

# PHONEMIC AWARENESS

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- » **Phoneme Bead String Counting:** Model the process of isolating the phonemes in a word by moving one bead on a string, from one side of the string to the other, for each sound. Then guide students in isolating the phonemes within each word.
- » **Hopscotch:** Create three squares on the floor (you can use tape). Say a word from the focus skill word list and have students repeat it. After they repeat it, they will jump to each box as they segment the sounds orally.
- » **Phoneme Isolation:** Orally provide students with a focus skill word and say, “What is the first sound you hear in the word \_\_\_\_\_?” Students should orally respond with the first sound they hear in the word.
- » **Phoneme Blending:** Ask students to listen to a sequence of separately spoken phonemes and combine them to form a word. For example, you can say, “What is the word /ch/ /o/ /p/?” Students should respond with, “The word /ch/ /o/ /p/ is chop.” You can include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.
- » **Elkonin Boxes with manipulatives (toy cars, bingo chips):** Say a focus skill word. Students will repeat each sound as they push the manipulative into each sound box, then slide their pointer finger across the bottom of the boxes to blend and say the word.
- » **Phoneme Segmenting:** Ask students to break a focus skill word into separate sounds and say each sound as it is tapped out. For example, you can say, “What are the sounds are in the word dog?” Students should respond with, “/d/ /o/ /g/ are the sounds in the word dog.” Include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.
- » **Phoneme Tapping:** Orally provide students with a focus skill word and ask them to tap the phonemes that they hear. For variety, students could also stomp, snap, jump, etc.
- » **Mystery Code:** Provide students with the beginning and ending sounds of a word and show picture cards of the word, ask students to use a secret code to identify the missing phoneme. For example, you can say “/c/ --- /n/” (cane), “/r/ --- /k/” (rake). What is the mystery code (what middle phoneme is missing)?
- » **Phoneme Addition:** Orally provide students with a focus skill word and ask students to add a sound at the beginning or end of the word. For example, you can say, “Add /t/ to the end of the word quilt and the new word is?” Students should respond with “quilt.”
- » **Phoneme Substitution:** Orally provide students with a focus skill word and ask students to switch a sound at the beginning or end of the word. For example, you can say, “In quit, switch /t/ to /p/ and the new word is?” Students should respond with “quip.”
- » **Unifix Cube Oral Segmenting:** Give each student a group of 3 connected unifix cubes. Using the focus skill word list, say a word and have students repeat it. Students will then take a cube off as they orally segment the word.
- » **Playdough Smash:** Give each student a playdough smash mat. The student will place a playdough ball in each circle. Using the focus skill word list provided, say three sounds like /c/ /a/ /t/. The students will repeat each sound as they smash the playdough ball with one finger. Students will slide their finger across the bottom following the arrow to blend and say the word.
- » **Phoneme Deletion:** Orally provide students with a focus skill word and ask students to delete a sound at the beginning or end of the word. For example, “break without the /b/ is...?” Students should respond with, “rake.”

# ARTICULATION

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- » **Mouth Formation Practice Activity:** Model the sound for the focus skill and describe the proper mouth formation. Students can then be given the opportunity to practice demonstrating proper mouth formation in their mirrors, working to replicate the mouth formation of the teacher as they orally produce the skill sound.
- » **Lip Sync Activity:** Orally provide students with a word. Students will repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students will “lip sync” the word as it is said and repeat it aloud mimicking mouth positions.
- » **Tic Tac Toe Activity:** Create a tic tac toe board with a different focus skill word picture on each square. Then provide the name of the picture. For a student to earn the square and put their mark in the spot, they must select the picture and correctly pronounce the skill word that describes the picture. The first student to get three in a row on the board wins. For example, if working on the skill short a, you could use the following pictures on the game board: cat, hat, cab, bag, jar, cat, man, rat, car.
- » **Mystery Bag:** Prepare a bag of focus skill word items or picture cards prior to the start of the activity. Students can take turns selecting an item or picture card from the bag. Once the student has selected an item, they should say the name of the item or item on the picture card, emphasizing the skill sound. For example, if working on the skill /ch/, you could include pictures of the following items: chair, cheese, beach, couch, bench, cherry.
- » **Simon Says:** Provide students with a focus skill word and movement. For example, you can say, “Simon says, touch your head and say the word \_\_\_\_\_.” Students can perform the movement while saying the skill word.
- » **Fortune Tellers:** Students can work with a partner to use foldable fortune tellers to practice articulation. A different focus skill word should be written on each section of the fortune teller. Student 1 can provide Student 2 with a number. Student 2 can then move their fortune teller the appropriate number of times, opening the section in which they stop and articulating the written skill word. The roles can then be reversed. Students should continue activity for as long as time allows.
- » **Hear It, Think It, Say It:** Orally provide students with a focus skill word. Students can think about a word that starts with the same sound and say the word aloud. This can be done as a whole group, or with you selecting individual students to share the word.
- » **Bubble Gum Words:** Provide students with a focus skill word. Students can repeat the word slowly putting their hands to their mouths and pretending to stretch bubble gum out in front of them as they say each word.
- » **Stand Up/Sit Down:** Using a list of focus skill words, direct students to stand up if they hear a word containing the skill word or stay seated if the word does not contain the skill sound. For additional practice, you may also have students repeat the word. For example, if working on the skill /qu/, you might say the word, “quin,” and students would stand up. You could then say the word “button,” and students would stay seated.
- » **Thumbs Up, Thumbs Down:** Orally provide students with a word, asking students to repeat the word. If they hear the skill sound in the word, students should give a thumbs up. If they do not hear the skill sound, they should give a thumbs down. For example, when working on the skill /ar/, you can say the word “star.” Students can repeat, “star,” and give a thumbs up for the word containing /ar/.
- » **Superhero Says:** Orally provide students with focus skill words. Students can be asked to repeat the skill word five times, while jumping up and down like a superhero hero.
- » **Clap it Out:** Orally provide students with a focus skill word. Students can be asked to repeat the word, clapping as they say each syllable.

# LETTER-SOUND CORRESPONDENCE

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- » **Letter Formation Activity:** Students will practice writing the letters a, e, i, o, and u using proper letter formation and appropriate pencil grip. As students are writing letters, they should orally produce the letter sound for each letter.
- » **Sound Hunt:** Prior to this activity, you should post letters throughout the classroom. Students will be given approximately two minutes to visit previously posted letters. During the time allowed, students should visit as many letters as possible, orally producing the letter name and sound at each letter.
- » **Mystery Letter Bag Activity:** Place letter tiles in a bag. Students will take turns selecting a letter tile from the bag and as a group, students will produce letter name and sound.
- » **Erase the Sound:** Draw a picture on a dry erase board. One at a time, ask students to erase something that begins with certain letters. For example, draw a picture of a snowman. Display the letter “H” and ask students to erase something that begins with the same letter sound (hat) or the letter “B” (buttons.) Continue until the entire picture is erased.
- » **Letter Dice:** Create a letter dice with one letter on each side. For each turn, students should roll the dice and name the letter and sound that the dice lands on. Activity continues as time allows.
- » **Dry Erase Board Letters:** Orally provide students with a letter sound. Students will write letters associated with the sound provided.
- » **Pound the Sound:** Students will have several letter cards in front of them. Orally provide students with a letter sound. Students will be asked to identify the letter that makes the sound provided by pounding it.
- » **Letter Hop:** Place letter cards on the floor around the classroom. Students will hop from letter to letter, producing the letter sound for each letter that they come to.
- » **Alphabet I Spy:** Provide students with a letter card and ask students to spy something in the room that begins with the appropriate sound.
- » **Limbs and letters:** Provide students with a letter sound. Students will attempt to make their body into the shape of the letter that matches the sound they heard. Follow up by asking, “What letter makes the \_\_\_ sound?”
- » **Pop It:** Provide each student with a different letter card and then provide letter sounds one at a time. When you provide students with the letter sound, the student who has the corresponding letter will “pop it” into the air.
- » **Guess Who:** Say three words and have students provide the name of the letter that the words begin with. For example, you may say, “lake, lemon, lamp.” Students will reply with “L”.
- » **Roll-A-Word:** Choose six focus skill vowel patterns rimes. Then choose six beginning-sound cards to go with each vowel. Use some single letters and some blends. Print them onto card stock and tape them on large cubes. Students roll one of each, read the new word and write the new word.
- » **Missing Letter:** Display a word with one letter missing. The missing letter can be at any place in the word. Students will guess what they think the missing letter is by saying it aloud or writing it on their own whiteboards. Example: ne\_t (answer could be next, nest, neat, etc.) Students will share their letter guess and the word it makes. Then the teacher will say the correct word aloud.
- » **How Many Can We Make:** Provide students with a random letter. Students will say a word that starts with that letter one at a time in sequence until a student can’t produce a word or until time runs out. Challenge students to come up with as many words as possible!
- » **Shake and Spill:** Write uppercase letters on one side of a tile or counter and the lower case on the flip side. Students will then shake all the counters and “spill” them, saying the sounds as fast as they can.

- » **Say the Sound:** Ask students to write any letter of their choosing on a small piece of paper or dry erase board. Students will then switch paper/boards with another student. Each student will orally produce the sound of the letter that they were given for the other student. The activity can continue for as long as time allows.

## DECODING AND ENCODING

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- » **Elkonin Box Activity:** Use sound boxes to have students encode sounds into written words. Next, have students decode by reading words chorally or to a shoulder partner.
- » **Word Construction Activity:** You can put consonant tiles face down in one pile and then put two- or three-letter phonogram tiles face down in another pile (i.e. at, ap, etc.) Students can draw one tile from each pile and put them together. They can then read their word to decide if it is a real word or a nonsense word. Note: You may use consonant and phonogram cards as a replacement for tiles.
- » **Odd Word Out Activity:** Create a series of three words—two words that use the focus skill and the third word that is different. Students can write and say the words to determine which word is the “odd word out” and explain the reason why it doesn’t belong.
- » **Word Sort:** Provide students with word cards, including focus skill words and non-focus skill words. Students can sort word cards with a partner, reading each word aloud as they sort.
- » **Blind Word Sort:** Provide students with word cards, including focus skill words and non-focus skill words. Students can work with a partner to complete a blind sort. Student one can read word cards, while student two can write the words into the appropriate category. If time allows, students may switch roles.
- » **Magnet Letter Switch Up:** Use letter magnets to create skill words. For example, if working on /ch/, you can start with the word “chop” and take away the o and the p, having students add new letters to create /ch/ words. Students can read and write the new words they create.
- » **Ask and Share:** Provide students with word cards of focus skill words. Students can find a partner and while holding up their word card ask, “What is this word?” The partner can then share the word written on the card. Students can switch roles and repeat the process with the partner’s word card. Both students can then find a new partner. The activity should continue for as long as time allows.
- » **Wand Words:** Write a focus skill word and ask students to point to the letters or letter groups in the word one at a time using their magic wand (this could be a pencil, crayon, finger, etc.). As students point to each letter or letter group, they should say the sounds they are pointing to aloud. Students can then blend sounds to say the whole word.
- » **Rainbow Words:** Provide students with a list of focus skill words. Students can be asked to read each word and then write them on a separate sheet of paper, using a different color for each word written.
- » **Invisible Words:** Orally provide students with a focus skill word. The students can then write each letter of the word in the air with their finger, saying the corresponding letters aloud.
- » **Roll-A-Word:** Choose six long-a cvce vowel patterns rimes. Then choose six beginning-sound cards to go with each vowel. Use some single letters and some blends. Print them onto card stock and tape them on large cubes. Students roll one of each, read the new word and write the new word.
- » **Silly Letters:** Orally provide students with a focus skill word. Students can then write each word in silly letters. For example, students could write in block letters, bubble letters, squiggly letters, etc.
- » **Hear, Say, Write, Share:** Orally provide students with a focus skill word. Students can then repeat the word. Then, everyone, including you, can write the word. You can then show the students their written word, asking the students to correct any mistakes or errors in their written word.

- » **Picture This:** Show students a focus skill word and ask them to write the word while also drawing a picture to represent the word. Once students complete their writing and illustration, they can be asked to read the word aloud and share their illustration.
- » **Word Division:** Orally provide students with a focus skill word. Students can write the word and be asked to draw a line between each syllable. Students should then repeat the word by reading it aloud.
- » **Colorful Words:** Provide students with a list focus skill word. Students can be asked to read and write each word, using a different color for each syllable within the word.

## IRREGULAR AND HIGH FREQUENCY WORDS

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- » **Read, Spell, Write, Find:** Show and read to the students an irregular or high frequency word from this week's list. Students will look at the word and "read" (repeat) the word. Then, everyone can spell the word. Next, everyone can write the word. You can then show the students their written word, asking the students to correct any mistakes or errors in their written word. Finally, you can provide students with this week's decodable. Students will go through the decodable highlighting the new irregular, high frequency word as it appears.
- » **Word Building:** Students can work to build this week's high-frequency words using educator-selected materials. For example, students could build words with playdough, magnet letters, toothpicks, blocks, Legos, popsicle sticks, etc.
- » **Circle Up Words:** Have students stand in a circle. One at a time, students can be asked to read a high-frequency word.
- » **Memory Game:** Using two sets of word cards, students can take turns choosing a card to find its match. As students turn over cards, they should read the word they have chosen.
- » **Word Swat:** Spread out previously created word cards facing up. Then can orally provide students with a word, asking them to identify the word by swatting it with their hand. This activity could be done as a group, or with individual students. Tip: If doing the activity with a group, make a game out of it! The first student to identify the word and swat the card keeps that card. The student with the most cards at the end of the game wins.
- » **Silly Sentences:** Provide students with a previously learned words and ask students to orally produce a sentence using that word. For example, you can say, "The word is small." The student would then produce a sentence using the word "small."
- » **Go Fish:** Students can use word cards to play a game of Go Fish. Word cards should include all new and previously learned high-frequency words. To play the game, you will need two complete sets of word cards. The cards should be shuffled, and each student participating should be given five cards. The game can begin with one student asking another if they have a certain word in their hand. If the player has that word, they give it to the student who asked. That student now has a match and can set the two matching cards aside. If the student does not have the word, they tell the student to go fish. That student then takes the top card from the deck and adds it to their hand. At the end of the game, when no cards remain, the student with the most matches wins the game.
- » **Choice of Voice:** Students can practice reading high-frequency words in a silly voice. You can display a high-frequency word card and direct the students to read the word in a robot voice, mouse voice, opera voice, etc.
- » **Pancake Flip:** Students can scatter previously created word cards onto the table or floor face down. You can orally provide students with a new or previously learned high-frequency word. Students can be asked to identify the word by flipping it over with a spatula or similar tool. Once they have identified the given word, they sit it to the side. The activity can continue until no word cards remain.
- » **Dynamite Words:** Write all previously learned high-frequency words on popsicle sticks and write the word "dynamite" on two or three sticks. One at a time, students can select a stick, read the word, and keep the stick. If the student pulls a dynamite stick, they must put back all sticks that they previously collected.

- » **Word Detective:** Place sight words around the classroom or on the board with post-it notes or word cards. Then provide students with a word, asking students one at a time to search and find the word provided.
- » **Showdown:** You and your students can each have an individual set of high-frequency word cards. You can secretly select a word card and read it aloud. Students can find the matching word card from their set and hold it to their chest until it is time to showdown! (reveal)
- » **Word Scramble:** Display a high-frequency word that is scrambled. Students can unscramble the word and write it on their white board.
- » **Sensory Words:** Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc.

## TEXT APPLICATION

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- » **Highlighting Fun Activity:** Read decodable text aloud while students follow along using individually distributed copies of the decodable text. Students should be encouraged to notice and highlight skill words and high-frequency words within the text. Provide students with the opportunity to share words found.
- » **Independent Whisper Reading:** Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.
- » **Echo Reading:** Echo read words identified from previous day. Then echo read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students' understanding of the text.
- » **Choral Reading:** Chorally read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students' understanding of the text.
- » **Partner Reading:** Observe as students partner read decodable text. If time allows, facilitate a discussion of students' understanding of the text.

## WRITING APPLICATION

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- » **Writing Spotlight:** Students will revisit the decodable text to write words that are highlighted.
- » **Guided Writing:** Choose a sentence that includes this week's skill words and high-frequency words. Then dictate the sentence to the students and observe their writing.
- » **Independent Writing:** Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used.

