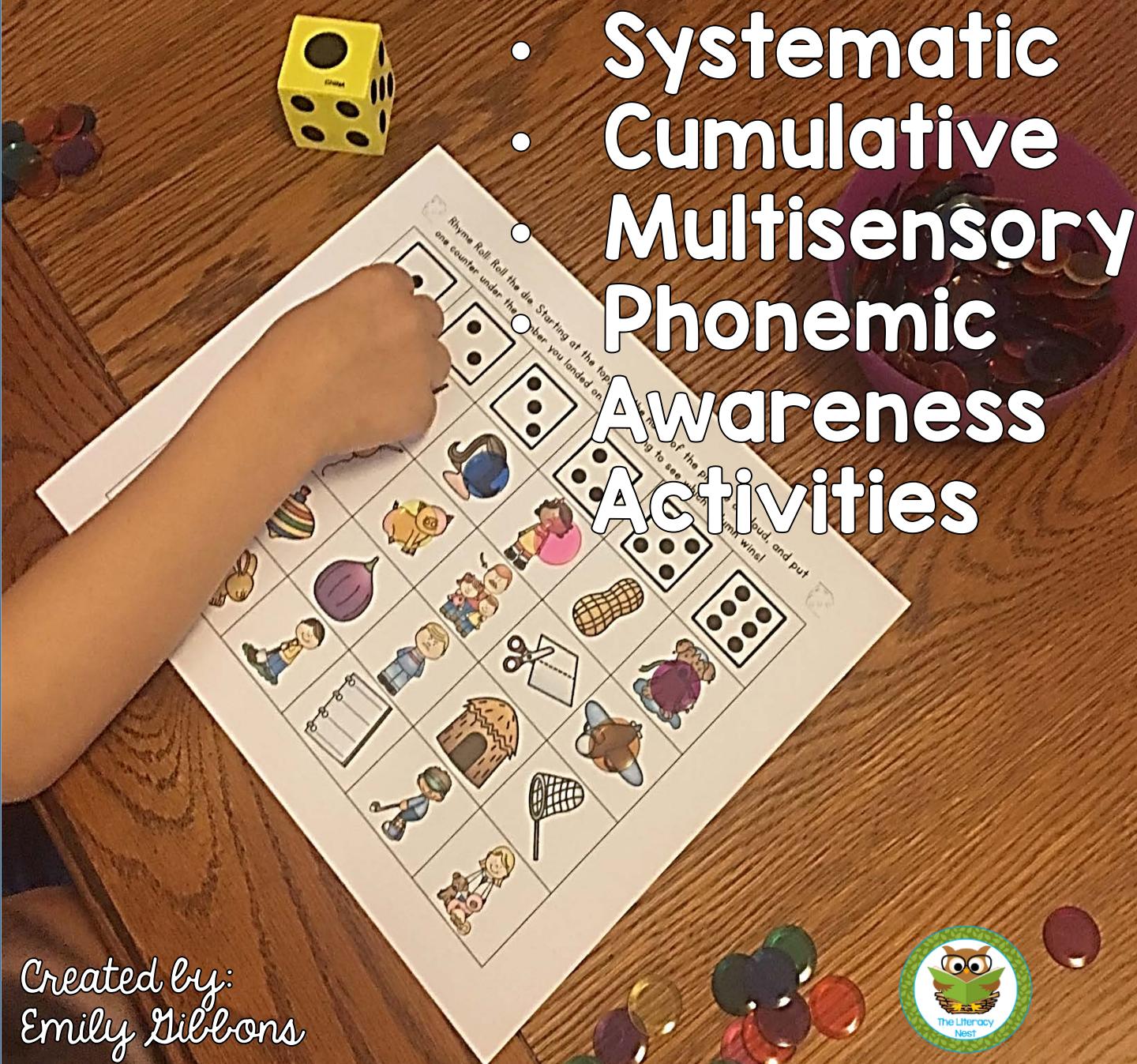


phonological Awareness

- Systematic
- Cumulative
- Multisensory
- Phonemic Awareness Activities



Created by:
Emily Gibbons



Kick your instruction up a notch!

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I hope you enjoy this resource!

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- Follow [my store](#).
- Sign up for my monthly email newsletter [here](#). I'll send you important updates and a fun freebie!



You may also like the following resources in my store:

Just click on any of the images below.

BUNDLE



On Track
with Orton-Gillingham

LEVELS 1-5

- Pre & Post Placement Tests
- Goals
- Checklists
- Recording Sheets

Created by: Emily Gibbons

Essential Multisensory Tools

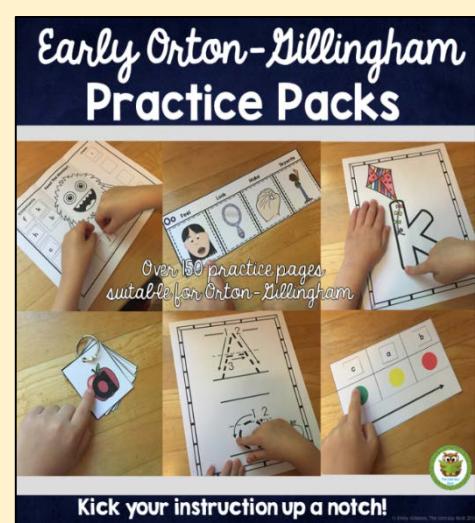


Phonemic Awareness

CVC Tap and Switch Cards
beginning, medial and final sounds

Created by: Emily Gibbons

Early Orton-Gillingham Practice Packs



Over 150 practice pages suitable for Orton-Gillingham

Kick your instruction up a notch!

[Click here for more Orton-Gillingham resources.](#)

Dear Educator,

Thank you for your purchase! This is a growing bundle of phonological awareness activities with a special focus on phonemic awareness. I WILL be adding more pages to it over time. It is compatible with the OG approach or other reading interventions. This resource may be used in a 1:1 setting, small group or even whole class, depending on your needs. The majority of the lessons are teacher led for a portion, followed by student practice.

NOTE: Consider following the order in the Table of Contents. It is a cumulative progression with multiple opportunities for reteaching. While you are using this or even when you have finished, my early OG Alphabetic Principle Bundle is highly recommended as the next course of action for your students.

How Is This Bundle Organized?

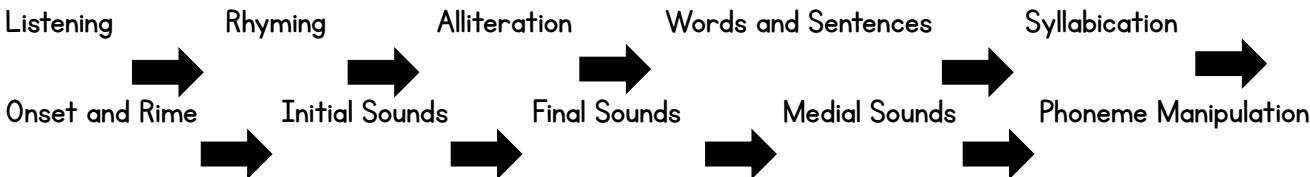
I REALLY tried hard to keep things tightly organized and easy to find. Please refer to the supply list and book list. Do you need everything on those lists? NO. They are recommended, but not a necessity. The lessons are typed in a teacher task card format to be hung on a ring or a display frame as shown in my photos. Every teacher task card has a symbol in the upper right hand corner to help you remember what section you are teaching. They can also go on a ring. These are for YOUR use, not for students. I recommend storing the rest in a three ring binder. The accompanying materials for each lesson can be found either:

- A. Right after the task cards, or
- B. In the supplemental file

I plan to have videos, photos, blog posts and an email series to deepen your understanding of phonological awareness. Although this is a comprehensive resource, I will add more resources to this bundle, including more prompt cards for your repertoire, over time free of charge to you.

Rationale

I have organized this resource in a developmentally appropriate order to build upon a child's knowledge of sounds in a systematic and multisensory format. Student objectives are in bold on the teacher task cards.



Assessment

There are several, excellent assessment tools out there to assess a child's phonemic awareness. I will be creating a short assessment to add to this bundle as well as teacher task cards and supplementary materials for advanced phoneme manipulation. Thank you for patience as I strive to make this resource even better for you and your students.

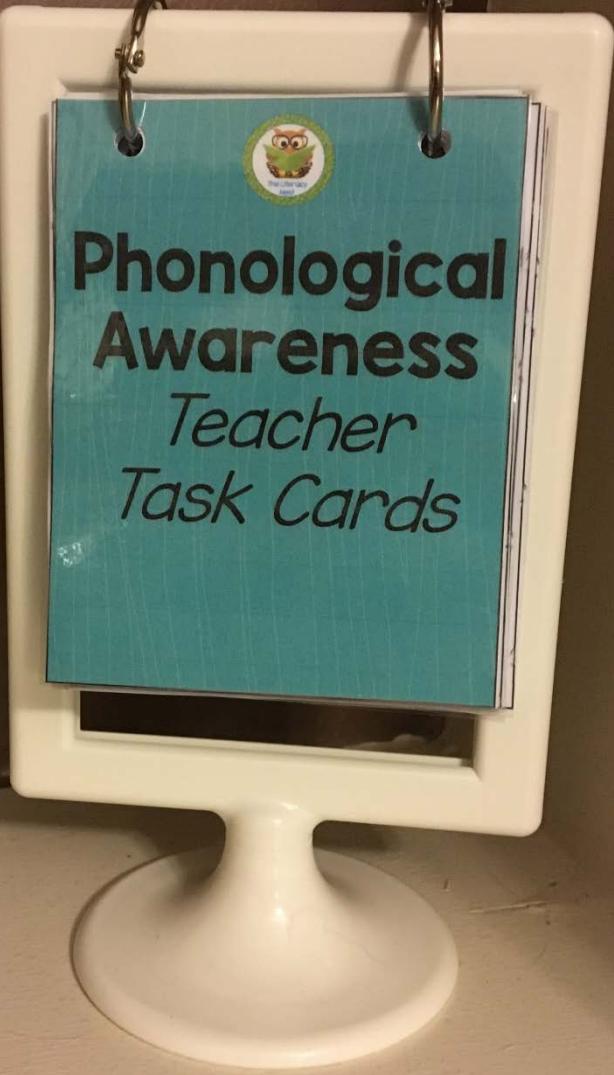
Thank you so much for choosing my store for your classroom needs. I do appreciate your patronage. Please be sure to leave feedback on this resource. It helps me, future customers, and you'll earn credit towards new purchases!

Sincerely,

Emily Gibbons, [The Literacy Nest](http://TheLiteracyNest.com)

Since this is a growing bundle, more pages are added over time.

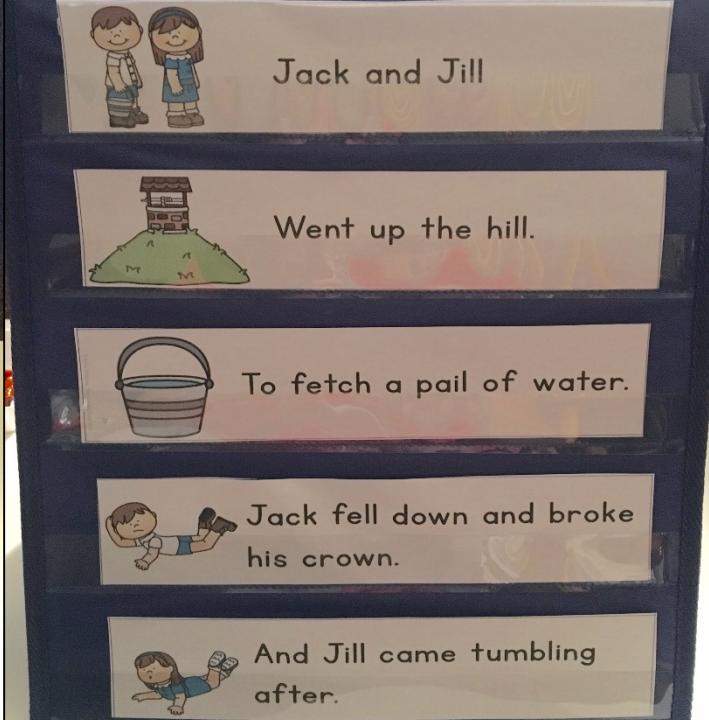
Page #s	Skill
5-14	Teacher Notes, Supply List, Book List, Assessment Tools- ADDED 11/15/17
16-25	Listen, Recognize, Recall
26-53	Rhyming Recognize, Sort and Categorize, Create, Make Judgments
54-59	Alliteration
60-81	Syllables
82-84	Words to Sentences
85-91	Onset and Rime
92-101	Initial Sounds Isolating, Segmenting, Blending, Deletion, Substitution
102-110	Final Sounds Isolating, Segmenting, Blending, Deletion, Substitution
111-119	Medial Sounds Isolating, Segmenting, Blending, Deletion, Substitution
120-143	-Phoneme Manipulation Isolating Segmenting, Blending, Deletion, Substitution -Pocket Chart Letter Cards and Speech Sound Cards (pages 127-143)
144-154	Advanced Sound Manipulation (I will add more to this portion over time.)
155	Links to Blog Posts and Videos
	BE SURE TO GO TO THE SUPPLEMENTARY FILE AFTER THIS ONE FOR ADDITIONAL PAGES TO ACCOMPANY THE LESSONS. Check back periodically for updates, additions and revisions.



Why the frame stand?
Displaying the cards on a frame stand is so much easier than having an open book on your lap or on a table. **EVERY** task card is designed to be at a glance. These cards are for **YOU**, not the student. You can follow the prompts while you guide your students through each activity. The cards flip easily on the frame stand. They won't **ALL** fit at the same time, so store the other cards on a ring or in a card box until your are ready to display and use them.

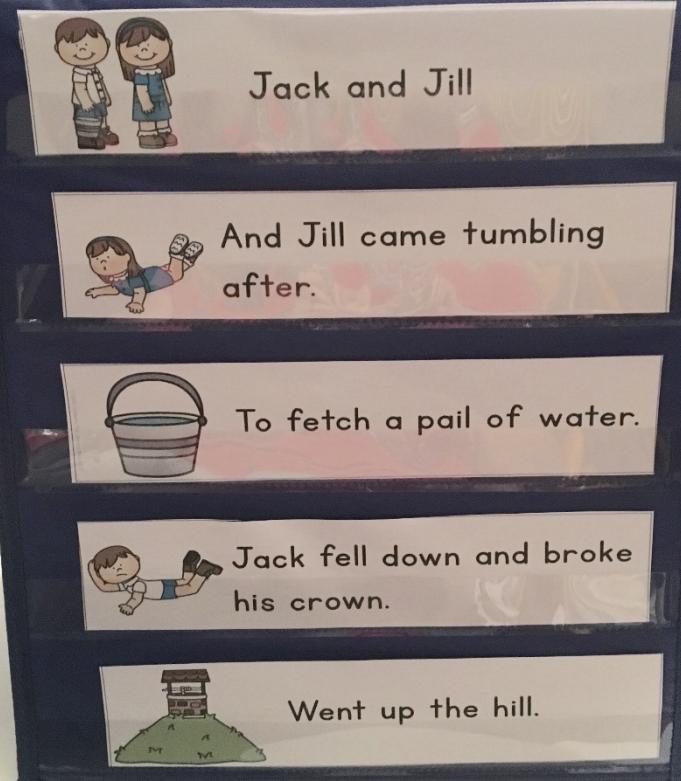
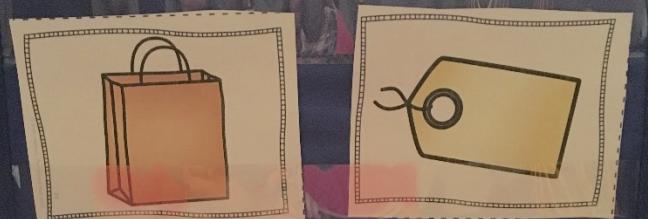
This unit has prep involved, but once you have it set up, it will run smoothly. Store all your materials for this resource in a system that will work for you. Plastic craft cases are great for storage. I recommend a one inch binder for all the print outs. You will need to laminate the student materials if you wish for them to last longer.

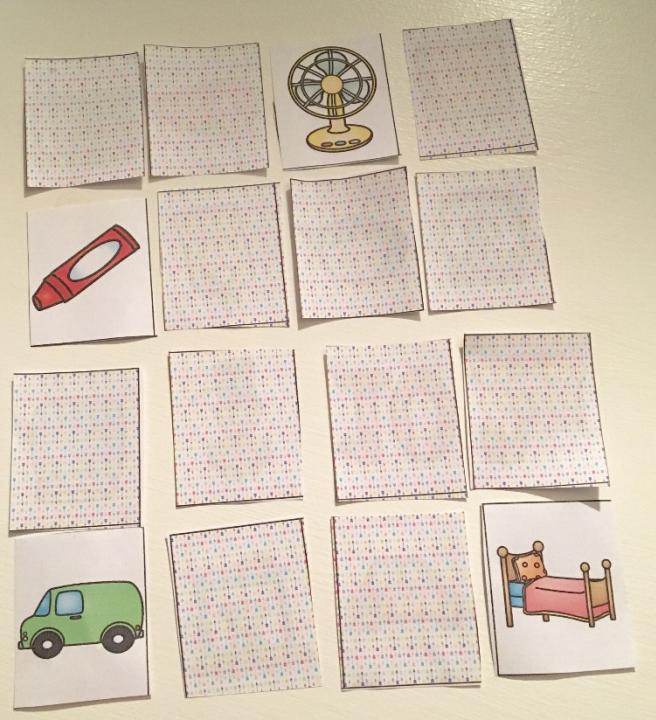




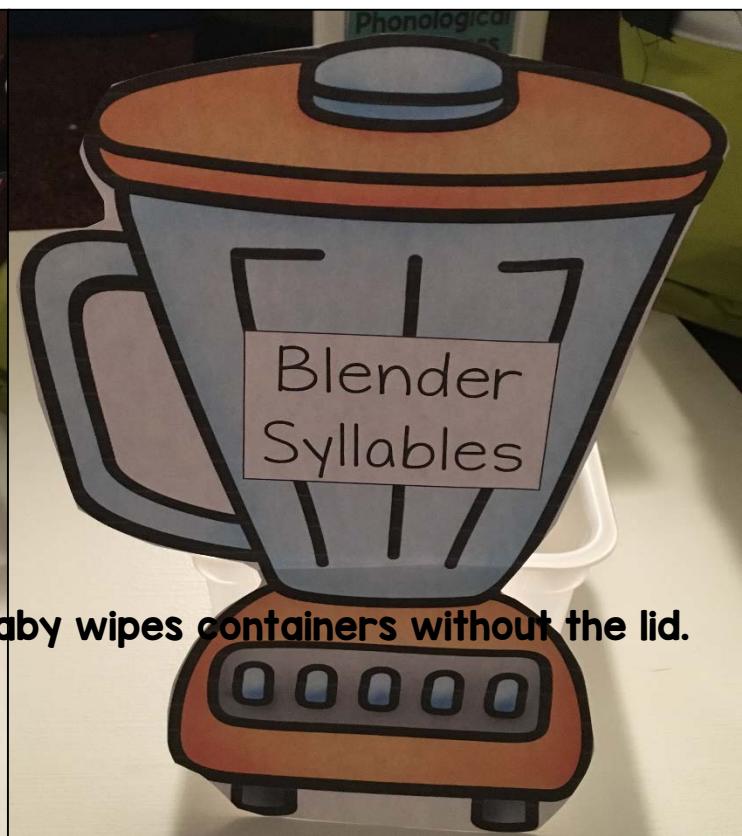
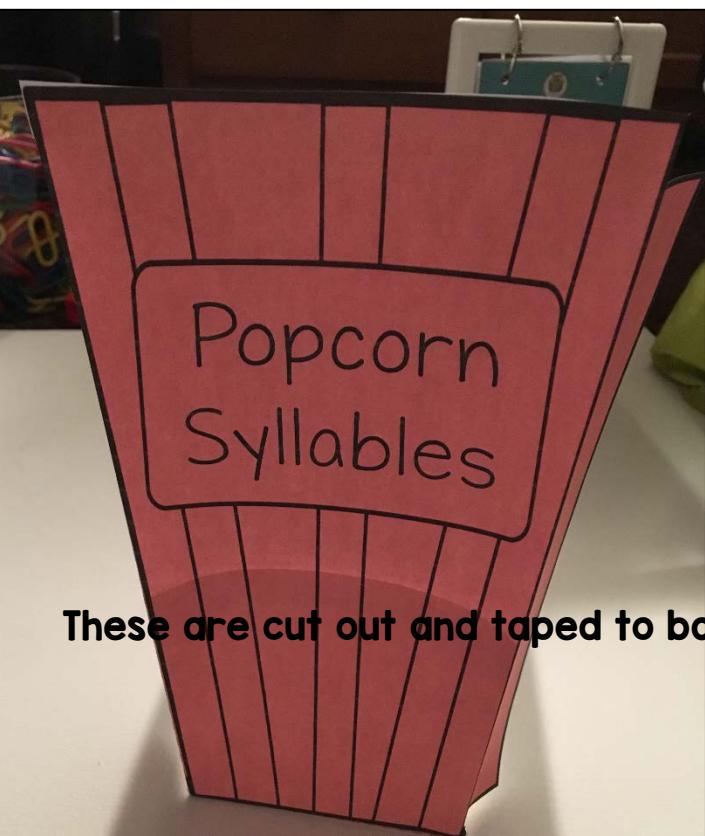
Early tasks involve listening and rhyme recognition activities.

LEARNING RESOURCES



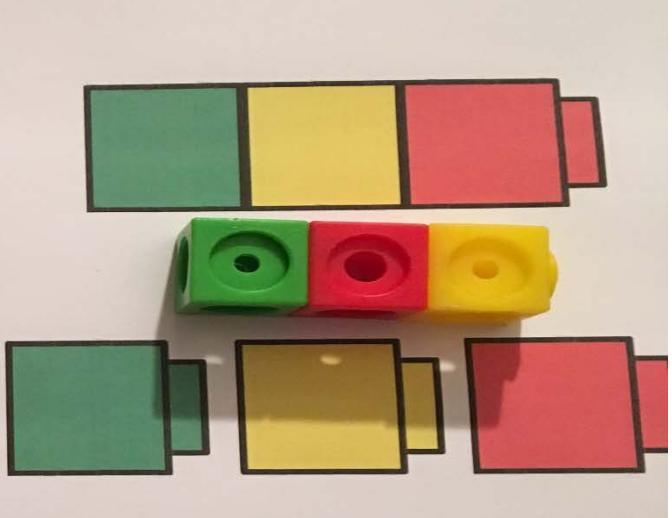
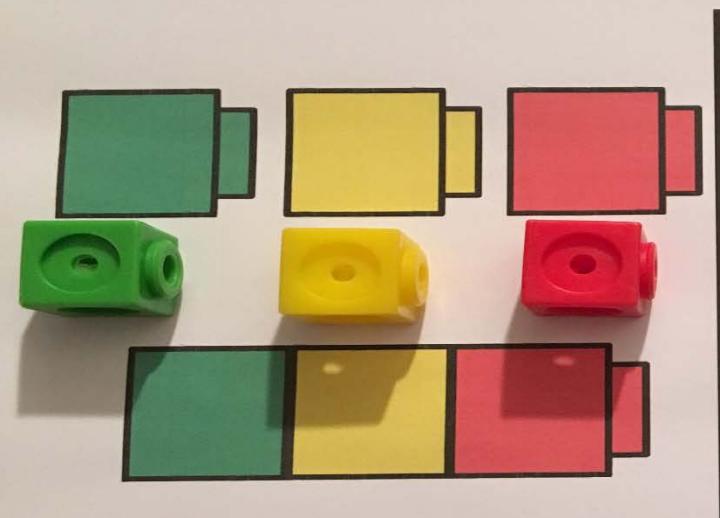
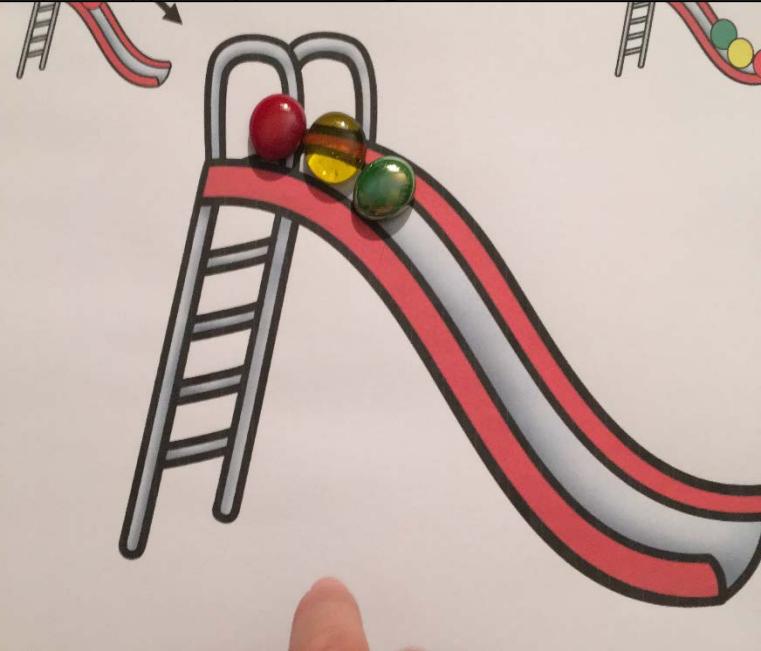
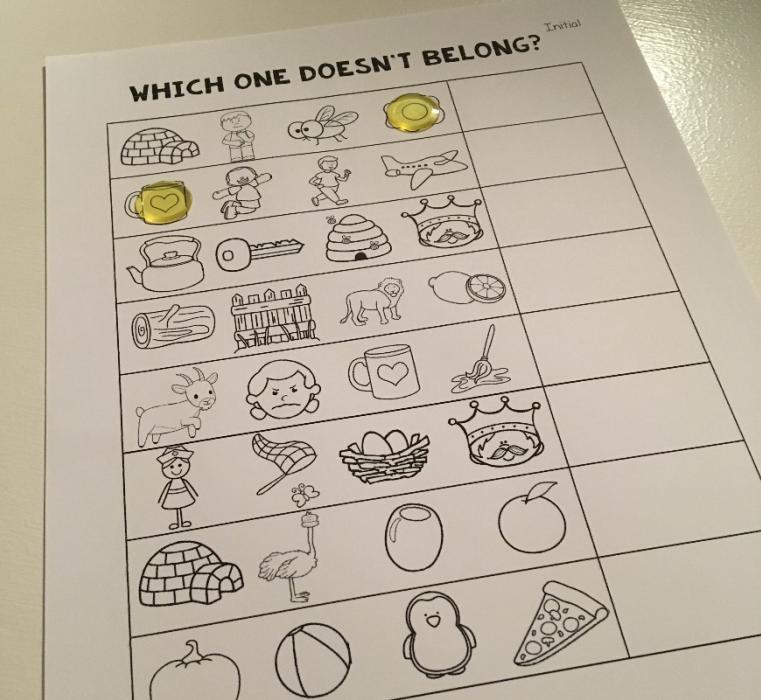


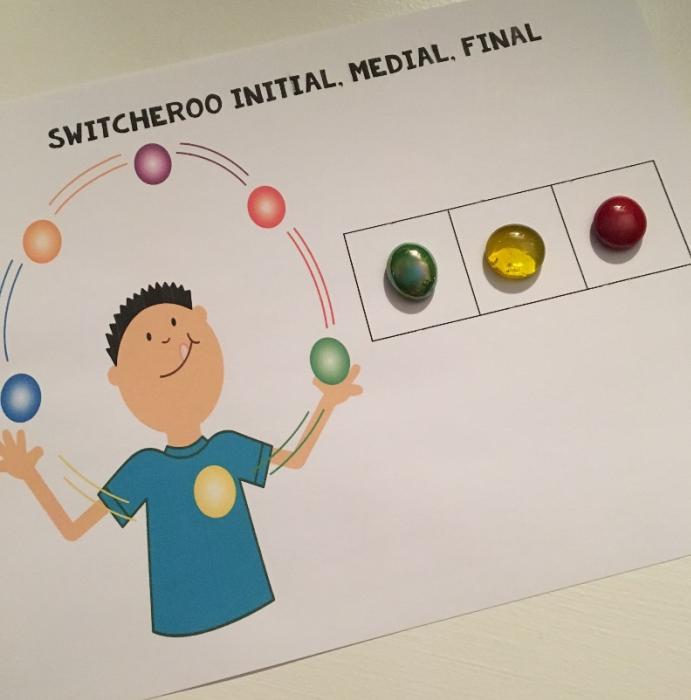
As you progress tasks and activities will involve rhyming, alliteration and syllable recognition with a variety of opportunities for reinforcement.



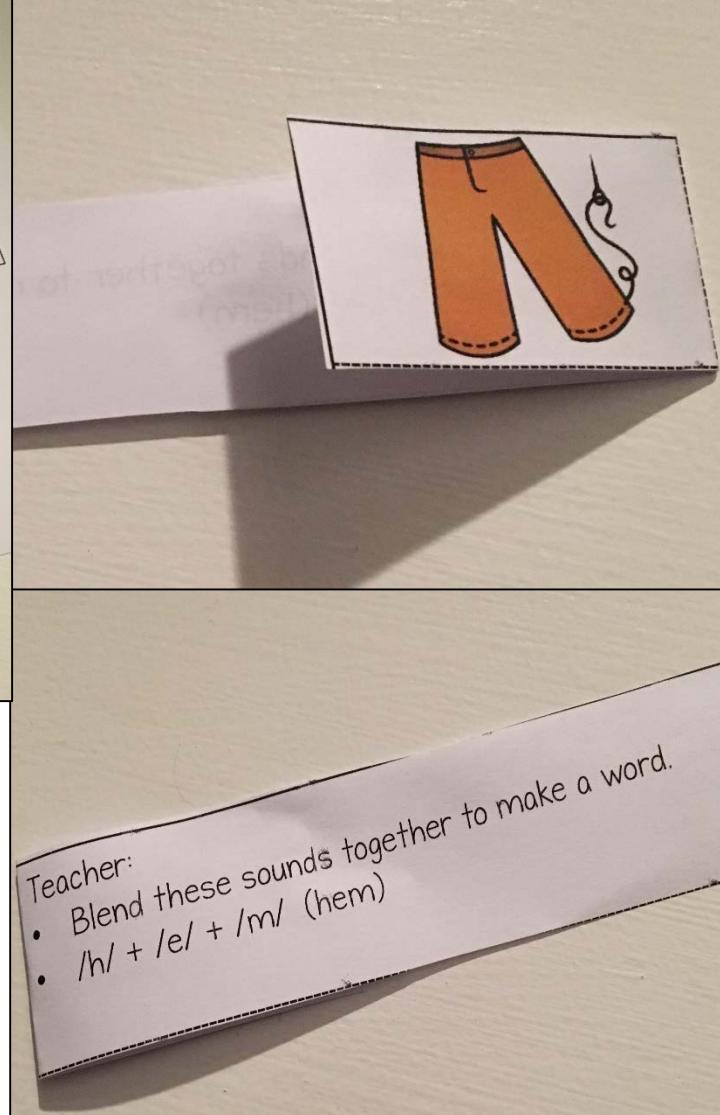
These are cut out and taped to baby wipes containers without the lid.

Deeper into the unit, students will use judgement tasks to discriminate. They will utilize a variety of manipulatives to isolate, segment, blend, delete or substitute phonemes.





Teacher prompts paired with fun games guide you throughout the whole unit.



Opportunities to practice mouth formation with the different speech sounds are provided with picture cards.

Materials Needed

- One inch wooden cubes
- Bingo stampers
- Pony beads
- Flat glass marbles (commonly used for filling a vase)
- Pipe cleaners
- Playdough: red, green, yellow, and blue
- Single hole punchers
- Plastic linking chains
- Pom poms: red, green, and yellow
- Cardstock
- Metal rings
- Pocket chart for a tabletop or an easel
- Bingo counters (transparent)
- Two-Color counters
- Felt squares (measured about one square inch each)
- Magnetic letters
- Clothespins
- Dry erase materials

Suggested Book List for Read Alouds

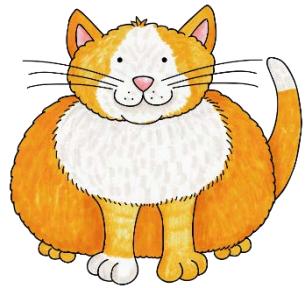
- The B Book
- Sheep In A Jeep
- Miss Mary Mack
- Runny Babbit
- The Cat Who Wore A Pot On Her Head
- Huck Runs Amuck!
- Mrs. McNosh Hangs Up Her Wash
- Rhyming Dust Bunnies
- Jillian Jiggs
- Don't Be Silly, Mrs. Millie!
- Piggie Pie!
- The Hungry Thing

Cut out teacher task cards. Punch hole in the corner and hang on a ring.

Listening

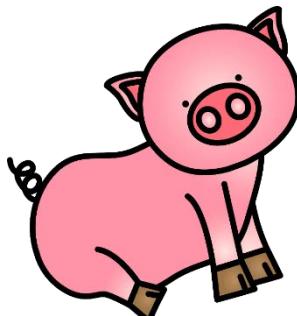


Rhyming



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Alliteration

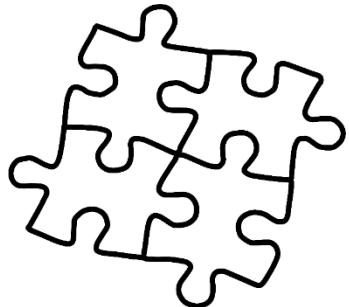


Syllables

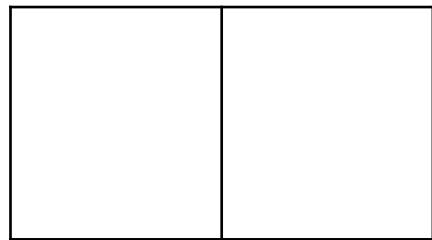


Cut out teacher task cards. Punch hole in the corner and hang on a ring.

Words And Sentences

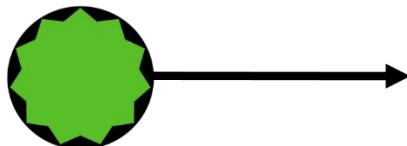


Onset and Rime

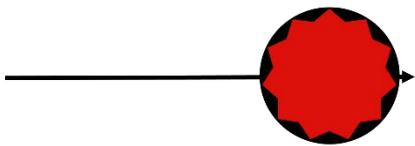


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Initial Sounds

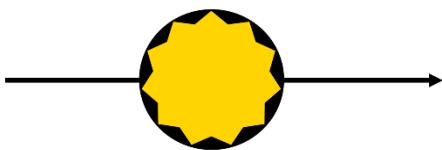


Final Sounds

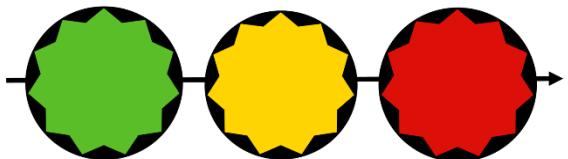


Cut out teacher task cards. Punch hole in the corner and hang on a ring.

Medial Sounds



Phoneme Manipulation



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Advanced Phoneme Manipulation



Phonological Awareness Teacher Task Cards

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Assessment and Progress

Monitoring Tools

ADDED 11/25/17

Check in the bundle for this resource.

Listening



Objectives

Students will...

Listen, recognize and recall sounds in isolation and sequence.

● 1 Listening ●



What do you hear? Students build up focus, attention to sound and memory.

Students will close their eyes and guess the following sounds. Feel free to add more.

- Crumpled paper
- Fingers snapping
- Scissors cutting
- Bell ringing
- Feet stomping
- Hands rubbing together

● 2 Listening ●



What do you hear? Students build up focus, attention to sound and memory.

Students will close their eyes and guess the following sounds. (Feel free to add more.)

- Cow mooing
- Bird chirping
- Water dripping
- Wind blowing
- Cat meowing
- Door shutting

● 3 Listening ●



Where do you hear it? Students build up focus, attention to sound, memory and identify location.

Students will close their eyes and guess the location of the sound in the room. Feel free to add more.

- Bang a toy hammer
- Ring a bell
- Clap hands
- Stomp feet
- Knock on a wall or door
- Tap fingers on a desk

● 4 Listening ●



Where is our classmate? Students build up focus, attention to sound and memory.

Students will close their eyes and guess where their classmate is in the room. Give the classmate an animal card to pretend to be that animal and make their sound. Have them stand in one area of the room. Students ask: Where is (student's name)? Classmate replies with the sound of that animal. Students guess location.

● 5 Listening ●



Who said that? Students build up focus, attention to sound and memory.

- Give each student a sound card, but tell them not to show it to anyone.
- The teacher will call out a sound card. The student with the same sound card will reply back with the same sound.

● 6 Listening ●



Which came first? Students build up focus, attention to sound, memory and sequence.

Students will close their eyes and guess which sound came **first** in the sequence. Use a divider or other object to hide the objects.

1. Bell, toy hammer, tapping
2. Scissor cut, snapping, bell
3. Paper ripping, bell, toy hammer
4. Toy hammer, tapping, bell
5. Snapping, paper ripping, tapping
6. Tapping, toy hammer, bell

● 7 Listening ●



Which came last? Students build up focus, attention to sound, memory and sequence.

Students will close their eyes and guess which sound came **last** in the sequence. Use a divider to hide the objects.

1. Bell, toy hammer, tapping
2. Scissor cut, snapping, bell
3. Paper ripping, bell, toy hammer
4. Toy hammer, tapping, bell
5. Snapping, paper ripping, tapping
6. Tapping, toy hammer, bell

● 8 Listening ●



Which came in the middle?

Students build up focus, attention to sound, memory and sequence.

Students will close their eyes and guess which sound came in the **middle** of the sequence. Use a divider to hide the objects.

1. Bell, toy hammer, tapping
2. Scissor cut, snapping, bell
3. Paper ripping, bell, toy hammer
4. Toy hammer, tapping, bell
5. Snapping, paper ripping, tapping
6. Tapping, toy hammer, bell

● 9 Listening ●



Catch the beat. Students build up focus, attention to sound and memory.

The teacher will begin the beat.

Students will catch on and repeat it over and over.

Beat: Clap, clap, stomp, clap

Beat: Tap, clap, tap, clap, tap, tap

Beat: Pat, clap, stomp, stomp, clap

Beat: Stomp, clap, stomp, stomp, clap

● 11 Listening ●



Listen to the story. Hold up the card and make the sound when you hear it in the story.

Once there was a dog who loved to drive a car. She drove to a farm to visit the cows. The ducks saw the dog's car and wanted to go for a drive. The ducks hopped in the car and drove away. Dog was shocked! He sat with the cows on the farm. The ducks came back an hour later, and parked the car. Dog was mad. Then, the ducks gave dog and the cows ice cream cones. They promised never to take dog's car again. All the cows, ducks and dog enjoyed their ice cream cones on the farm.

● 10 Listening ●



What changed? Students build up focus, attention to sound, memory and sequence in a rhyme or chant.

- Baa, baa, white sheep, have you any wool?
- The Bitsy, Itsy spider went up the water spout.
- Sparkle, Sparkle little car
- Lumpty, Dumpty sat on a wall.
- Up the hill went Jack and Jill.
- One, two buckle my shoe, seven eight lay them straight, three four, shut the door

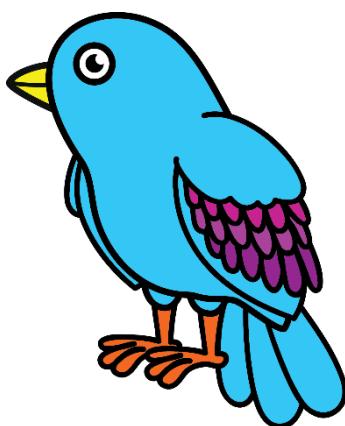
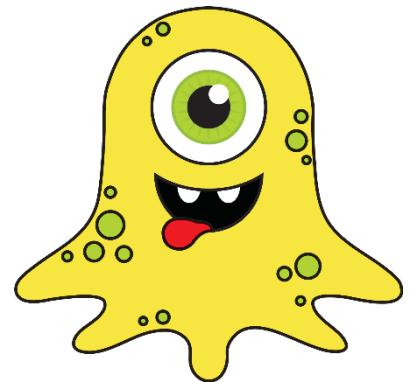
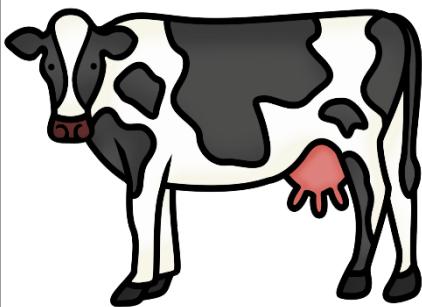
● 12 Listening ●



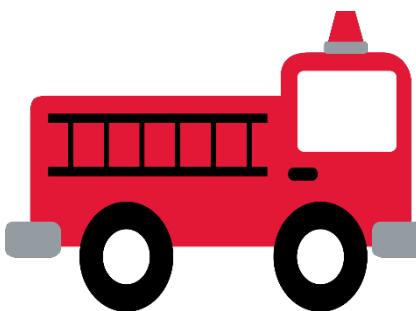
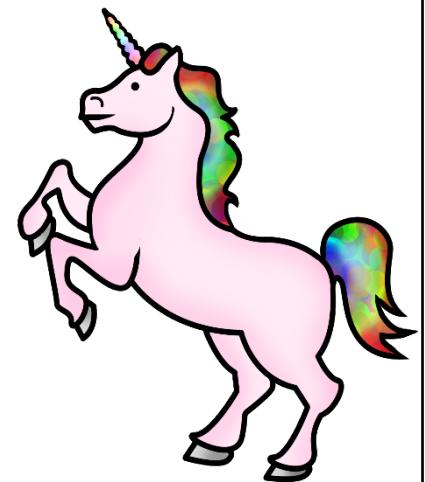
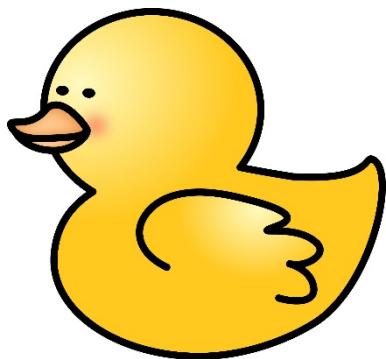
Who's driving the car? Place the story card on the car when you hear the animal name.

- Gorilla and raccoon asked to drive the first car.
- Zebra and kangaroo like to be in the middle car.
- Lion and tiger ask gorilla and raccoon to step out, so they can be in the first car.
- Elephant likes to drive last.
- Iguana wants to ride with lion and tiger.

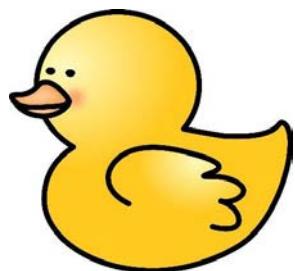
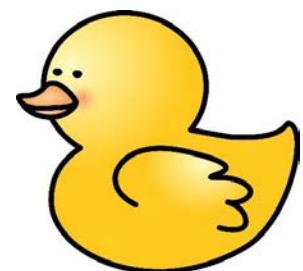
Listening: Sound Cards for Card #5



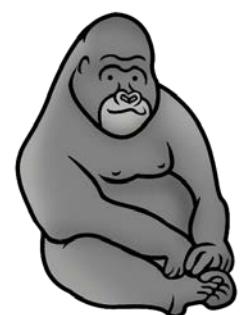
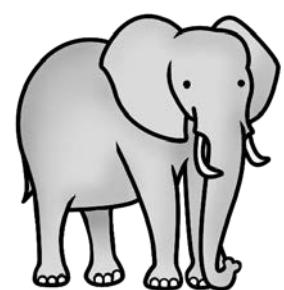
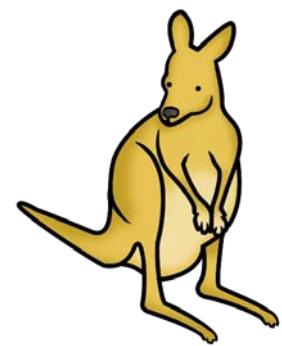
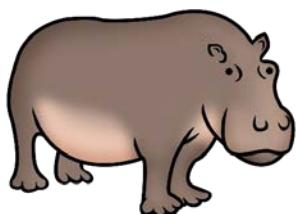
Listening: Sound Cards for Card #5



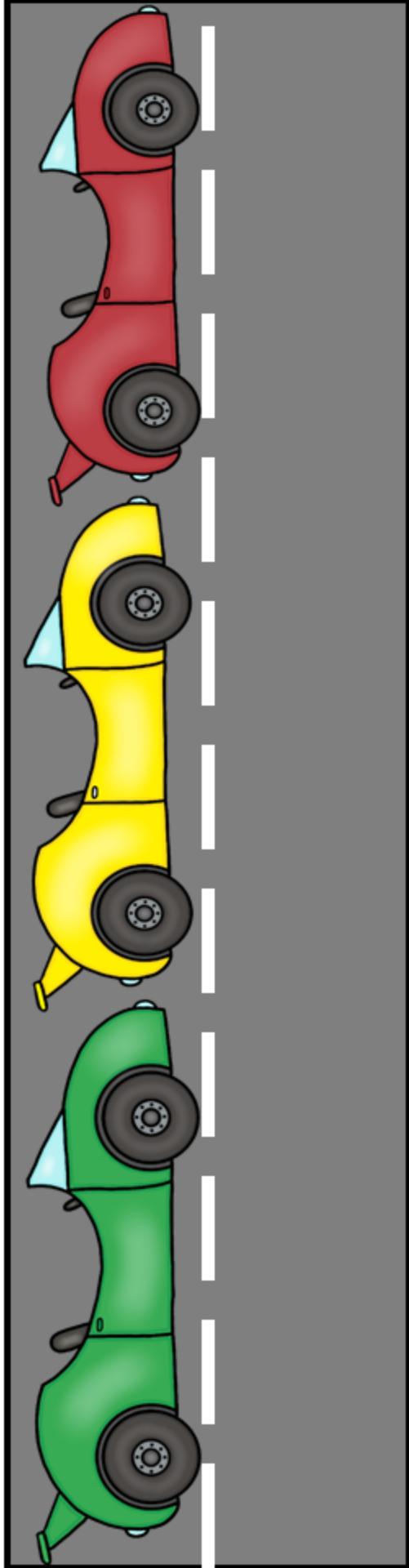
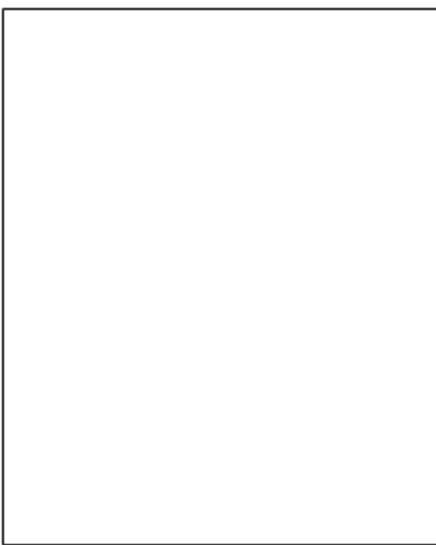
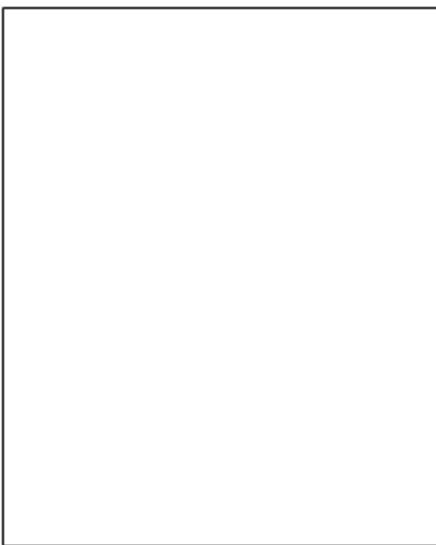
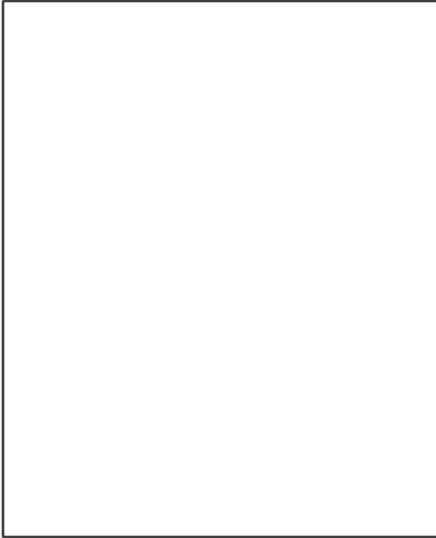
Listening: Sound Cards for Card #11



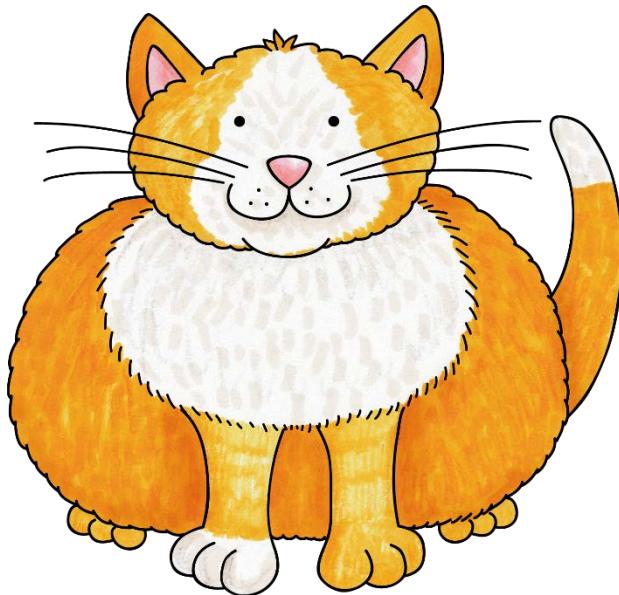
Listening: Sound Cards for Card #12



Who's driving the car?



Rhyming

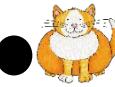


Objectives

Students will...

Listen, recognize, judge, and produce
rhyming words.

● 1 Rhyming ●



Nursery Rhymes: Students will listen to nursery rhymes and practice reciting them.

In a pocket chart, display one nursery rhyme at a time. Read it out loud to students, line by line. Use a hand puppet to read along with you. The main goal is listening for the rhyming words. Model how to find a rhyming word. Say the pair of rhyming words slowly. Have the puppet repeat after you, and then students.

● 2 Rhyming ●



Pocket Chart Rhyming Pairs:

Display the large rhyming pair cards in a pocket chart.

Model matching a pair of rhyming cards. Say them out loud as a way to check for rhyming patterns. Place matching cards side by side in the pocket chart. Alternatively, place all the cards blank side out and play a group version of Concentration.

● 3 Rhyming ●



Make A Match: Students will use the rhyming pair cards (student size cards) to practice identifying rhymes. Ways to use the cards: 1. Call out a word and they find the rhyming pair. 2. Have them make matches independently. 3. After making matches, shuffle the cards and play a game of Concentration. 4. Have the student "play teacher" by choosing a card. The teacher chooses it's rhyming pair.

● 4 Rhyming ●



Roll A Rhyme: Students will recite groups of rhyming words with oral, repeated practice

Pass out one die and the game board for this activity. It's important to model how to say the names of the pictures out loud to maintain the strength of this auditory activity. As they add more bingo chips to a column, they will get repeated practice by saying the picture names out loud in that column.

Cut out teacher task cards. Punch holes and hang on a ring.

● 5 Rhyming ●



Rhyme Court: Students will make judgements about rhyming pairs.

(A toy gavel or hammer is fun for this.)

Display the judge mat. Show two cards. Say the picture names out loud. If yes, students pound on the Y. If no, students pound on the N. This is a good assessment activity to use mid-way through the rhyming module. If students are having a hard time judging rhymes, go back to activities 2 and 3 for repeated practice.

● 6 Rhyming ●



Build A Rhyme: Students will identify and categorize groups of rhyming words.

This is an alternative and more challenging version of Roll-A Rhyme. Students have to find the rhyming picture cards and place them in the blank columns. This is another assessment opportunity. You are checking to see if students can identify and categorize the pictures into similar rhyming pattern groups.

● 7 Rhyming ●



Guess My Rhyme: Students will choose the correct rhyming word. The teacher calls out the following phrases, and the student replies with a rhyming word.

- My pig is wearing a ...
- The duck is driving a ...
- I like to sing when I sit on a ...
- Sniff a rose with your ...
- That guy just swatted a ...
- The hen counted to ...
- The billy goat sailed on a ...

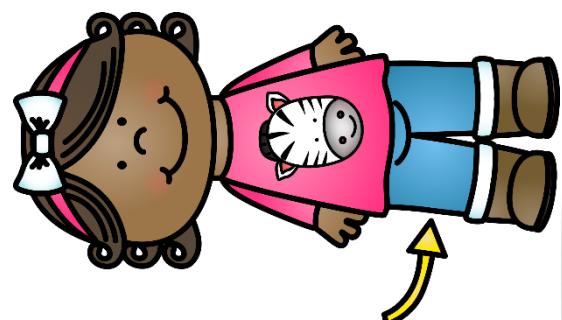
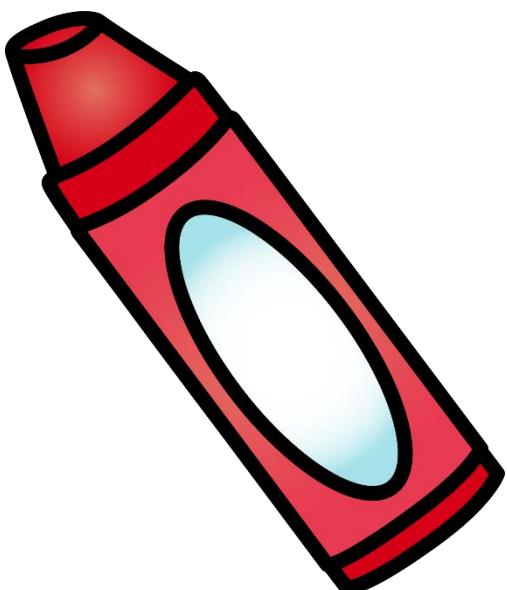
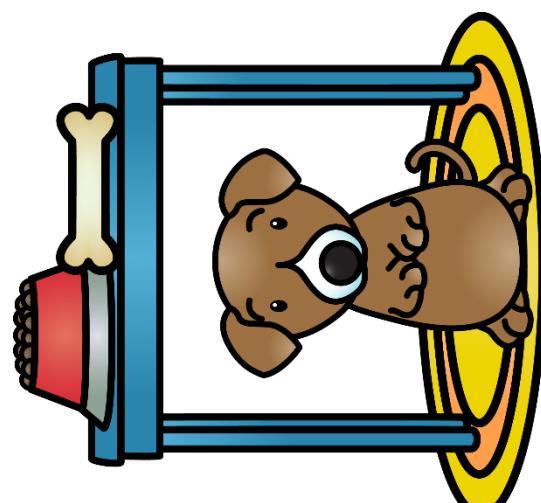
Create "Down By the Bay" rhymes for an extension to this activity.

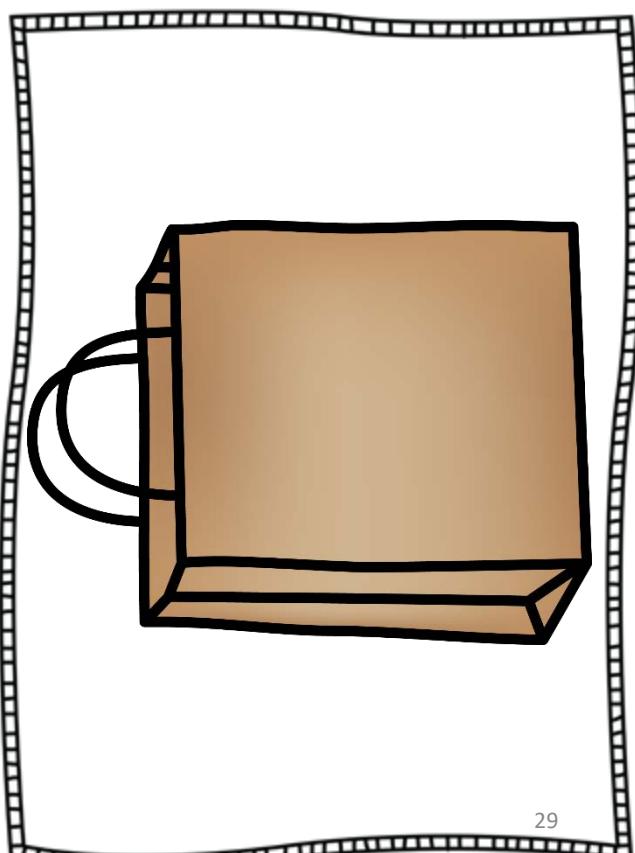
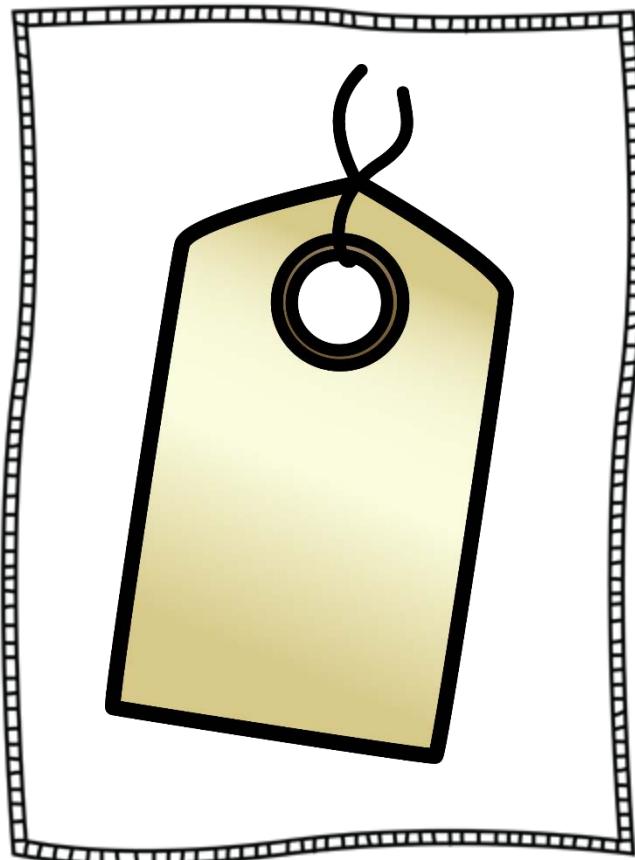
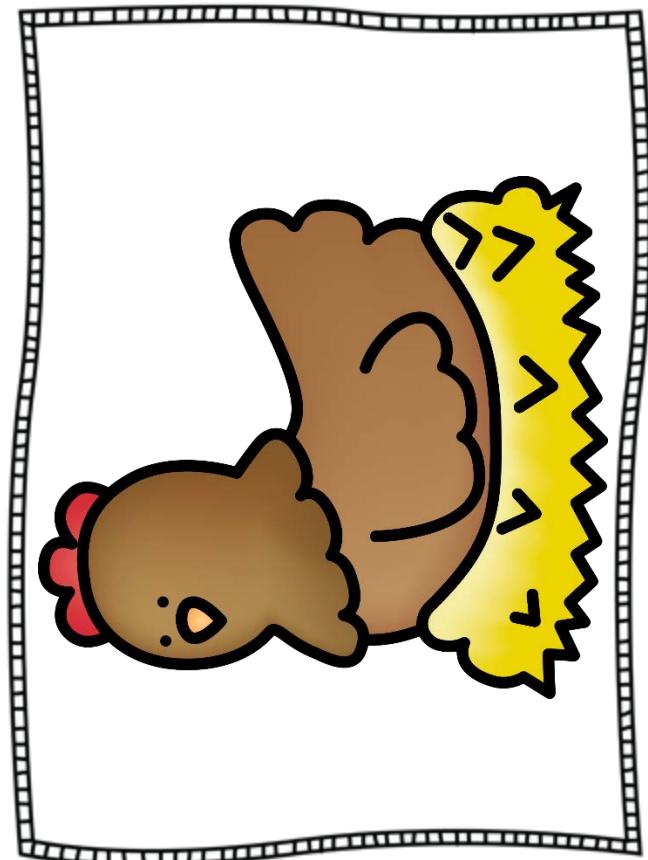
● 8 Rhyming ●

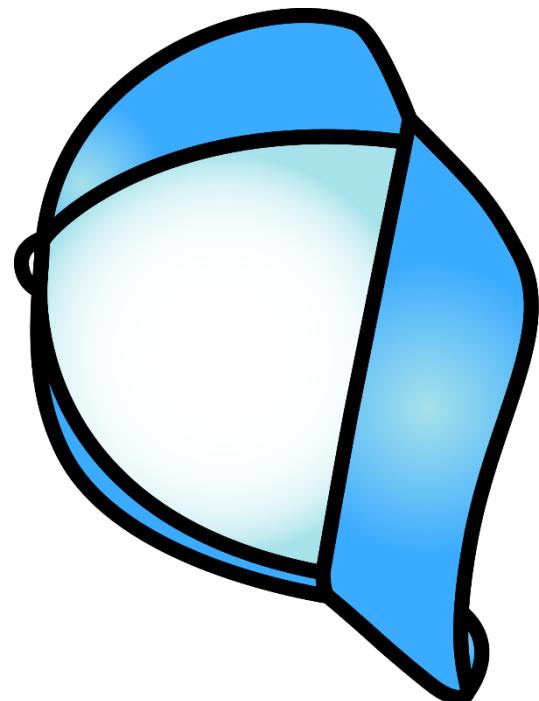
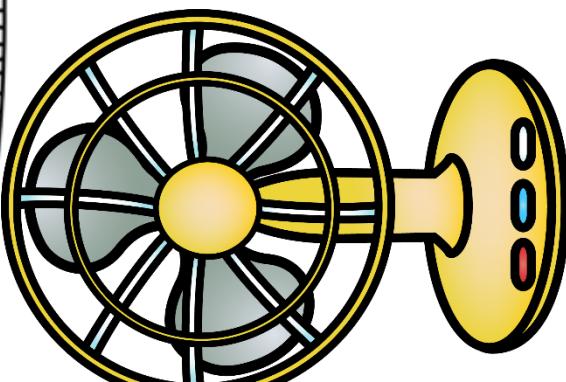
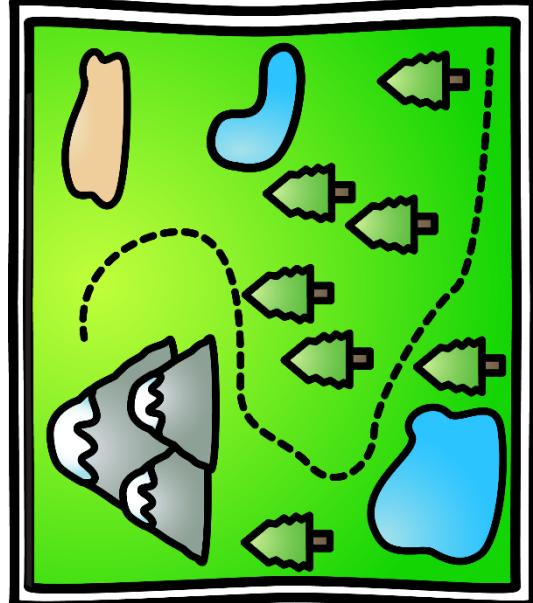
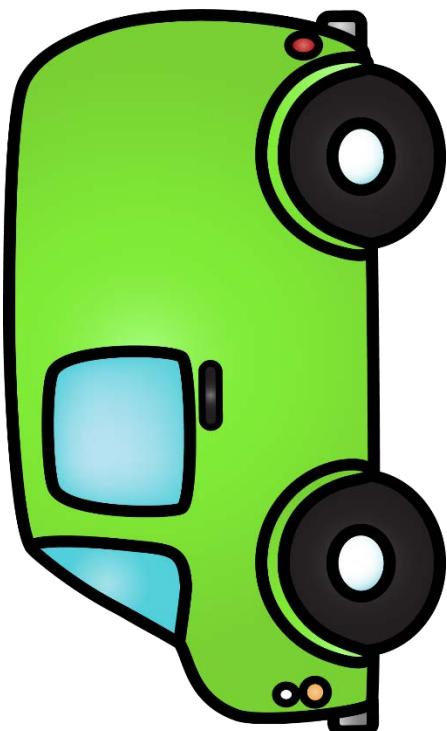


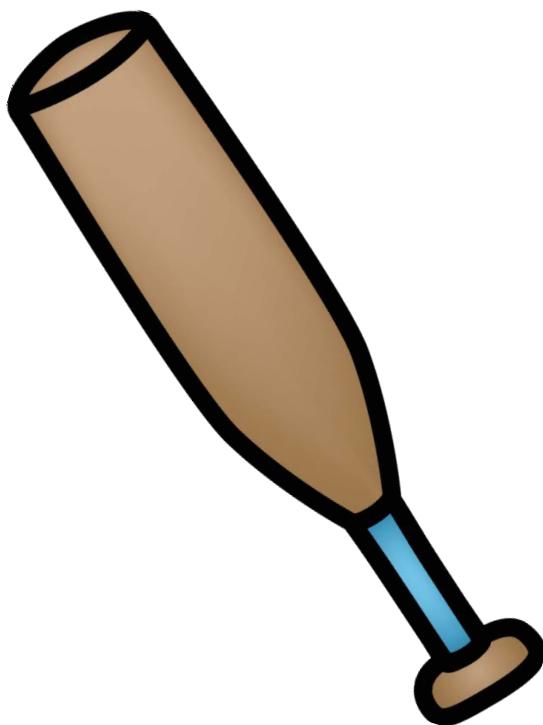
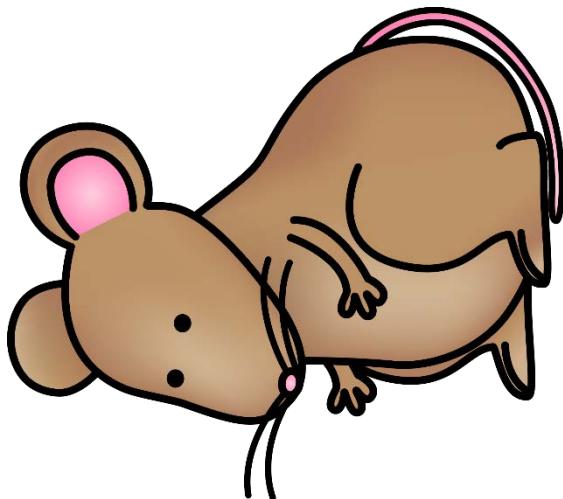
Let's Go Shopping: Students will choose a rhyming word.

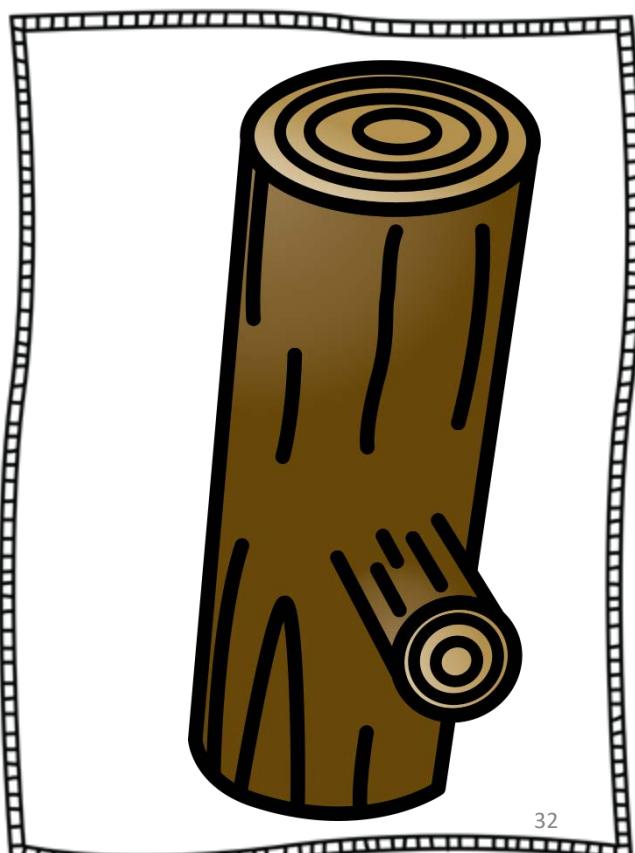
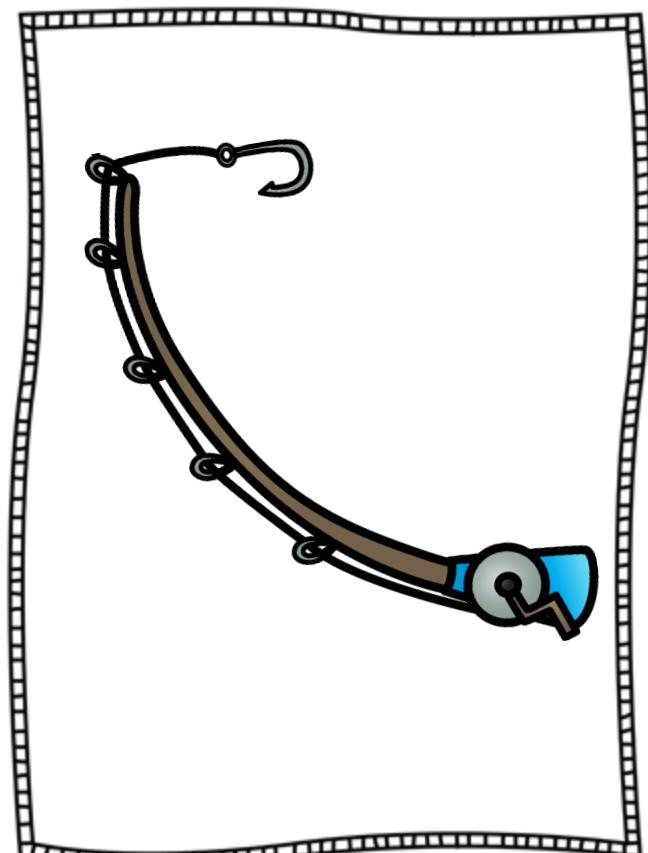
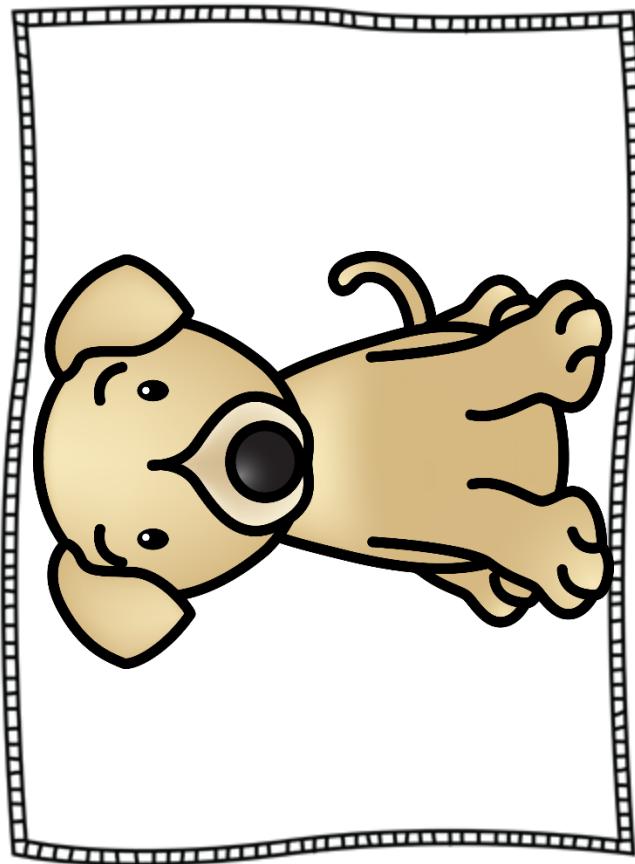
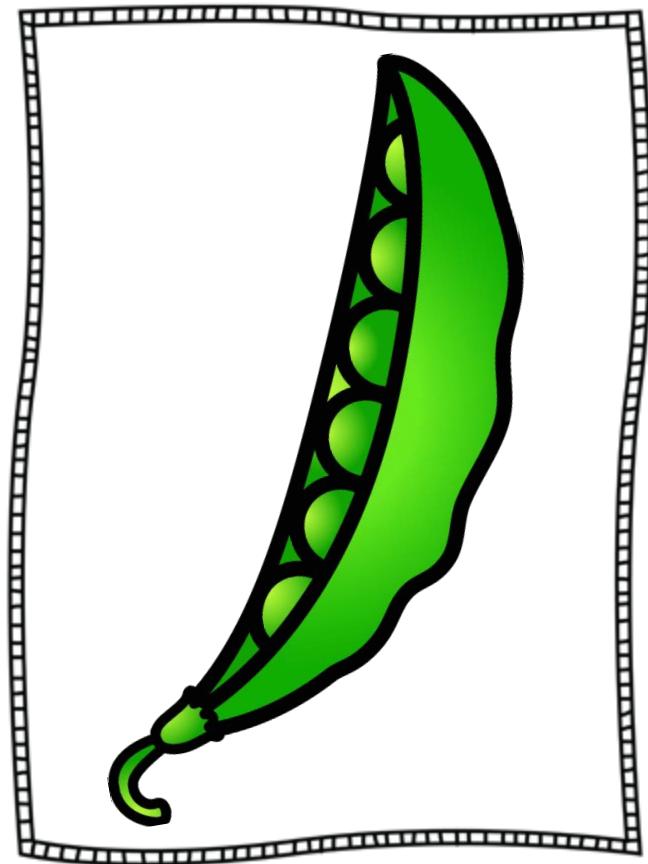
The teacher starts the chant: "*I'm going on a shopping trip. I don't know where to start. I'm going on a shopping trip I need (choose an item) in my cart.*" Pass a ball or other object to the student. They need to think of a word that rhymes with your item. They can pass the ball to someone else to think of more words, or the teacher can start the chant over.

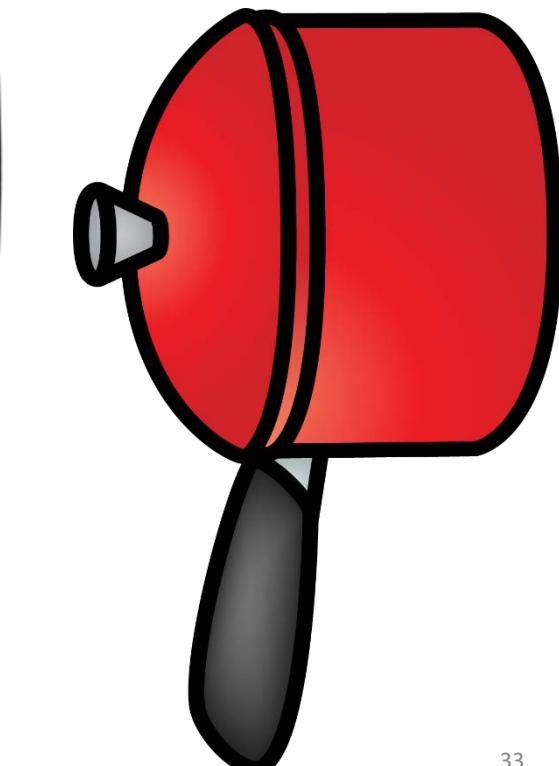
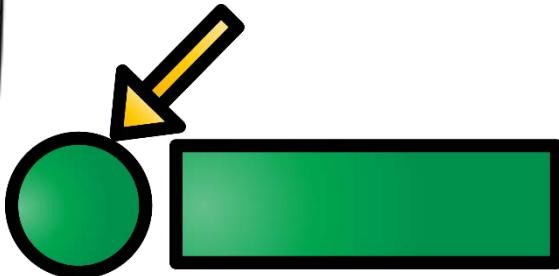
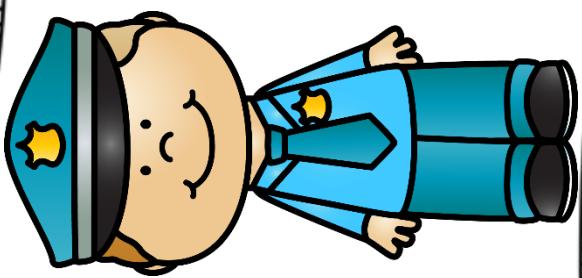


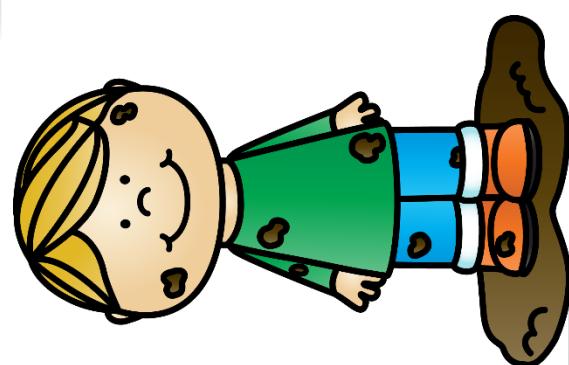
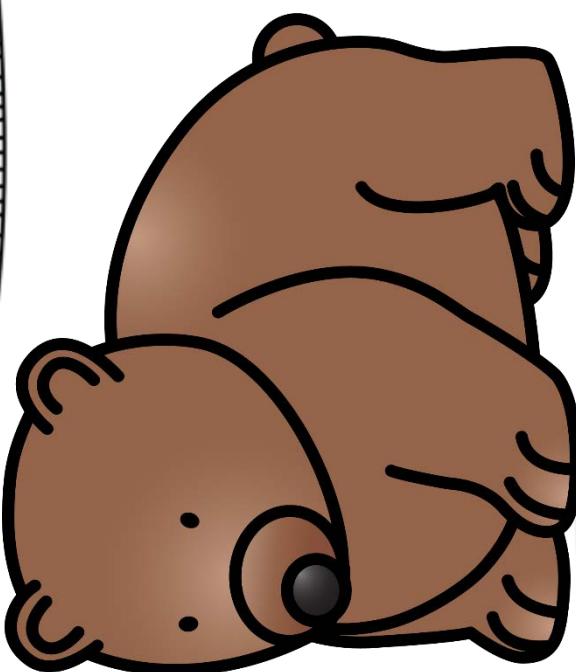
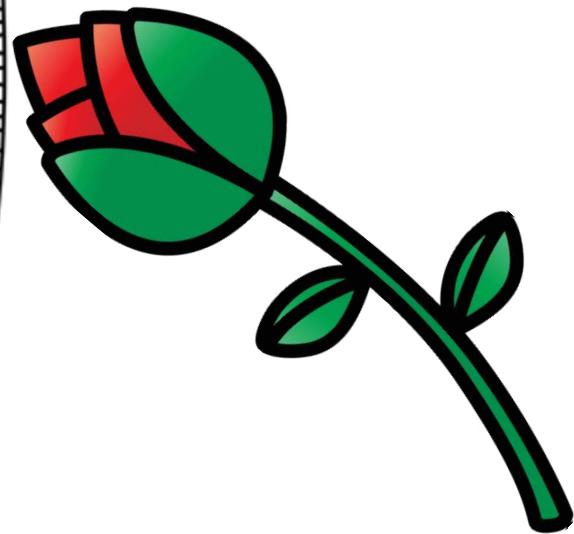
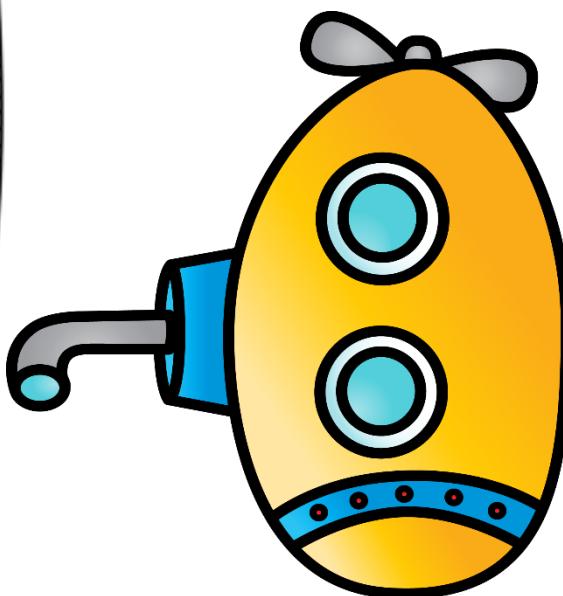


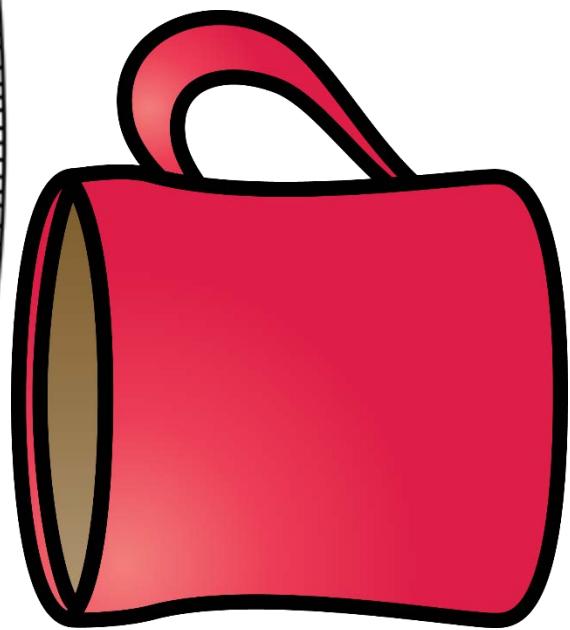
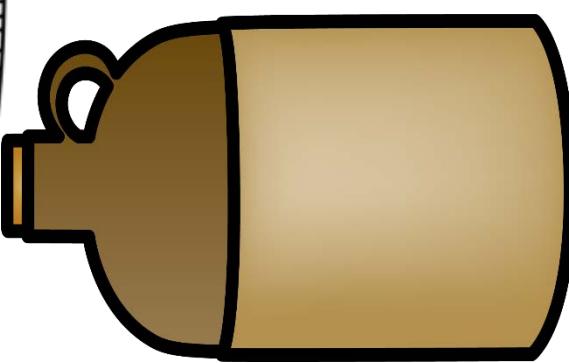
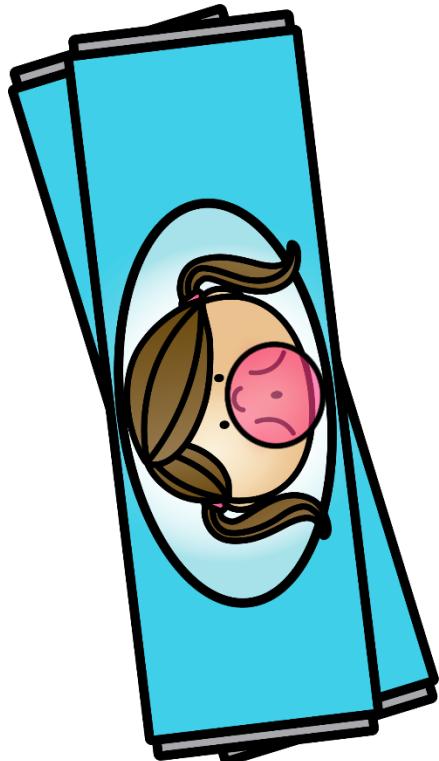


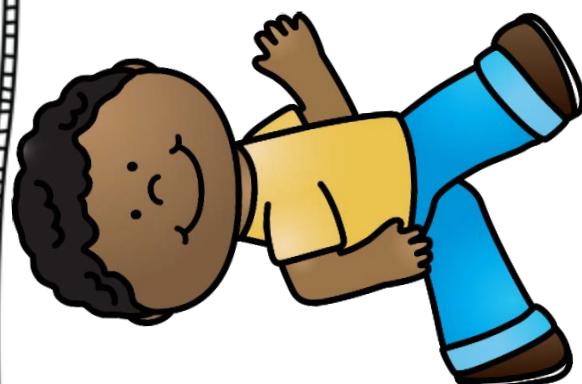
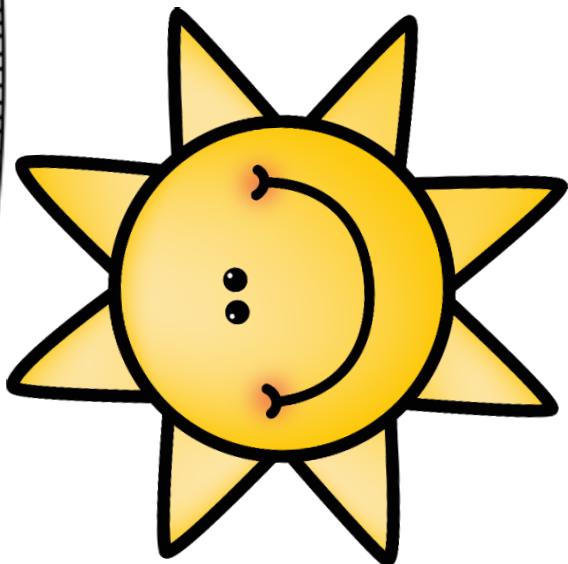


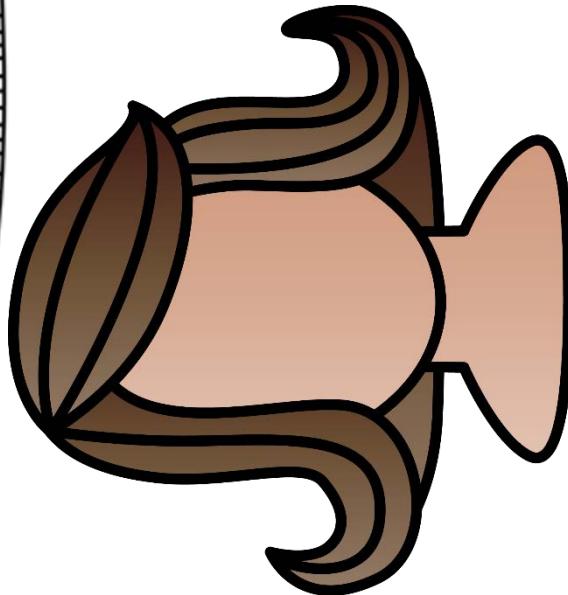
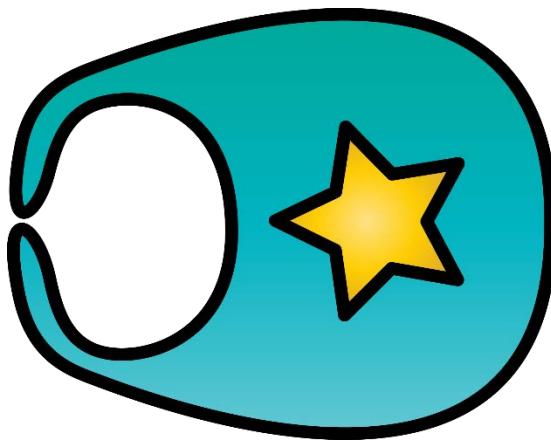
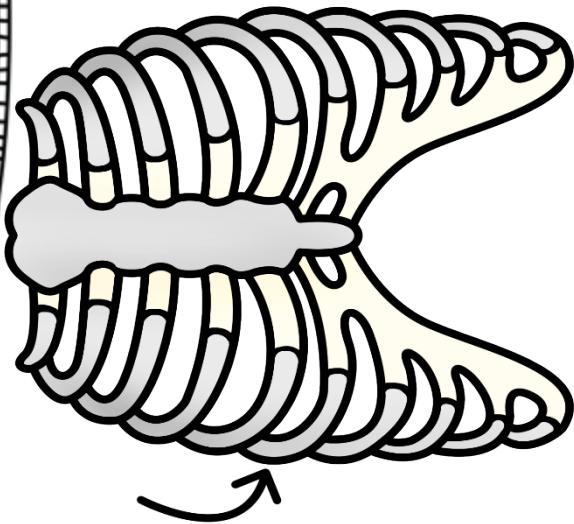


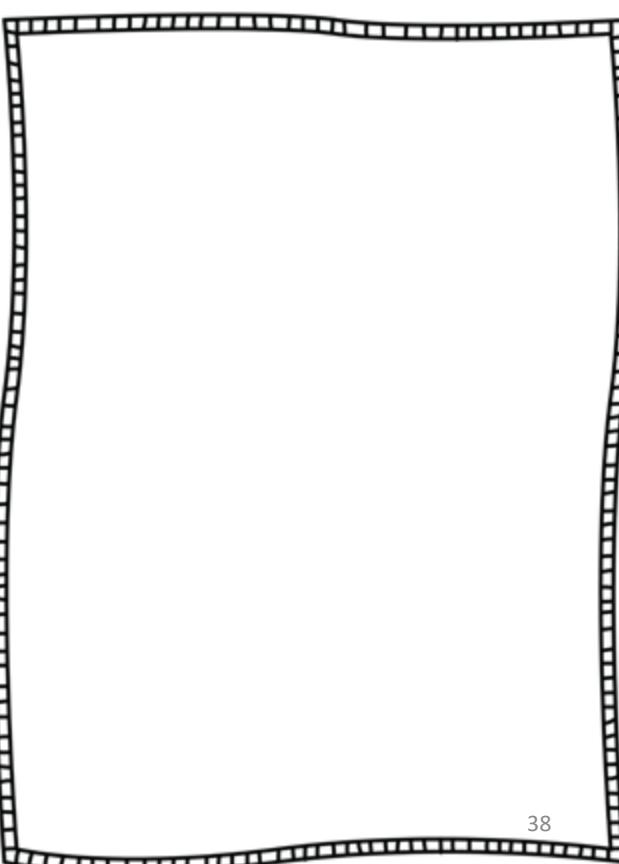
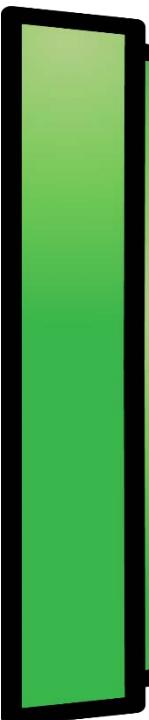
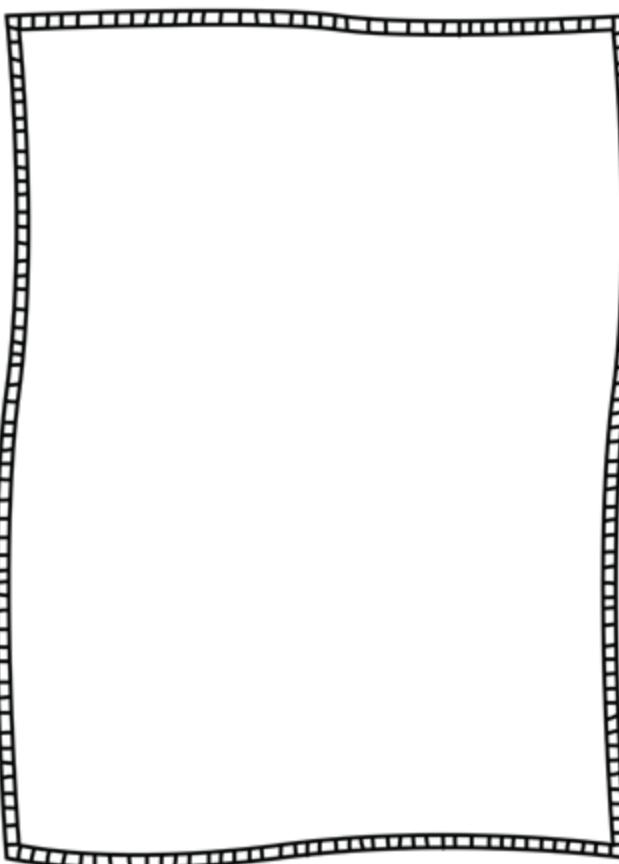
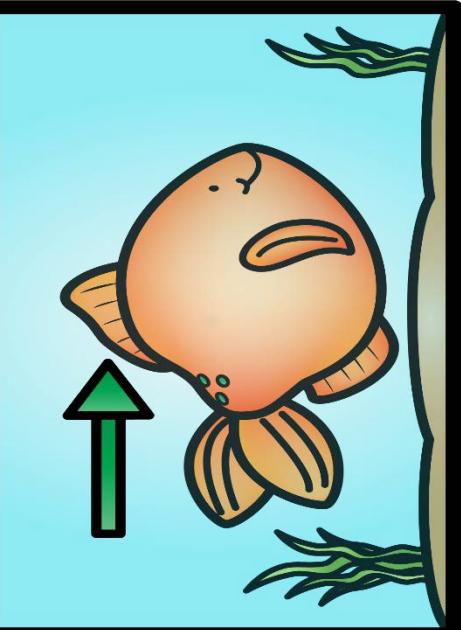


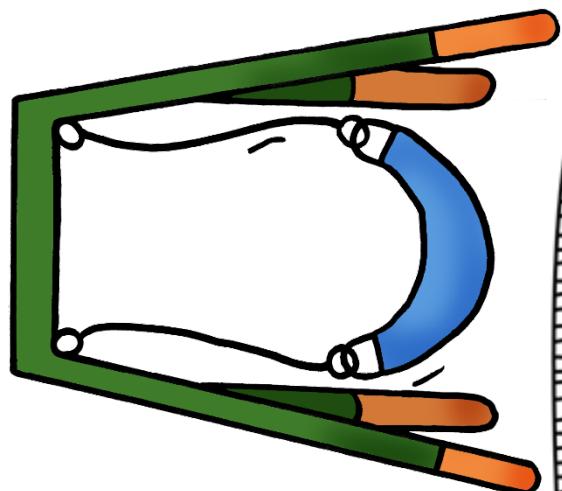


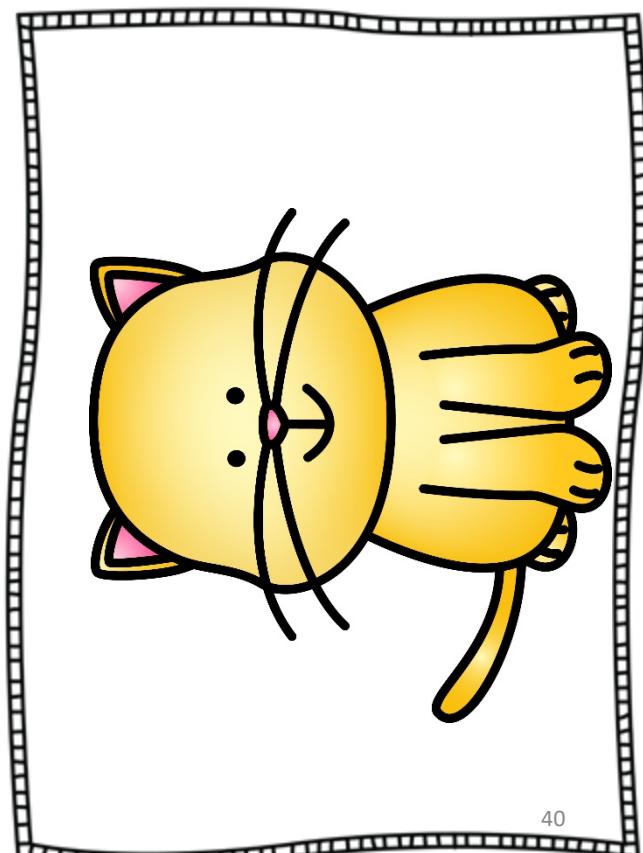
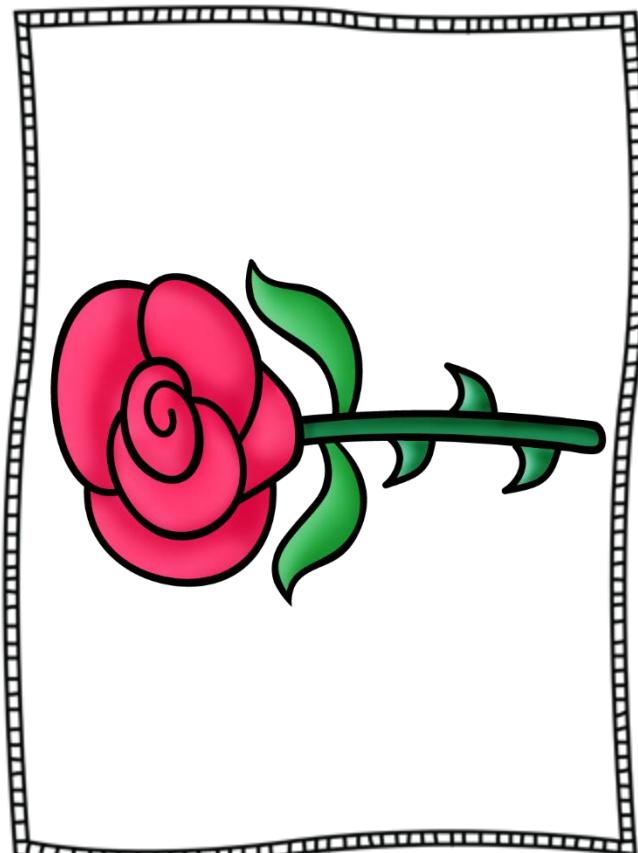
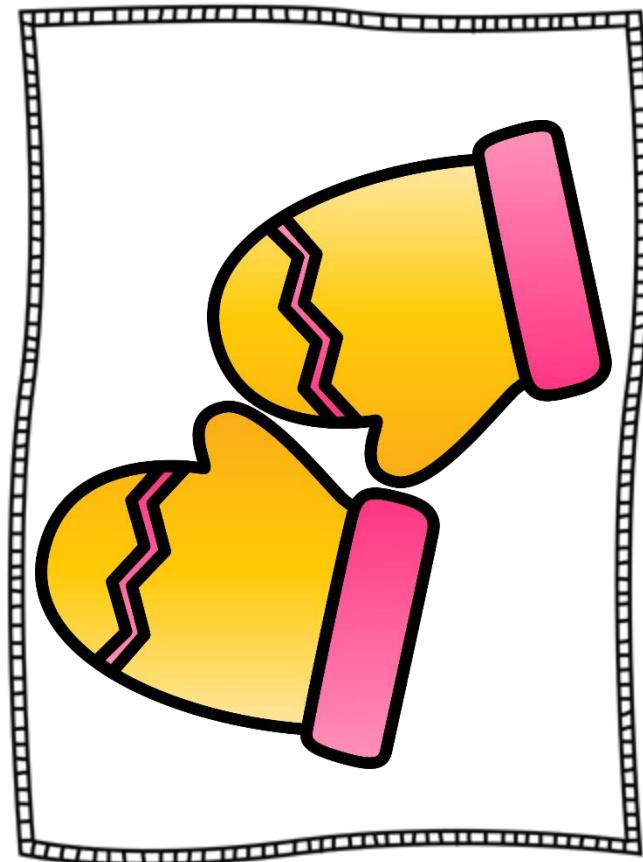
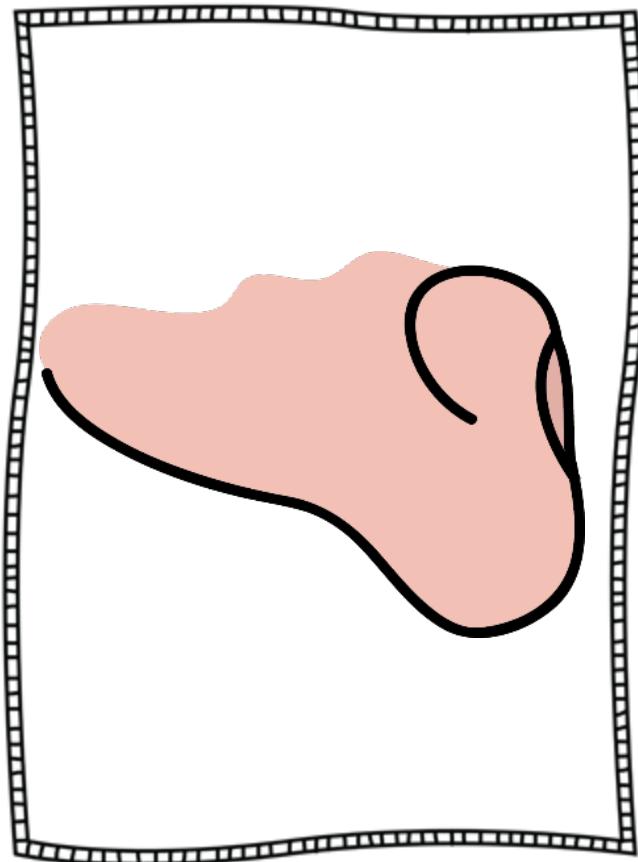


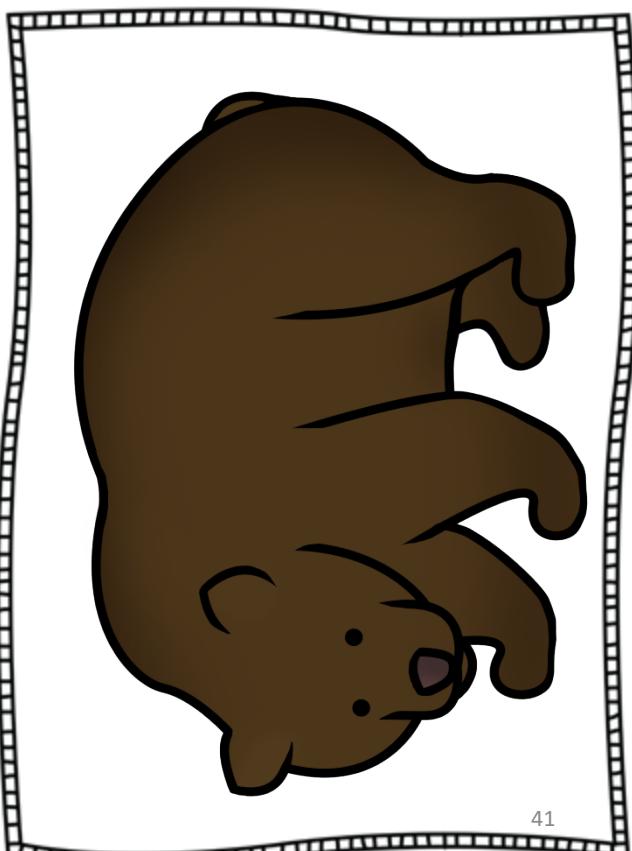
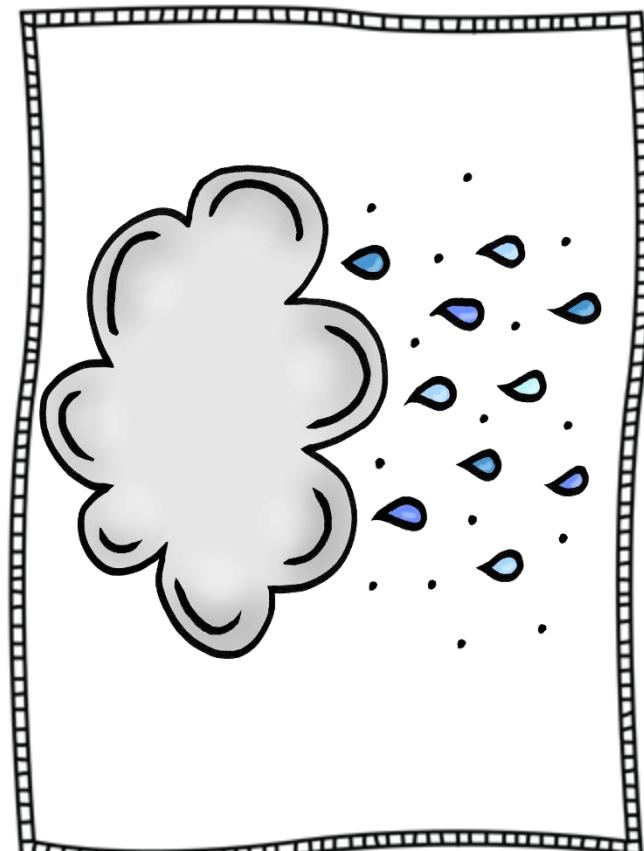
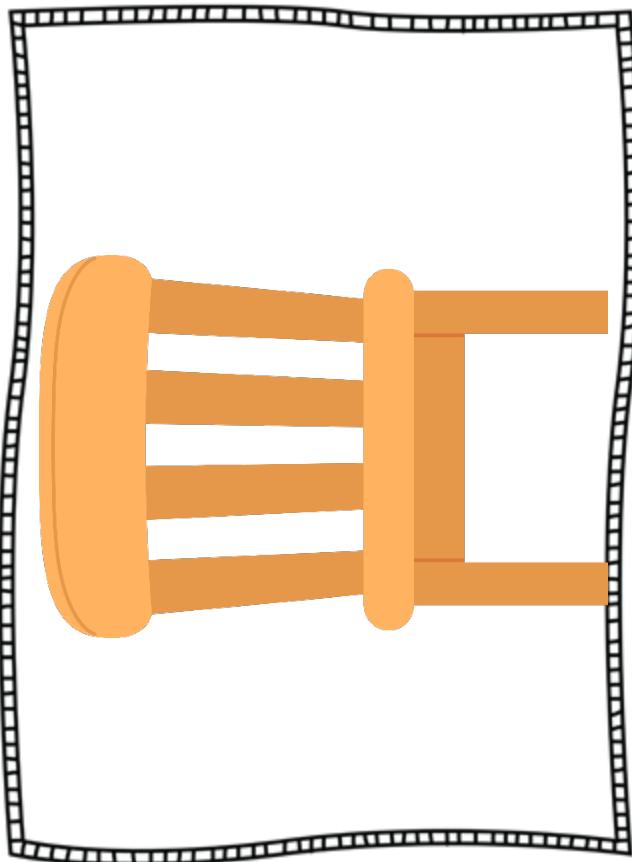
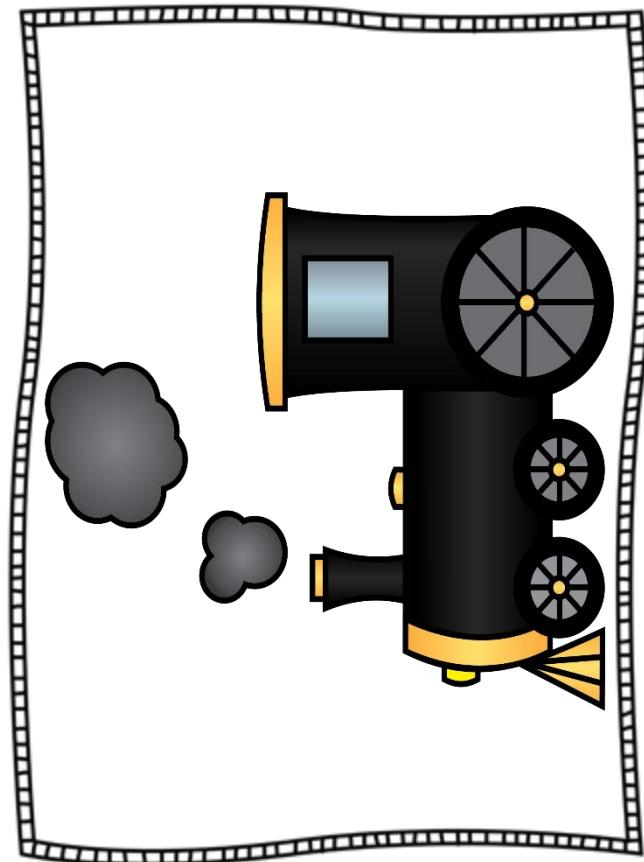


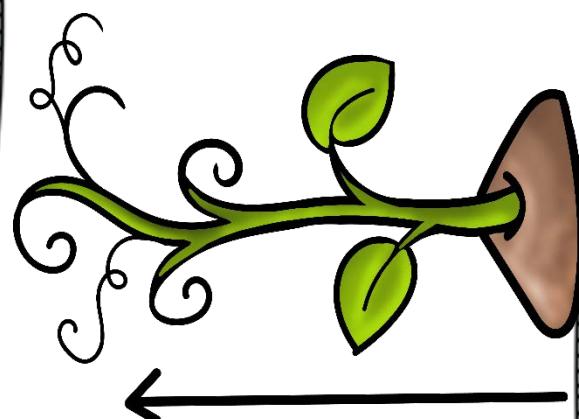
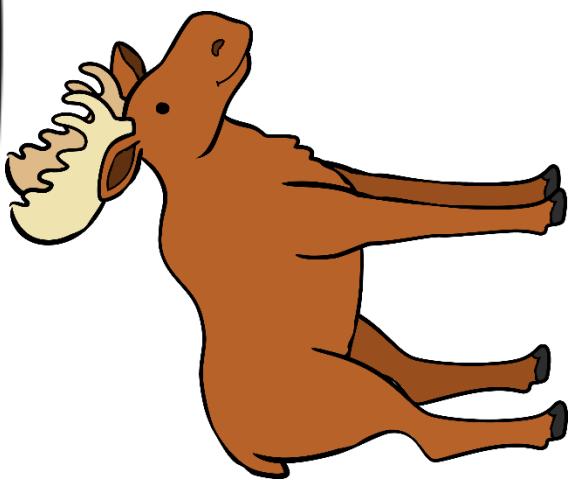
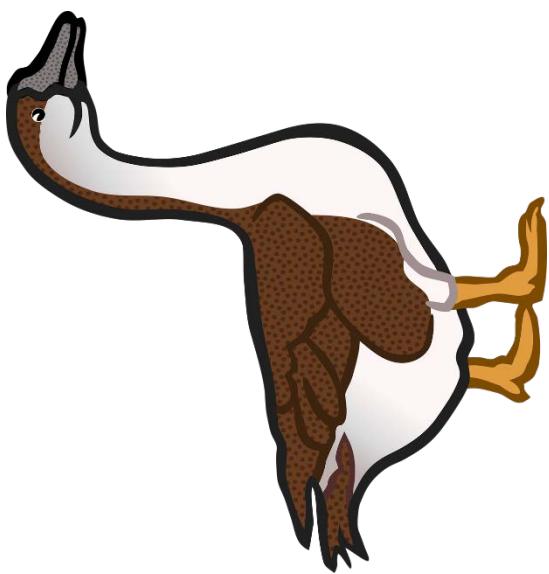


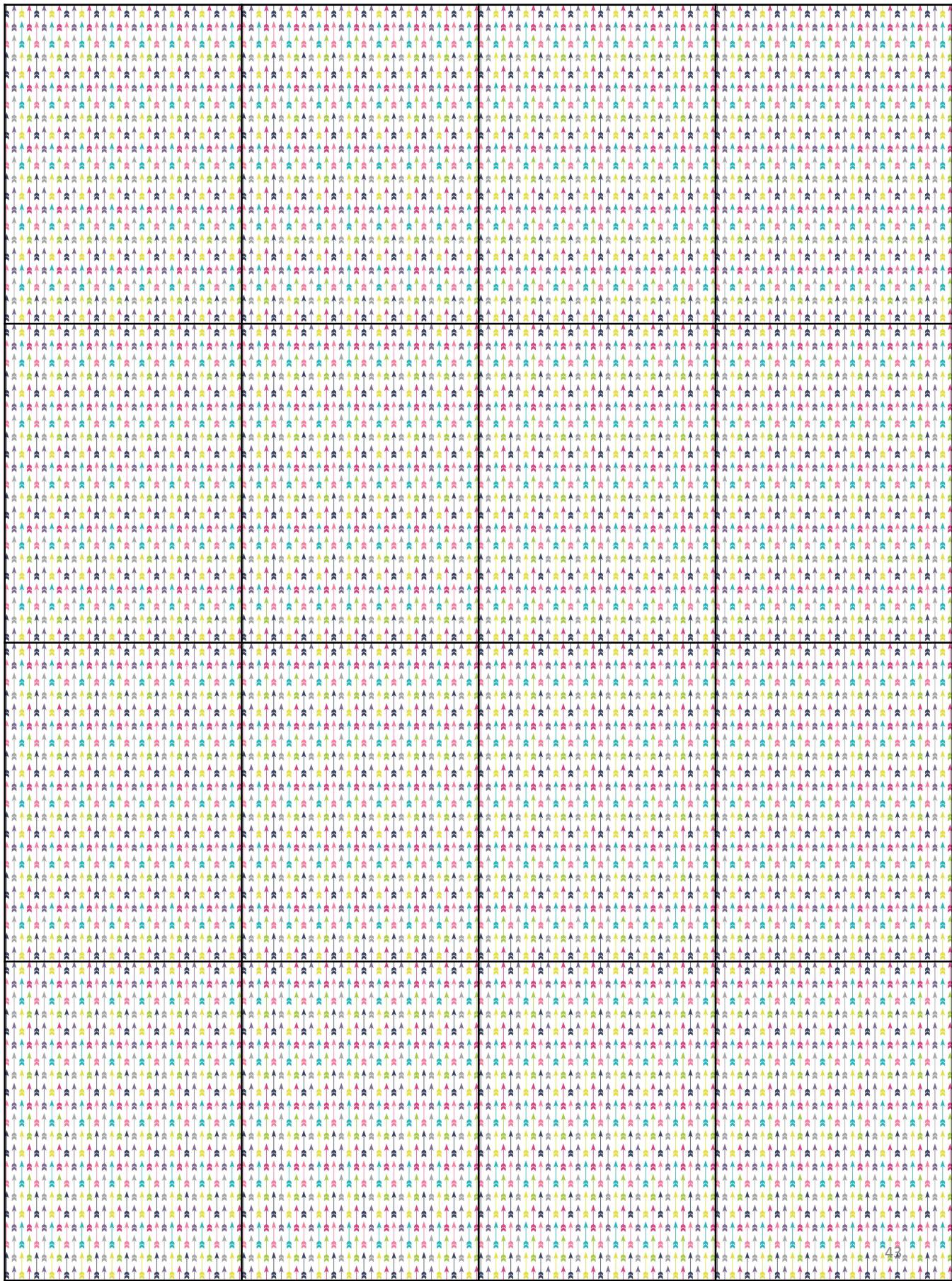


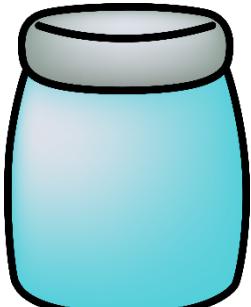
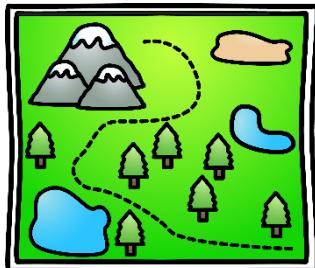
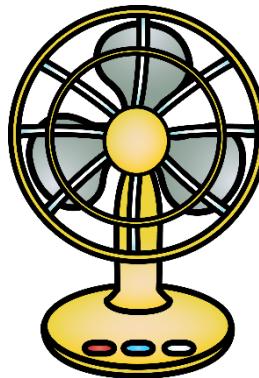
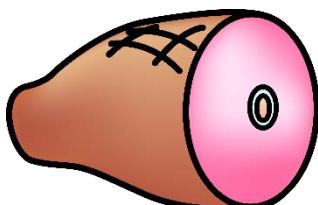
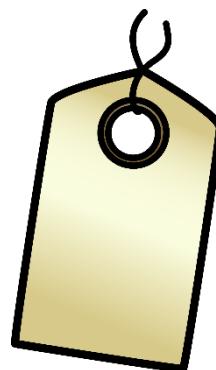
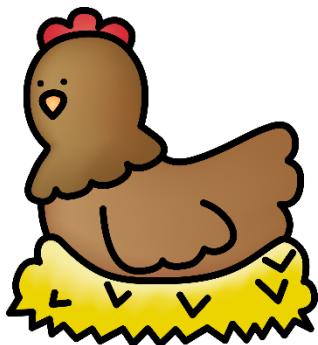


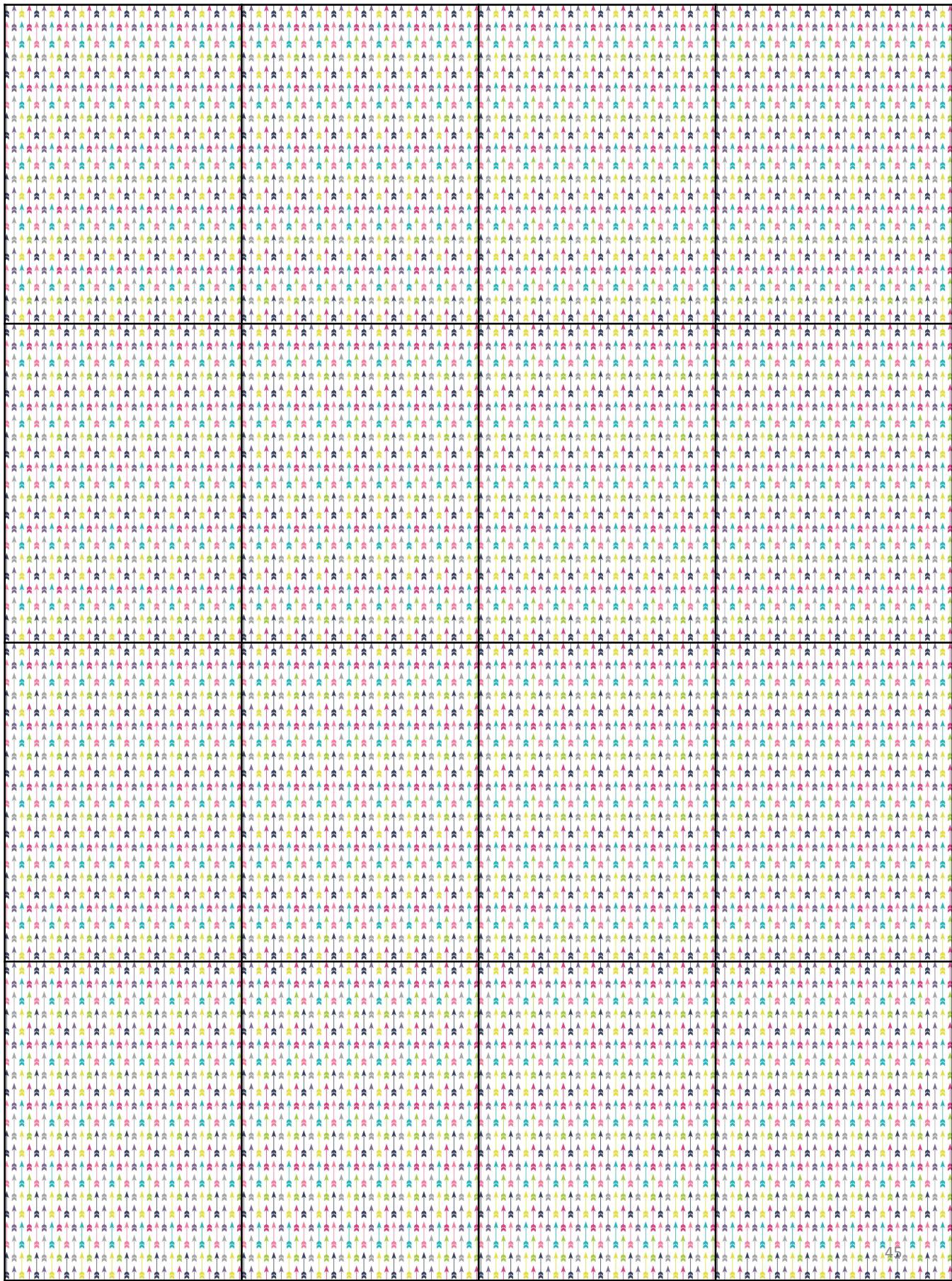


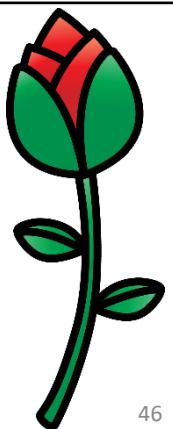
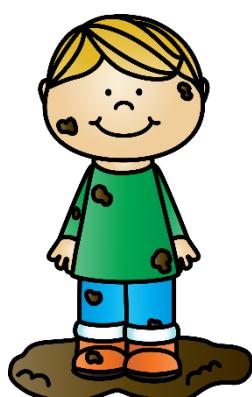
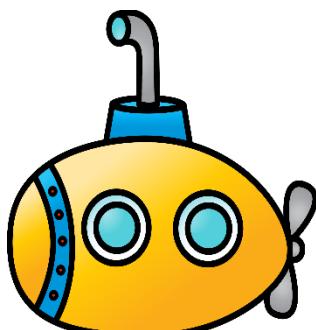
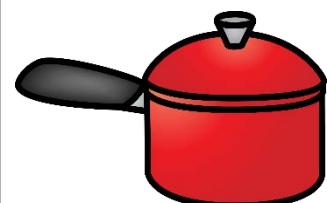
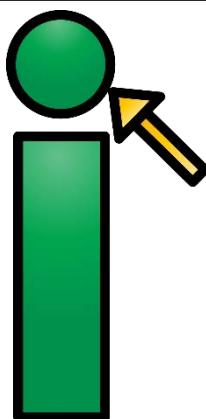
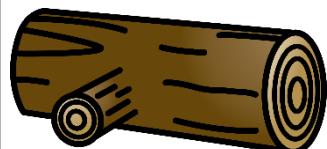
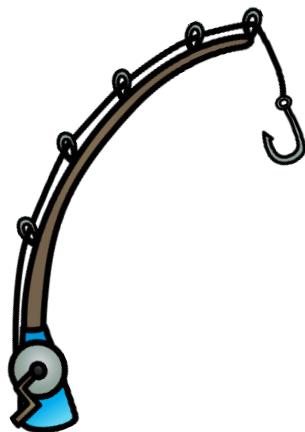
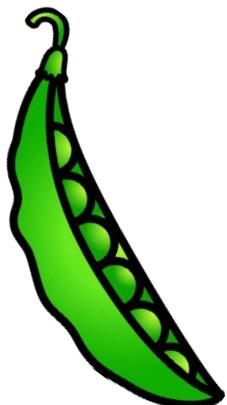
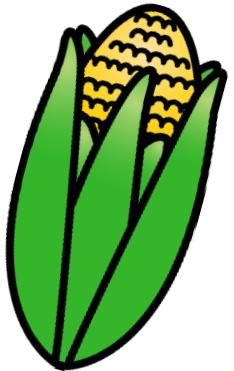
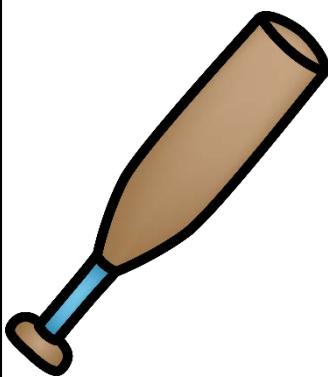


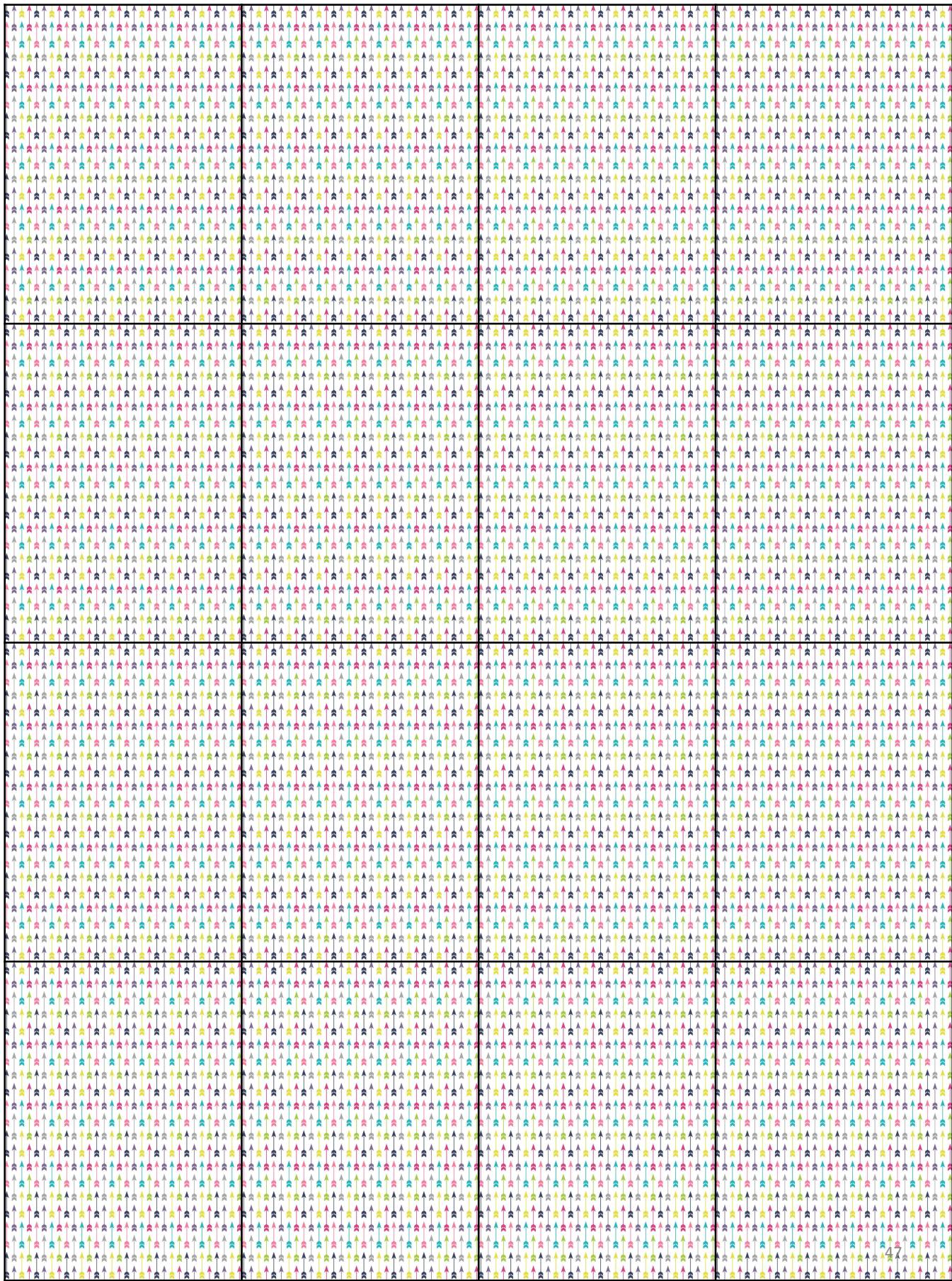


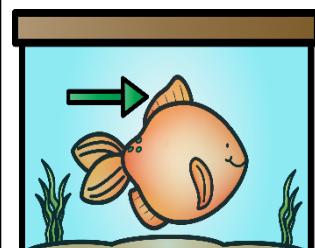
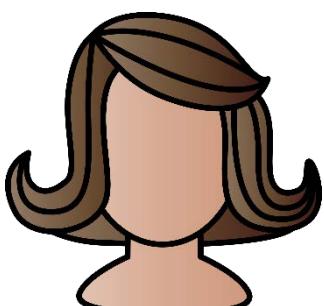
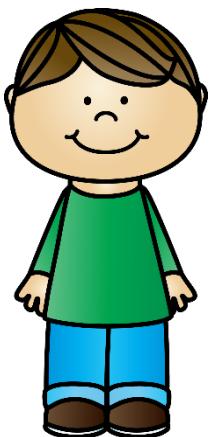
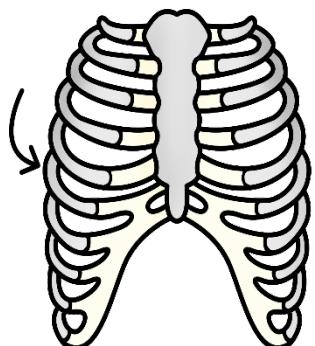
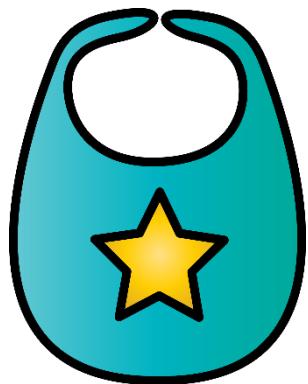
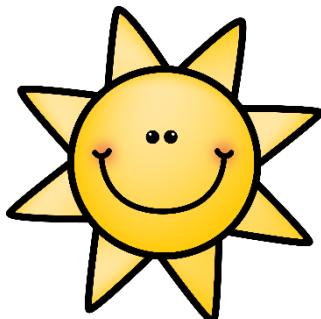
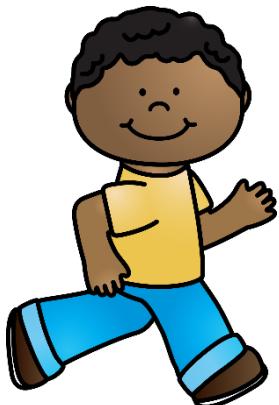
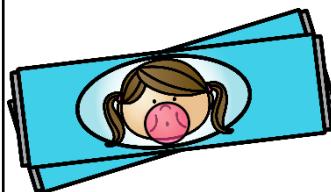


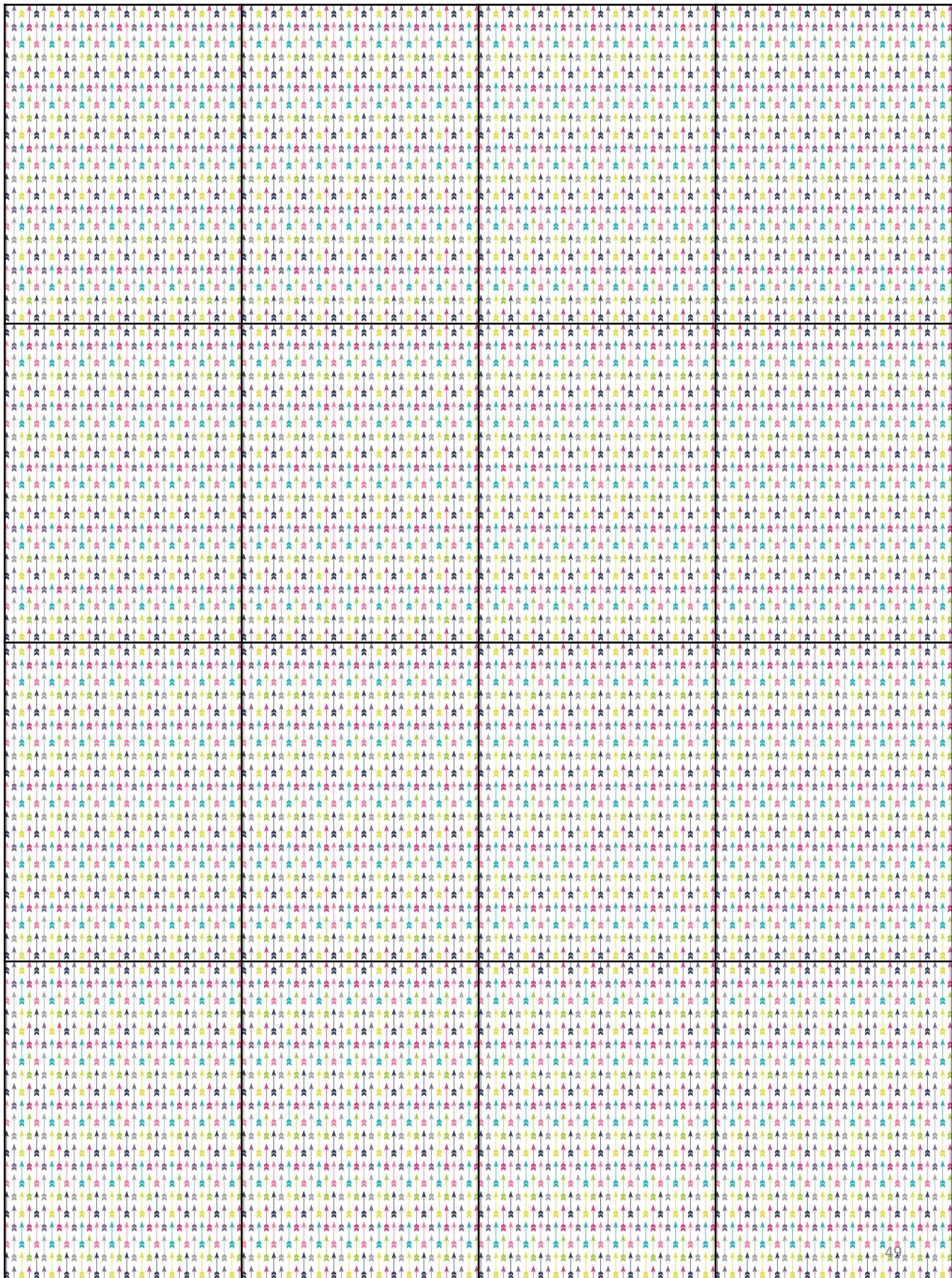


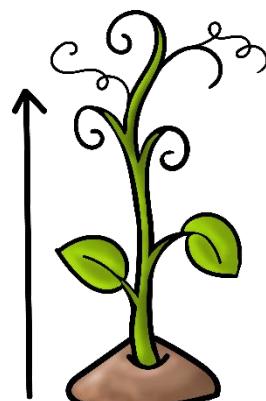
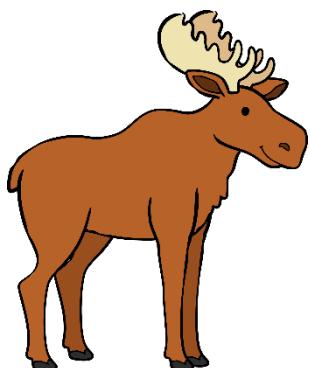
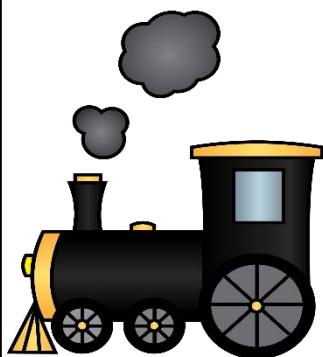
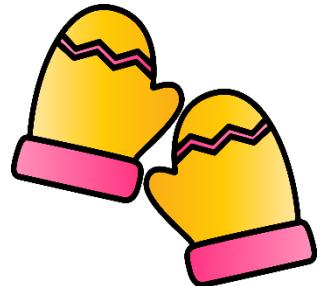
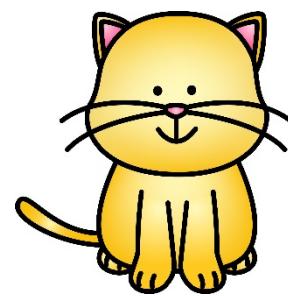
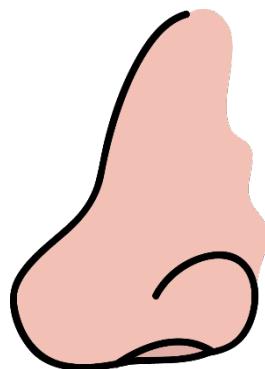
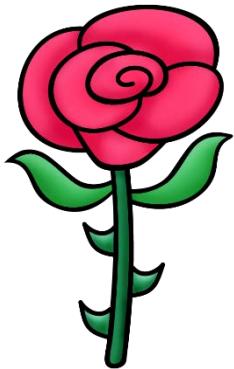
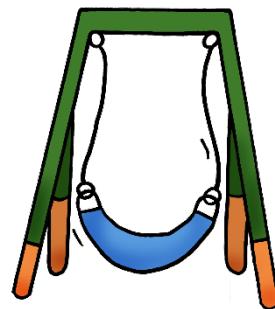




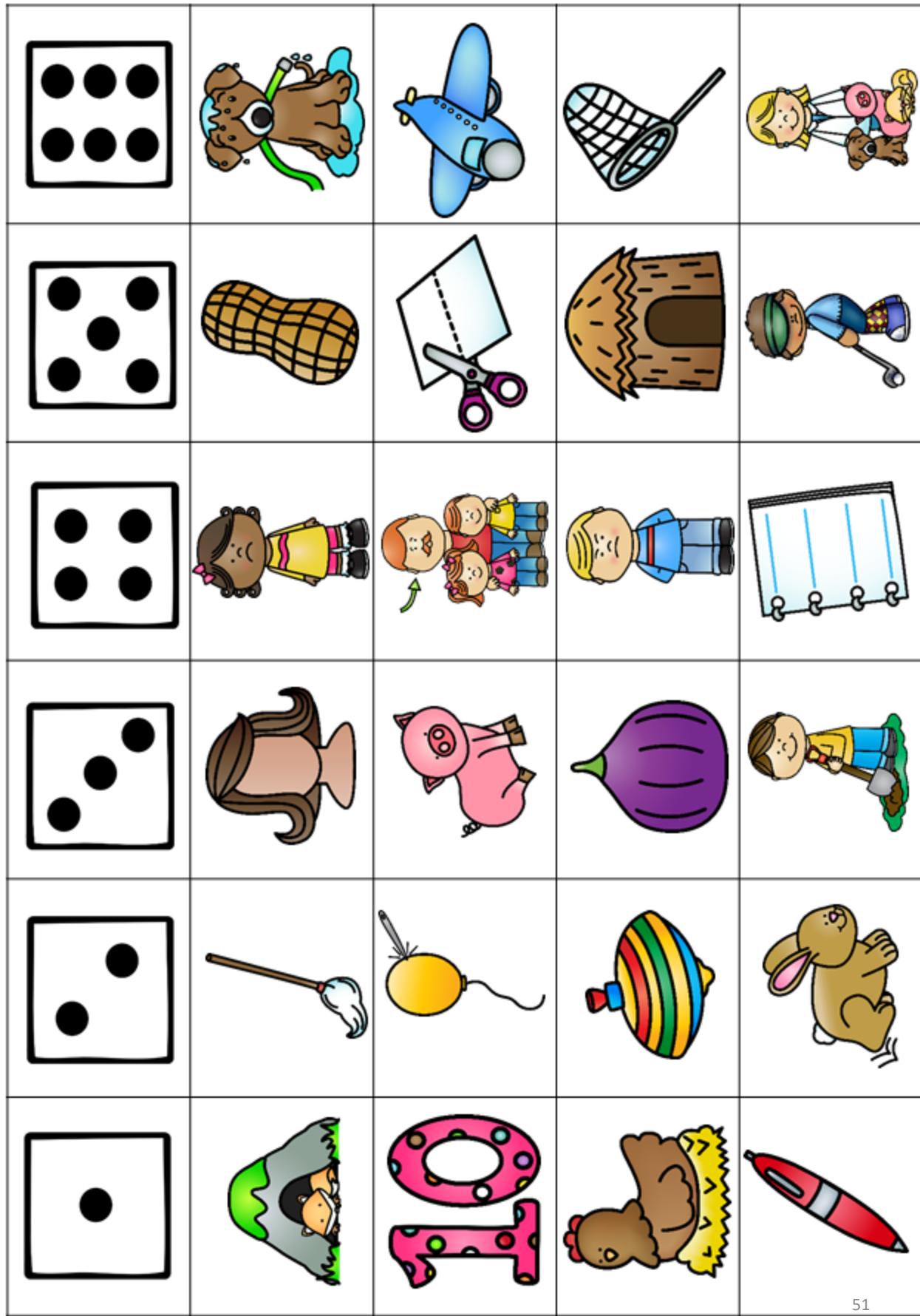




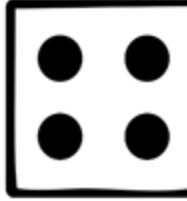
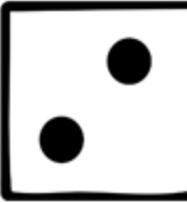




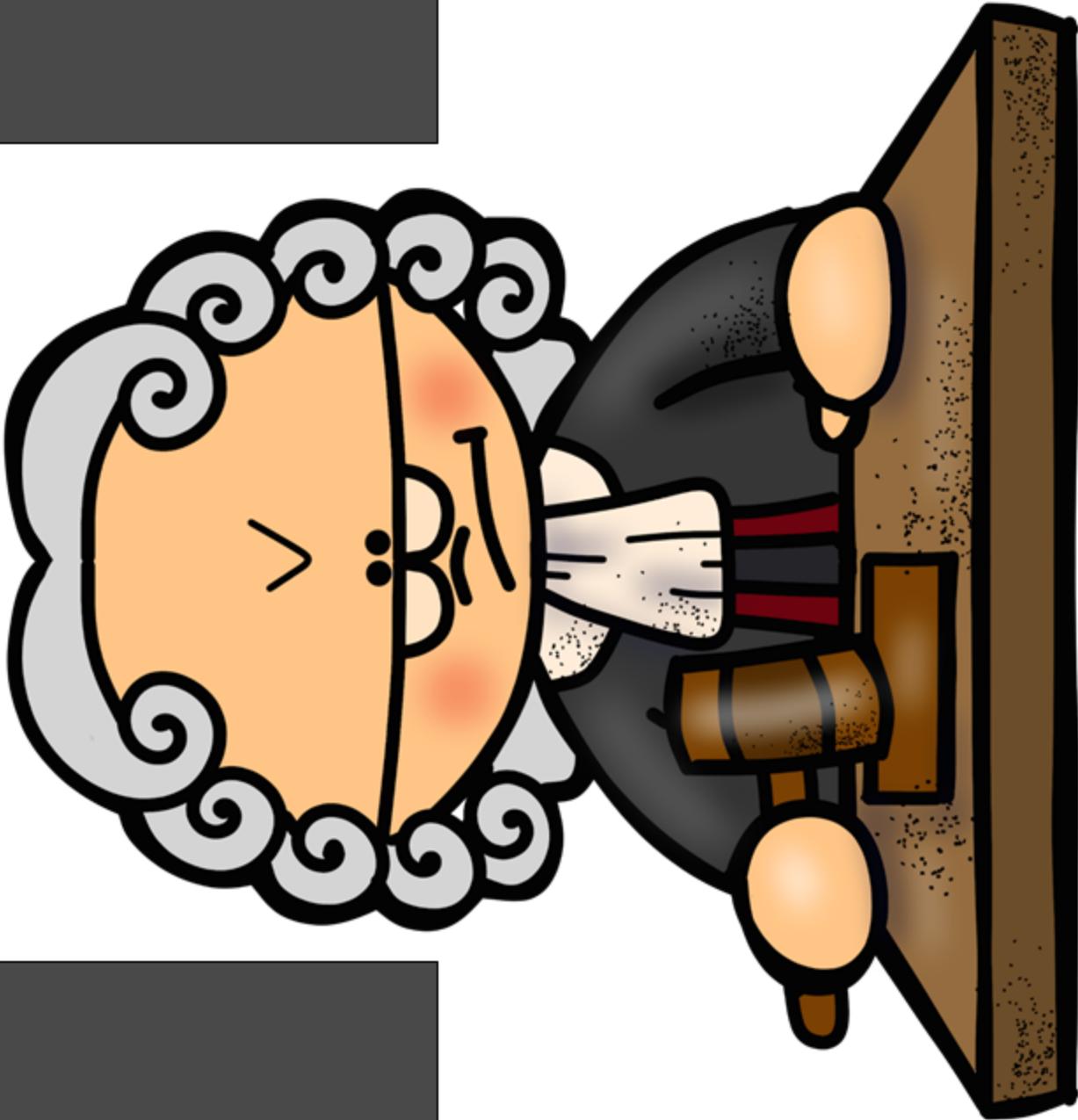
Rhyme Roll: Roll the die. Starting at the top, say the name of the picture out loud, and put one counter under the number you landed on. Keep rolling to see which column wins!



Build a Rhyme: Roll the die. Choose one card and say the picture name out loud. Add the card to a column with the same number. Keep rolling, saying and adding cards. Make sure all of the cards in the SAME column rhyme.

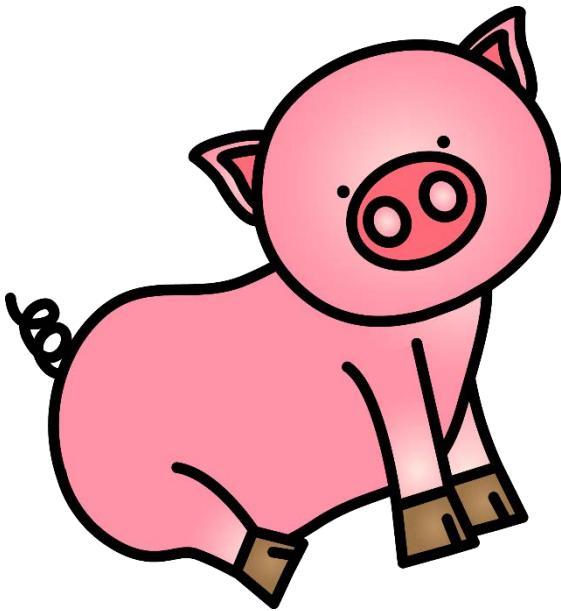
				
				
				
				
				

RHYME COURT



Y

Alliteration



Objectives

Students will...

Identify alliterative sounds.

Produce alliterative sounds.

Discriminate alliterative sounds.

● 1 Alliteration ●



Intro to Alliterative Sounds
Students will listen, observe, and discuss alliteration in children's literature. Materials: Books with alliteration. I recommend The B Book. Choose a book that is rich in alliteration. The B Book is perfect for this lesson. The whole book has words starting with the letter B. Read it out loud and ask: What did you notice about the words when I read it? Can you think of some other words with the sound of \b\? As time allows, read another book or poem with more alliteration.

● 2 Alliteration ●



Alliterative Sentences
Students will listen, observe, and discuss alliteration. Display the sentence strips one at a time. Introduce each child on the sentence strip. Read the activity they are doing on the sentence strip. Ask students what they notice and hear in the sentences. Choose a child to write an alliterative sentence about. Draw pictures with it. Repeat with more students if there is time.

● 3 Alliteration ●



Alliterative Animals: Students will match the words with the same alliterative sound.
It's helpful to have an animal puppet to demonstrate. For example, an alligator eating an apple. Students have two matching sheets to find the animal's meal by drawing a connecting line. This is the first opportunity for them to find alliteration. Be sure to have them say the names of the pictures out loud.

● 4 Alliteration ●



Alliteration Match: Students will match the words with the same alliterative sound. Play a game of concentration with the animal alliteration cards. A match is made when an animal is matched to the food with the same first letter. Challenge students to try and think of a sentence using the two cards. Example: Alligators ate apples. The dog dipped his donut. The frog flipped the fly. The hippo was hungry for ham.

Cut out teacher task cards. Punch holes and hang on a ring.

● 5 Alliteration ●



Alliteration Patterns: Students will produce a word that continues a pattern with alliterative sounds.

Using the sentence strips, point to each picture and say its name. Then, think of a word to continue the pattern with the same alliterative sound and draw it in the box. Last, think of an alliterative sentence using all the pictures in the pattern. This can be teacher led or as a partner activity.

● 6 Alliteration ●



Doggie Donut Shop

Doggie Donut Shop is an open ended game board. It can be used with the animal meal cards. Each student gets their own donut shop game board. To play, pass the student one card. They can either think of an animal or food with the same alliterative sound. A correct answer earns them one doggie donut. They add it to their shop. Keep playing. The person with the most doggie donuts wins.

● 7 Alliteration ●



Best Buddies: Students will draw an alliteration picture of best buddies.

Give each student a Best Buddies sheet. They can choose people or animals that begin with the same sound. Then, they will draw pictures of them in the stars. Last, they will draw pictures of each of the best buddies' likes or dislikes in the squares. They all need to begin with the same sound.

● 8 Alliteration ●

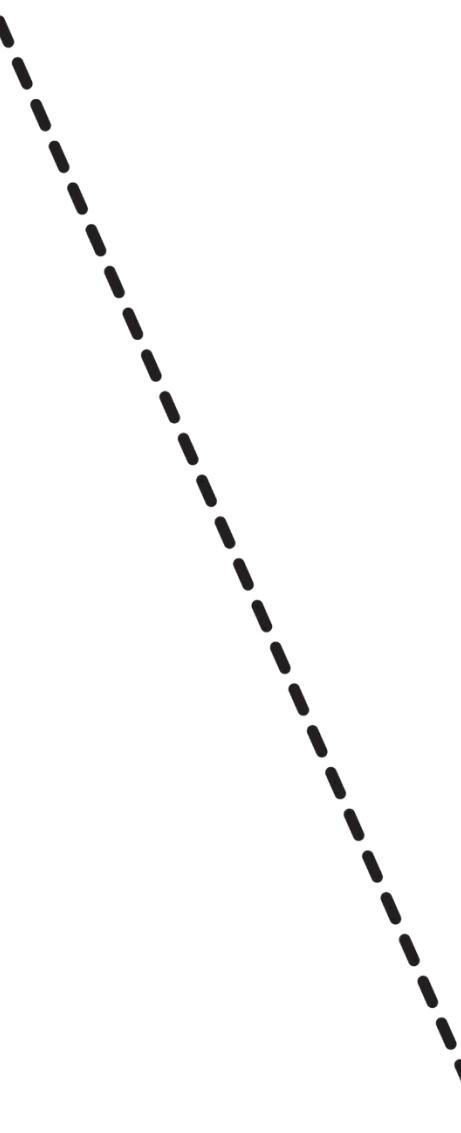
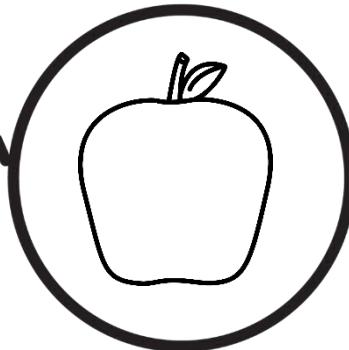
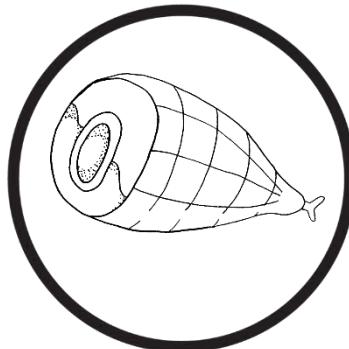
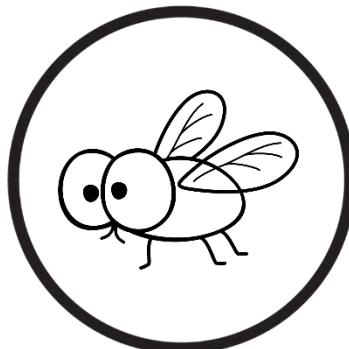
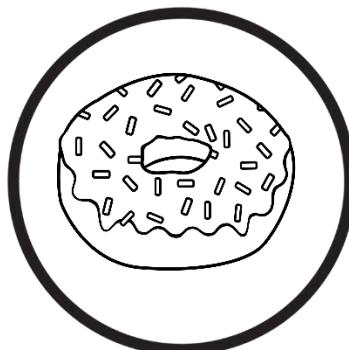
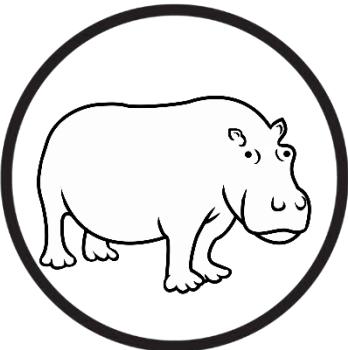
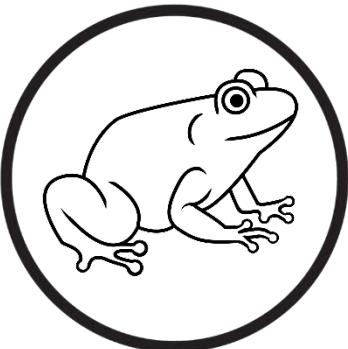
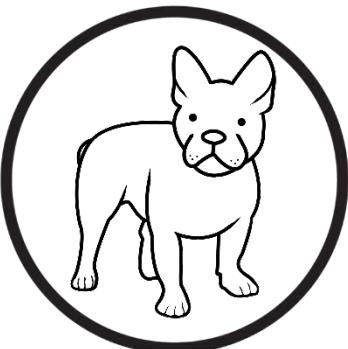


Alliteration I Spy: This game works a little like the game, I Spy. Have students toss a bingo chip onto the game board of animals and foods. Wherever they land, they need to point to a picture that begins with the same sound and say (for example), "I spy with my little eye a hippo eating a ham." You might want to laminate the board and use dry erase marker instead of bingo chips.

Name: _____

Date: _____

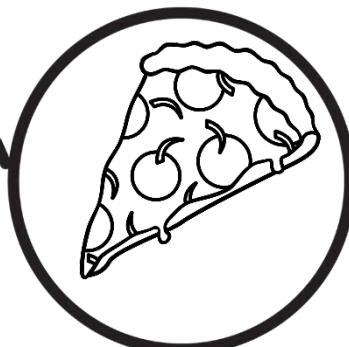
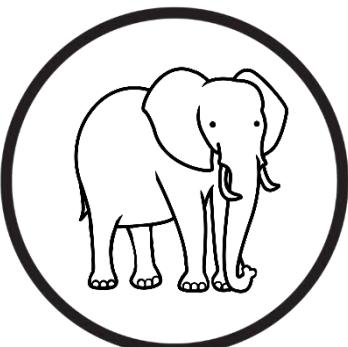
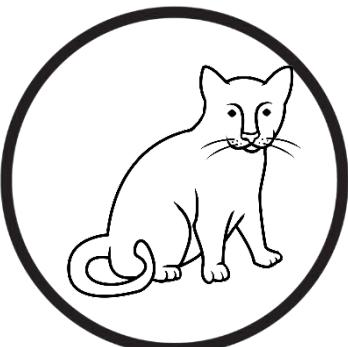
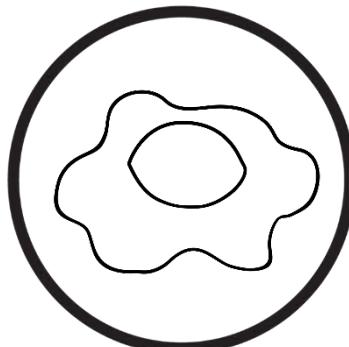
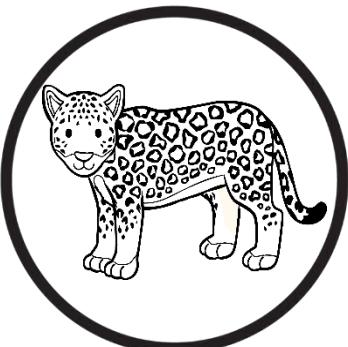
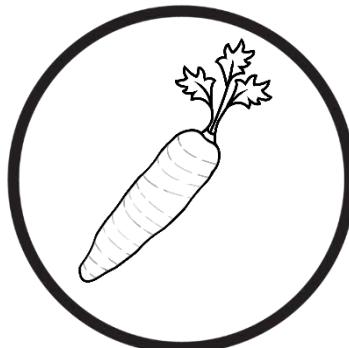
Directions: Match the animal to the meal with the same sound.



Name: _____

Date: _____

Directions: Match the animal to the meal with the same sound.





Syllables



Objectives

Students will...

- Count 1, 2, 3, 4 syllable words
- Sort 1, 2, 3, 4 syllable words
- Make judgements about 1, 2, 3, 4 syllable words

Cut out teacher task cards. Punch holes and hang on a ring.

● 1 Syllables ●



Popcorn!: Students will practice listening for syllables and counting with compound words.

Compound words are the easiest to recognize syllables when you first introduce the idea of what a syllable is with syllable breaks. Pull out one compound word card from the popcorn box at a time.

Practice saying them out loud and clapping the syllables. Choose a popcorn card and everyone shouts POPCORN!

● 2 Syllables ●



Shopping Trip: Students will practice counting and sorting 1, 2, 3, and 4 syllable words.

Put all the food cards into a pocket chart in random order.

Take turns singing or chanting: Oh, I'm going on a trip to a grocery store and I need to get some...

Children count syllables and place the food card into the correct cart according to the number of syllables it has.

● 3 Syllables ●



The Magic Hat: Students will count syllables using their chin and categorize. Demonstrate how to count syllables by placing a hand palm side down, under the chin. Say a word out loud, Every time the chin drops, that is one syllable. Put one finger up for each syllable. Using the magic hat, (Tape hat to an empty container and put all the animal cards in) select one card at a time. Use the chin trick and categorize it into 1, 2, 3, or 4 syllable words.

● 4 Syllables ●



Pack The Boxes: Make judgements about syllables.

Place the cards into the pocket chart in random order. Which box should the item be packed in? Hand each child a card. Have them use the chin trick to count syllables. Randomly call on someone to say the name of their item to pack in a box and demonstrate how they counted syllables. Place the card in the correct box on the pocket chart.

● 5 Syllables ●



Link-0 Cards/Hole Punch Cards
Using fine motor practice, students will practice counting syllables. (Laminate the link-0 cards prior.)

Using plastic linking chains or a hole puncher, have students say the picture name and count syllables. They will attach the links onto the link-0 card, or punch holes through the number of syllables each picture has on each hole punch card.

● 6 Syllables ●



Animal Race/Spinner Game Students will take turns syllabinating words.

Animal Race: Using animal race board game and one die, players start on the arrow space. Take turns going around the board. On a turn, a player rolls the die, says the picture name, counts the number of syllables and advances the correct number of spaces on the board. The player who gets back to the arrow space first will win.

Spinner Game: Use a pencil and paperclip for a spinner. Follow the directions on the game board.

● 7 Syllables ●



Syllable Clip Cards: Using fine motor practice, students will practice counting syllables.

(Laminate the clip cards prior.)

Shuffle the clip cards. Using clothespins, have students say the picture name and count syllables. They will attach the clothespin onto the correct space on each clip card.

● 8 Syllables ●



Syllable Smash/BINGO Mat: Students will practice counting syllables.

Syllable Smash Prep: You'll need small balls of red, yellow, green and blue play-dough. Place the balls on the syllable smash mat. Call out words with 1, 2, 3, and 4 syllables. Players, smash on the correct color ball of playdough that corresponds to the number.

BINGO Mat: Use bingo markers or bingo chips. Follow the directions on the game board.

● 9 Syllables ●



Quick Breaks: Listening to teacher prompts, students will delete the first syllable and reply.

Using the Quick Break cards, have students say the name of the first picture. Then, they will look at the next picture and say, "Don't say...", and delete the first syllable. They will say the new word when they tap the question mark.

● 10 Syllables ●



Quick Breaks: Listening to teacher prompts, students will delete the last syllable and reply.

Using the Quick Break cards, have students say the name of the first picture. Then, they will look at the next picture and say, "Don't say...", and delete the last syllable. They will say the new word when they tap the question mark.

● 11 Syllables ●



Popcorn Quick Breaks: Listening to teacher prompts, students will add a syllable. Set up the popcorn box by taping it to the front of a container. PROMPT for each card: "Say.. Now add - beginning with -: Popcorn cards mean everyone jumps.

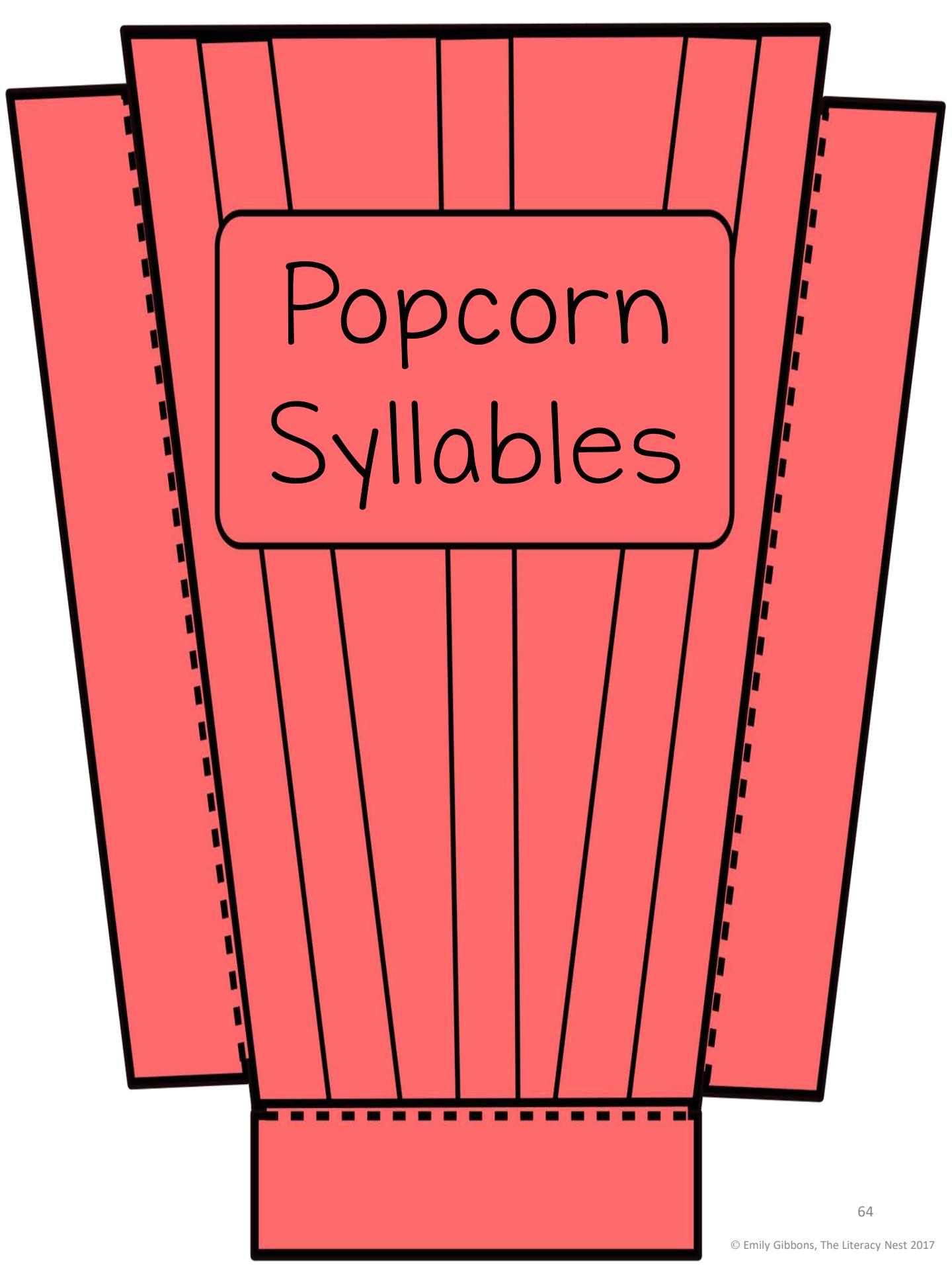
Blender Quick Breaks: Listening to teacher prompts, students will add and blend a syllable. Set up the Blender by taping it to the front of a container. PROMPT for each card: "Listen to these syllables. What word am I saying?" Blender cards mean everyone spins around.

● 12 Syllables ●



Syllable Skateboarding: Students will choose a picture card, reverse the syllables and use pattern blocks to create a skateboarder.

Using the Quick Break cards, have students say the name of the first picture. Then, they will tap the reversal arrows and reverse the two syllables. Last, they will say the new word when they tap the question mark.



Popcorn Syllables



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Syllables

Blending Syllables

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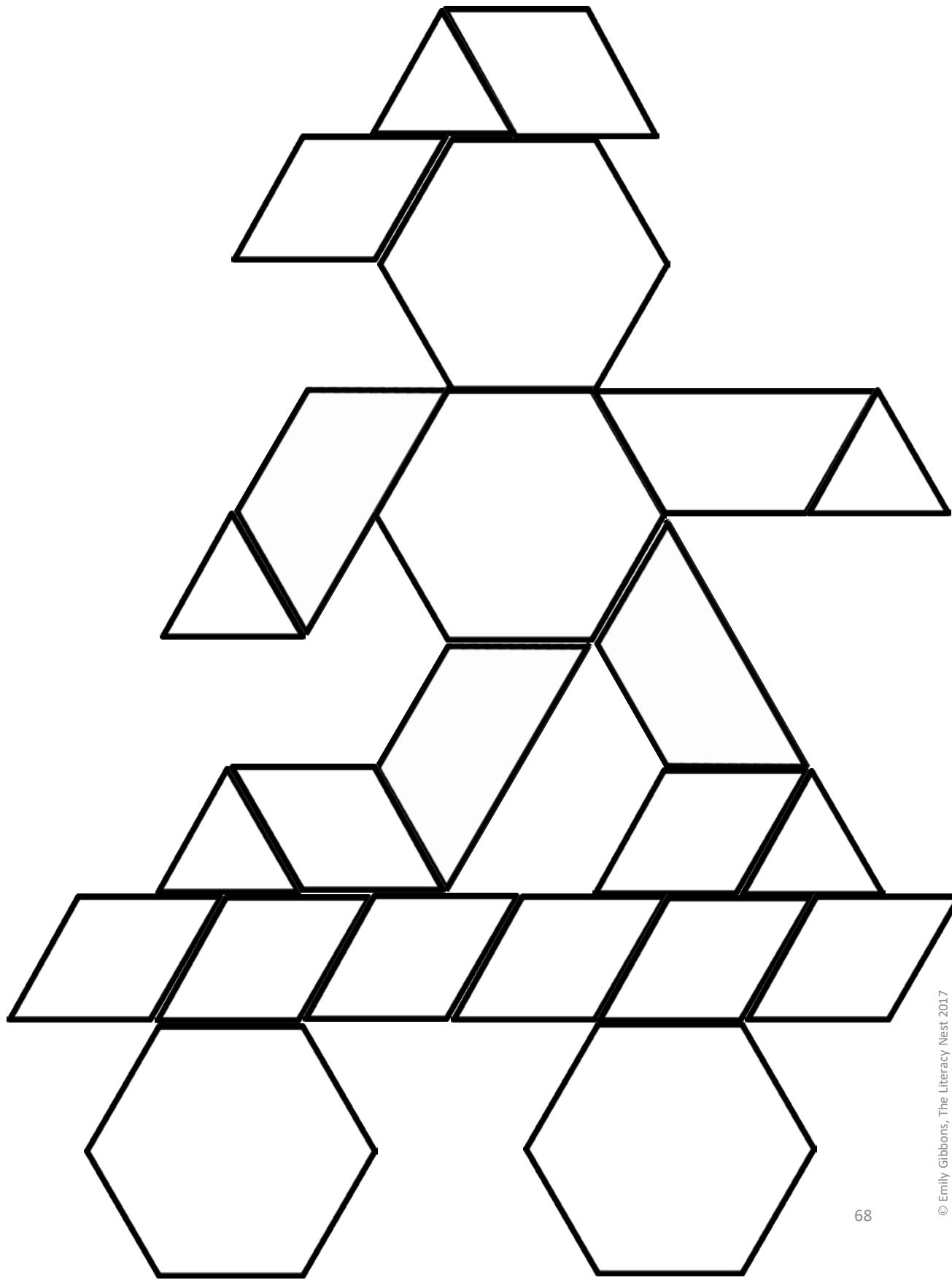
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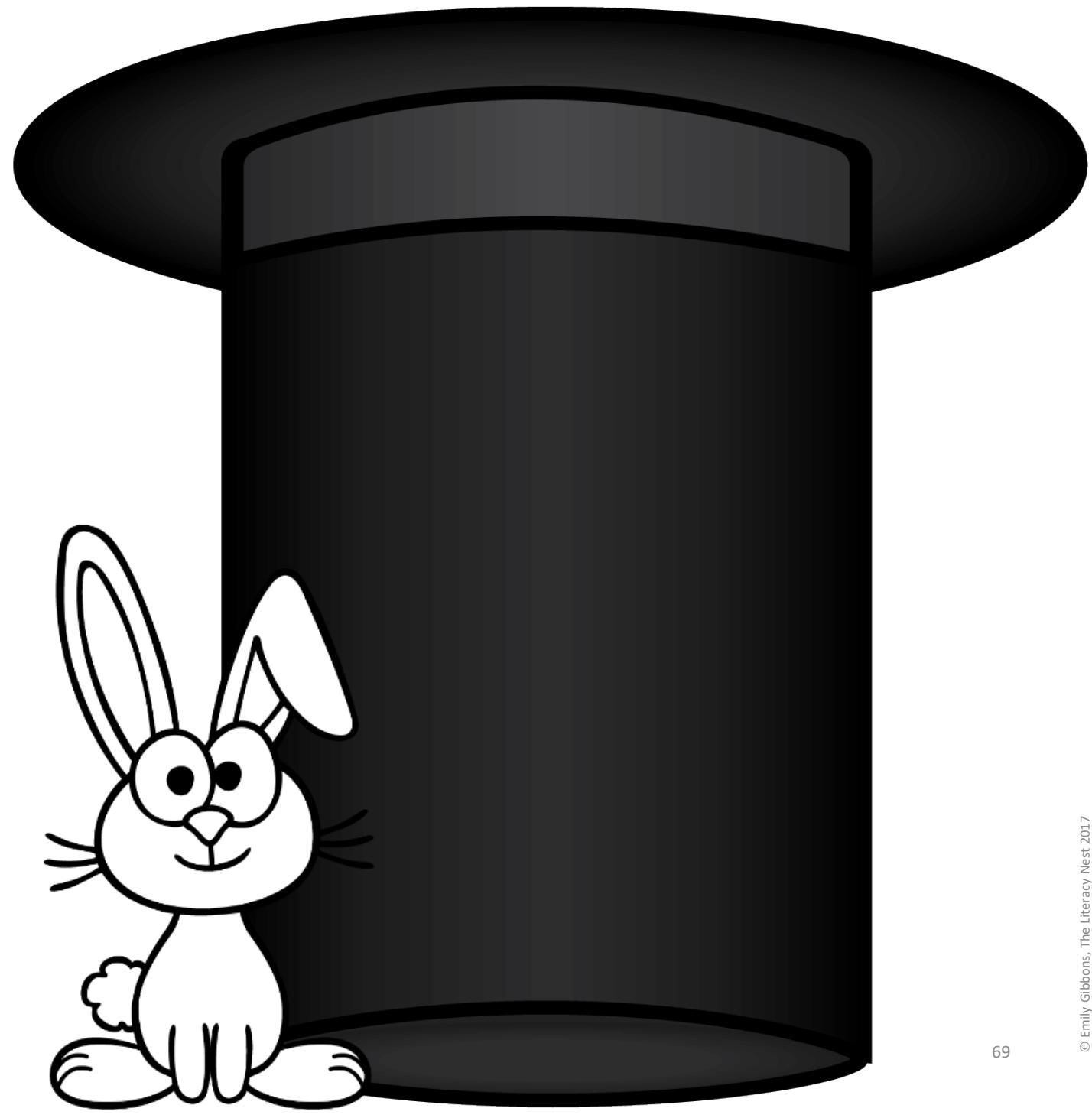
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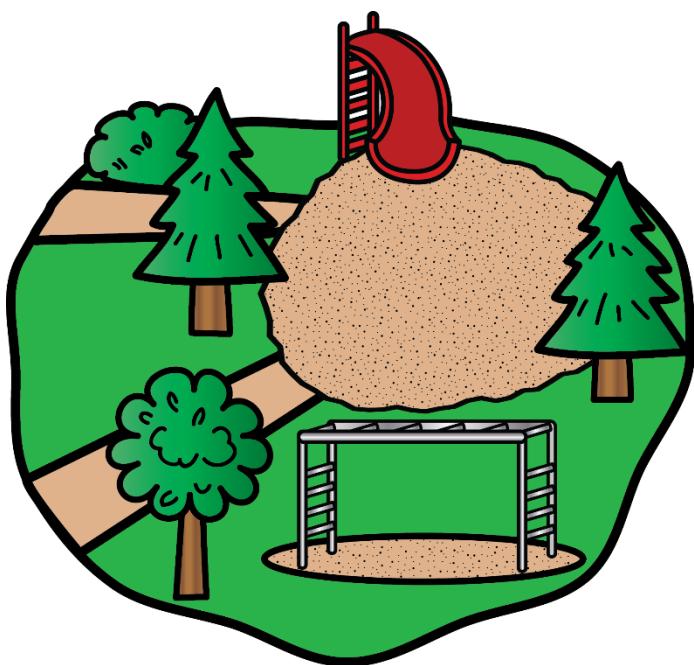
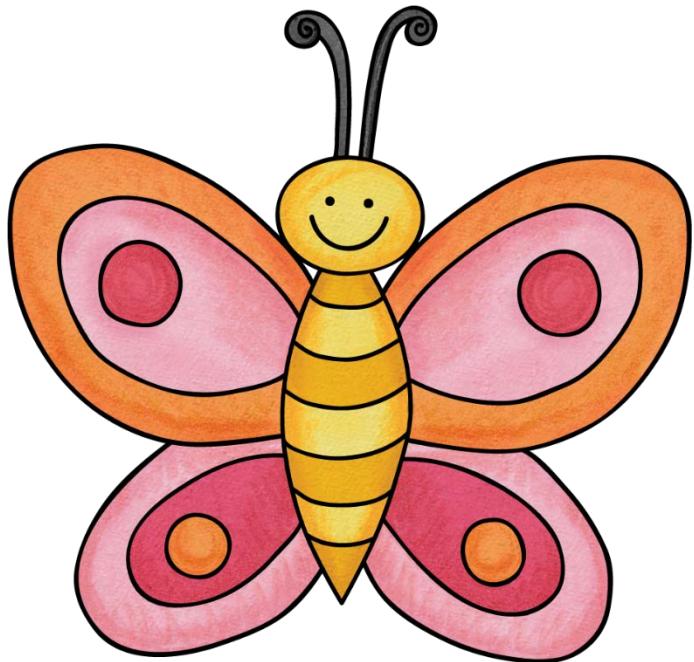
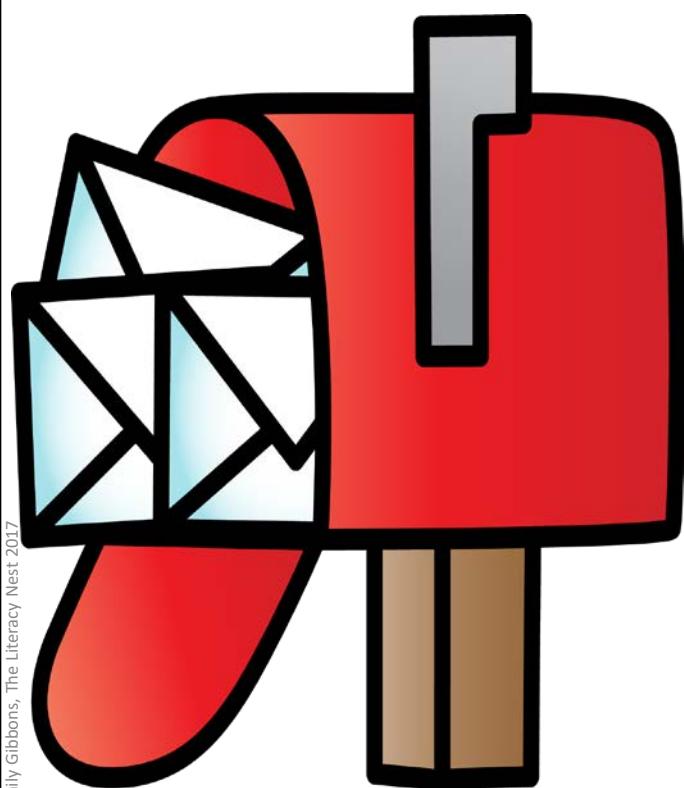


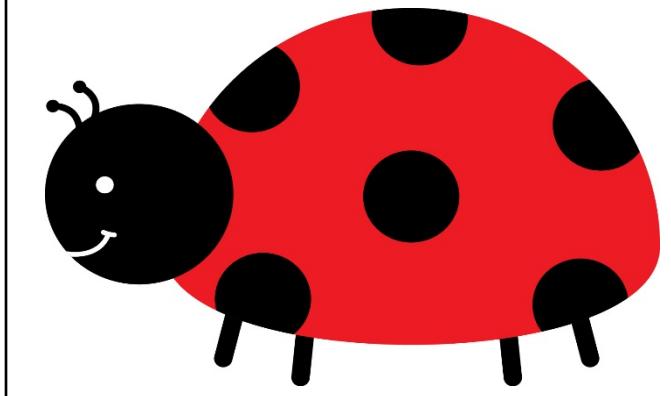
SYLLABLE SKATEBOARDING!

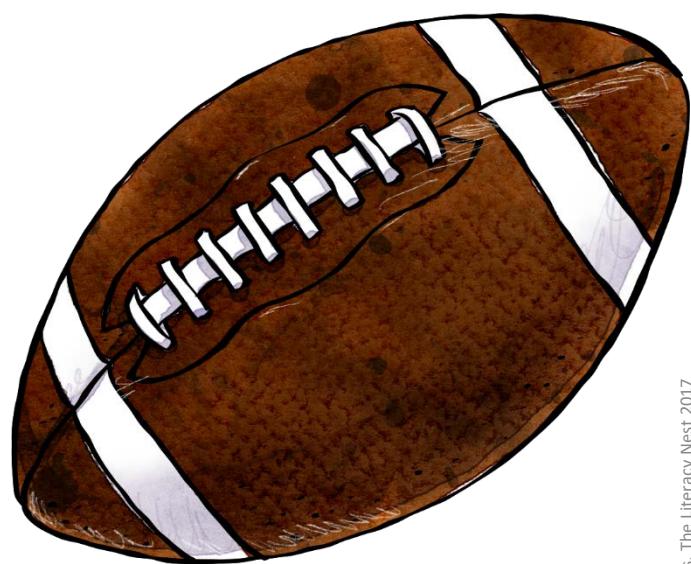
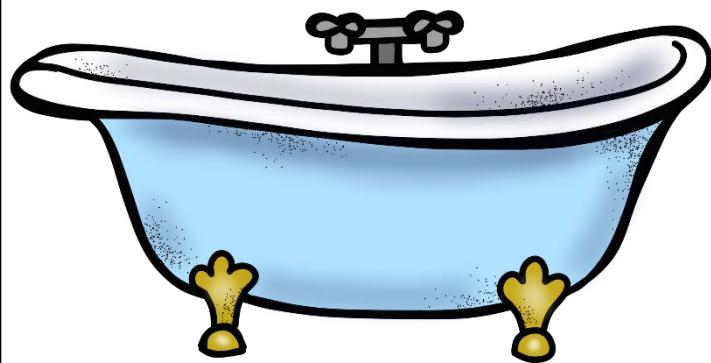
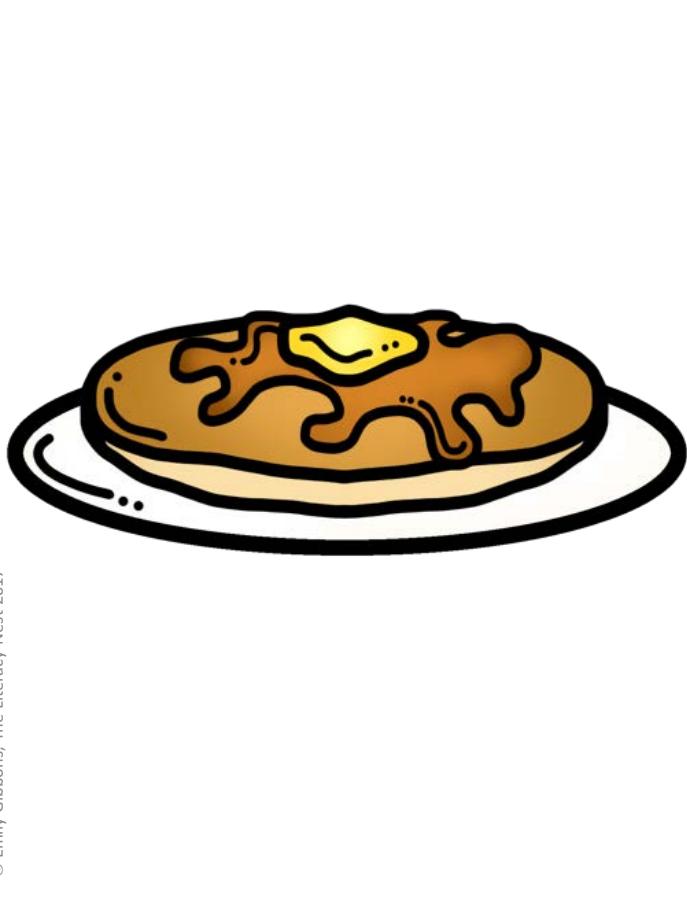


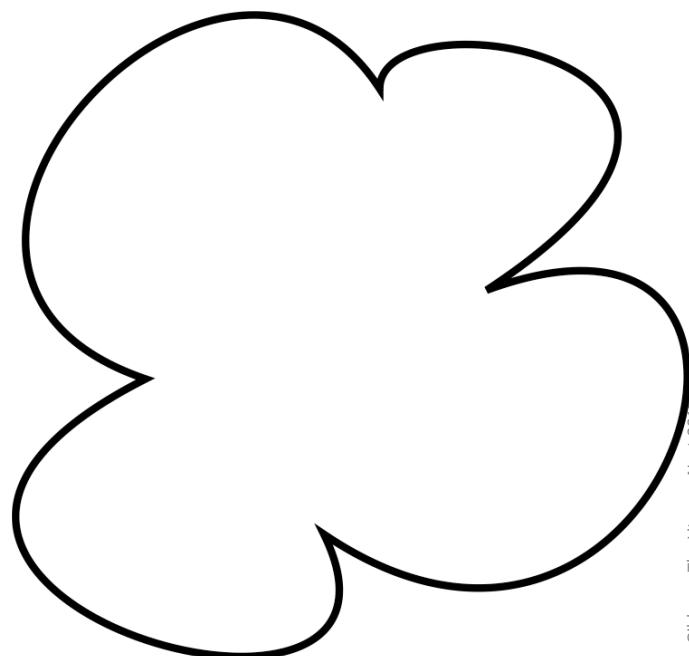
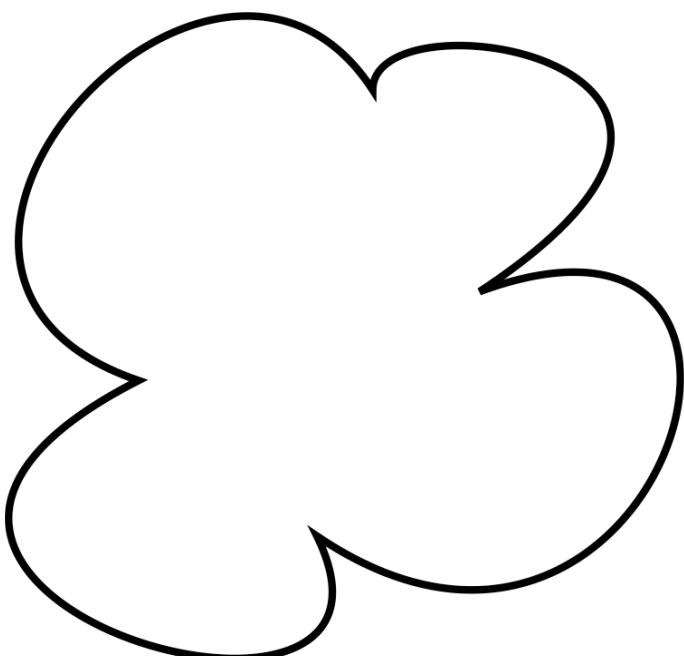
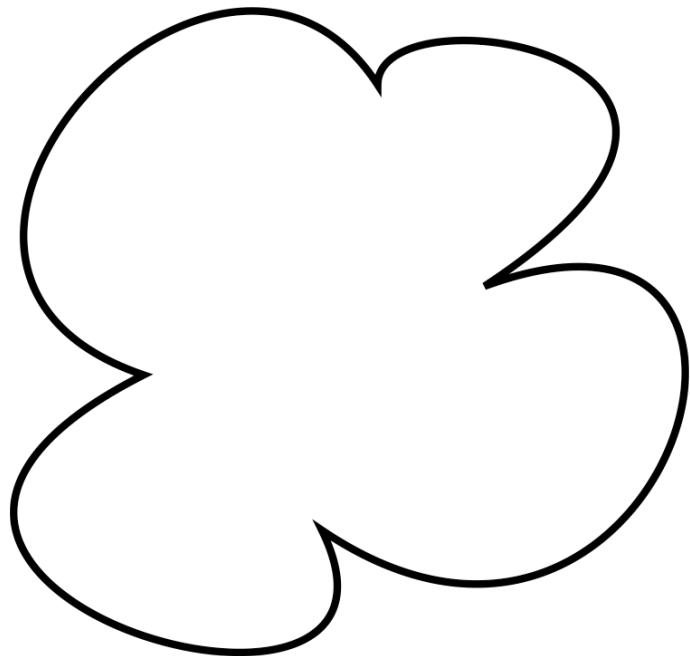
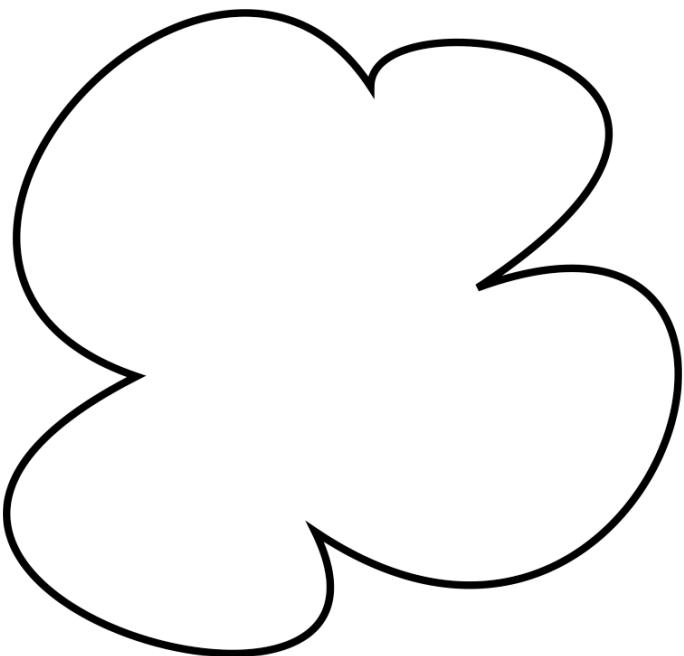
The Magic Hat

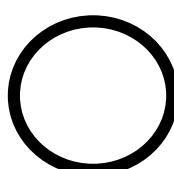
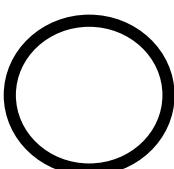
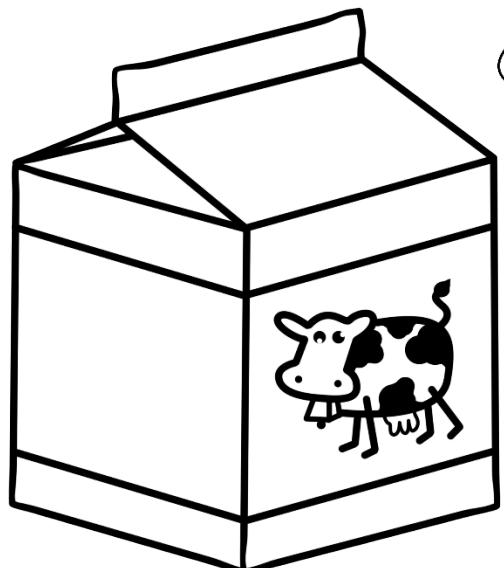
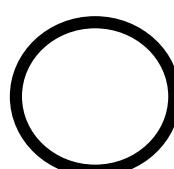
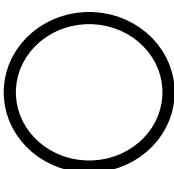
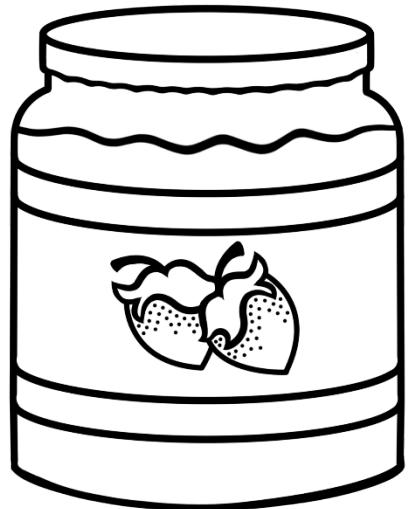
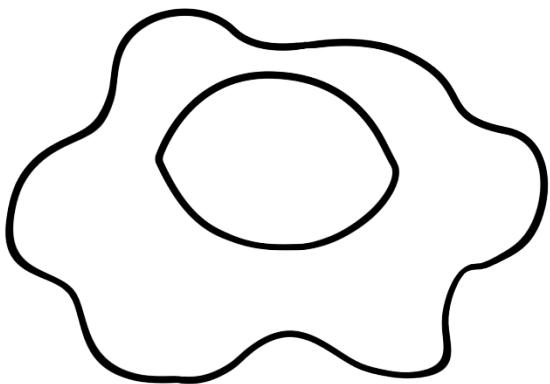


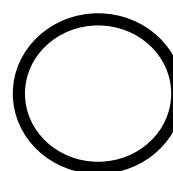
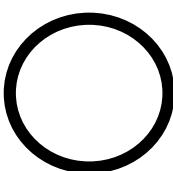
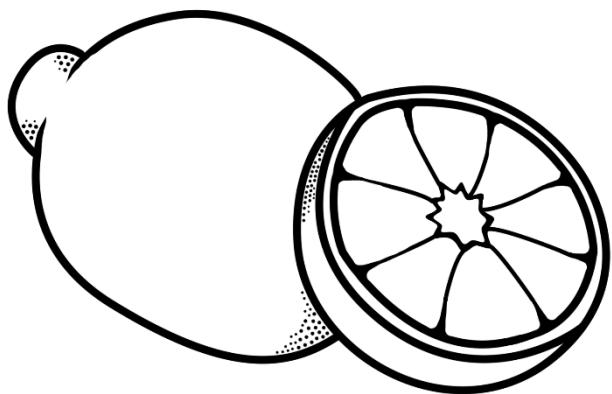
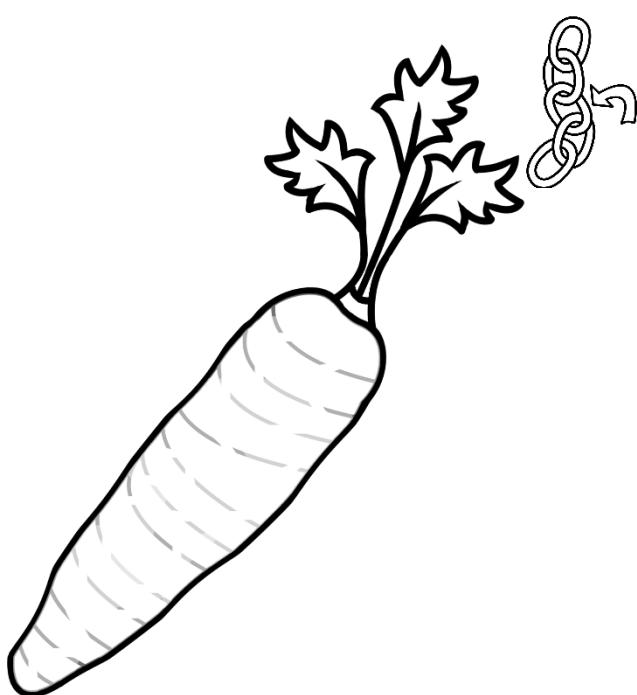
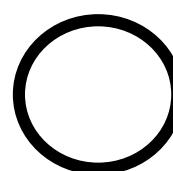
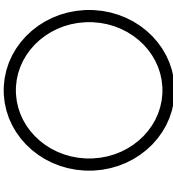
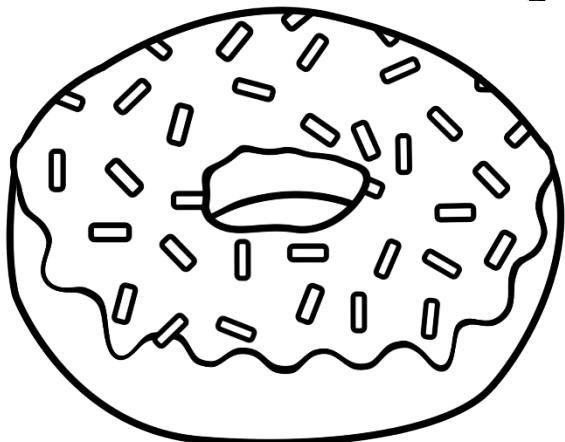
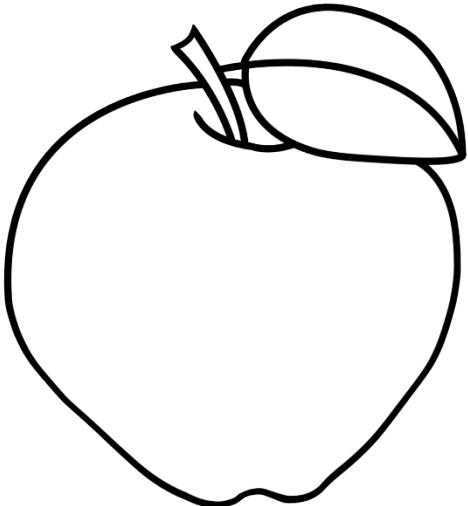


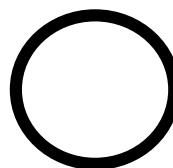
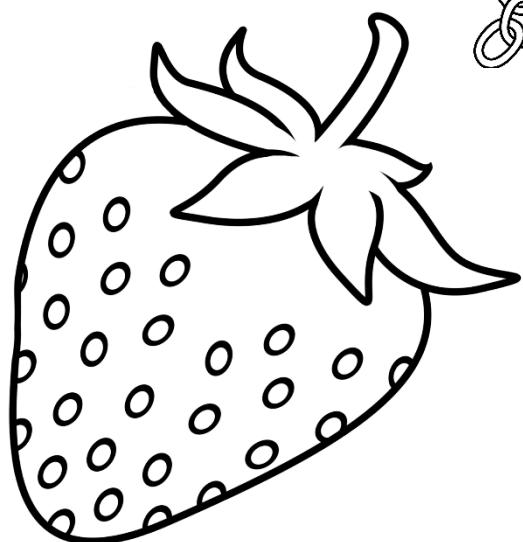
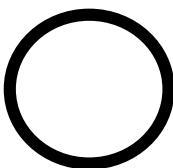
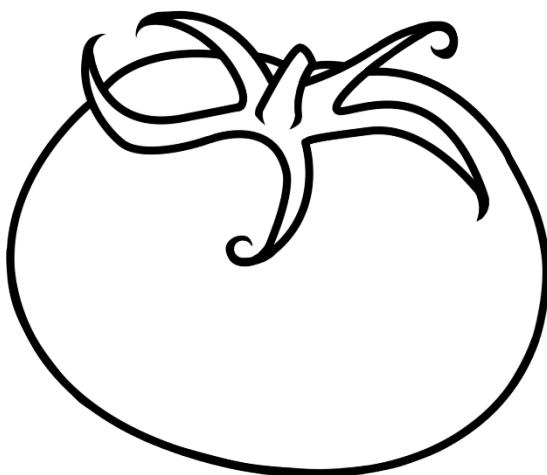
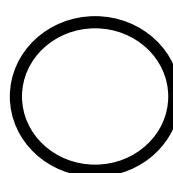
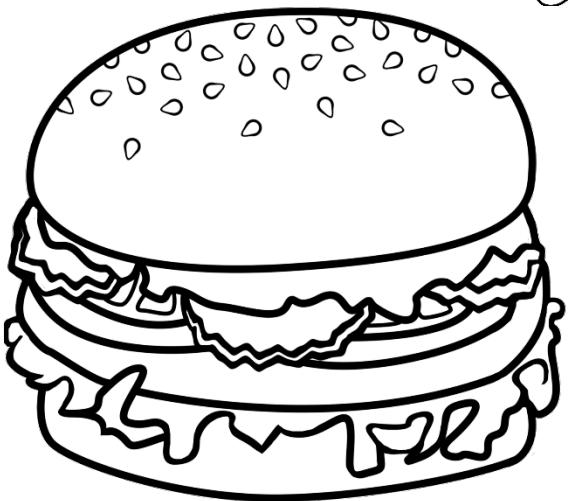
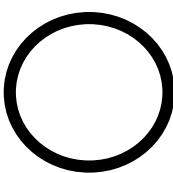
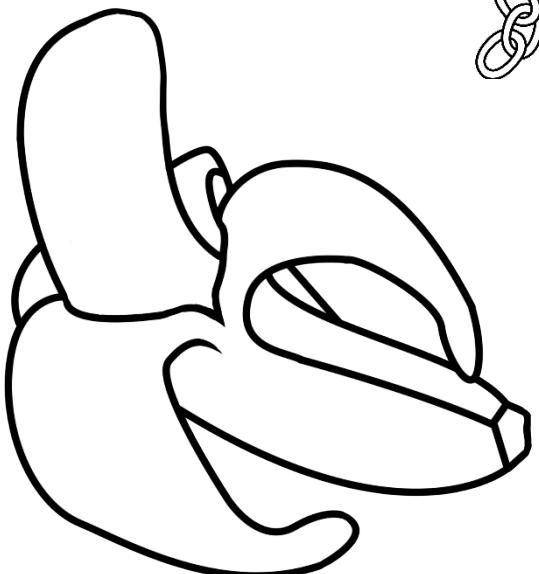


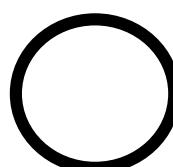
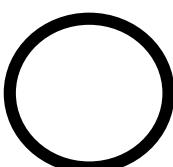
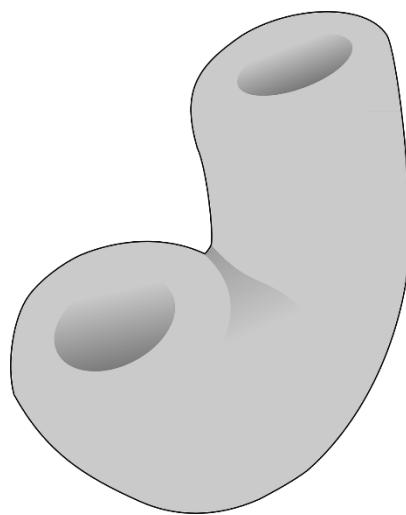
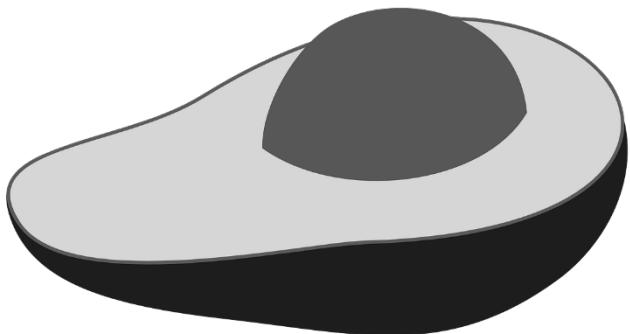
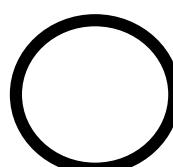
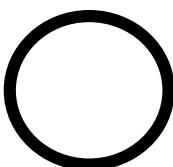
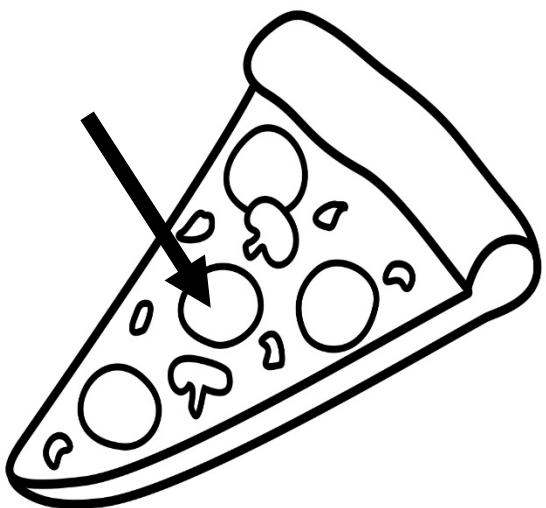
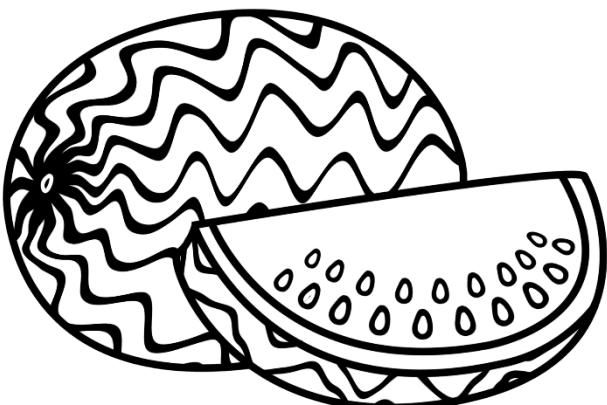


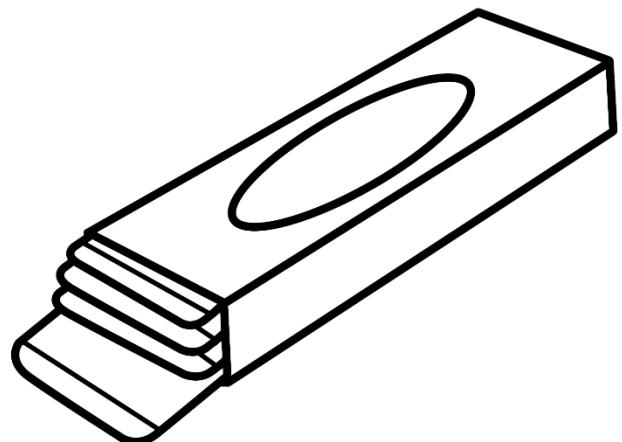
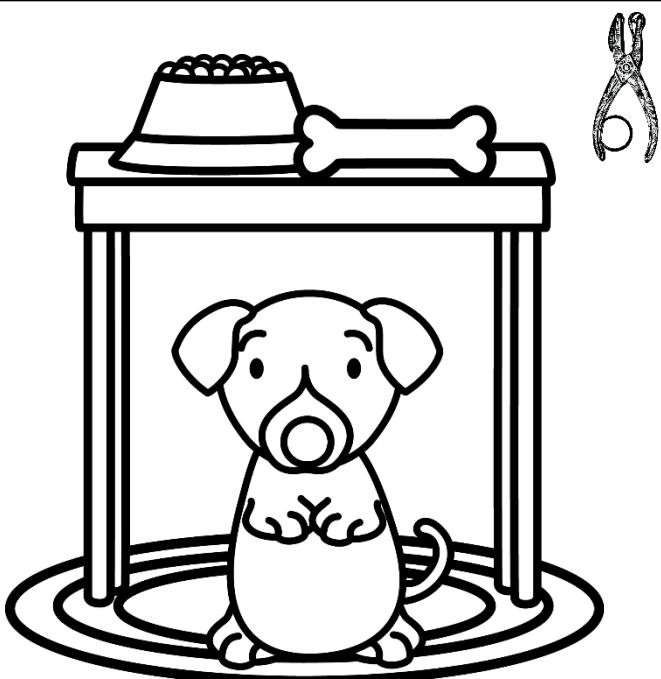
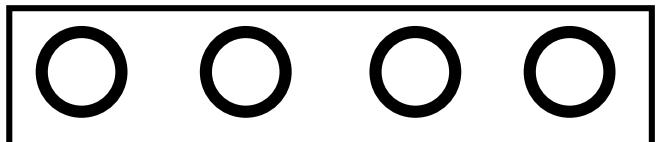
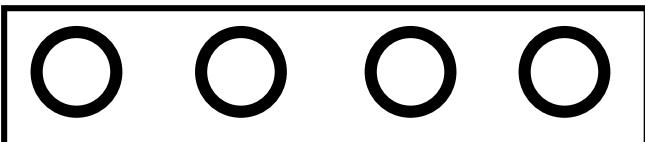
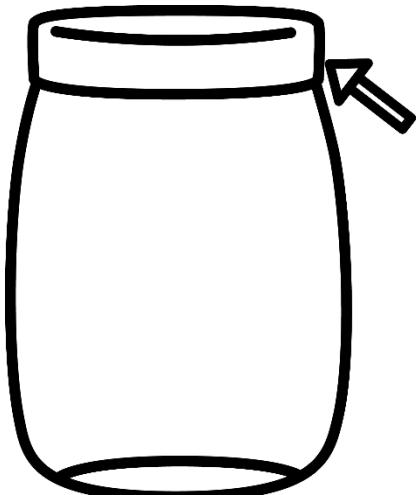


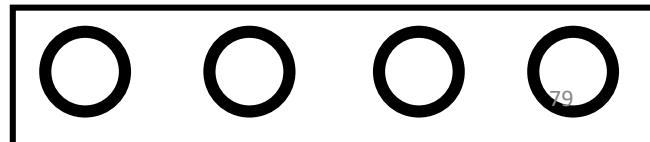
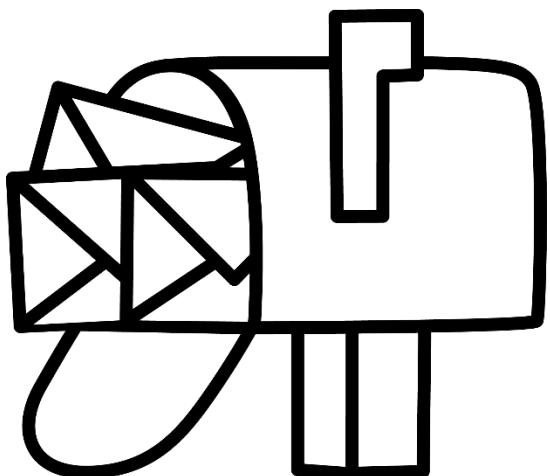
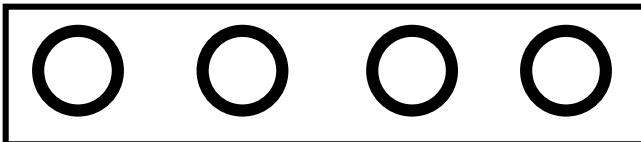
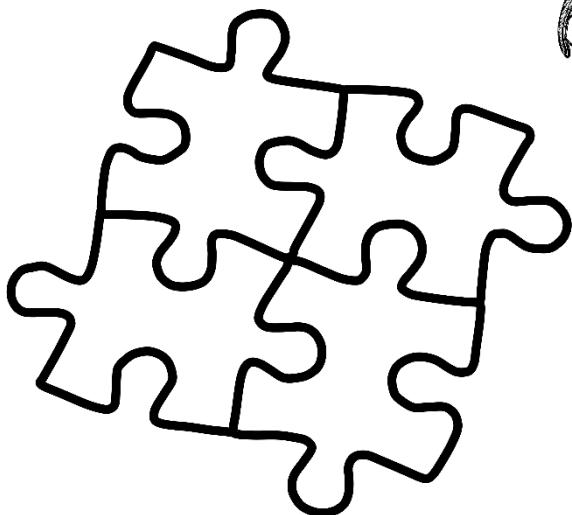
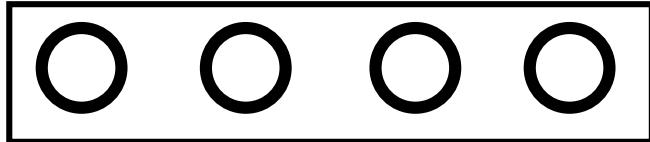
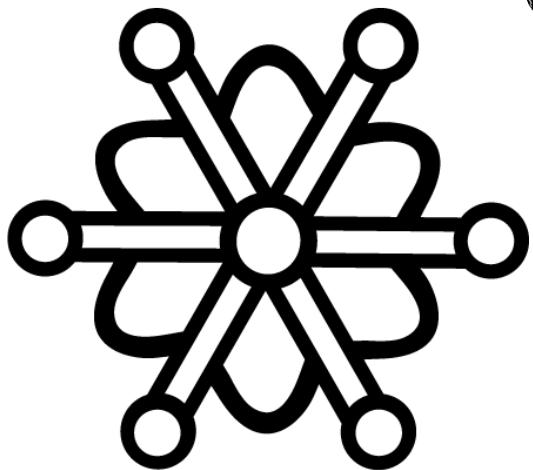
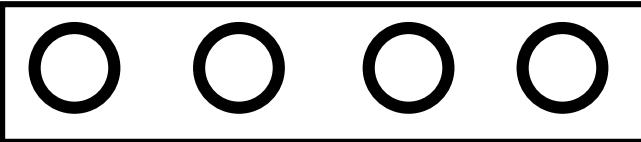
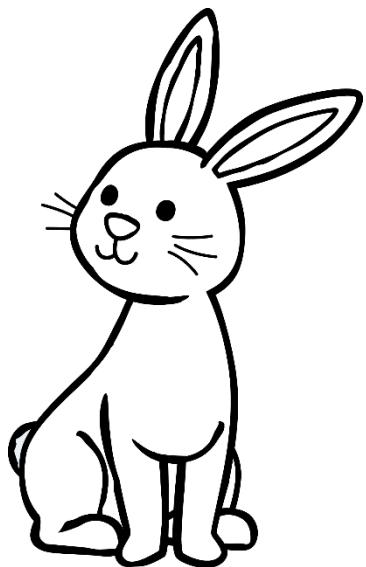


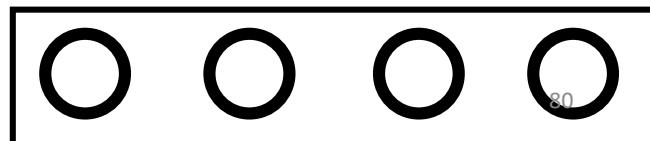
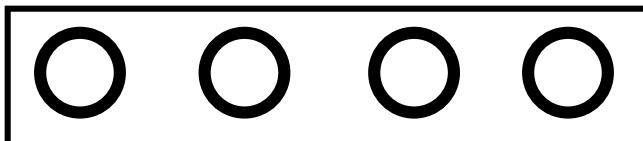
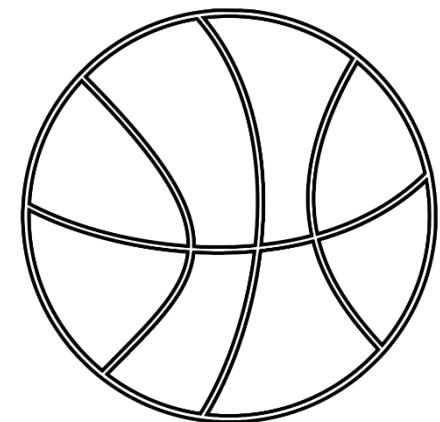
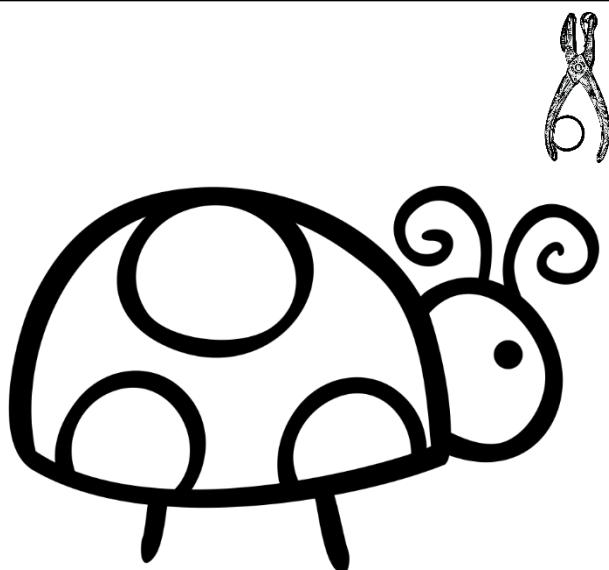
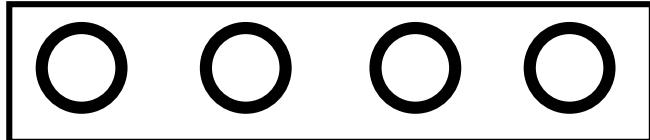
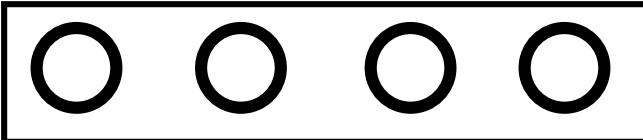
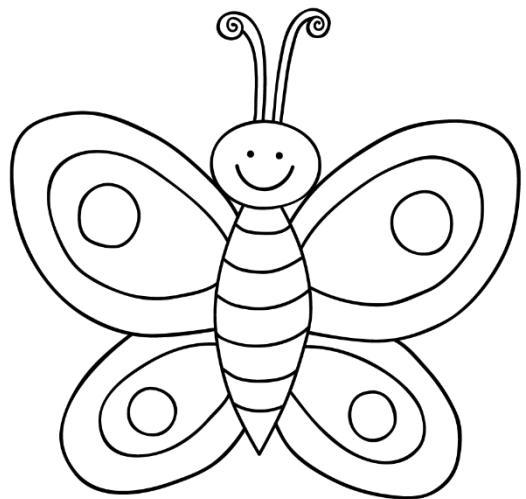
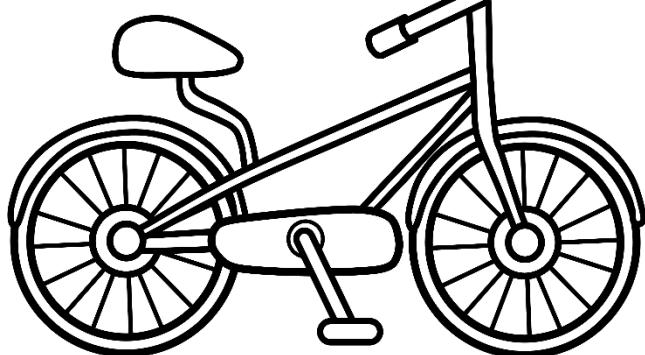


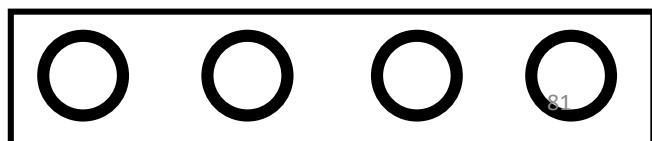
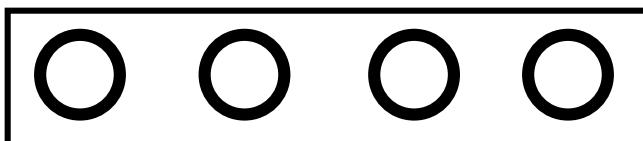
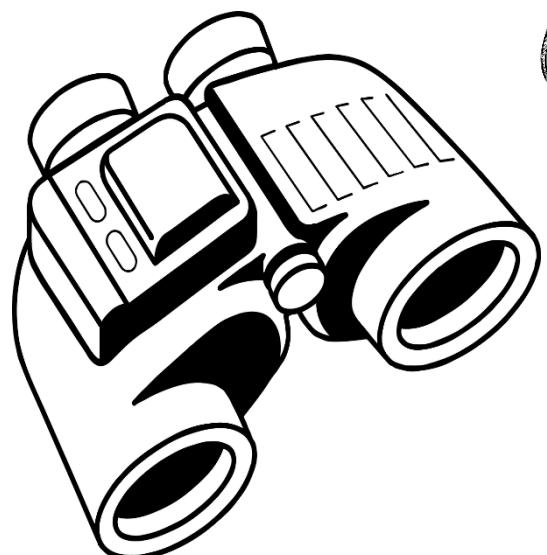
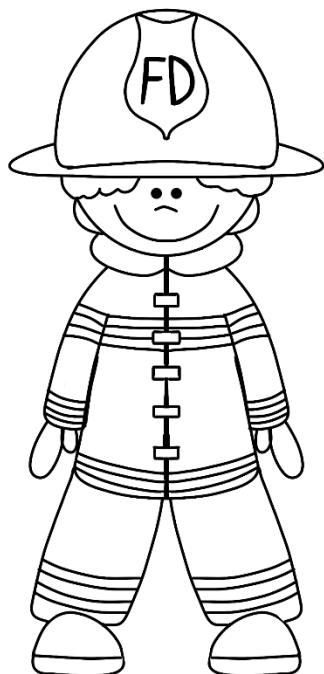
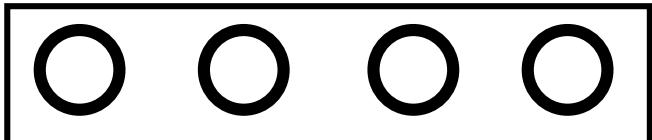
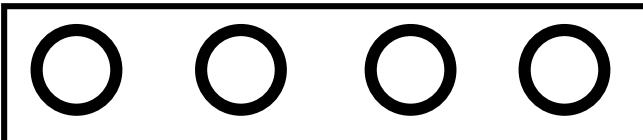
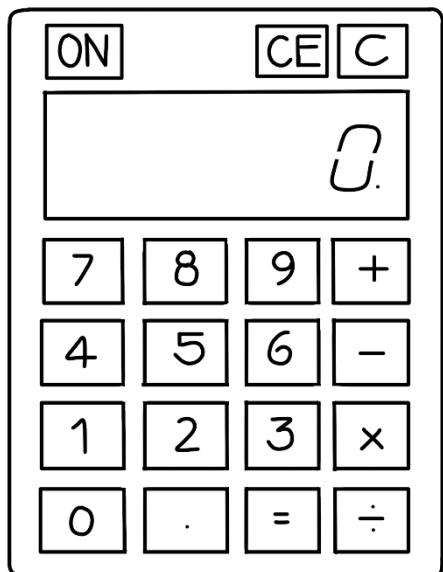
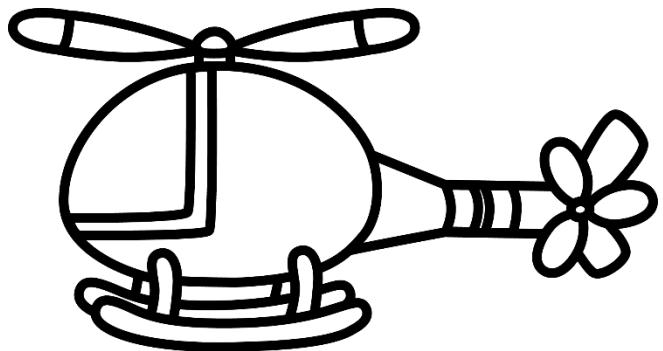




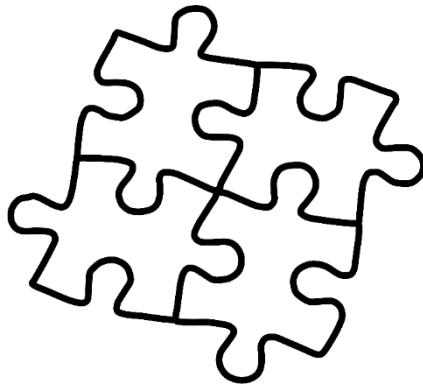








Starting with Words To Sentences



Objectives

Students will...

- Listen, judge and categorize words of varying length.
- Listen, judge and count sentences of varying lengths.
- Listen for starts and stops in a sentence.

Cut out teacher task cards. Punch holes and hang on a ring.

1 ● Words & Sentences ●

Listen For Words: Students will listen to stories and poems to increase listening skills and the use of words. Choose from any of the one syllable word cards. Put them in a hat. Reach in and pull one out. Discuss the role of words in our lives. What can they do? Read short poems aloud. Ask them to share one word they remember that sticks in their brain when they listened to the poem. Create a list of memorable words.

2 ● Words & Sentences ●

Sort the Words: Students will listen to words and categorize them. Laminate the sorting mat if possible. Call out words. Students will listen and tap the correct category with their hand. A toy hammer or finger light can be fun for this activity if you are in a small group. Be sure to ask WHY they chose that category when they tapped it. What clues helped them make a determination? (Listening is still critical here. You're building up to segmenting, blending and manipulating phonemes in future lessons.)

3 ● Words & Sentences ●

Short or Long? Students will listen to words with varying syllables and judge whether the word is short or long. Use the short or long dog mat. Call out words with 1, 2, 3, 4, or 5 syllables. Students will tap the short dog for short words or the long dog for long words. Be sure to ask WHY they tapped one particular dog instead of the other. What did they hear or notice? (Listening is still critical for this task. You're building up to segmenting, blending and manipulating phonemes in future lessons.)

4 ● Words & Sentences ●

How many words? Stamp A Word: Students will listen and count words

How many words: Use the How Many Words mat, red, yellow, and green pom poms or balls of playdough. Place either on the colored circles. Call out 1, 2 or 3 words. Students count and tap the correct number circle.

Stamp A Word: Use bingo markers or bingo chips. Call out words on the game board. Students will follow the directions on the game board.

Cut out teacher task cards. Punch holes and hang on a ring.

5 ● Words & Sentences ●

Listen For Sentences: Students will listen to sentences to increase listening skills and the use of sentences. Read and display the sentence strips for this lesson. Discuss the role of sentences in our lives. What can they do? Read a short story aloud. Ask them to share one sentence they remember that sticks in their brain when they listened to the story. Model or jot down some teacher or student examples.

6 ● Words & Sentences ●

Green Light, Red Light: Students will listen to sentences and determine where they stop and start. Use red, yellow, and green pom poms. Read three word sentences. When they hear the first word, place the green pom on the green circle. When they hear the second word, place the yellow pom on the yellow circle. When they hear the last word, they place it on the red circle. Now, repeat the sentence back, tapping each pom pom in the correct order. Discuss how a sentence is like a traffic light. There is a place to start and to stop. Ask: What word was first? What word was in the middle? What word was last? (This is prepping them for initial, medial and final sound recognition.)

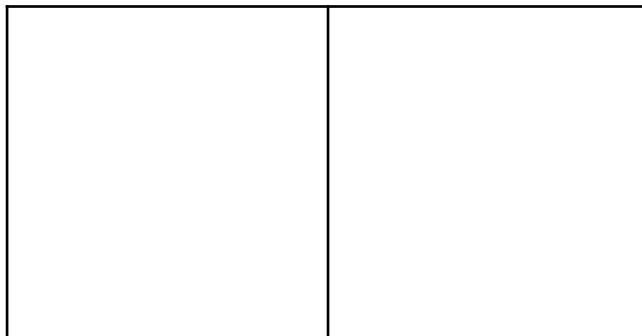
7 ● Words & Sentences ●

Short or Long? Students will listen to sentences with varying lengths and judge whether the sentence is short or long. Use the short or long dog mat. Call out sentences from a children's book. Students will tap the short dog for short sentences or the long dog for long sentences. Be sure to ask WHY they tapped one particular dog instead of the other. What did they hear or notice? (Listening is still critical at here. You're building up to segmenting, blending and manipulating phonemes in future lessons.)

8 ● Words & Sentences ●

Sentence Builder: Students will listen and count words in a sentence. Use green, yellow, and red blocks or bingo stampers with the Sentence Builder mat or, red, yellow, and green blocks or bingo stampers. Dictate sentences of varying length. Students will place one cube on each square when they hear a word. Challenge them to recite the sentence back to you while tapping the corresponding block for each word. The same directions apply if you use bingo stampers. Just have them tap under the circle, since the stamp ink might be wet.

Onset and Rime



Objectives

Students will...

isolate, segment, delete and substitute
onsets and rimes in monosyllabic words.

Cut out teacher task cards. Punch holes and hang on a ring.

1 ● Onset and Rime

Pony Slide: Students will blend onsets and rime units. Use red and green pony beads and a yellow pipe cleaner. Pass out the Pony Slide mat to demonstrate how to slide the beads along the pipe cleaner as you give the direction and show a picture card.

Pony Slide Blends: Students will blend onset and rime units. The same task applies as above, only with initial blend words. It's fine to hold off on this segment if needed.

3 ● Onset and Rime

Snap Cubes and Linking Chains: Students will blend onsets and rimes with snap cubes or plastic linking chains. Use the Snap It or Link It mats to demonstrate how to blend when a direction has been given. Note: I like to use a variety of materials. Snap cubes and linking chains are helpful for isolating, deleting or substituting sounds in onset and rime units.

2 ● Onset and Rime

Slide It: Students will blend onset and rime units using the **Slide It mat**. This is an alternative tool to Pony Slide. Using a green and red plastic counter or bingo chip, demonstrate how to move the counters or chips down the slide. The red one sits at the bottom of the slide. The green one slides down. Say the onset and rime for each picture card.

4 ● Onset and Rime

Where Is It? Students will identify where the sound is in an onset and rime unit. Is it at the beginning (**onset**) or at the end (**rime**). Use the Where Is It? mat and flat glass marbles or plastic counters. Teachers will demonstrate what to do when a prompt has been given. Slide the marble into the correct spot.

Cut out teacher task cards. Punch holes and hang on a ring.

5 Onset and Rime

Take It Out: Students will delete an onset or rime. Use the Onset and Rime prompt cards for this activity. (You'll find the cards numbered at the top of the page.) Try and use red and green flat marbles or counters. Use the Take It Out mat and flat marbles. Students will start with the marbles in the jars and slide one of them out of the jar after hearing your prompt. You may want to blend the onset and rime first, and then delete.

7 Onset and Rime

Stamp It: Students will follow the prompt for stamping an onset and rime unit into each Elkonin box. This is an open ended review activity. Choose any of the mono-syllabic words. Students will:

- Say the word.
- Blend it.
- Stamp it as they blend it.
- Say the word again.

This is a good prerequisite activity before delving into dictation.

6 Onset and Rime

Switch It: Students will substitute an onset or rime. Use the Switcheroo teacher cards for this activity. Use flat marbles, counters or pom poms. Use the Switcheroo mat. Read the teacher card. Students will slide the manipulative into the Elkonin boxes. Then, they will listen to the prompt and make the switch. A switch is made by swapping out one manipulative in the onset box for a different one. Last, the student says the new word.

8 Onset and Rime

Ladder Climb: Students will review onsets and rimes. Use the Ladder Climb mat and teacher cards. Starting at the bottom rung, students will listen to a word, segment the onset and rime unit and stripe through the rung. On the NEXT rung, call the next word in the list. **ASK:** How did the first sound change from the last word I read to you? Students will reply, segment the onset and rime unit and stripe through the next rung. Repeat until you reach the top rung.

Where Is It? Teacher Prompt Cards

<p>l + ap lap</p> <p>Where is l?</p>	<p>c + ot cot</p> <p>Where is ot?</p>	<p>r + ip rip</p> <p>Where is r?</p>	<p>d + en den</p> <p>Where is en?</p>
<p>g + um gum</p> <p>Where is g?</p>	<p>f + in fin</p> <p>Where is in?</p>	<p>b + ed bed</p> <p>Where is b?</p>	<p>s + ad sad</p> <p>Where is ad?</p>
<p>h + at hat</p> <p>Where is h?</p>	<p>l + id lid</p> <p>Where is id?</p>	<p>h + ive hive</p> <p>Where is ive?</p>	<p>m + ake make</p> <p>Where is m?</p>
<p>b + one bone</p> <p>Where is one?</p>	<p>g + ame game</p> <p>Where is g?</p>	<p>f + ine fine</p> <p>Where is ine?</p>	<p>c + ube cube</p> <p>Where is c?</p>

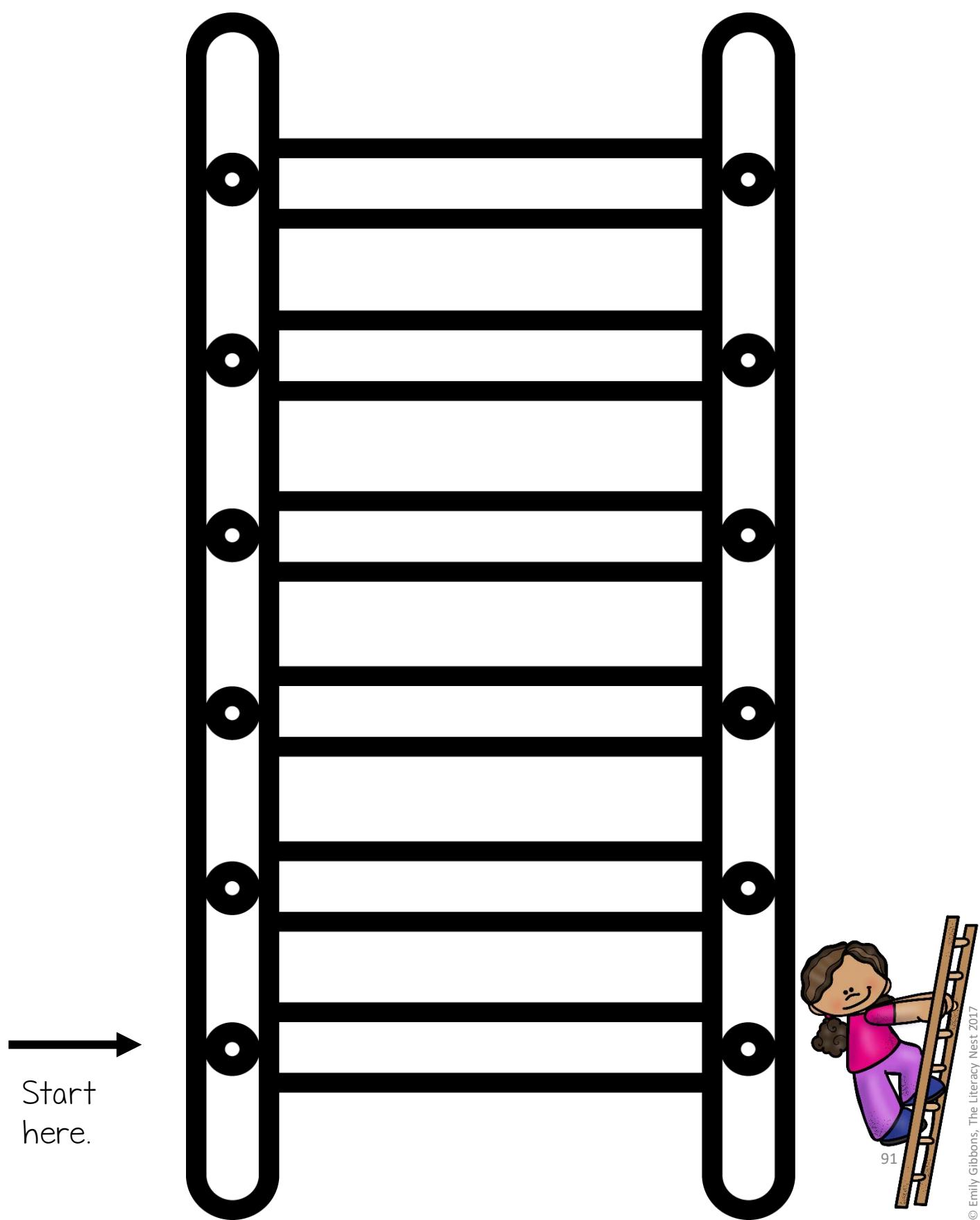
SWITCHEROO Teacher Prompt Cards (Cutting these out is optional.)

<ul style="list-style-type: none"> • Say hat. • Switch /h/ to /p/. • What is the new word? • pat 	<ul style="list-style-type: none"> • Say bill. • Switch /b/ to /f/. • What is the new word? • fill 	<ul style="list-style-type: none"> • Say pen. • Switch /p/ to /d/. • What is the new word? • den 	<ul style="list-style-type: none"> • Say rob. • Switch /r/ to /m/. • What is the new word? • mob
<ul style="list-style-type: none"> • Say mud. • Switch /m/ to /b/. • What is the new word? • bud 	<ul style="list-style-type: none"> • Say lick. • Switch /l/ to /t/. • What is the new word? • tick 	<ul style="list-style-type: none"> • Say seat. • Switch /s/ to /n/. • What is the new word? • neat 	<ul style="list-style-type: none"> • Say batch. • Switch /b/ to /c/. • What is the new word? • catch
<ul style="list-style-type: none"> • Say joy. • Switch /j/ to /s/. • What is the new word? • soy 	<ul style="list-style-type: none"> • Say game. • Switch /g/ to /l/. • What is the new word? • lame 	<ul style="list-style-type: none"> • Say ship. • Switch /sh/ to /ch/. • What is the new word? • chip 	<ul style="list-style-type: none"> • Say mean. • Switch /m/ to /t/. • What is the new word? • teen
<ul style="list-style-type: none"> • Say kind. • Switch /k/ to /b/. • What is the new word? • bind 	<ul style="list-style-type: none"> • Say most. • Switch /m/ to /g/. • What is the new word? • ghost 	<ul style="list-style-type: none"> • Say rule. • Switch /r/ to /t/. • What is the new word? • tool 	<ul style="list-style-type: none"> • Say hope • Switch /h/ to /r/. • What is the new word? • rope

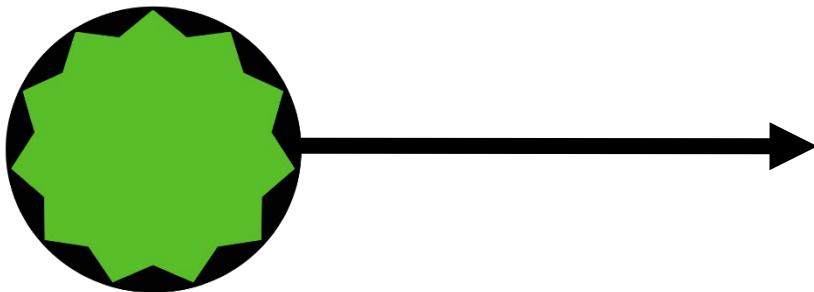
Ladder Climb Teacher Prompt Cards (Cutting these out is optional.)

cat	dip	cod	hut
rat	hip	pod	cut
bat	rip	nod	mutt
sat	tip	sod	putt
fat	sip	rod	nut
mat	yip	mod	jut
make	pet	lid	nosh
bake	get	rid	posh
cake	let	hid	wash
take	met	kid	gosh
lake	bet	Sid	mosh
wake	wet	did	Josh
sack	hump	light	top
lack	jump	night	hop
pack	bump	bite	mop
tack	lump	sight	sop
rack	pump	kite	lop
Jack	dump	fight	shop
ore	tell	hide	oak
bore	fell	tide	poke
door	Nell	ride	yoke
pour	well	lied	folk
four	dell	side	soak
chore	bell	wide	woke
shore	shell	chide	choke

LADDER CLIMB (ONSET AND RIME)



Initial Sounds



Objectives

Students will...

isolate, judge, segment, delete and
substitute initial phonemes.

Cut out teacher task cards. Punch holes and hang on a ring.

1

Initial Sounds

What's The First Sound?: Students will identify the initial sound in CVC words. Choose a picture card to show the students. Ask them to say it out loud. Use the green circle mat to show the initial sound's position. They will tap the green circle and slide their finger along the black arrow. Ask: What is the first sound they hear in that word? Be sure to pay focused attention to mouth formation discussing what students hear, see, and feel their mouths do as they identify and say each initial sound. (Hand mirrors are helpful.) Overemphasize and stretch out the initial sound of the word for each picture card. (JJJJ-jug, DDDD-dog)

2

Initial Sounds

Initial Sound Judgement: Students will judge pairs of words for the same initial sound or not.

Pull out and display a pair of picture cards at a time. Have students say the names of each picture card and identify the initial sound. Have them decide whether they have the same initial sound or not. Be sure to ask WHY after a student makes a judgment.

3

Initial Sounds

Which One Doesn't Belong?
Students will decide among a group of words the one that does not have the same initial sound.

Pull out and display groups of 3-5 picture cards at a time. Have students say the names of each picture card and identify the initial sound. Have them decide which picture card does NOT have the same initial sound as the others. Be sure to ask WHY after a student makes a judgment.

4

Initial Sounds

Initial Sound Match-Up: Students will match pairs of words with the same initial sounds.

Using the initial sound matching cards provided, students will play a game of Concentration. Matches are made when the two cards have the same initial sound. Make sure they say the initial sound out loud when they check to see if it is a match. Heavy reliance on just the picture without the vocalized sound should be corrected.

Cut out teacher task cards. Punch holes and hang on a ring.

5

Initial Sounds

Initial Sound Switcheroo: Students will practice isolating and substituting initial sounds. Use the Switcheroo game board. Roll a die, and advance spaces on the board. Land on a picture: Say the picture name and its initial sound. Land on Switcheroo arrows: They will be asked to substitute the initial sound of the word in the space BEFORE the Switcheroo arrows to a new one. Then, say the new word. The first person to reach the finish line wins.

7

Initial Sounds

Initial Sound BINGO/Stamp-It
Students will listen for initial sounds in isolation. Use the four different BINGO boards for this activity and a bag of magnetic letters. If you have more than four students, pair them up on one board. BINGO callers will call out. The magnetic letters needed for the caller are: D, F, S, P, C, N, L, H, B. Call out a sound. Students find the picture on their board. A BINGO is three in a row, column or diagonal.

6

Initial Sounds

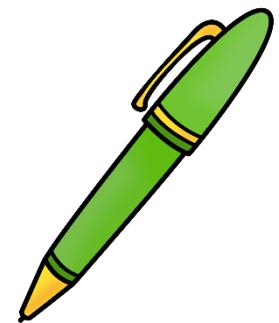
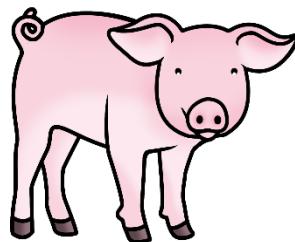
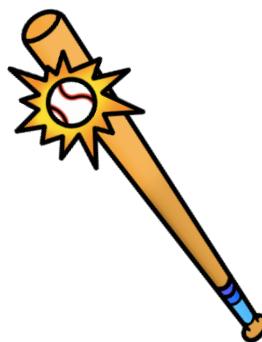
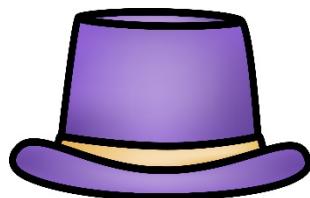
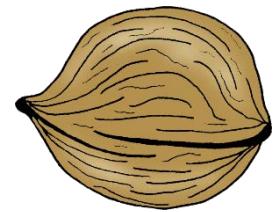
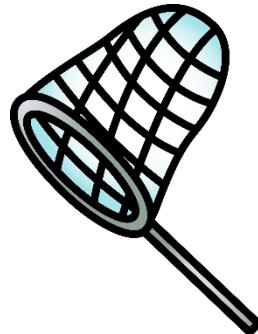
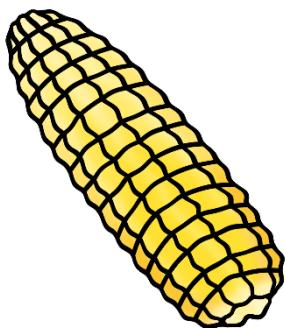
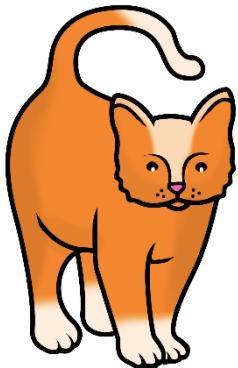
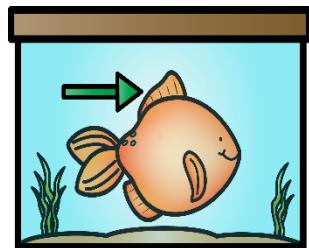
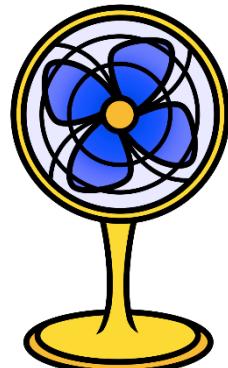
Which One Doesn't Belong: Students will discriminate between different initial sounds. Use the Which One Doesn't Belong mats. You can laminate them, use bingo stampers or clear plastic bingo chips. In the last empty column, challenge them to write the name of the letter that makes the same sound as the initial sound in the three pictures, OR write the letter name for the one picture that did not belong. As an extension, you might wish to pull out the What Comes Next In The Pattern activity from the alliteration section of this resource.

8

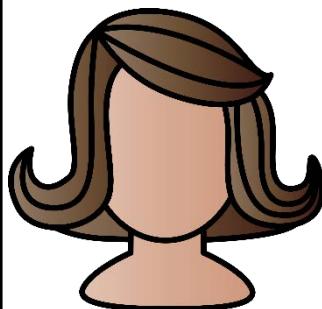
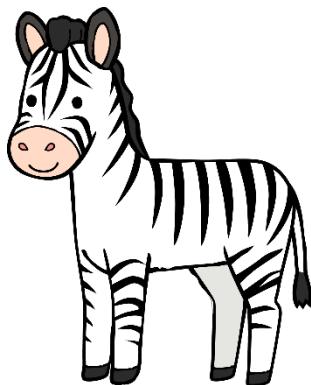
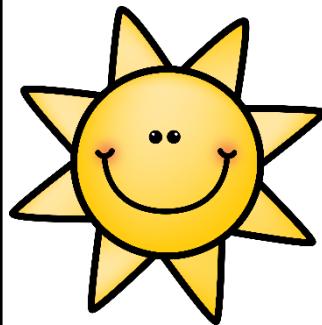
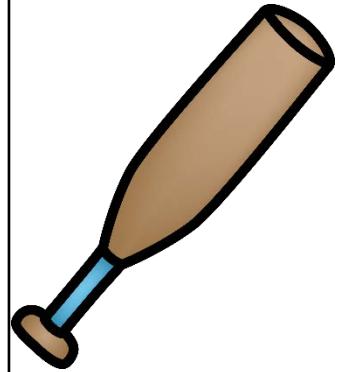
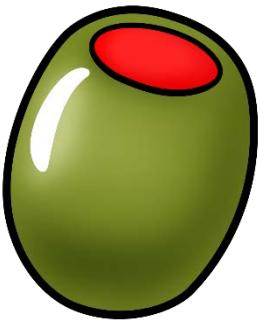
Initial Sounds

Initial Sound Steal It: Students will delete final sounds in final blends. Use the Steal It Prompts. Steal It game board and one die. Students roll the die and advance on the game board. When they land on a space, read the prompt. Using a grabbing motion with a hand when you read the prompt might help them visualize which sound to steal from the word. *These words all have initial blends, which makes this task more of a challenge. *There will more sound deletion with initial blends in the advanced phoneme manipulation task cards. Feel free to wait on this game if your students aren't ready yet.*

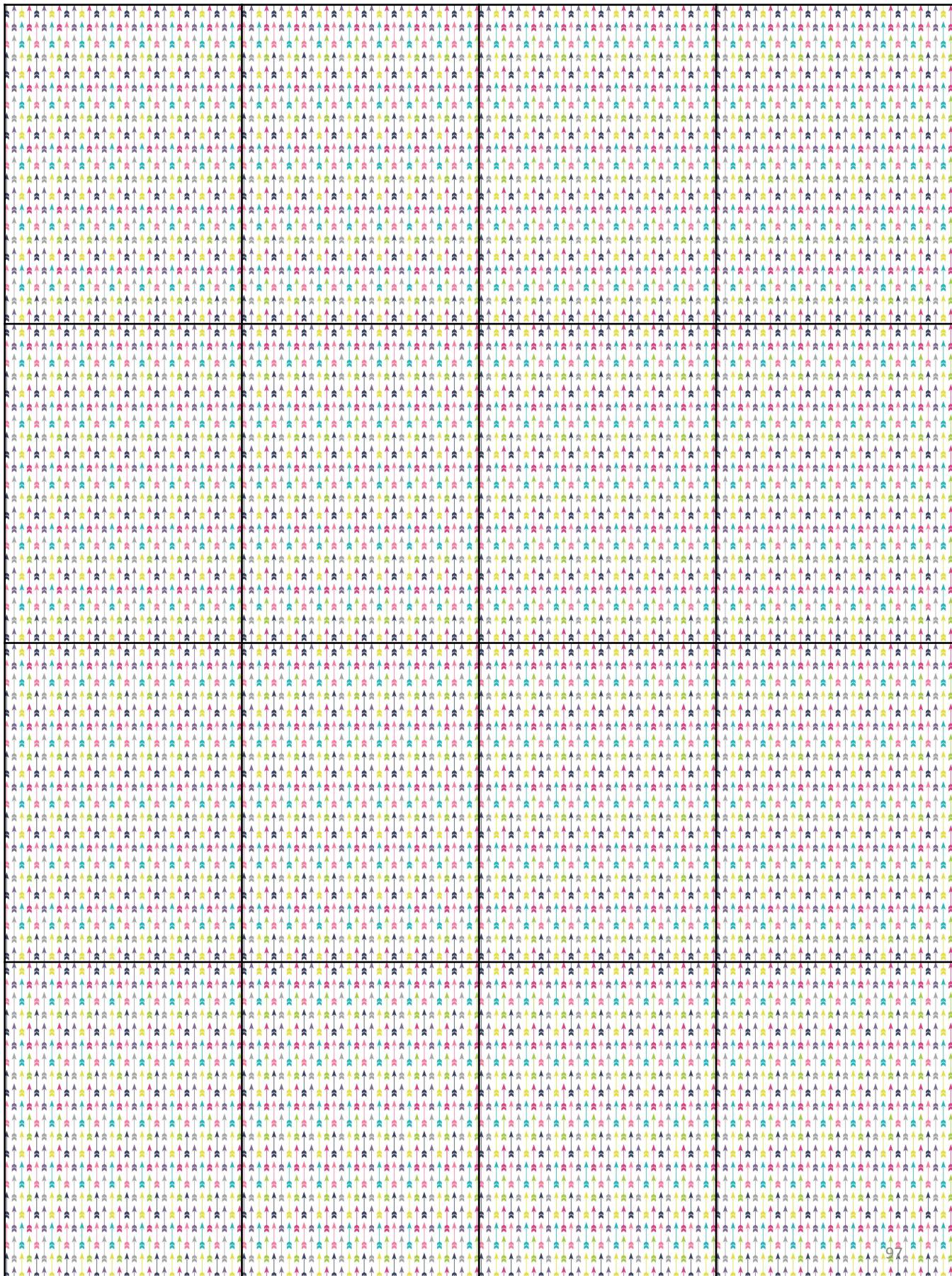
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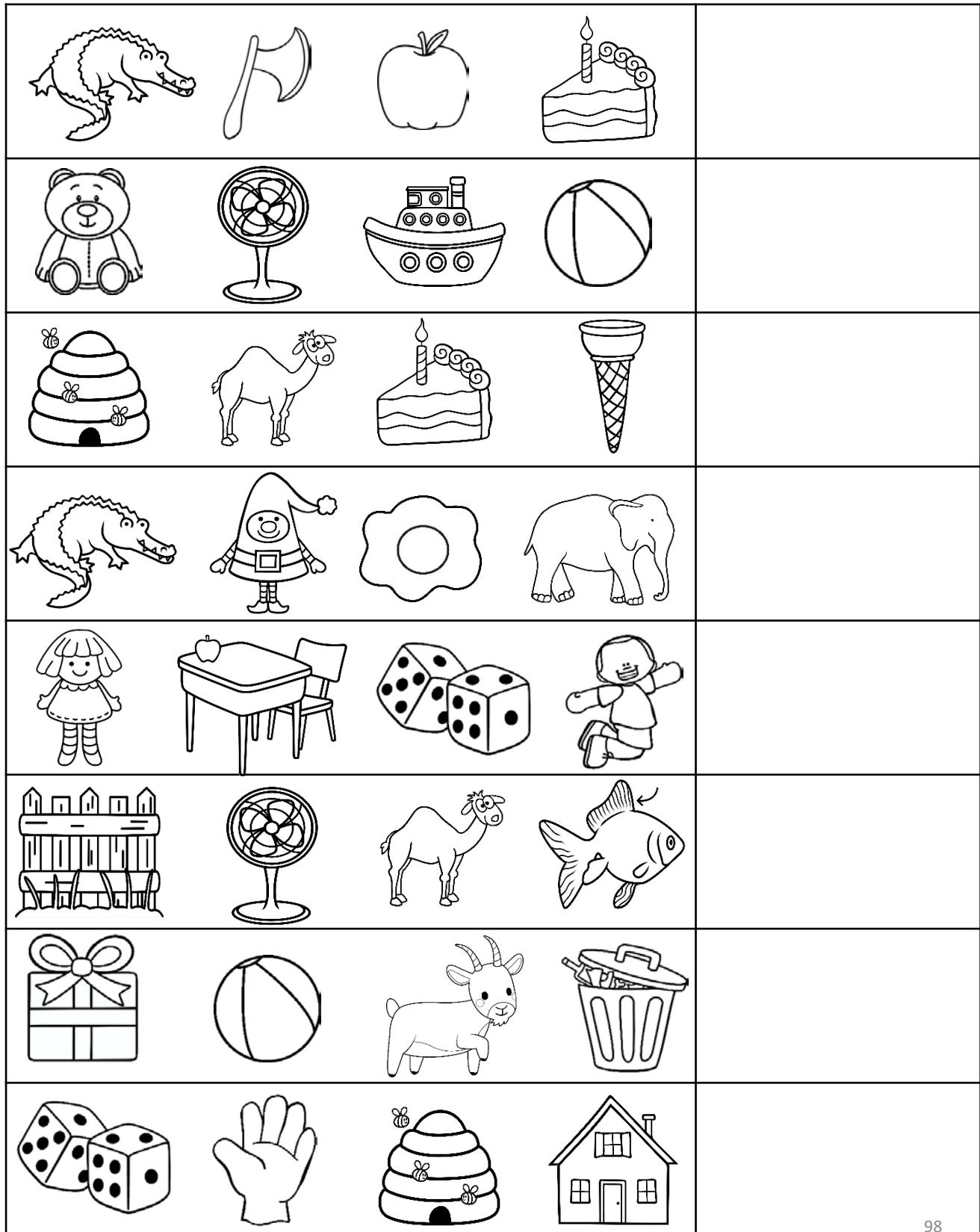
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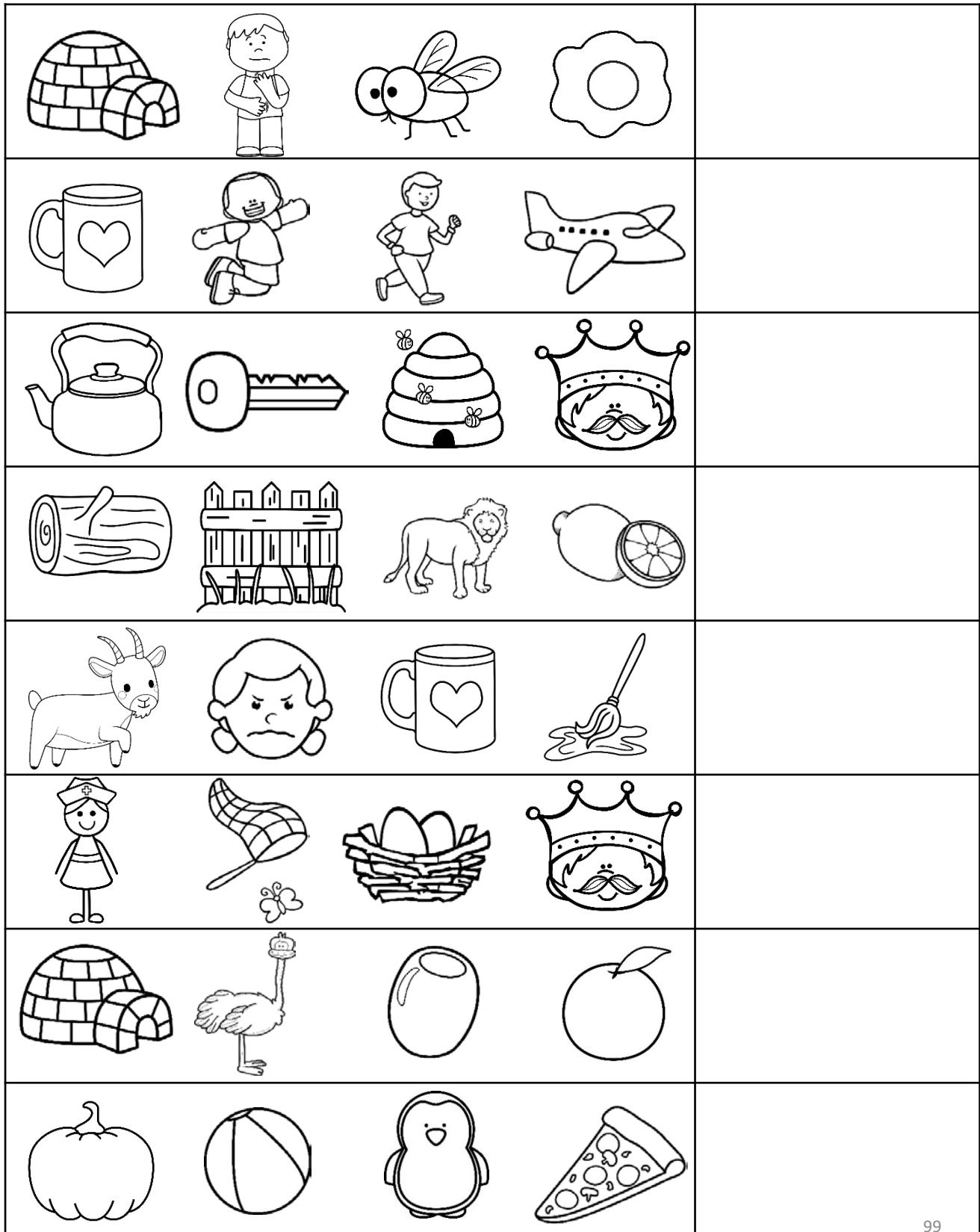
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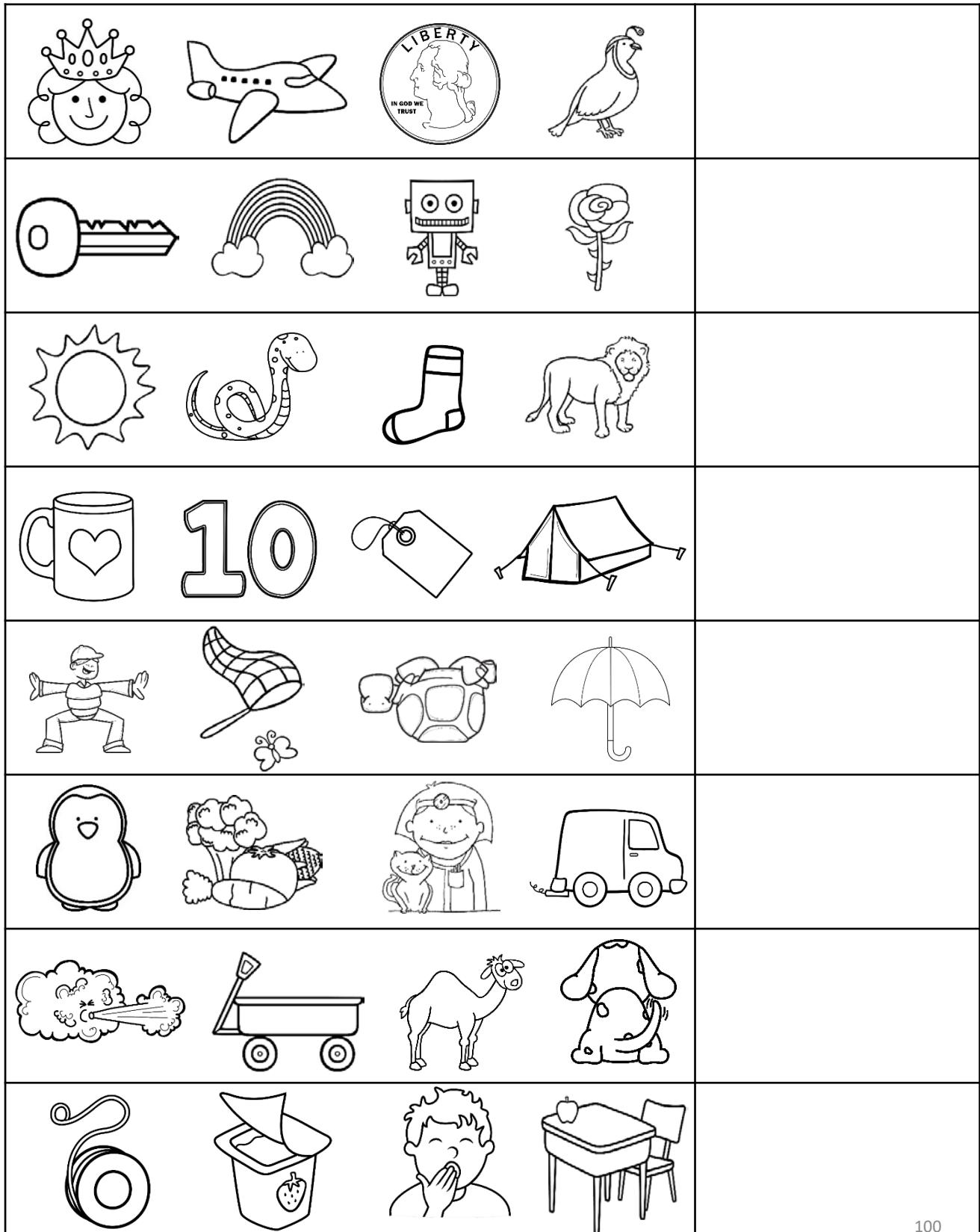
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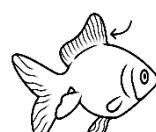
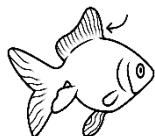
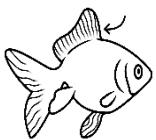
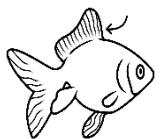
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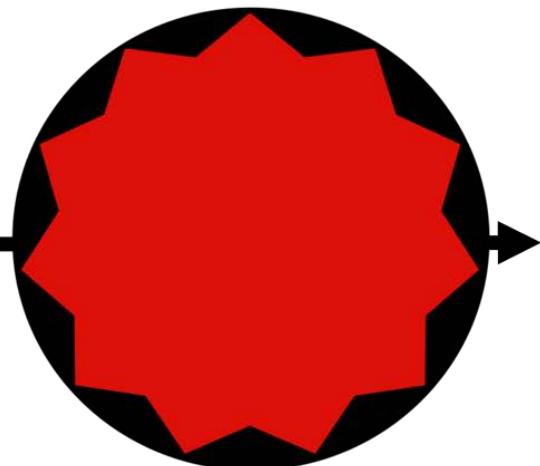
WHICH ONE DOESN'T BELONG?



Initial



Final Sounds



Objectives

Students will...

isolate, judge, segment, delete and
substitute final phonemes.

Cut out teacher task cards. Punch holes and hang on a ring.

1

Final Sounds

What's The Final Sound?

Students will identify the final sounds in words. Choose a picture card to show the students. Use the red circle mat to show the initial sound's position. They will tap the red circle and slide their finger along the black arrow. Ask them to say it out loud. Ask: What is the last sound they hear in that word? Be sure to pay focused attention to mouth formation discussing what students hear, see, and feel their mouths do as they identify and say each final sound. (Hand mirrors are helpful.) Overemphasize and stretch out the final sound of the word for each picture card.

2

Final Sounds

Final Sound Judgement: Students will judge pairs of words for the same final sound or not.

Pull out and display a pair of picture cards at a time. Have students say the names of each picture card and identify the final sound. Have them decide whether they have the same final sound or not. Be sure to ask WHY after a student makes a judgment.

3

Final Sounds

Which One Doesn't Belong?

Students will decide among a group of words the one that does not have the same final sound.

Pull out and display groups of 3-5 picture cards at a time. Have students say the names of each picture card and identify the final sound. Have them decide which picture card does NOT have the same final sound as the others. Be sure to ask WHY after a student makes a judgment.

4

Final Sounds

Final Sound Match-Up: Students will match pairs of words with the same final sounds.

Using the final sound matching cards provided, students will play a game of Concentration. Matches are made when the two cards have the same final sound. Make sure they say the final sound out loud when they check to see if it is a match. Heavy reliance on just the picture without the vocalized sound should be corrected.

Cut out teacher task cards. Punch holes and hang on a ring.

5

Final Sounds

Final Sound Switcheroo:
Students will isolate and substitute final sounds. Use the Switcheroo game board. Roll a die, advance spaces on the board. Land on a picture: Say the picture name and its final sound. Land on Switcheroo arrows: They will be asked to substitute the final sound of the word in the space BEFORE the Switcheroo arrows to a new one. Then, say the new word. The first person to reach the finish line wins.

6

Final Sounds

Which One Doesn't Belong:
Students will discriminate between different final sounds. Use the Which One Doesn't Belong mats. You can laminate them, use bingo stampers or clear plastic bingo chips. In the last empty column, challenge them to write the name of the letter that makes the same sound as the initial sound in the three pictures, OR write the letter name for the one picture that did not belong.

7

Final Sounds

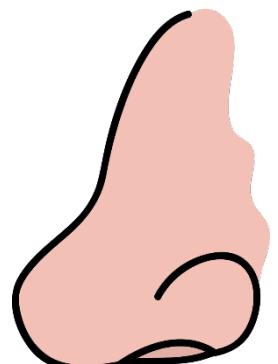
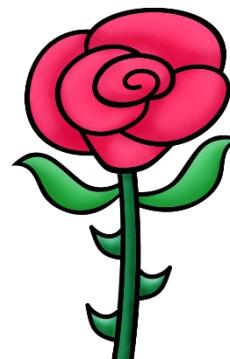
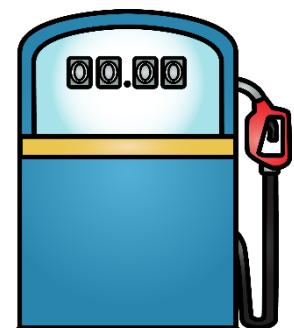
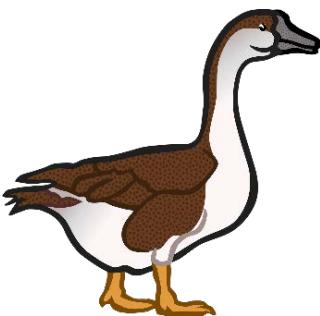
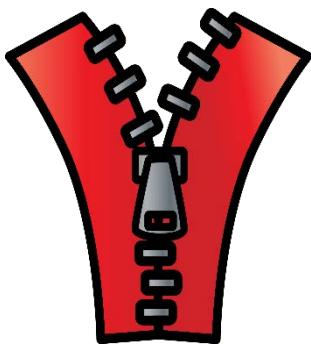
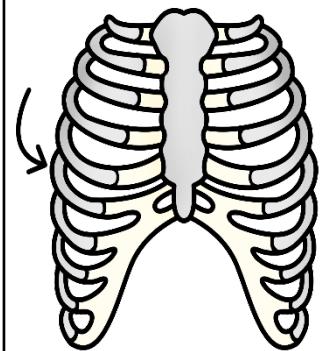
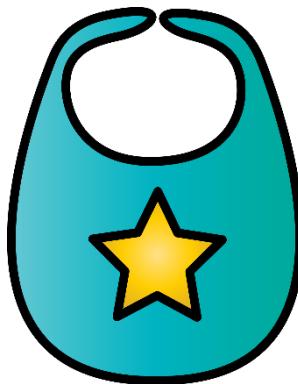
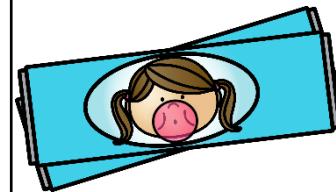
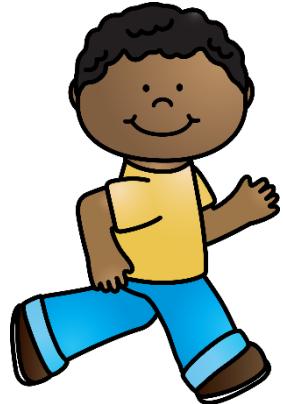
Final Sound BINGO/Stamp-It
Students will listen for final sounds in isolation. Use the four different BINGO boards for this activity and a bag of magnetic letters. If you have more than four students, pair them up on one board. BINGO callers will call out. The magnetic letters needed for the caller are: D, F, S, P, Z, N, L, V, K, B, Th, X, M. Ch, Sh. Call out a sound. Students find the picture on their board. A BINGO is three in a row, column or diagonal.

8

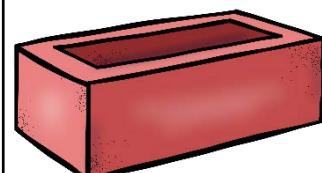
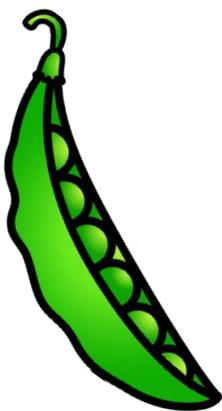
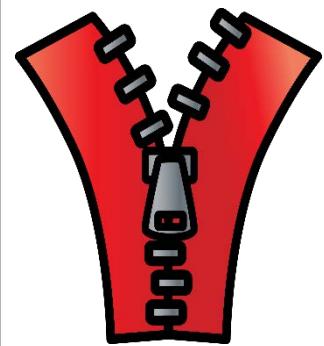
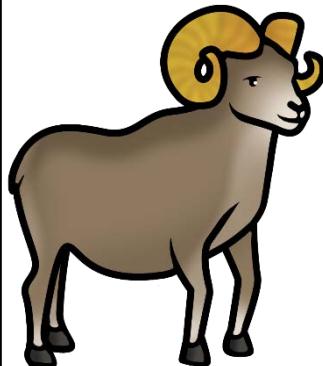
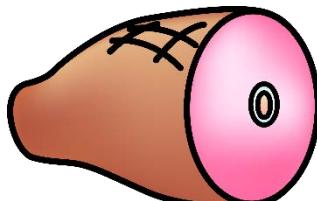
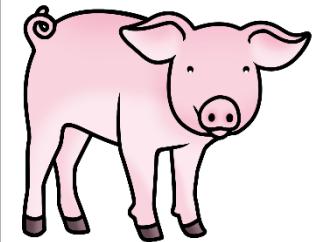
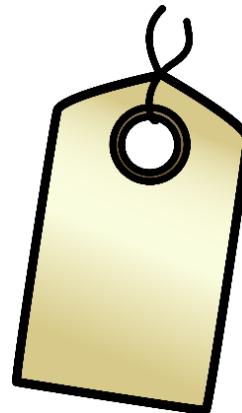
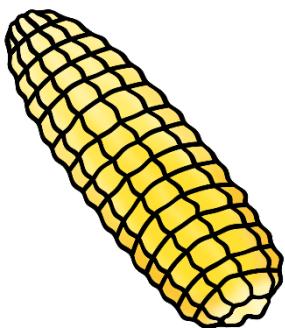
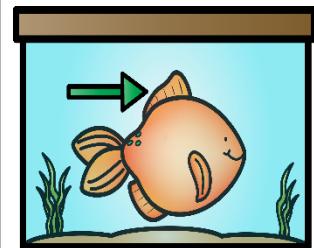
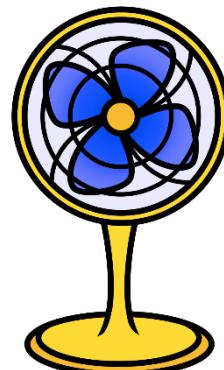
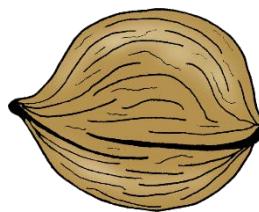
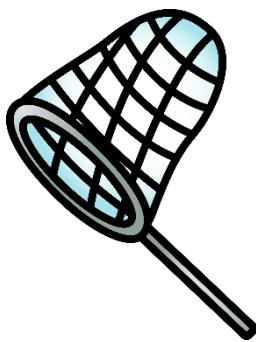
Final Sounds

Final Sound Steal It: Use the Steal It Prompts. Steal It game board and one die. Students roll the die and advance on the game board. When they land on a space, read the prompt. Using a grabbing motion with a hand when you read the prompt might help them visualize which sound to steal from the word. *These words all have final blends, which makes this task more of a challenge. *There will more sound deletion with initial and blends in the advanced phoneme manipulation task cards. Feel free to wait on this game if your students aren't ready yet.*

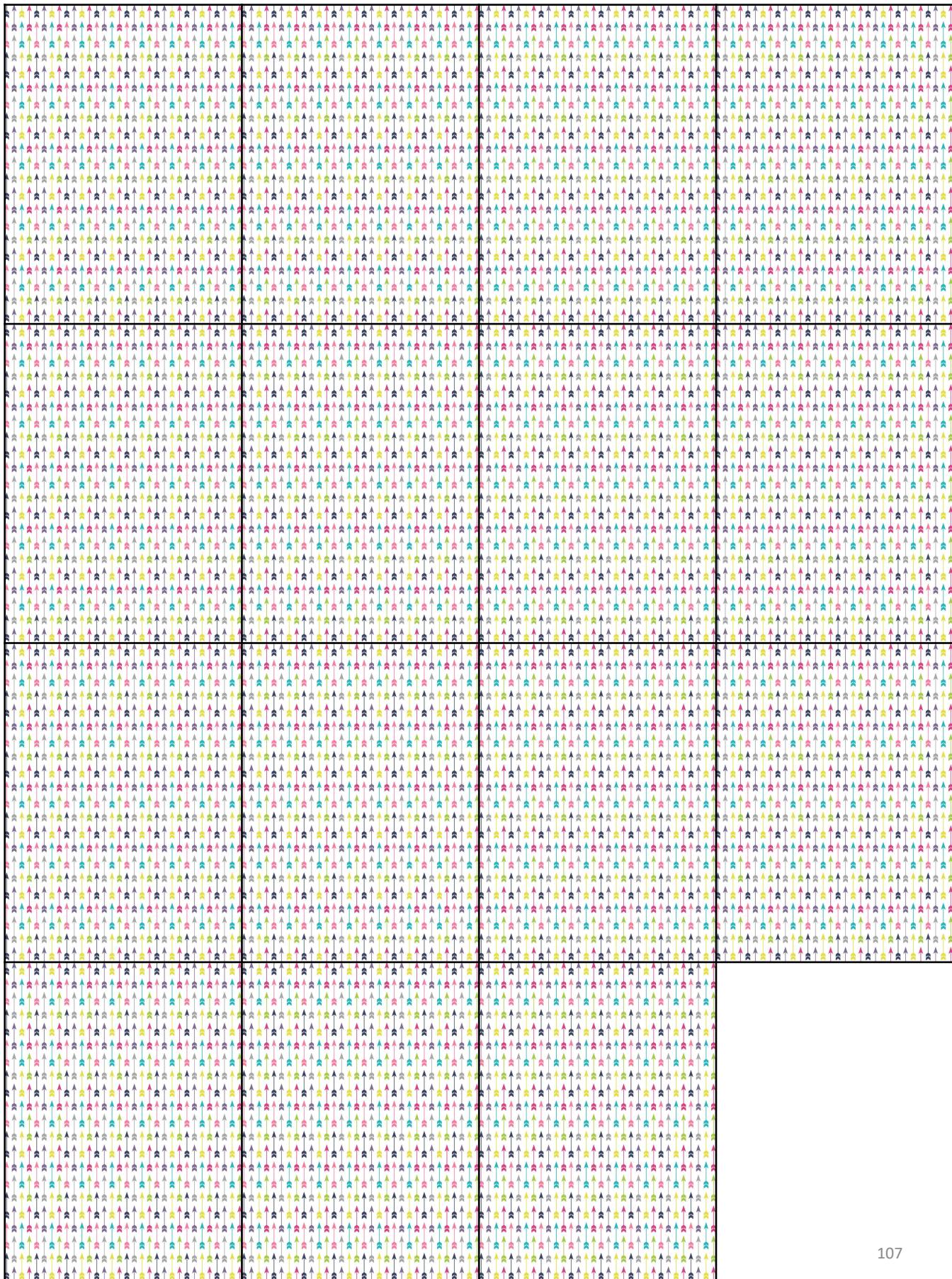
FINAL SOUND CARDS



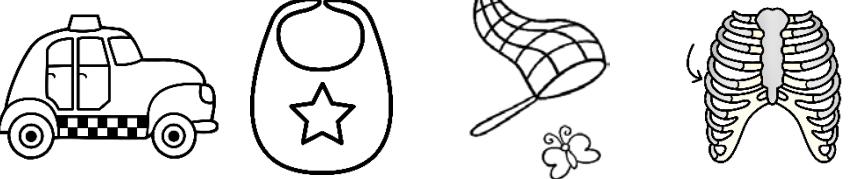
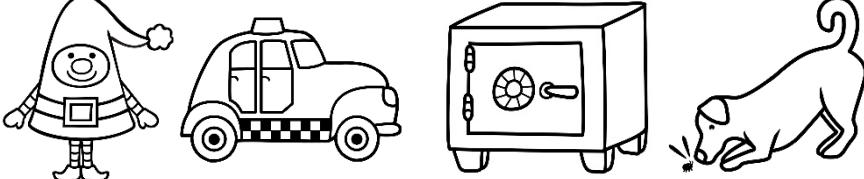
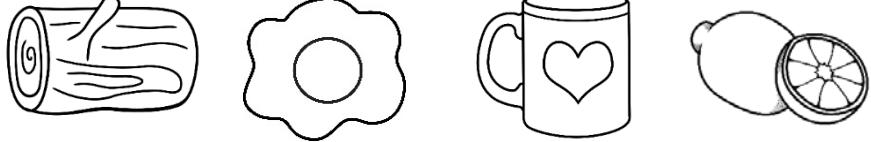
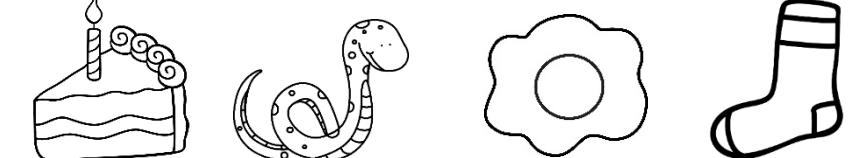
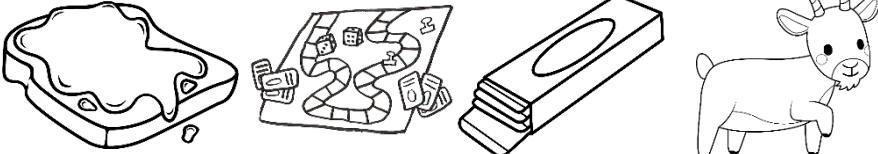
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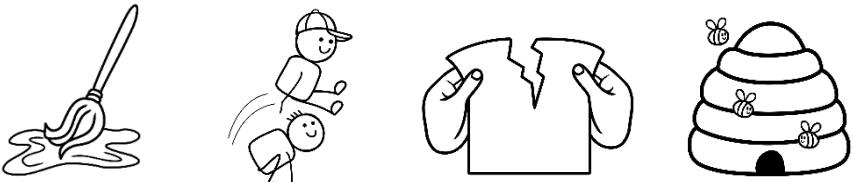
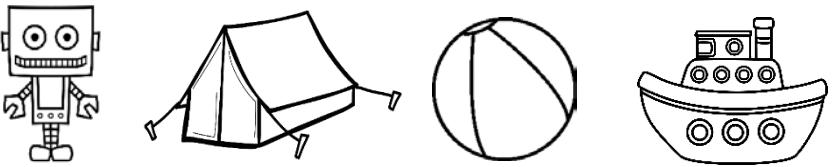
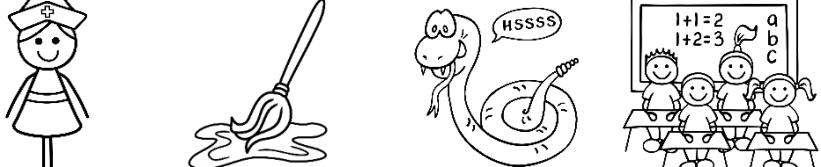
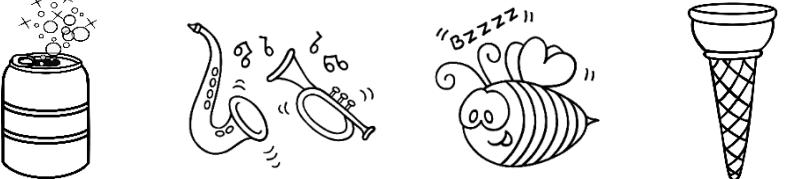
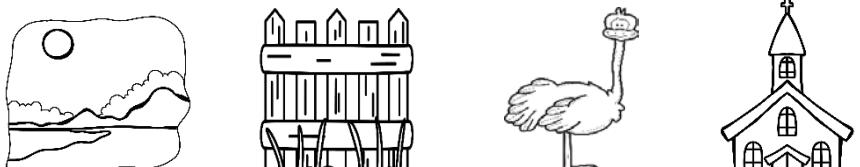
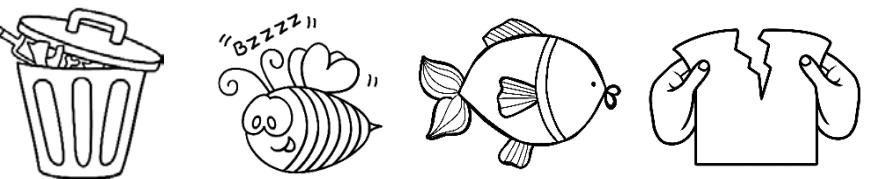
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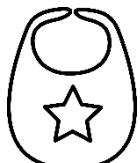
WHICH ONE DOESN'T BELONG?

	<p>B</p>
	<p>D</p>
	<p>F</p>
	<p>G</p>
	<p>K</p>
	<p>L</p>
	<p>M</p>
	<p>n</p>

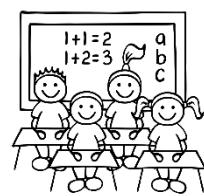
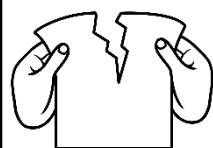
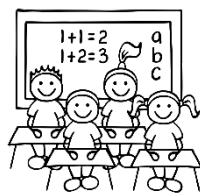
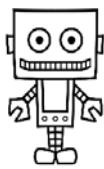
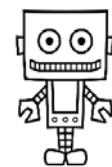
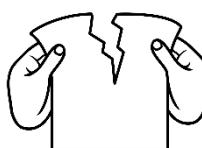
WHICH ONE DOESN'T BELONG?

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	<p>T</p>
	<p>S</p>
	<p>V</p>
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	<p>ch</p>
	<p>sh</p>
	<p>th</p>

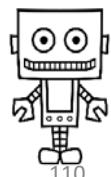
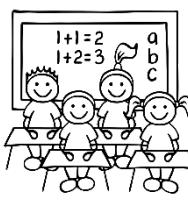
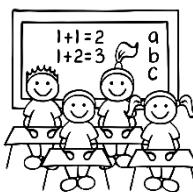
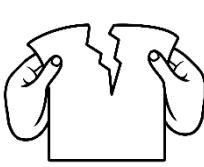
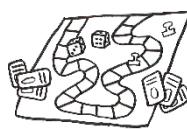
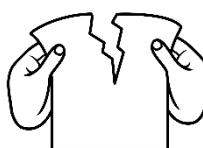
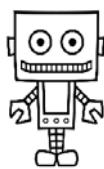
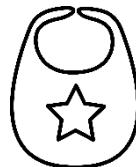
Final



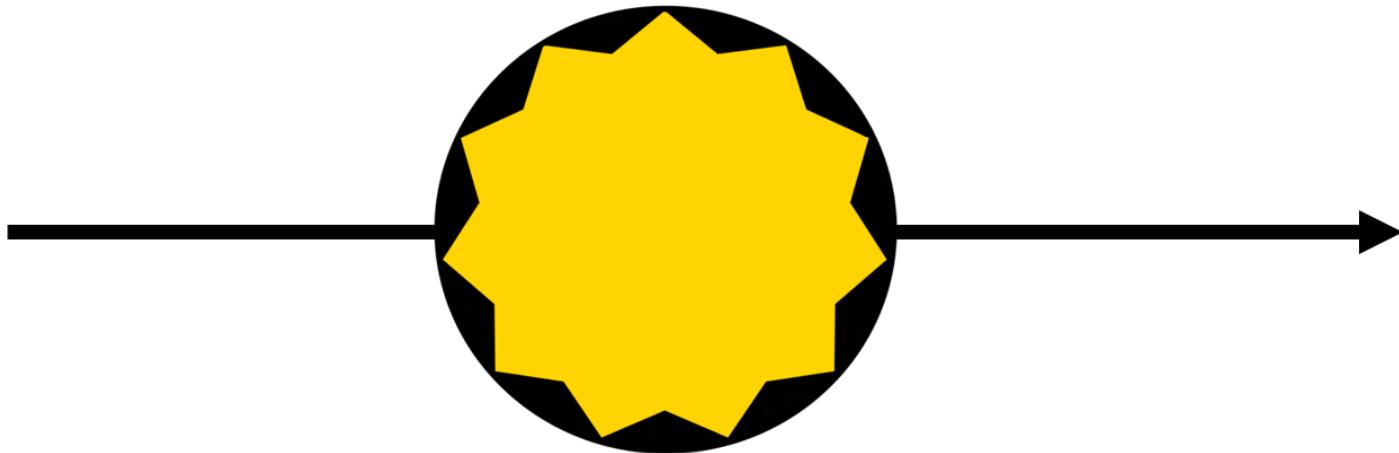
Final



Final



Medial Sounds



Objectives

Students will...

isolate, categorize, judge, segment, delete
and substitute phonemes in the medial
position. (short vowels)

Cut out teacher task cards. Punch holes and hang on a ring.

1 ● Medial Sounds

What's The Middle Sound?

Students will identify the middle sounds in words. Choose a picture card to show the students. Use the yellow circle mat to show the initial sound's position. They will tap the yellow circle and slide their finger along the black arrow. Ask them to say it out loud. Ask: What is the middle sound they hear in that word? Be sure to pay focused attention to mouth formation discussing what students hear, see, and feel their mouths do as they identify and say each middle sound. (Hand mirrors are helpful.) Overemphasize and stretch out the middle sound of the word for each picture card.

2 ● Medial Sounds

Middle Sound Judgement: Students will judge pairs of words for the same middle sound or not.

Pull out and display a pair of picture cards at a time. Have students say the names of each picture card and identify the middle sound. Have them decide whether they have the same middle sound or not. Be sure to ask WHY after a student makes a judgment.

3 ● Medial Sounds

Which One Doesn't Belong?

Students will decide among a group of words the one that does not have the same middle sound.

Pull out and display groups of 3-5 picture cards at a time. Have students say the names of each picture card and identify the middle sound. Have them decide which picture card does NOT have the same middle sound as the others. Be sure to ask WHY after a student makes a judgment.

4 ● Medial Sounds

Middle Sound Match-Up: Students will match pairs of words with the same middle sounds.

Using the middle sound matching cards provided, students will play a game of Concentration. Matches are made when the two cards have the same middle sound. Make sure they say the middle sound out loud when they check to see if it is a match. Heavy reliance on just the picture without the vocalized sound should be corrected.

Cut out teacher task cards. Punch holes and hang on a ring.

5

Medial Sounds

Middle Sound Switcheroo:
Students will practicing isolating and substituting middle sounds. Use the Switcheroo game board. Roll a die, Advance spaces on the board. Land on a picture: Say the picture name and its middle sound. Land on Switcheroo arrows: They will be asked to substitute the middle sound of the word in the space BEFORE the Switcheroo arrows to a new one. Then, say the new word. The first person to reach the finish line wins.

6

Medial Sounds

Which One Doesn't Belong:
Students will discriminate between different middle sounds. Use the Which One Doesn't Belong mats. You can laminate them, use bingo stampers or clear plastic bingo chips. In the last empty column, challenge them to write the name of the letter that makes the sound of the three pictures with the same sound OR the letter with of the one picture that did not belong.

7

Medial Sounds

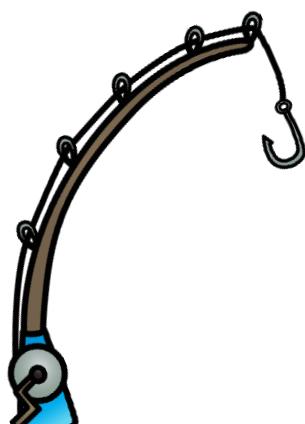
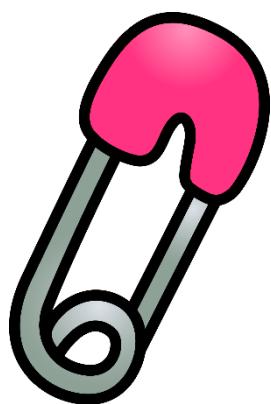
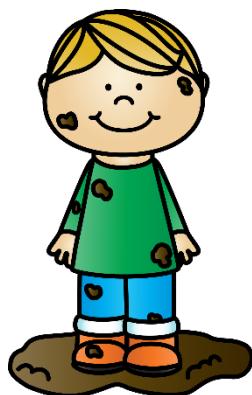
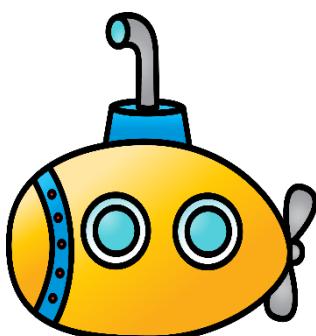
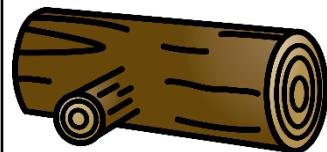
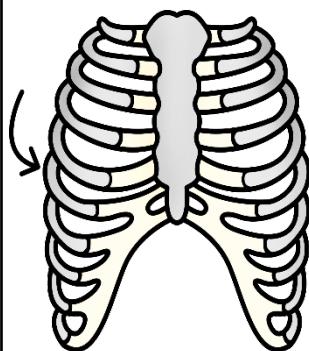
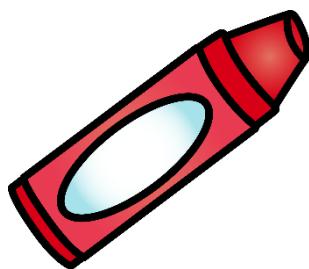
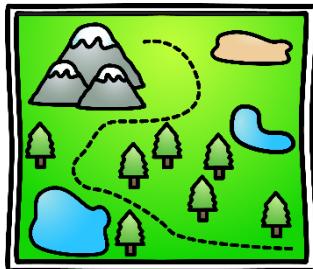
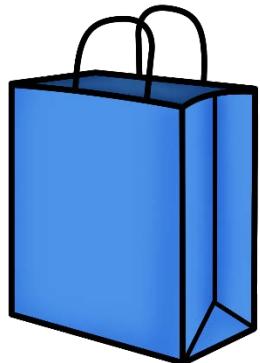
Middle Sound BINGO/Stamp-It
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8

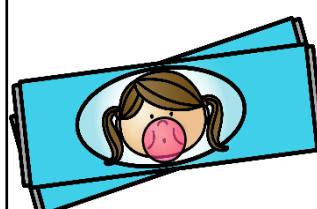
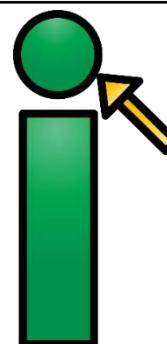
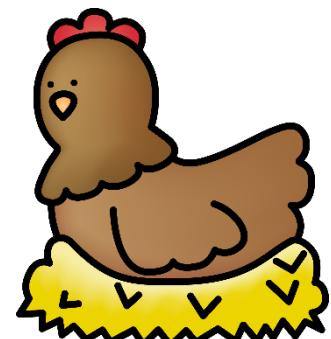
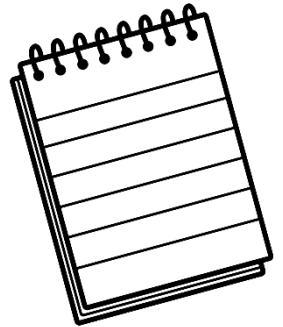
Medial Sounds

Beat The Chicken: Students will sort medial phonemes. Use the Beat The Chicken game board and one die. Players will follow the game directions to beat the chicken in the sixth column. This is a game to review all medial sounds with short vowels.

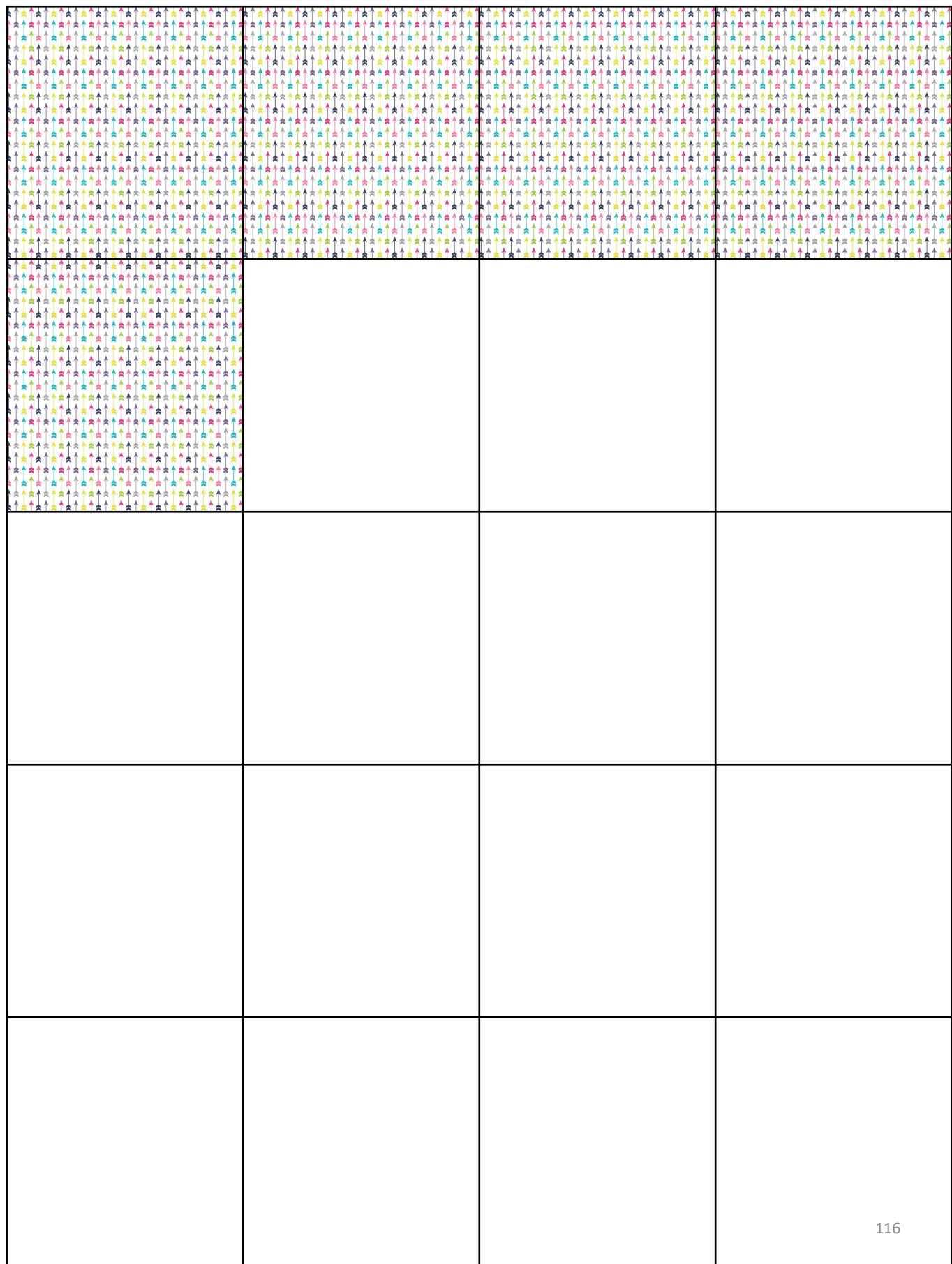
MEDIAL SOUND CARDS



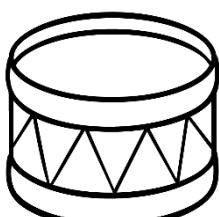
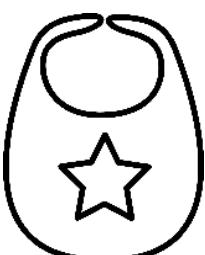
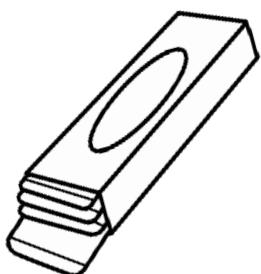
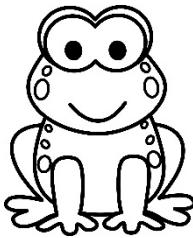
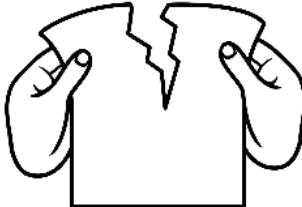
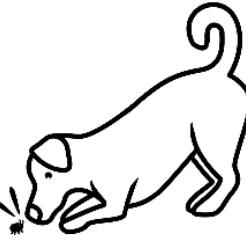
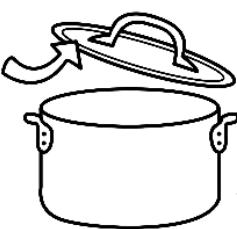
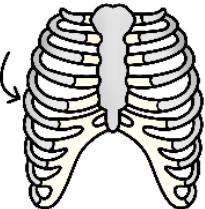
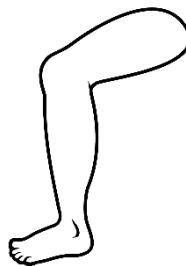
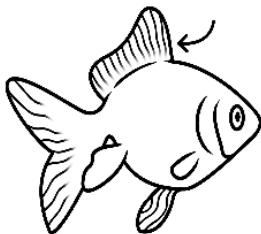
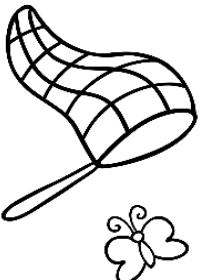
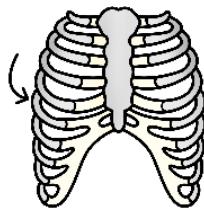
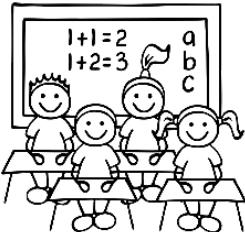
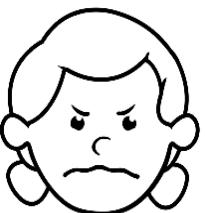
MEDIAL SOUND CONCENTRATION



MEDIAL SOUND CONCENTRATION



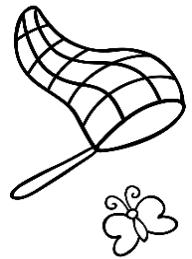
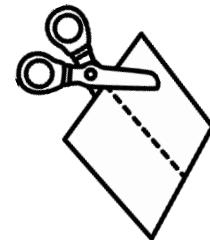
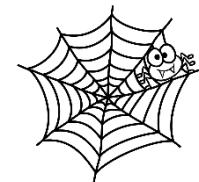
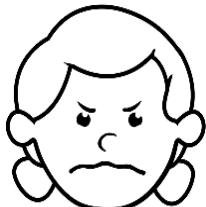
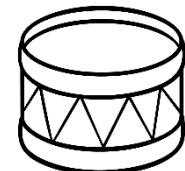
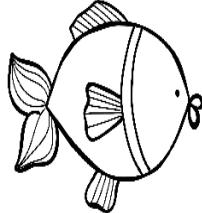
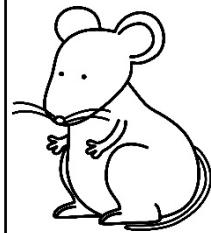
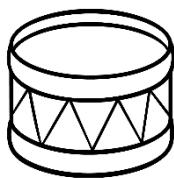
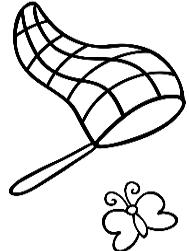
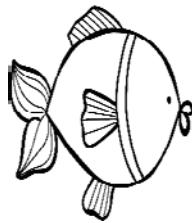
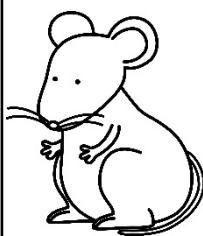
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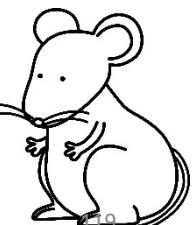
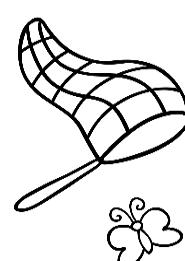
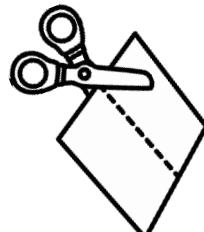
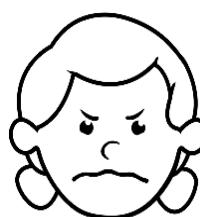
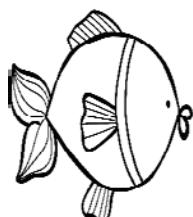
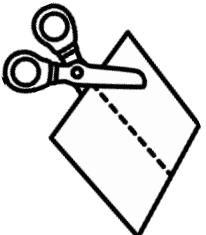
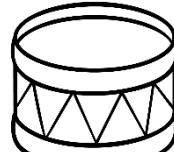
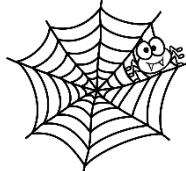
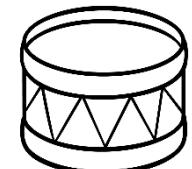
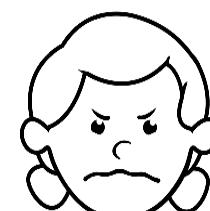
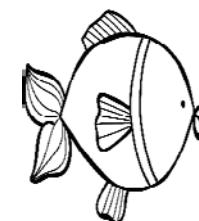
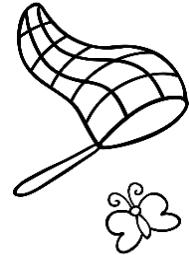
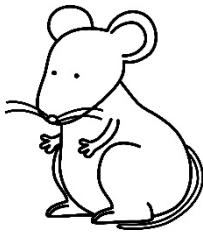
WHICH ONE DOESN'T BELONG?



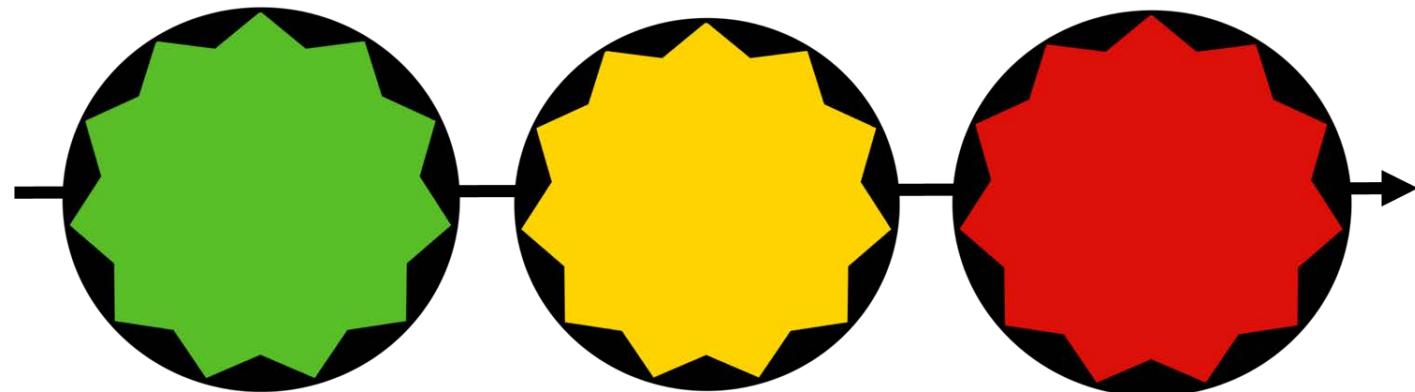
Medial



Medial



Phoneme Manipulation



Objectives

Students will...

isolate, segment, delete and substitute
initial, medial and final phonemes in
monosyllabic words.

Cut out teacher task cards. Punch holes and hang on a ring.

1 ● Phoneme Manipulation

Pony Slide: Students will blend CVC words. Use red and green pony beads and a yellow pipe cleaner. Pass out the Pony Slide mat to demonstrate how to slide the beads along the pipe cleaner as you give the direction and show a picture card.

Pony Slide Blends: Students will blend CVC words. The same task applies as above, only the slide visual. Use bingo chips to push down the sled while segmenting and blending.

3 ● Phoneme Manipulation

Snap Cubes and Linking Chains: Students will blend CVC words. Use snap cubes or plastic linking chains, and the Snap It or Link It mats to demonstrate how to blend when a direction has been given. Note: I like to use a variety of materials. Snap cubes and linking chains are helpful for isolating, deleting or substituting sounds in CVC words.

2 ● Phoneme Manipulation

Slide It: Students will blend CVC words using the Slide It mat. This is an alternative tool to Pony Slide. Using green, yellow and red plastic counters or bingo chips, demonstrate how to move the counters or chips down the slide while saying each segmented sound and blending it at the end. They can tap each counter at the top of the slide while segmenting, then, slide them down to blend the sounds at the bottom.

4 ● Phoneme Manipulation

Where Is It? Students will identify where the sound in a word. Is it the first, middle or last sound? Use the Where Is It? mat and flat glass marbles or plastic counters. Teachers will demonstrate what to do when a prompt has been given. Slide the marble into the correct spot.

Cut out teacher task cards. Punch holes and hang on a ring.

5 ● Phoneme Manipulation

Take It Out: Students will delete a phoneme. Use the Phoneme manipulation prompt cards for this activity. (You'll find them numbered at the top of the page.) Use red and green, flat marbles or counters. Use the Take It Out mat with the flat marbles. Students will start with the marbles in the jars and slide one of them out of the jar after hearing your prompt. You may want to blend the word first, and then delete.

6 ● Phoneme Manipulation

Switch It: Students will substitute a phoneme. Use the Switcheroo teacher cards for this activity. Use flat marbles, counters or pom poms. Use the Switcheroo mat. Read the teacher card. Students will slide the manipulative into the Elkonin boxes. Then, they will listen to the prompt and make the switch. A switch is made by swapping out one manipulative in the one box for a different one. Last, the student says the new word.

7 ● Phoneme Manipulation

Stamp It: Students will follow the prompt and stamp each Elkonin box for each sound. This is an open ended review activity. Choose any multisyllabic picture cards from any previous lesson. Students will:

- Say the word.
- Blend it.
- Stamp it as they blend it.
- Say the word again.

This is a good prerequisite activity before delving into dictation with words and sentences.

8 ● Phoneme Manipulation

Ladder Climb: Students will review CVC words. Use the Ladder Climb mat and teacher cards. Starting at the bottom rung, students will listen to a word, segment it and stripe through the rung. On the NEXT rung, call the next word in the list. **ASK:** How did the first sound change from the last word I read to you? Students will reply, segment the word and stripe through the next rung. Repeat until you reach the top rung.

Where Is It? Teacher Prompt Cards

m + a + p map	c + o + t cot	r + i + p rip	d + e + n den
Where is /m/?	Where is /o/?	Where is /p/?	Where is /d/?
g + u + m gum	f + i + n fin	b + e + d bed	s + a + d sad
Where is /u/?	Where is /n/?	Where is /b/?	Where is /a/?
p + a + t pat	h + i + d hid	r + o + b rot	m + u + g mug
Where is /t/?	Where is /h/?	Where is /o/?	Where is /g/?
w + e + t wet	d + e + n den	t + a + b tab	l + i + p lip
Where is /w/?	Where is /e/?	Where is /b/?	Where is /p/?

SWITCHEROO Teacher Prompt Cards (Cutting these out is optional.)

<ul style="list-style-type: none"> • Say wet. • Switch /e/ to /u/. • What is the new word? what 	<ul style="list-style-type: none"> • Say bug. • Switch /b/ to /r/. • What is the new word? rug 	<ul style="list-style-type: none"> • Say tip. • Switch /p/ to /n/. • What is the new word? tin 	<ul style="list-style-type: none"> • Say him. • Switch /i/ to /u/. • What is the new word? hum
<ul style="list-style-type: none"> • Say rat. • Switch /r/ to /v/. • What is the new word? vat 	<ul style="list-style-type: none"> • Say sell. • Switch /l/ to /d/. • What is the new word? said 	<ul style="list-style-type: none"> • Say jot. • Switch /o/ to /e/. • What is the new word? jet 	<ul style="list-style-type: none"> • Say miss. • Switch /m/ to /h/. • What is the new word? hiss
<ul style="list-style-type: none"> • Say dime. • Switch /i/ to /o/. • What is the new word? dome 	<ul style="list-style-type: none"> • Say raid. • Switch /a/ to /o/. • What is the new word? road 	<ul style="list-style-type: none"> • Say need. • Switch /d/ to /t/. • What is the new word? neat 	<ul style="list-style-type: none"> • Say ship. • Switch /sh/ to /ch/. • What is the new word? chip
<ul style="list-style-type: none"> • Say thin. • Switch /i/ to /e/. • What is the new word? then 	<ul style="list-style-type: none"> • Say which. • Switch /ch/ to /sh/. • What is the new word? wish 	<ul style="list-style-type: none"> • Say mute. • Switch /m/ to /c/. • What is the new word? cute 	<ul style="list-style-type: none"> • Say woke. • Switch /o/ to /a/. • What is the new word? wake

Ladder Climb Teacher Prompt Cards (Cutting these out is optional.)

cat	dip	cod	hut
rat	hip	pod	cut
bat	rip	nod	mutt
sat	tip	sod	putt
fat	sip	rod	nut
mat	yip	mod	jut
pet	lid	top	tell
get	rid	hop	fell
let	hid	mop	Nell
met	kid	sop	well
bet	Sid	lop	dell
wet	did	shop	bell
am	bad	jug	an
ram	had	tug	can
ham	lad	mug	man
tam	mad	rug	ran
bam	sad	lug	pan
jam	dad	dug	fan
wig	pot	fun	well
jig	rot	sun	sell
fig	hot	run	tell
dig	got	pun	bell
pig	not	nun	fell
big	tot	bun	yell

LADDER CLIMB



Start
here.



Pocket chart letter cards

(three cards for each letter)

Speech sound pocket chart cards

a

a

a

e

e

e

i

i

i

o

o

o

u

u

u

b

b

b

c

c

c

d

d

d

f

f

f

g

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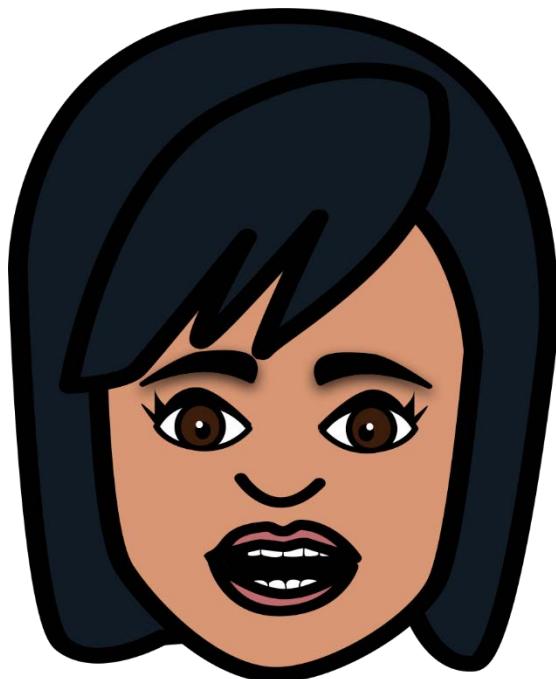
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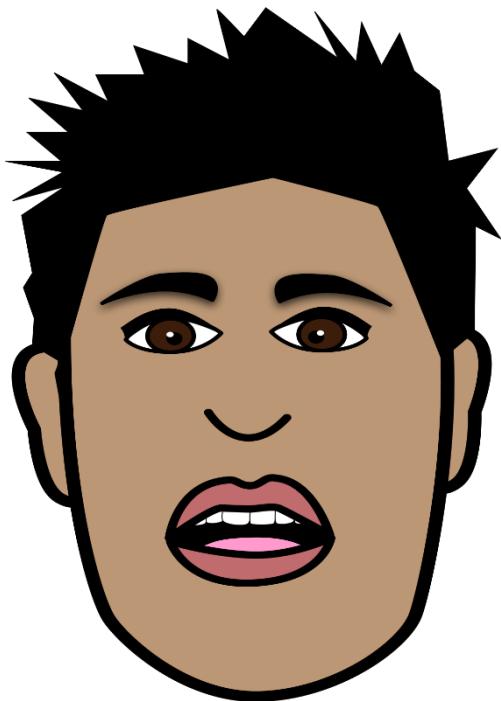
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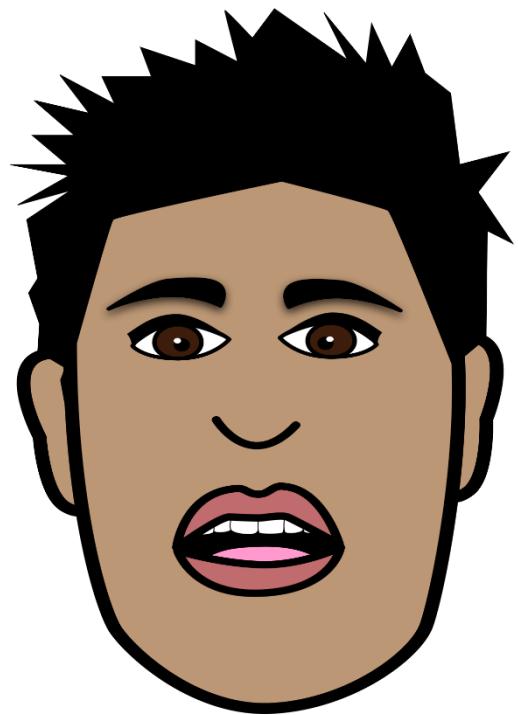
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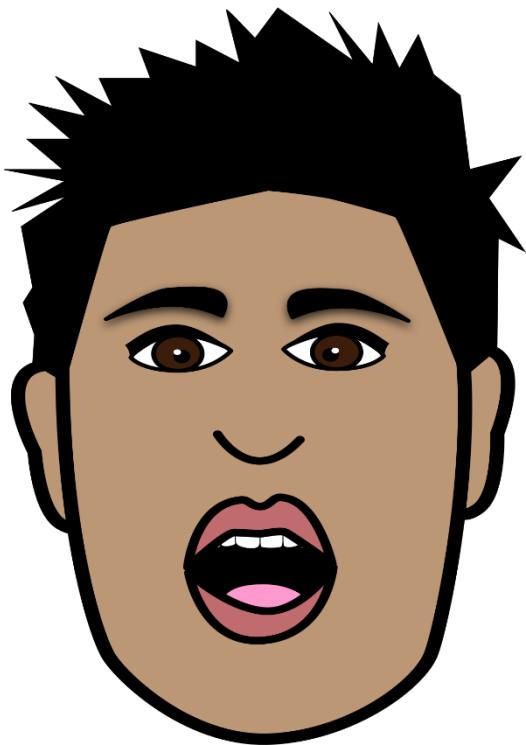
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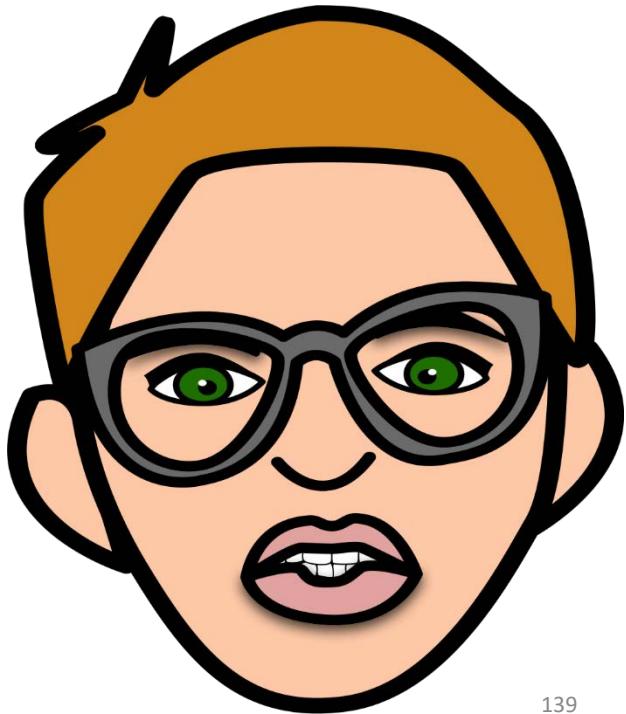
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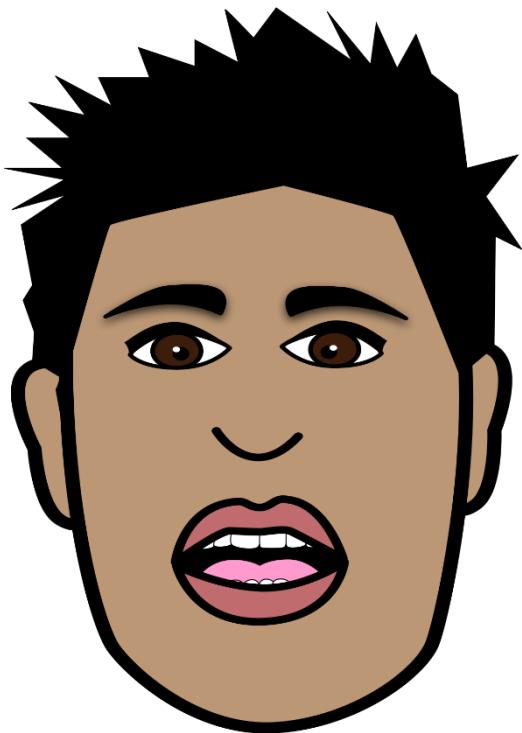
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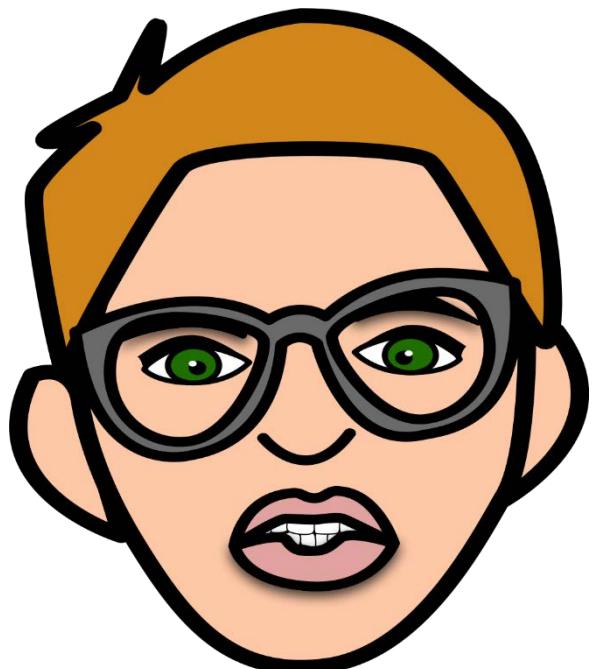
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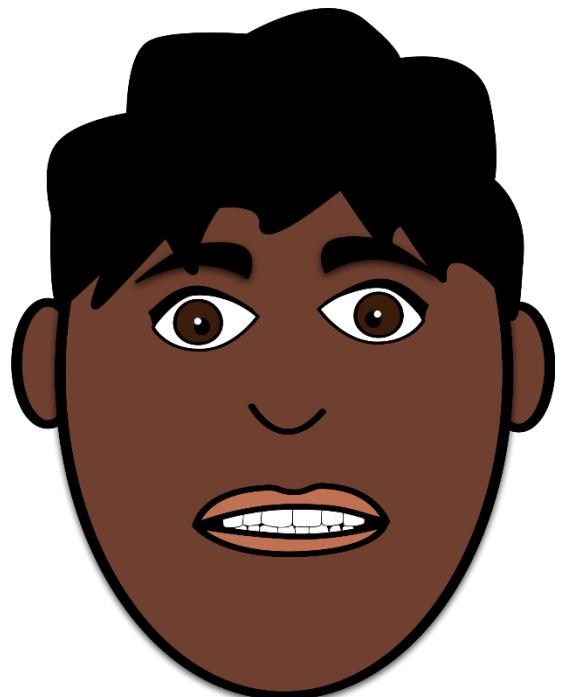
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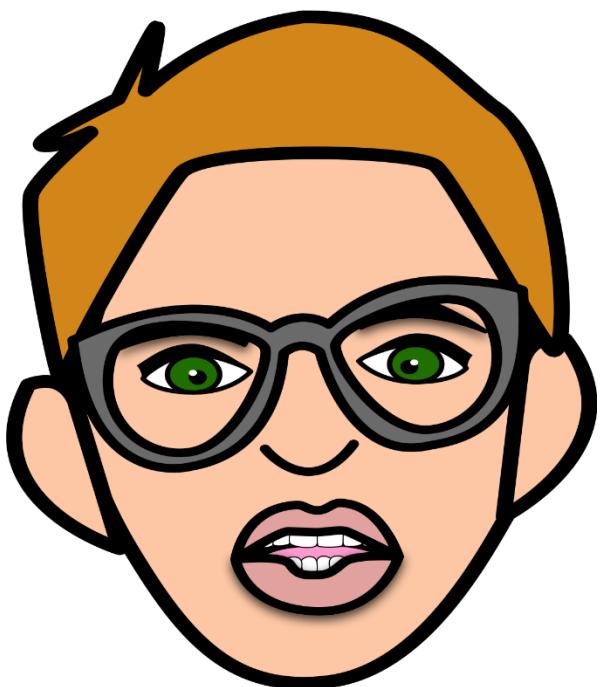
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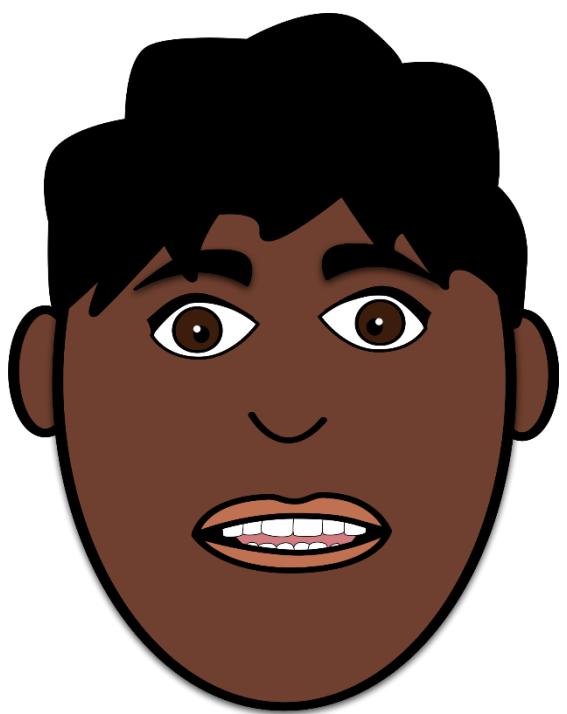
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Y



Z



Advanced Phoneme Manipulation

All advanced lessons

and activities are

marked with a star.



- Here are 8 lessons which will address blends in the initial and final positions, digraphs in the initial and final positions, and a variety of short and long vowel sounds.
- As I create more activities over time, I will add to this portion.
- Please print out the supplementary pages (separate file) for the lesson cards.

Cut out teacher task cards. Punch holes and hang on a ring.

1 ● Advanced Phonemes ●

Pony Slide: Students will segment and blend words with 4-5 **phonemes**. Use red, yellow and green pony beads, a yellow pipe cleaner, the advanced phoneme picture cards and Pony Slide mat. Each bead represents a phoneme. Demonstrate how to slide the beads along the pipe cleaner to segment and blend as you show a picture card. Then, show one picture card at a time. Students will say the picture name out loud. Ask the student to slide each bead to segment, and then all the beads to blend.

2 ● Advanced Phonemes ●

Skate Ramp: Students will segment and blend words using the **Skate Ramp mat**. This is an alternative tool to Pony Slide. Use a toy skateboard or the cut-out provided and the set of advanced phoneme word cards provided. Students will tap the green, yellow and red dots while saying each sound out loud to segment. Then, they will slide the skateboard down the ramp, blending the sounds at the bottom.

3 ● Advanced Phonemes ●

Snap Cubes and Linking Chains: Students will blend words with 4-5 **phonemes**. Use snap cubes or plastic linking chains, and the Snap It or Link It mats to demonstrate how to segment and blend when a picture card is shown. Each cube or link represents a phoneme. When you show a picture card, students will say the picture name. Starting with a green cube for the initial phoneme, a snap yellow cubes,

4 ● Advanced Phonemes ●

Where Is It? Students will identify where the sound is in a **word**. Is it the first, middle or last sound? Use the Where Is It? mat and flat glass marbles or plastic counters, and the Where Is It? teacher prompt cards. Teachers will demonstrate what to do when a prompt has been given. Slide the marble or counter into the correct spot.

Cut out teacher task cards. Punch holes and hang on a ring.

5 Advanced Phonemes

Take It Out: Students will delete a phoneme. Use the advanced phoneme manipulation picture cards for this activity. Use red and green, flat marbles or counters. Use the Take It Out mat with the flat marbles. Show a picture card. Students will start with the marbles in the jars. Prompt them by saying, "Take out -." Students will slide the correct marble or counter out of the jar after hearing your prompt.

6 Advanced Phonemes

Switch It: Students will substitute a phoneme. Use the Switcheroo teacher cards for this activity. Use flat marbles, counters or pom poms. Use the Switcheroo mat. Read the teacher card. Students will slide the manipulative into the Elkonin boxes. Then, they will listen to the prompt and make the switch. A switch is made by swapping out one manipulative in the one box for a different one. Last, the student says the new word.

7 Advanced Phonemes

Stamp It: Students will follow the prompt and stamp each Elkonin box for each sound. This is an open ended review activity. Choose any of the advanced phoneme picture cards for this lesson. Students will:

- Say the word.
- Blend it.
- Stamp it as they blend it.
- Say the word again.

8 Advanced Phonemes

Ladder Climb: Students will review words with 4-5 phonemes. Use the Ladder Climb mat and teacher cards. Starting at the bottom rung, students will listen to a word, segment it and stripe through the rung. On the NEXT rung, call the next word in the list. ASK: How did the first sound change from the last word I read to you? Students will reply, segment the word and stripe through the next rung. Repeat until you reach the top rung.

Advanced Phoneme Picture Prompt Cards (For Lessons 1–3, 5, 7)



1



2



3



4



5



6



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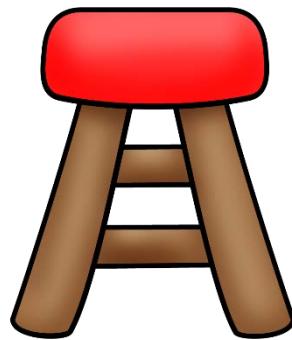
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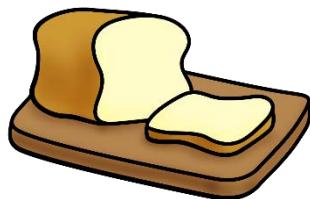
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Advanced Phoneme Picture Prompt Cards (For Lessons 1–3, 5, 7)



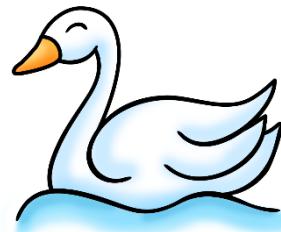
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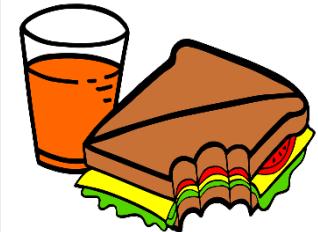
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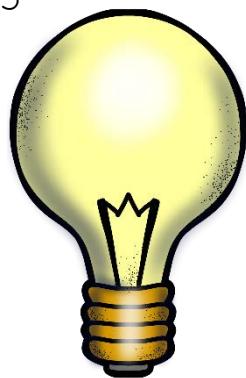
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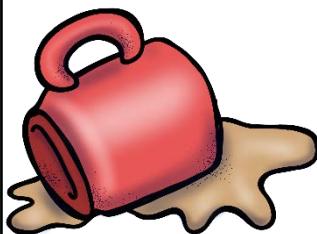
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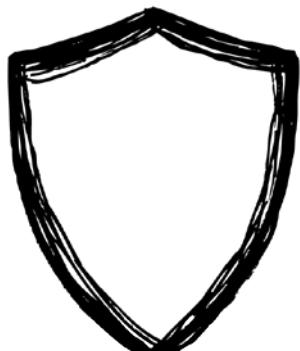
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31



32



Answer Key For Picture Prompt Cards

1. growl
2. bloom
3. spoon
4. point
5. cloud
6. blouse
7. skull
8. crown
9. ghost
10. stool
11. plant
12. stand
13. sprint
14. grasp
15. spray
16. clasp
17. bread
18. launch
19. swan
20. lunch
21. haunt
22. chimp
23. shelf
24. clown
25. bulb
26. spilt
27. scream
28. prince
29. sports
30. shield
31. broom
32. swept

Where Is It? Teacher Prompt Cards



m-o-s-t most	b-e-n-d bend	p-ou-n-ce pounce	c-r-a-n-e crane
Where is /s/?	Where is /ĕ/?	Where is /ou/?	Where is /r/?
f-l-ee-t fleet	s-p-oi-l	t-r-i-ck trick	b-l-ow-n blown
Where is /l/?	Where is /l/?	Where is /r/?	Where is /ō/?
b-r-a-n-d brand	c-l-o-m-p clomp	s-t-r-ee-t street	p-r-i-n-t print
Where is /n/?	Where is /ō/?	Where is /t/?	Where is /i/?
c-l-e-n-ch clench	b-l-a-s-t blast	s-c-r-ee-ch screech	f-l-a-u-n-t flaunt
Where is /ch/?	Where is /l/?	Where is /ee/?	Where is /au/?

SWITCHEROO Teacher Prompt Cards (Cutting these out is optional.)

<ul style="list-style-type: none"> • Say best • Switch /st/ to /nt/. • What is the new word? <p>bent</p>	<ul style="list-style-type: none"> • Say wisp • Switch /sp/ to /nd/. • What is the new word? <p>wind</p>	<ul style="list-style-type: none"> • Say field. • Switch /ld/ to /st/. • What is the new word? <p>feast</p>	<ul style="list-style-type: none"> • Say paste. • Switch /st/ to /nt/. • What is the new word? <p>paint</p>
<ul style="list-style-type: none"> • Say burst. • Switch /st/ to /d/. • What is the new word? <p>bird</p>	<ul style="list-style-type: none"> • Say swift. • Switch /ft/ to /ss/. • What is the new word? <p>swiss</p>	<ul style="list-style-type: none"> • Say crept. • Switch /pt/ to /st/. • What is the new word? <p>crest</p>	<ul style="list-style-type: none"> • Say spend. • Switch /nd/ to /-ck/. • What is the new word? <p>speck</p>
<ul style="list-style-type: none"> • Say raft. • Switch /ft/ to /-sp/. • What is the new word? <p>rasp</p>	<ul style="list-style-type: none"> • Say bunk. • Switch /nk/ to /lk/. • What is the new word? <p>bulk</p>	<ul style="list-style-type: none"> • Say stunt. • Switch /st/ to /bl/. • What is the new word? <p>blunt</p>	<ul style="list-style-type: none"> • Say clamp. • Switch /cl/ to /cr/. • What is the new word? <p>cramp</p>
<ul style="list-style-type: none"> • Say brisk. • Switch /br/ to /fr/. • What is the new word? <p>frisk</p>	<ul style="list-style-type: none"> • Say flack. • Switch /fl/ to /cr/. • What is the new word? <p>crack</p>	<ul style="list-style-type: none"> • Say spoil. • Switch /sp/ to /br/. • What is the new word? <p>broil</p>	<ul style="list-style-type: none"> • Say screech. • Switch /scr/ to /pr/. • What is the new word? <p>preach</p>

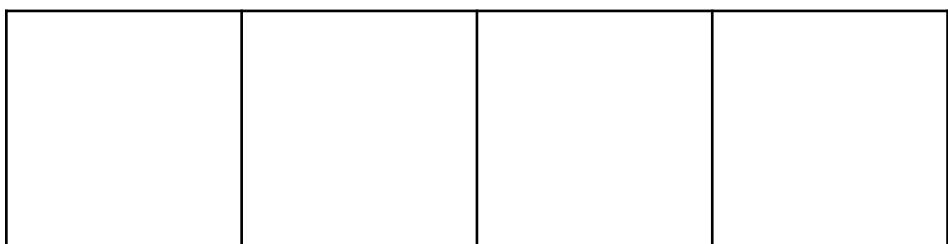
Ladder Climb Teacher Prompt Cards (Cutting these out is optional.) 

ramp	bunk	beach	tooth
cramp	clunk	preach	tune
crab	cluck	preen	spoon
grab	pluck	clean	spool
grass	truck	green	drool
grasp	trunk	greed	droop
rasp	mist	flow	bruise
clasp	milled	flowed	cruise
clamp	willed	slowed	crude
cramp	wind	crowed	brewed
stamp	wand	croon	broom
stand	blonde	swoon	brood
knelt	first	chuffed	force
neck	thirst	chump	course
speck	third	grump	court
spelt	word	cramp	sport
spend	worth	stamp	spork
friend	worst	stump	torque
runt	bend	cheat	fowl
rust	friend	bleat	found
rump	spend	bleed	ground
grump	speck	greed	grouch
stump	check	freed	pouch
stunt	chess	freeze	pound

LADDER CLIMB



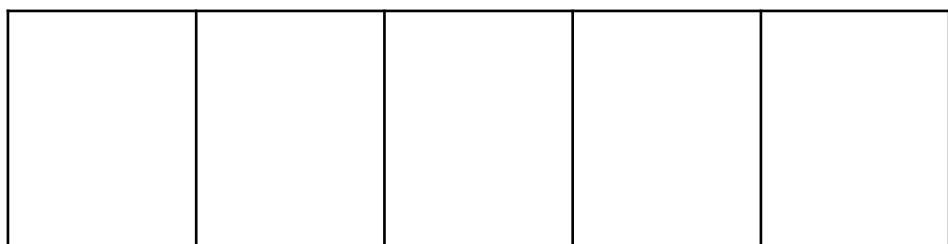
Start here.



LADDER CLIMB



Start here.



Additional Resources: I am committed to helping you stay organized as you implement this resource.

Click any of the links below.

- [**Video: Assessment Overview**](#)
- [**Video: Assessment Example**](#)
- **Blog Post: Organizational Tips For This Bundle (Coming by January, 2017)**
- **Blog Post: Picture Books for Phonological Awareness**
Part 1
- **Blog Post: Picture Books for Phonological Awareness**
Part 2
- **Email Series:** Subscribers receive a series of six emails on phonological awareness. Be sure to confirm your subscription in order to receive them. A confirmation email is sent to your inbox after signing up.

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