson Ten – second cycle

**Game 1:** (Before WINNING lesson)

**What's the Secret Sound?** (Phonemic matching – listening for same sounds in different words)

**Directions:** The student is given a series of words and the student must identify the secret sound the words have in common. These words will have either the same beginning or end or middle sounds in common.

Teacher: What's the secret sound? sing, salt, sock

Student: The secret sound is /s/. (The student will say the sound he/she hears, not the letter-name)

Teacher: Is that /s/ sound in the beginning the middle or the end of those words?

Student: Beginning

Tip, hop, sleep (the secret sound is ending /p/)

Meal, meet, fear (the secret sound is middle /long e/)

Use these words:

Peace, read, cheese (middle long /e/)

Fall, friend, fun (beginning /f/)

Itch, igloo, Indian (beginning short /i/)

cabbage, badge, ridge (ending soft /g/)

rub, crib, tab (ending /b/)

ant, animal, alligator (beginning short /a/)

boom, soon, suit (middle long /oo/)

city, sip, soup (beginning /s/)

**Game 2:** (After WINNING lesson)

**Twisted verse** (phonemic manipulations – substituting beginning letters)

**Directions:** The beginning sounds in some traditional rhymes can be substituted to make some silly verses.

Teacher: Let's make an /t/ version of "Frere Jacques":

Instead of :

Are you sleeping  
Are you sleeping brother John, brother John  
Morning bells are ringing  
Morning bells are ringing  
Ding, ding, dong  
Ding, ding, dong

Do:

Are you sleeping  
Are you sleeping brother Tohn, brother Tohn  
Morning bells are tinging  
Morning bells are tinging  
Ting, ting, tong  
Ting, ting, tong

Here are some other rhymes that can be revised:

Happy birthday to you  
Happy birthday to you  
Happy birthday dear \_\_\_\_\_  
Happy birthday to you

Shoo fly don't bother me  
Shoo fly don't bother me  
Shoo fly don't bother me  
I belong to somebody

# Appendix

## Games

These are the games that make up the lessons of this packet. They are listed under the skill they are designed to reinforce. They are listed this way for easy access if you want to reinforce any of these skills outside of the official lesson time.

### Games for Practicing Oral Blending

#### Slow Talk

This game is designed to help students begin to understand that words are made up of separate sounds. The tutor talks very, very slowly to the student, giving directions or information or asking questions. (Just for fun the tutor can also speed up the speech for a few sentences).

#### Simon Says

This game is played just like normal “Simon Says” except that the directions are broken down into sounds. For example, “Simon says /s/...(pause)... /i/...(pause).../t/. Students will have to blend the sounds into the word “sit” in order to follow Simon’s orders. Note: the teacher will give the student the sounds not the letter-names that make up the word.

#### Old MacDonald Had a Bag

The lyrics of “Old Mac Donald had a Farm” are changed slightly to go like this:

Teacher: Old Mac Donald had a bag, E I E I O  
And in that bag he had a “/m/...(pause).../o/...(pause)..../p/” E I E I O  
(repeat if necessary)

Student: With a mop, mop here  
and a mop, mop there  
Here a mop there a mop  
Everywhere a mop, mop  
Old Mac Donald had a bag E I E I O

Note: the teacher will give the student the sounds not the letter-names that make up the word.

## Riddles

Students are given simple riddles or jokes with the punch line or the answer given in separate sounds.

For example: Teacher: Knock, knock

Student: Who is there?

Teacher: /A/.../m/.../o/.../s/ Note: the teacher will give the student the sounds not the letter-names that make up the word.

Student: Amos who?

Teacher: Amos - quito bit me.

## Sound Off

Example (This example is for a teacher and one student, it can be adapted for more students):

Teacher: When I point to you say the sound /short a/

I'm going to say sounds too. We will say them one after the other and see if we can hear what word we are putting together.

Teacher: /m/, points to student

Students: /a/

Teacher: /t/

Teacher: What word did we just say? (repeat if necessary)

Student: Mat

# Games for Practicing Segmentation

## Hand Clapping Games

Traditional hand clapping games are an excellent way for children to experience dividing words into syllables. In addition to the ones used in the lesson plans, several more are included at the end of this appendix. The children may know many of their own.

## Waiter, Waiter

In this game the students will try to identify what beginning or ending sound has been left out. This helps them start to hear the separate sounds in words. Repeat these verses 7 times, substituting a new day of the week and a new food word for each repetition.

First, the students will identify the missing **beginning** sounds. They will not be asked to say the letter-name, just say the sound.

**Teacher:** Waiter, waiter, listen to me.  
It is Monday and I'm hungry.  
Please serve me a \_\_\_ *andwich* quick, quickly.  
That's \_\_\_ *andwich*

**Student:** /S/ *andwich*

**Teacher:** Waiter waiter don't make me shout  
I said \_\_\_ *andwich* , you said *sandwich*  
Tell me, tell me what I left out



**Student:** /s/ (letter-sound, not letter-name)

**Teacher:** You're so cool you're so hip,  
I will give you a very big tip.

The children can also be asked to identify the missing **ending** sounds: "hot do..." (/g/ is missing)

### Segmenting Cheer

Once students are ready to separate all the sounds in a word, they can do this cheer:

Teacher: Sun, sun, sun, sun. Give me the beginning sound!

Student: /s/ (/s/ sound, not the letter name),

Teacher: Give me the middle sound!

Student: /u/ (short /u/ sound, not the letter name),

Teacher: Give me the end sound!

Student: /n/ (/n/ sound, not the letter name),

Teacher: What do we have?

Student: sun

Teacher: Go...(student's name)!

## Games for Rhyming

### Hearing rhyming verse

Read a lot of rhymes to your students. Read nursery rhymes, Dr. Seuss, etc. The Random House Book of Poetry for Children (Random House, 1983) is a good book to have in your library. Children also enjoy poems by Jack Prelutsky. Prelutsky has written a number of books; one of his best known is The New Kid on the Block (Greenwillow, August 1984). Many of the street rhymes used in this packet were pulled from these readily available books: Anna Banana 101 Jump-Rope Rhymes compiled by Joanna Cole (William Morrow and Company, 1989) and Miss Mary Mack and Other Children's Street Rhymes compiled by Joanna Cole and Stephanie Calmenson (William Morrow and Company, 1990).

### Be a poet

Students will try to find rhyming words to complete the verse. It does not matter if their contribution makes any sense, just as long as it rhymes.

One I saw a **goat**

It had a brand new \_\_\_\_\_

(if students have trouble thinking of a word give them hints, i.e.: it kept the goat warm (coat), or he could go out in the lake with it (boat).

### Rhyming Riddles

Students enjoy riddles like this:

Teacher: They bite harder than *fleas*

They also buzz

and they are called...

Student: \_\_\_\_\_ (bees)

Or like this:

Teacher: What starts with /b/ and rhymes with mat?

Student: Bat.

## Games for Phonemic Matching

### Brothers or Cousins?

When presented with two similar words, the student determines whether the beginning sound is the same or different. If the beginning sounds are the same the students calls the pair “brothers”. If the beginning sounds are different the student calls them “cousins”

Example: For **beginning** sounds use brothers/cousins: Teacher: beg / big

Student: Brothers

Teacher: pig / dig

Student: Cousins

For **ending** sounds use sisters/ cousins:

Teacher: bad / sad

Student: Sisters

Teacher: bat / bad

Student: Cousins

### Blue bananas

Make up sentences or phrases that begin with the same sound. Make up other sentences where all but a few of the words begin with the same sound. Say one of these sentences to the student. Ask the students if all the words in that sentence start with the same sound. If all the words in the sentence start with the same sound then the sentence is a “blue banana” sentence. If one or more words start with different sounds then it is “rotten banana” sentence.

Example: Peter Pig prefers peanuts (blue banana sentence)

Peter Pig pitches baseball (rotten banana sentence)

### Give Me Five

This game helps kids practice hearing vowel sounds in words. Hearing vowel sounds correctly is a difficult skill for many children.

Tell the student to close his/her hand into a fist. Tell him/her to listen for a vowel sound you have chosen. Do not use the letter-name of the vowel, just model the vowel sound. Give a word and ask the child to say whether that word contains the targeted vowel sound. You are not concerned with the various spellings the vowel sound can have. You are only helping kids identify the targeted vowel sound.

If the word does contain the targeted vowel sound, the child puts up one finger from his/her closed fist. When the child has identified five words with the targeted sound, all his/her fingers will be up and he/she can get a big “high five”.

Example: Teacher: Does the word pan have /long a / ?

Student does not lift finger because “pan” does not have the /long a/ sound

Teacher: Does the word “say” have /long a /?

Student: Lifts one finger because “say” does have the /long a/ sound.

### **What's the Secret Sound?**

The student is given a series of words and the student must identify the secret sound the words have in common. These words will have either the same beginning or end or middle sounds in common.

Teacher: What's the secret sound? sing, salt, sock

Student: The secret sound is /s/. (The student will say the sound he/she hears, not the letter-name)

Teacher: Is that /s/ sound in the beginning the middle or the end of those words?

Student: Beginning

Tip, hop, sleep (the secret sound is ending /p/)

Meal, meet, fear (the secret sound is middle /long e/)

## **Games for Phonemic Manipulating**

### **Change your name:**

Have a child pick a letter sound. Have the kids rename themselves substituting the first letter (or last letter) of their name with that sound. Remember that for this exercise the students are only dealing with letter sounds, not letter-names.

Example: If the sound /t/ is chosen Shakia becomes "Takia", Manuel become Taniel. If a student's name already begins with the letter- sound, let the student try his/her last name.

Have another child pick another letter sound.

### **Twisted verse**

The beginning sounds in some traditional rhymes are substituted to make some silly verses.

Teacher: Let's make an /f/ version of "Row, Row, Row your Boat":

Instead of :

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

Do:

Fow fow fow your foat  
Gently down the stream  
Ferrily, ferrily, ferrily, ferrily life is but a fream

## Additional Hand Clapping Rhymes

Here are some short, easy to memorize traditional street rhymes:

Down by banks of the hank-y pank-y  
where bull-frogs jump from bank to bank-y  
where the eeps , ops tid-dly tops  
watch-ing the bull-frogs go ker-plop

Cob-bler cob-bler mend my shoe  
Have it done by half past two  
Tur-ra lur-ra lu

Half past two is much too late  
Have it done by half past eight  
tur-ra lur-ra lu

I went up-stair to make my bed  
I made a mis-take and bumped my head  
I went down-stairs to milk my cow  
I made a mis-take and milked the meow  
I went to the kit-chen to bake a pie  
I made a mis-take and baked a fly

Bub-ble gum bub-ble gum chew and blow  
Bub-ble gum bub-ble gum scrape your toe  
Bub-ble gum bub-ble gum tastes so sweet  
get that bub-ble gum off your feet

Hig-gle-ty Pig-gle-ty Pop  
The dog has eat-en the mop  
The pig's in a hur-ry  
The cat's in a flur-ry  
Hig-gle-ty Pig-gle-ty Pop

What's your name  
John-ny Toad  
Where's your house  
Down the road  
What's your ad-dress  
Water-ress  
What's your age?  
That's to guess

Lives in Aus-tra-li-a  
Jump jump kan-ga-roo  
Bab-y in pock-et  
Jump jump kan-ga-roo  
Strong legs for hop-ping  
Jump jump kan-ga-roo  
Here come a wild dog  
Run run kan-ga-roo

Le-mo-nade, crun-chy ice  
Beat it once, beat it twice.  
Le-mo-nade, crun-chy ice  
Beat it once, beat it twice.  
Turn a-round, touch the ground,  
FREEZE.

I like to sing a tune-less song  
A tune-less song is ne-ver wrong  
I al-so like to play ping pong  
Ping pong!

When you eat your Smar-ties, do you eat the red ones last  
Do you suck them ve-ry slow-ly or crunch them ve-ry fast?  
Eat that can-dy coat-ed choc-o-late  
But tell me when I ask  
When you eat your Smar-ties do you eat the red ones last?