

PHONEMIC AWARENESS

Strategy Set Outline



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I. First Sound-Lesson 1:

Initial Instructional Strategy—Isolating First Sounds in Words

Introduction

In this three-lesson strategy set, the first lesson introduces a strategy for teaching students to isolate the first sounds in words using pictures as prompts. Next, students learn to discriminate among initial sounds by matching pictures that begin with the same first sound. The third strategy integrates students' knowledge of initial sounds with their knowledge of letter names and sounds by having them identify the name and sound of a letter and match it to a picture that begins with the target initial sound.

Lesson Objective

Isolate the first sound of a word presented orally.

Corresponding TEKS Objectives

K.6.D & 1.6.D: Identify and isolate the initial and final sound of a spoken word (K-1).

Rationale and Purpose

- This strategy is designed to teach students to isolate and produce the first sound in words presented through pictures.
- It may be used with students in kindergarten and first grade, or with older students who have difficulty isolating the first sounds in words.
- In this activity, the teacher shows picture cards to students, models how to identify the first sounds of the pictures, and assesses students' knowledge of the first sounds. Students respond by telling the teacher the first sounds in the words represented on picture cards.
- The ability to isolate first sounds is a critical step in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Identify common pictures
- Produce individual sounds
- Understand the concept "first"

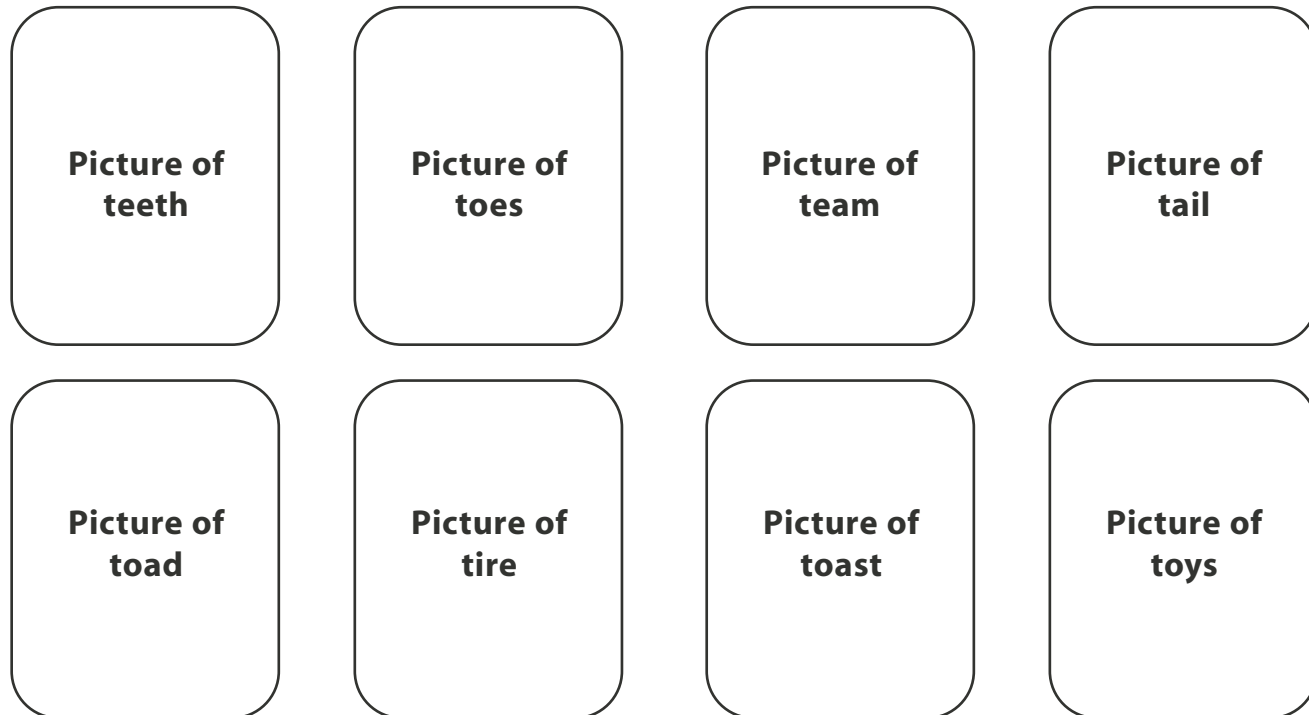
Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach first sound isolation include:

- Select pictures students recognize.
- Do not include pictures that begin with easily confused sounds (e.g., p/b; t/d).
- Introduce the task using pictures that begin with the same sound. After students are proficient at isolating that sound, introduce a second sound. Include pictures of words that begin with both sounds only after students are proficient at isolating each of the initial sounds.

Materials and Examples

Materials: Picture cards of one-syllable words.



Examples: Example sounds to introduce first: /t/ /b/ /m/ /f/ /s/ /l/

Sample instructional sets: Include six to eight pictures in each instructional set. Teach one set each day. Once students can proficiently identify all the initial sounds in the target words, include a maximum of three cards that require students to discriminate initial sounds.

Set 1: Target sound /t/. Picture cards for teeth, tire, toast, toys, toad, toes, team, tail.

Set 2: Target sound /b/. Picture cards for bee, boat, boy, bed, bath, bird, bear.

Set 3: Target sound /m/. Picture cards for mop, mouse, moon, man, moose, milk.

Set 4: Target sound /f/. Picture cards for feet, fish, face, fan, farm, phone.

Set 5: Target sound /s/. Picture cards for sun, sit, soap, sock, sand, salt.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Instructional Feature Introduce picture cards.	Put picture cards on the table in front of students.	"These are teeth. What are these?" Students repeat, <i>"Teeth."</i> Use the same format with <i>tire, toast, toys, toad, toes, team, and tail.</i> ("This is a tire.")
Model explicit examples.	Model two examples.	"I'm going to say the first sound in the word. I'll say the name of the picture and then say the first sound. Teeth. The first sound in teeth is /t/. What's the first sound in teeth?" /t/. "I'll do another one. Tire. The first sound in tire is /t/. What's the first sound in tire?" /t/.
Provide students opportunities.	Provide group turns on the remaining pictures in the instructional set.	"Your turn. What is this?" Toast. "What is the first sound in toast?" /t/. "Yes, the first sound in toast is /t/." Continue with <i>toys, toad, toes, team, and tail.</i>
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	"Joe, what are these?" Teeth. "What is the first sound in teeth?" /t/. "Yes, the first sound in teeth is /t/."
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • Provide feedback on picture identification. Ex: When shown a picture of <i>teeth</i>, students say <i>mouth</i>. "These are teeth. What are these?" Teeth. • Provide feedback on initial sound identification. Ex: A student says the first sound of <i>teeth</i> is <i>/f/</i>. "This first sound in teeth is /t/. What's the first sound in teeth?" /t/.
Review.	Provide individual turns on today's target sound.	"Joe, what are these?" Teeth. "What is the first sound in teeth?" /t/. "Yes, the first sound in teeth is /t/."

How To Evaluate Learning

Student performance is evaluated in terms of accuracy. During group or individual turns you may record students' responses to items. A checklist, such as the one below, may be used to record data on students' success and rate of progress on initial sounds.

Skill: Identification of first sounds presented orally.

Materials: Picture cards of words that include first sounds reviewed over the past two weeks, data collection sheet.

Criterion: When presented with five picture cards, students will correctly identify the initial sounds of four of the five pictures.

Sample checklist for monitoring student success with initial sounds.

Opportunities to Respond

Student	Day 1: Target sound /t/					Day 2: Target sound /t/					Day 3: Target sound /b/					Day 4: Target sound /b/					Day 5: Target sounds /t/ & /b/				
Carol	X	X	X		X																				
Brian		X	X	X	X																				
Scott	X	X	X	X	X																				
Leigh	X	X		X	X																				
Lisa	X	X	X	X	X																				

The columns in the evaluating learning table represent each presentation of an opportunity to assess understanding. For example, in one day the teacher may provide a student with five opportunities to respond. Each time the task is performed correctly, the box is checked.

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

Oregon Department of Education, & Institute for the Development of Educational Achievement. (1999). *Institute on beginning reading*. Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

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Webber, M. T., Jr., & Webber, S. G. (1998). *Webber's jumbo articulation drill book*. Greenville, South Carolina: Super Duper Publications.

PHONEMIC AWARENESS



I. First Sound-Lesson 2:

Review Strategy—Discriminating First Sounds

Lesson Objective

Isolate the first sound of a word presented orally.

Corresponding TEKS Objectives

K.6.D & 1.6.D: Identify and isolate the initial and final sound of a spoken word (K-1).

Rationale and Purpose

- This strategy provides students with additional practice in producing the first sound in words.
- It may be used with students in kindergarten and first grade, or with older students who have learned to isolate the first sounds in words and would benefit from review.
- In this activity, students play a game, matching the pictures presented by the teacher with pictures beginning with the same initial sound on their squares card. The teacher presents picture cards. Students respond by telling the teacher the first sounds in the words represented on picture cards. Students then match the first sound of the target picture with a picture on their squares card.
- The ability to isolate first sounds is a critical step in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Identify common pictures
- Produce and discriminate between different sounds in the alphabet
- Understand the concept “first”

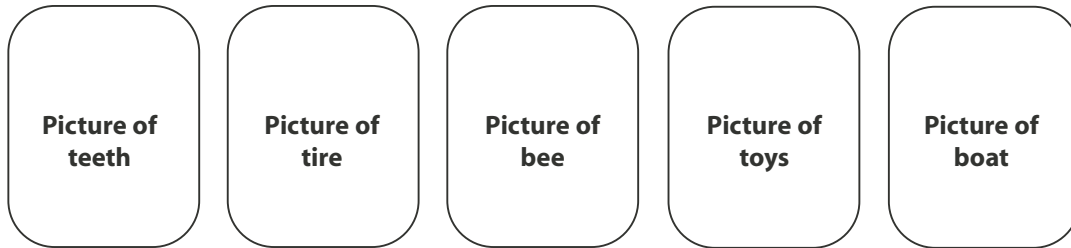
Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to review and extend first sound isolation include:

- Select pictures students recognize.
- Use pictures that include a maximum of two different first sounds (e.g., t, m).
- As students develop proficiency at identifying and discriminating first sounds, you may use pictures that begin with sounds that are similar (e.g., p/b; t/d).

Materials and Examples

Materials: **Picture cards** of one-syllable words, beginning with two different sounds.



- **Squares cards** with pictures of one-syllable words, beginning with a maximum of two different sounds. Pictures on the squares cards may be the same as or different from those presented by the teacher, as long as they begin with the same sounds (see below for further explanation).

Picture of teeth	Picture of tire	Picture of bee	Picture of toys	Picture of boat
Picture of toad	Picture of bed	Picture of two	Picture of bear	Picture of bus
Picture of bike	Picture of toast	Picture of boy	Picture of toes	Picture of bath

- **Marker chips** for students to mark the pictures on their cards.

Examples: Use picture cards of words that include first sounds used in the squares card. For students who have just begun isolating initial sounds, use picture cards that represent the same pictures on the squares card. For students who are proficient at identifying initial sounds, use pictures that begin with the same sound as pictures on the squares card but which do not represent the exact pictures. For example, for the sound /b/ on the above card, you may use pictures of bird, bag, badge, bank, bat, bean, book, and bell, rather than bee, boat, bed, bear, bus, bike, boy, and bath. This will require students to generalize their skill of identifying initial sounds to new pictures.

Sample instructional sets: Present cards in groups of five. Include a maximum of two pictures that begin with different initial sounds.

- **Card 1: Early isolation skills**

Set 1: Picture cards for teeth, tire, bee, toys, boat.

Set 2: Picture cards for toad, bed, two, bear, bus.

Set 3: Picture cards for bike, toast, boy, toes, bath.

- **Card 1: More advanced isolation skills**

Set 1: Picture cards for tie, tape, bird, tongue, bag.

Set 2: Picture cards for tail, badge, tall, bank, bat.

Set 3: Picture cards for bean, team, book, tear, bell.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Tell students how to play the First Sounds Squares game. Show students materials.	“We are going to play a game that will help us hear the first sounds in words. I will show you a picture and you will find a picture on your card that starts with the same first sound as my picture. You’ll put a marker on that picture. When you have five markers in a row we’ll start again. First we’re going to review our pictures.”
Review pictures.	Put picture cards for one set of words on the table in front of students.	“These are <i>teeth</i>. What are these?” Students repeat, <i>“Teeth.”</i> Continue with <i>tire, bee, toys, and boat.</i>
Provide students opportunities.	Provide group turns on one of the pictures in the instructional set.	“Tell me the name of the picture and the first sound. What are these?” <i>Teeth.</i> “What is the first sound in <i>teeth</i>?” /t/. “Yes, the first sound in <i>teeth</i> is /t/. Find the picture of <i>teeth</i> on your card. Cover the picture with a marker.” Ask one or two students to tell you the name and sound of the picture they just covered. FOR STUDENTS WITH MORE ADVANCED SKILLS: “Tell me the name of the picture and the first sound. What are these?” <i>Teeth.</i> “What is the first sound in <i>teeth</i>?” /t/. “Yes, the first sound in <i>teeth</i> is /t/. Find a picture on your card with the same first sound as <i>teeth</i>. Cover the picture with a marker.” Ask one or two students to tell you the name and sound of the picture they just covered.

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Instructional Feature	What To Do	Explicit Instruction
Assess understanding.	Provide individual turns on the remaining pictures in the instructional set.	<p>Continue with <i>tire, bee, toys, and boat</i>. Ask individual students to name the picture and say the first sound.</p> <p>“Joe, what is this?” Tire. “What is the first sound in tire?” /t/. “Yes, the first sound in tire is /t/. Find a picture of tire on your card and cover it with a marker.” or “Find a picture on your card with the same first sound as tire. Cover the picture with a marker.”</p> <p>Continue with pictures in the additional sets until a student covers all the pictures in each row. Then begin the game again, presenting the pictures in a different order.</p>
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • Provide feedback on picture identification. Ex: When shown a picture of <i>teeth</i>, students say <i>mouth</i>. “These are teeth. What are these?” Teeth. If students choose the wrong picture on their squares card, use the feedback procedure above to tell them the name of the picture they chose, then tell them which picture to choose. Allow them five seconds to find the correct picture. If they don’t find it, name and show them the correct picture. • Provide feedback on initial sound identification. Ex: A student says the first sound of <i>teeth</i> is /f/. “This first sound in teeth is /t/. What’s the first sound in teeth?” /t/.
Review.	Provide individual turns on target sounds used today.	“Joe, what is this?” Tire. “What is the first sound in tire?” /t/. “Yes, the first sound in tire is /t/.”

How To Evaluate Learning

Use procedures outlined in the initial instructional model for evaluating student learning.

Sample checklist for monitoring student success with discriminating initial sounds.

Opportunities to Respond

Student	Day 1: t & b					Day 2: t & b									
	t			b		t			b						
Carol	X	X	X	X	X	X	X	X	X	X					
Brian		X	X	X	X		X	X	X	X					
Scott	X	X	X	X	X	X	X	X	X	X					
Leigh	X	X		X	X	X	X	X	X	X					
Lisa	X	X	X	X	X	X	X	X	X	X					

Student	Day 3: t & m					Day 4: b & m									
	t			m		b			m						
Carol															
Brian															
Scott															
Leigh															
Lisa															

Student	Day 5: m & f									
	m			f						
Carol										
Brian										
Scott										
Leigh										
Lisa										

The columns in the evaluating learning table represent each presentation of an opportunity to assess understanding. For example, in one day the teacher may provide a student with five opportunities to respond. If the task is performed correctly, the box is checked.

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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PHONEMIC AWARENESS



I. First Sound-Lesson 3:

Expansion Strategy—Matching First Sounds and Letters in Words

Lesson Objectives

Isolate the first sound of a word presented orally.
Name letters and produce their corresponding letter sounds.

Corresponding TEKS Objectives

K.6.D & 1.6.D: Identify and isolate the initial and final sounds of a spoken word (K-1).

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This strategy expands students' skills in identifying the first sound in words and integrates their knowledge of letter sounds and initial sounds.
- This task may be used with students in kindergarten and first grade, or with older students who have learned to isolate the first sounds in words, know letter-sound correspondences, and would benefit from review.
- In this activity, students play a game, matching the letter cards presented by the teacher with pictures beginning with the same initial sound on their squares card. The teacher presents letter cards and students tell the teacher the sound of the letter. Students then match the letter sound with a picture on their squares card.
- The abilities to isolate first sounds and identify letter sounds are critical steps in the continuing development of early reading skills.

Necessary Preskills

For students to be successful, they need to be able to:

- Identify common pictures
- Understand the concept "first"
- Know letter-sound correspondences

Instructional Design Criteria

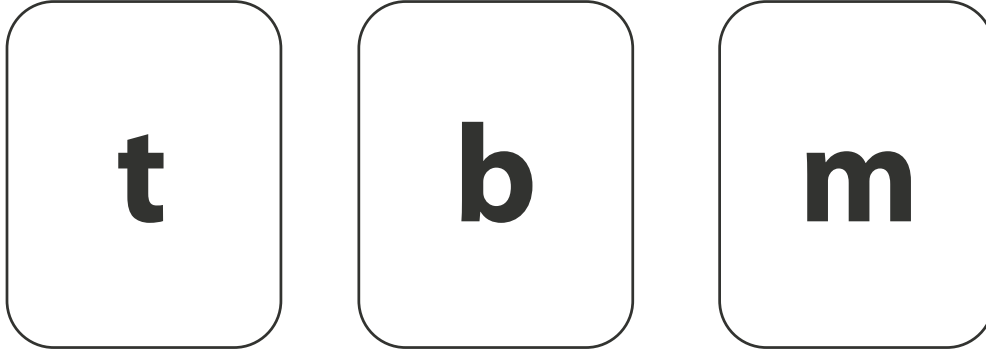
To ensure success, the instructional examples and sequence of instruction to expand first sound isolation include:

- Select pictures students recognize.
- Select letter sounds students know.
- Use lower-case letters.
- Use pictures that include a maximum of three different first sounds (e.g., f, m, p).
- As students develop proficiency at identifying and discriminating first sounds, you may use pictures that begin with sounds that are similar (e.g., p, b; t, d).

Materials and Examples

Materials:

- **Letter cards** of initial sounds on the squares card.



- **Squares cards** with pictures of one-syllable words that begin with a maximum of three different letter sounds.

Picture of teeth	Picture of tire	Picture of bee	Picture of toys	Picture of mouse
Picture of toad	Picture of mat	Picture of two	Picture of moon	Picture of bus
Picture of mop	Picture of toast	Picture of boy	Picture of boat	Picture of mitt
• Letter tiles for students to mark the pictures on their cards.				

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Tell students how to play the First Sounds Squares game. Show students materials.	“We are going to play a game that will help us hear the first sounds in words. I will show you a letter and you will find a picture on your card that starts with the same sound as my letter. You’ll put the letter tile for the sound on that picture. When you have five tiles in a row we’ll start again. First we’re going to review our pictures.” Review picture names as needed using procedures in Initial Instructional Model.
Model explicit examples.	Put letter cards on the table in front of students.	“This is the letter t. It makes the sound /t/. What is the name of this letter?” t. “What is the sound of the letter?” /t/. Continue with /b/ and /m/. Ask individual students to say the name and sound. “This letter makes the sound /t/. I’ll find a picture on my card that starts with /t/. The first sound in toast is /t/. I’ll put a /t/ tile on toast.” Continue with one example each for /b/ and /m/.
Provide students opportunities.	Match a picture to the letter card. Provide group turns on letter sounds to be used on the card. Hold up a letter card and have students find a picture that begins with that sound.	“What is the name of this letter?” t. “What is the sound of this letter?” /t/. “Cover a picture on your card that starts with /t/.” Ask one or two students to tell you the name and first sound of the picture they just covered.

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Instructional Feature	What To Do	Explicit Instruction
Assess understanding.	Provide individual turns on the remaining pictures in the instructional set.	<p>Continue with remaining pictures on the page. Ask individual students to say the letter name and sound and have all students find a corresponding picture on their cards.</p> <p>“Joe, what’s the name of this letter?” t. “What’s the sound of this letter?” /t/. “Cover a picture on your card that starts with /t/.”</p> <p>Continue until a student gets five in a row. Then begin the game again, presenting the letters in a different order.</p>
Ongoing assessment and feedback.	Provide feedback during group and individual practice: model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • Provide feedback on picture identification. Ex: When shown a picture of <i>teeth</i>, students say <i>mouth</i>. “These are teeth. What are these?” Teeth. <p>If students choose the wrong picture on their squares card, use the feedback procedure above to tell them the name of the picture they chose, then tell them which picture to choose. Allow them five seconds to find the correct picture. If they don’t find it, name and show them the correct picture.</p> <ul style="list-style-type: none"> • Provide feedback on initial sound identification. Ex: A student says the first sound of <i>teeth</i> is /f/. “The first sound in teeth is /t/. What’s the first sound in teeth?” /t/.
Review.	Provide individual turns on target sounds used today.	<p>“Joe, what is this?” Tire. “What is the first sound in tire?” /t/. “Yes, the first sound in tire is /t/.”</p>

Additional Expansion Activities

- Have students identify the first sound in two-syllable words.
- Play the game until all squares on all students’ cards are covered. This activity may be most appropriate for students who require additional practice.
- Include one or two additional letter tiles.

How To Evaluate Learning.

Use procedures outlined in the initial instructional model for evaluating student learning.

Student performance on identifying letter names, sounds, and initial sounds is evaluated in terms of accuracy. During group or individual turns you may record students' responses to items. A checklist, such as the one below, may be used to record data on students' success and rate of progress on initial sounds.

Skill: Identification of letter names and sounds presented in written form.

Materials: Letter cards of sounds used on the squares card, data collection sheet.

Criterion: When presented with five opportunities to say the name and sound of a letter, students will correctly identify the name and letter four of five times.

Sample checklist for monitoring student success with discriminating initial sounds and naming letters.

Opportunities to Respond

Student	Day 1: Targets: t & b																			
	Letter sound t					Letter name t					Letter sound b					Letter name b				
Carol	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X
Brian		X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X
Scott	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X
Leigh	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
Lisa	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X

Student	Day 2: Targets: t & b																			
	Letter sound t					Letter name t					Letter sound b					Letter name b				
Carol																				
Brian																				
Scott																				
Leigh																				
Lisa																				

Student	Day 3: Targets: t & b																			
	Letter sound t					Letter name t					Letter sound b					Letter name b				
Carol																				
Brian																				
Scott																				
Leigh																				
Lisa																				

The columns in the evaluating learning table represent each presentation of an opportunity for students to respond and for teachers to monitor student progress. For example, in one day the teacher may provide a student with five opportunities to respond. Each time the task is performed correctly, the box is checked.

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

Oregon Department of Education, & Institute for the Development of Educational Achievement. (1999). *Institute on beginning reading*. Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

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PHONEMIC AWARENESS



II. Blending Onset-Rime -Lesson 1: *Initial Instructional Strategy—Blending Onset-Rimes*

Lesson Objective

Blend the onset and rime in a word presented orally.

Corresponding TEKS Objectives

K.6.B & 1.6.B: Identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1).

Rationale and Purpose

- This strategy is designed to teach students to blend onsets and rimes. It may be used with students in kindergarten and first grade, or with older students who have learned to blend onsets and rimes and would benefit from review.
- In this activity, the teacher presents the onset and rime of a word, models how to blend the two using a puppet, and assesses students' knowledge of blending onsets and rimes.
- Students respond by blending the onset and rime into the target word.
- The ability to blend onsets and rimes is an important skill in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concept "first"

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach blending onset and rime include:

- Select pictures students recognize.
- Begin with one-syllable words, then introduce multisyllabic words as students develop proficiency.
- Start with words that begin with one-sound onsets (e.g., /c/ /at/), then introduce words that begin with two-sound onsets (e.g., /st/ /op/).

Materials and Examples

Materials: Puppet.

Sample instructional sets: Include only four to five words in each instructional set. Complete two sets per day. As students develop proficiency, include words that begin with different initial sounds.

Day 1:

Set 1: Cave, cat, can, cap.

Set 1: Man, can, mat, mouse.

Day 2:

Set 1: Man, can, mat, mouse.

Set 2: Goat, ghost, mitt, girl.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the puppet.	"This is our puppet, Buster. He has a hard time putting the parts of words together, and we're going to help him learn how to do that. He's going to say the first part of each word, then he'll say the rest of the word. Last he'll put the parts together to say the whole word."
Model explicit examples.	Use the puppet to model saying the onset, then the rime. End with saying the whole word.	"He'll say the parts and then the whole word: C---ave, cave. Here's another one: C---at, cat."
Provide students opportunities.	Provide group turns on the remaining words in the instructional set. Have the puppet say the onset and rime and have students blend the parts.	"Try one on your own. Buster will say the parts, you say the word." "C---an." Can. "Yes, can." "Let's try another. C---ap." Cap. "Yes, cap." Continue with <i>bee, bear, boat, and boy.</i>
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	Provide feedback on blending. If a student says any parts or the whole word incorrectly, tell them the word, repeat the onset, rime, and whole word, say the onset and rime again, and have them repeat the whole word. "The whole word is cave. C---ave, cave. Now it's your turn. C---ave." Cave. "Yes, cave."
Review.	Provide individual turns on today's target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Student performance is evaluated in terms of accuracy. During group or individual turns you may record students' responses to items. A checklist, such as the one below, may be used to record data on students' success and rate of progress on initial sounds.

Skill: Identification of onsets and rimes presented orally.

Materials: Puppet, data collection sheet.

Criterion: When presented with eight words, students will correctly blend the onset and rime of seven of the eight words.

Sample checklist for monitoring student success with initial sounds.

Opportunities to Respond

Blending Onsets and Rimes								
	Day 1							
Student	c-ave	c-at	c-an	c-ap	b-ee	b-ear	b-oot	b-oy
Carol	X	X	X	X		X	X	X
Brian	X	X	X		X	X	X	X
Scott	X	X	X	X	X	X	X	X
Leigh	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X

Blending Onsets and Rimes								
	Day 2							
Student	m-an	c-an	m-at	m-ouse	g-oot	g-host	m-itt	g-irl
Carol	X	X	X	X	X	X	X	X
Brian	X	X		X	X	X	X	X
Scott	X	X	X	X	X		X	X
Leigh	X	X	X	X	X	X	X	X
Lisa		X	X	X	X	X	X	X

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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PHONEMIC AWARENESS



II. Blending Onset-Rime -Lesson 2:

Review Strategy—Segmenting and Blending Onsets and Rimes

Lesson Objective

Blend the onset and rime in a word presented orally.

Corresponding TEKS Objectives

K.6.B & 1.6.B: Identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1).

Rationale and Purpose

- This strategy provides students with additional practice in blending onsets and rimes and introduces segmenting onsets and rimes.
- It may be used with students in kindergarten and first grade, or with older students who have learned to blend onsets and rimes and would benefit from review.
- In this activity, the teacher presents a word and assesses student knowledge of segmenting and blending onsets and rimes. Students segment the onset and rime of the word and blend the parts into the whole word using pictures that are cut in half as prompts.
- The abilities to blend and segment onsets and rimes are important skills in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concept “first”
- Isolate first sounds in words

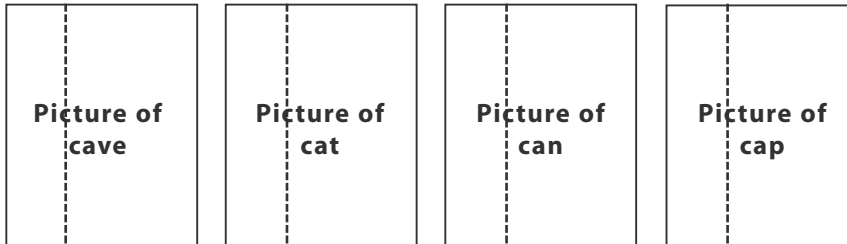
Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach segmenting and blending onset and rime include:

- Select words students recognize.
- Begin with one-syllable words, then introduce multisyllabic words as students develop proficiency.
- Start with words that begin with one-sound onsets (e.g., /c/ /at/), then introduce words that begin with two-sound onsets (e.g., /st/ /op/).

Materials and Examples

Materials: Picture cards of one-syllable words, cut into two parts. The second part of the picture should be wider than the first part.



Sample instructional sets: Include only four to five words in each instructional set. Complete two sets per day. As students develop proficiency, include words that begin with different initial sounds.

Day 1:

Set 1: Cave, cat, can, cap.

Set 2: Bee, bear, boat, boy.

Day 2:

Set 1: Mat, can, man, mouse.

Set 2: Goat, ghost, mitt, girl.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce picture cards.	Put picture cards in front of students. Review names of pictures as needed.	Use Explicit Instruction from Phonemic Awareness initial instructional model.
Introduce the activity.	Show students picture cards.	"I'm going to say the parts of a word, then the whole word. I'll use these picture puzzles to help me say the parts and the whole word."
Model explicit examples.	Present cut-up pictures to students. Model the task, including how to use the pictures.	Begin with the puzzle pieces for the word put together, with both pieces side by side. "This is cave. The first part is /c/." Separate the first part of the picture from the second part, moving it to the left. "The rest of the word is /ave/." Move the second part of the picture to the right. "I'm going to say the parts again, then push them together. /c/ /ave/." Move the pictures together again to complete the puzzle. "Cave." Repeat for <i>cat</i> .
Provide students opportunities.	Provide group turns on the remaining pictures in the instructional set.	Begin with each puzzle put together. "Now it's your turn. Can. What's the word?" <i>can</i> . "What's the first sound?" /c/. Move the first part of the picture to the left. "What's the rest of the word?" /an/. Move the second part of the picture to the right. "What are the parts?" /c/ /an/. "What's the whole word?" <i>Can</i> . Move the pictures together. Repeat with <i>cap</i> .
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities. Have students move the picture pieces on their turns.

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Instructional Feature	What To Do	Explicit Instruction
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • If a student mislabels a picture, tell them the name of the picture and have them repeat the name. “This is cave. What is this?” Cave. • Provide feedback on segmenting. If a student segments the onset and rime incorrectly, say the word, the onset and rime, and have them repeat the word and its parts. “Cave. The first part is /c/. The rest of the word is /ave/. Cave. Say the word.” Cave. “What’s the first part?” /c/. “What’s the rest of the word?” /ave/. “Say the whole word.” Cave. • Provide feedback on blending. If a student blends the onset and rime incorrectly, repeat the onset, rime, and whole word, and have them repeat the parts and the whole word. “The whole word is cave. C---ave, cave. Now it’s your turn. C---ave.” Cave. “Yes, cave.”
Review.	Provide individual turns on today’s target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Use procedures outlined in the initial instructional model for evaluating student learning.

Sample checklist for monitoring student success with discriminating initial sounds.***Opportunities to Respond***

Blending and Segmenting Onsets and Rimes																
Day 1																
Student	cave		cat		can		cap		bee		bear		boat		boy	
	S	BL	S	BL	S	BL	S	BL	S	BL	S	BL	S	BL	S	BL
Carol	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Brian	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
Scott	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Leigh	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X

Blending and Segmenting Onsets and Rimes																
Day 2																
Student	mat		can		man		mouse		goat		ghost		mitt		girl	
	S	BL	S	BL	S	BL	S	BL	S	BL	S	BL	S	BL	S	BL
Carol																
Brian																
Scott																
Leigh																
Lisa																

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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PHONEMIC AWARENESS



II. Blending Onset-Rime -Lesson 3:

Expansion Strategy—Integrating Onset-Rime and First Letter Identification

Lesson Objectives

Blend the onset and rime in a word presented orally.

Name letters and produce their corresponding letter sounds.

Corresponding TEKS Objectives

K.6.B & 1.6.B: Identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1).

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This strategy expands students' skills in segmenting and blending onsets and rimes and requires them to integrate their knowledge of letter sounds, segmenting, and blending in one task. It may be used with students in kindergarten and first grade, or with older students who have learned to segment and blend onsets and rimes, know letter-sound correspondences, and would benefit from review.
- The teacher orally presents a word and assesses students' knowledge of segmenting and blending onsets and rimes and letter-sound correspondences.
- Students segment and blend the onset and rime and then substitute a letter tile for the first sound.
- The abilities to isolate first sounds and identify letter sounds are critical steps in the continuing development of early reading skills.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concept "first"
- Have knowledge of letter-sound correspondences
- Identify first sounds

Instructional Design Criteria

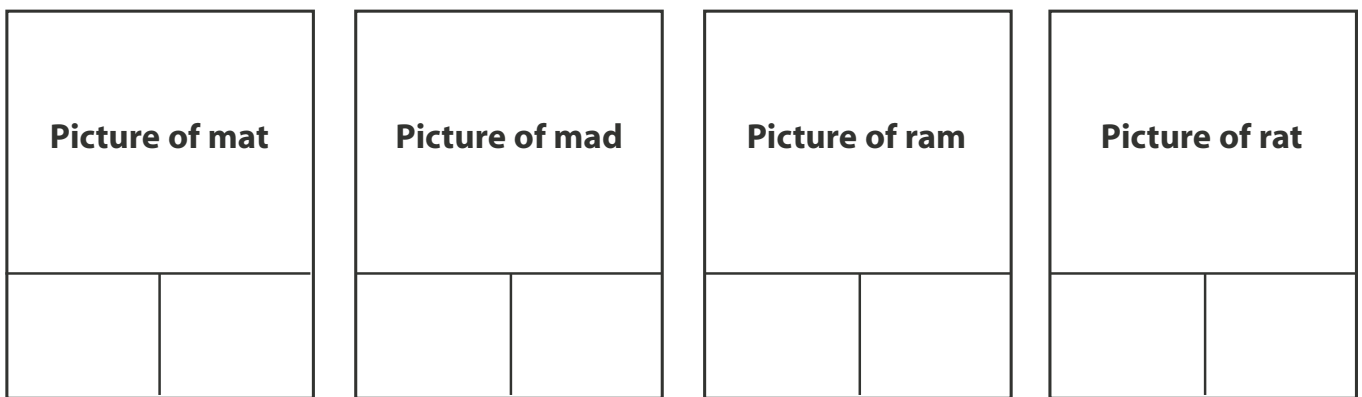
To ensure success, the instructional examples and sequence of instruction to review and extend blending onset-rime include:

- Select words students recognize.
- Select words that begin with one-sound onsets only (e.g., /c/ /at/, not /st/ /op/).

- Select letter sounds students know.
- Use words whose first sound represents the most common sound of the letter.
- Begin with words that begin with the same initial sound, then use words with different initial sounds as students develop proficiency.
- As students develop skill in identifying and discriminating first sounds, you may use words that begin with similar sounds (e.g., p/b; t/d).

Materials and Examples

Materials: Picture cards with two-square boxes underneath; marker chips; letter tiles.



Examples: Use words students have reviewed in previous strategies and that begin with a letter students have learned. Refer to the order of introduction provided in the initial instructional model for the first strategy set of Alphabetic Understanding. In this sample lesson, we are assuming students have been taught the following letter sounds: /m/, /t/, /s/, /a/, /d/, /r/.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students materials.	<p>“We are going to play a game that will help us blend the first sound in a word with the rest of the word. We’ll say the parts of the word, then we’ll say the whole word. We’re going to put a letter in the box for the first sound of each word, so remember all the sounds you’ve learned!”</p> <p>Review picture names as needed. Use wording from initial instructional model.</p>
Model explicit examples.	<p>Put out a maximum of two letters for students to choose for the first sound. Include only letter sounds students have learned and can identify proficiently. Begin with markers above the boxes.</p> <p>Point to each box as you say each part, then move your finger underneath the boxes as you say the whole word.</p>	<p>“This is <i>mat</i>. The first part is /m/.” Demonstrate moving a marker into the first box. “The rest of the word is /at/.” Demonstrate moving a marker into the last box. “<i>Mat</i>.” Move your finger under the boxes from left to right.</p> <p>“Now I’ll choose the letter that makes the first sound. The first sound in <i>mat</i> is /m/. Which of these letters makes the /m/ sound?” Point to the letter m. “This letter makes the /m/ sound. I’ll put /m/ in place of my first marker. Now I’ll say each part, then the whole word. /m/ /at/, <i>mat</i>.”</p> <p>Repeat with <i>mad</i>.</p>
Provide students opportunities.	Provide group turns on the remaining items in the instructional set.	<p>“Now it’s your turn. <i>Ram</i>. What’s the first part?” /r/. Monitor students to make sure they’re putting a marker in the first box. “What’s the next part?” /am/. Monitor students. “What’s the whole word?” <i>Ram</i>. Place two letter tiles on the table for students to choose.</p>

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Instructional Feature	What To Do	Explicit Instruction
		<p>“What’s the first sound of ram?” /r/. “What letter makes the /r/ sound?” Students choose the letter. “Yes, this letter makes the /r/ sound. Put the /r/ sound in place of your first marker. Now say each part, then say the whole word.” Students respond by saying the parts, then the whole word.</p> <p>Continue with remaining items in set.</p>
Assess understanding.		Use procedures outlined for providing students opportunities.
Ongoing assessment and feedback.	<p>Provide individual turns. Present items in a different order than previously introduced.</p> <p>Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.</p>	<ul style="list-style-type: none"> • If a student mislabels a picture, tell them the picture and have them repeat the name of the picture. <p>“This is mat. What is this?” Mat.</p> <ul style="list-style-type: none"> • Provide feedback on segmenting. If a student segments the onset and rime incorrectly, say the word, the onset and rime, and have them repeat the word and its parts. <p>“Mat. The first part is /m/. The rest of the word is /at/. Mat. Say the word.” Mat. “What’s the first part?” /m/. “What’s the rest of the word?” /at/. “Say the whole word.” Mat.</p> <ul style="list-style-type: none"> • Provide feedback on blending. If a student blends the onset and rime incorrectly, repeat the onset, rime, and whole word, and have them repeat the parts and the whole word. <p>“The whole word is mat. M---at, mat. Now it’s your turn. M---at.” Mat. “Yes, mat.”</p>
Review.	Provide individual turns on target sounds used today.	Follow procedures for providing students opportunities.

How To Evaluate Learning.

Student performance on identifying letter sounds is evaluated in terms of accuracy. During group or individual turns you may record students' responses to items. A checklist, such as the one below, may be used to record data on students' success and rate of progress on producing and writing letter sounds.

Skill: Production and identification of letter sounds presented orally and in written form.

Materials: Picture cards with two-square boxes, marker chips, letter tiles, data collection sheet.

Criterion: When presented with five opportunities to say the sound and identify a letter, students will correctly produce and identify the letter four of five times.

Opportunities to Respond

Segmenting, Blending, and Naming Parts: Day 1												
	mat			mad			ram			rat		
Student	SEG	BL	LS	SEG	BL	LS	SEG	BL	LS	SEG	BL	LS
Carol	X	X	X	X	X	X		X	X	X	X	X
Brian	X	X		X	X	X	X	X	X	X		X
Scott	X	X	X	X	X	X		X	X	X	X	X
Leigh		X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X	X		X	X

SEG = Segment

BL = Blend

LS = Letter sound

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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PHONEMIC AWARENESS



III. Blending Phoneme by Phoneme -Lesson 1: *Initial Instructional Strategy—Blending Phonemes in Words*

Introduction

In this three-lesson strategy set, the first lesson introduces a strategy for teaching students to orally blend phonemes into words. Next, students learn to blend phonemes using an Elkonin box, which has one square representing each phoneme of a word. The third strategy integrates students' knowledge of phonemes with their knowledge of letter sounds by having them blend the letter sounds in a word.

Lesson Objective

Orally blend two to three separately spoken phonemes into one-syllable words.

Corresponding TEKS Objectives

K.6.E: Blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K).

1.6.E: Blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1).

Rationale and Purpose

- This strategy is designed to teach students to blend phonemes into words. It may be used with students in kindergarten and first grade or with older students who would benefit from review.
- In this activity, the teacher uses a puppet to say the phonemes of a word and assesses students' knowledge of blending at the phoneme level.
- Students blend the phonemes to make a whole word.
- The ability to blend phonemes is an essential skill in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Blend at the onset-rime level

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach blending phonemes include:

- Select words students recognize.
- Begin with two-phoneme words, then introduce three-phoneme words as students develop proficiency.

Materials and Examples

Materials: Puppet.

Examples: Include words that contain letter sounds students have learned. In this sample lesson, we are assuming students have learned the following letter sounds: /m/, /t/, /s/, /a/, /d/, /r/, /o/, /f/, /i/, /g/, /h/, /l/, /u/, /c/, /b/, /n/.

Sample instructional sets: Include four to five words in each instructional set and instruct on two sets per day.

Day 1:

Set 1: am, in, on, me.

Set 2: at, if, an, it.

Day 2:

Set 3: man, fin, lab, mud.

Set 4: sun, rib, lot, sad.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the puppet and explain the task.	"This is our puppet, Buster. He's still learning how to blend the sounds in words, so you're going to show him how to do it. He'll say the sounds in a word and you say the whole word."
Model explicit examples.	Use the puppet to present the phonemes.	Have the puppet say /a/ /m/, then you say, "am." Continue with in.
Provide students opportunities.	Provide group turns on the remaining items in the instructional set.	"Now Buster will say the sounds and you tell him the whole word." Have the puppet say /n/ /o/, then ask, "What word did you hear?" No. Repeat with remaining items in set.
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	Provide feedback on blending. If a student says a phoneme or the whole word incorrectly, tell them the word, repeat the phonemes and whole word, say the phonemes again, and have them repeat the whole word. "The whole word is am. A---m, am. Now you try. A---m." Am. "Yes, am."
Review.	Provide individual turns on today's target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Student performance is evaluated in terms of accuracy. During group or individual turns you may record students' responses to items. A checklist, such as the one below, may be used to record data on students' success and rate of progress on blending phonemes.

Skill: Blending of phonemes presented orally.

Materials: Words that have been reviewed over the past two weeks, data collection sheet.

Criterion: When presented with eight words, students will correctly blend the phonemes of seven of the eight words.

Sample checklist for monitoring student success with segmenting sound by sound.

Opportunities to Respond

Blending Phoneme by Phoneme								
	Day 1							
Student	am	in	on	me	at	if	an	it
Carol	X	X	X	X		X	X	X
Brian	X	X	X		X	X	X	X
Scott	X	X	X	X	X	X	X	X
Leigh	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X

Blending Phoneme by Phoneme								
	Day 2							
Student	man	fin	lab	mud	sun	rib	lot	sad
Carol								
Brian								
Scott								
Leigh								
Lisa								

References:

Blachman, B. A., Ball, E. W., Black, R., & Tangel, D. M. (2000). *Road to the code: A phonological awareness program for young children*. Baltimore: Brookes.

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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Webber, M. T., Jr., & Webber, S. G. (1998). *Webber's jumbo articulation drill book*. Greenville, South Carolina: Super Duper Publications.

PHONEMIC AWARENESS



III. Blending Phoneme by Phoneme -Lesson 2: *Review Strategy—Blending Phonemes Using Manipulatives*

Lesson Objective

Orally blend two to three separately spoken phonemes into one-syllable words.

Corresponding TEKS Objectives

K.6.E: Blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K).

1.6.E: Blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1).

Rationale and Purpose

- This strategy provides students with additional practice blending phonemes by having them use manipulatives to represent and blend the sounds in words. It may be used with students in kindergarten and first grade or with older students who would benefit from review.
- In this activity, the teacher provides the phonemes of a word and assesses students' knowledge of blending at the phoneme level.
- Students respond by marking each sound and blending the phonemes into the target word.
- The ability to blend phonemes is an essential skill in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concepts "first" and "next"
- Segment at the onset-rime level

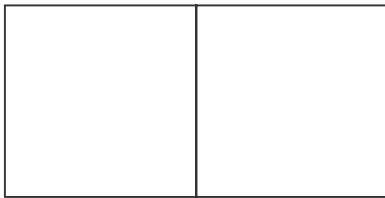
Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach blending phonemes include:

- Select words students recognize.
- Begin with two-phoneme words, then introduce three-phoneme words as students develop proficiency.

Materials and Examples

Materials: two- and three-square Elkonin boxes for each student, marker chips.



Examples: Include words that contain letter sounds students have learned. In this sample lesson, we are assuming students have learned the following letter sounds: /m/, /t/, /s/, /a/, /d/, /r/, /o/, /f/, /i/, /g/, /h/, /l/, /u/, /c/, /b/, /n/.

Sample instructional sets: Include only four to five words in each instructional set, and instruct on two sets per day.

Day 1:

Set 1: Two-phoneme words: an, if, me, on.

Set 2: Two- and three-phoneme words: am, in, man, fun.

Day 2:

Set 3: Two- and three-phoneme words: sun, it, lot, fan.

Set 4: Three-phoneme words: mud, rib, fin, not.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the materials.	“We’re going to say the sounds of each word, then we’ll say the whole word. When I say a sound of the word I’ll put a marker in one of my boxes.”
Model explicit examples.	Place one marker above each box before beginning the task, and move them into each box as you say each part. Move your finger underneath the boxes from left to right as you say the whole word	“The first word has two sounds. The first sound is /a/.” Demonstrate moving the marker to the first box. “The next sound is /n/.” Demonstrate moving the marker to the next box. “The sounds are /a/ /n/. What’s the whole word? An.” Repeat with second item in the set.
Provide students opportunities.	Provide group turns on the remaining words in the instructional set.	“Your turn. This word has two sounds. The first sound is /m/. Put a marker in your first box for /m/.” Monitor students to make sure they put a marker in the first box. “The next sound is /e/. Put a marker in the next box for /e/.” Point to each box as you say each sound. “The sounds are /m/ /e/. What’s the whole word?” <i>Me.</i> Monitor students to make sure they move their finger underneath the boxes from left to right. Repeat with on. Continue with examples in Instructional Set 2: am, in, man, fun. As students become familiar with the task, remove the wording: “Put a marker in the next box for /_/. ”
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.

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Instructional Feature	What To Do	Explicit Instruction
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are firm on the correct response.	<ul style="list-style-type: none"> • Provide feedback on blending. If a student blends the phonemes incorrectly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. <p>“The whole word is am. A---m, am. Now it’s your turn. A---m.” Am. “Yes, am.”</p> <ul style="list-style-type: none"> • If students move the markers or slash from right to left, show them how to move from left to right, then have them practice twice.
Review.	Provide individual turns on today’s target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Use procedures outlined in the initial instructional model for evaluating student learning.

Sample checklist for monitoring student success with blending phonemes.

Opportunities to Respond

Blending Phoneme by Phoneme								
	Day 1							
Student	an	if	me	on	am	in	man	fun
Carol	X	X	X	X		X	X	X
Brian	X	X	X		X	X	X	X
Scott	X	X	X	X	X	X	X	X
Leigh	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X

Blending Phoneme by Phoneme								
	Day 2							
Student	sun	it	lot	fan	mud	rib	fin	not
Carol	X	X	X	X		X	X	X
Brian	X	X	X		X	X	X	X
Scott	X	X	X	X	X	X	X	X
Leigh	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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PHONEMIC AWARENESS



III. Blending Phoneme by Phoneme -Lesson 3:

Expansion Strategy—Integrating Letter-Sound Correspondence and Blending

Lesson Objectives

Orally blend two to three separately spoken phonemes into one-syllable words.

Name letters and produce their corresponding letter sounds.

Corresponding TEKS Objectives

K.6.E: Blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K).

1.6.E: Blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1).

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This strategy expands students' skills at blending phonemes and requires them to integrate their knowledge of letter sounds and blending in one task. It may be used with students in kindergarten and first grade, or with older students who have learned to blend phonemes, know letter-sound correspondences, and are ready to review the skills.
- The teacher presents each word phoneme by phoneme and assesses students' knowledge of blending at the phoneme level.
- The students write the letter that represents each phoneme, produce its sound, and blend the sounds together to make a word.
- The abilities to blend and identify letter sounds are critical steps in the continuing development of early reading skills.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concepts "first" and "next"
- Have knowledge of letter-sound correspondences
- Write letters
- Segment and blend at the onset-rime level

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to review and extend blending phonemes include:

- Select words students recognize.
- Select letter sounds students know.
- Begin with two- and three-phoneme words in which each phoneme is represented by one letter, then introduce words with more phonemes as students develop proficiency.
- As students become better at identifying and discriminating first sounds, you may use words that contain similar sounds (e.g., /p/, /b/, /t/, /d/).

Materials and Examples

Materials:

- Inchworm Game worksheets for students to write the short version of the word. See attached page for an example of the Inchworm Game worksheet.
- Pencils for each student.

Examples: Use words students have reviewed in previous strategies and that include letters students can sound out and write. Refer to the order of introduction provided in the initial instructional model for the first strategy set of Alphabetic Understanding. In this sample lesson, we are assuming students have been taught the following letter sounds: /a/, /m/, /t/, /s/, /o/, /d/, /r/.

Sample Instructional Sets: Include four words in each instructional set. Include two- and three-phoneme words.

Set 1: am, mat, sat, rod.

Set 2: dot, rat, at, sad.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the materials.	“We are going to play a game that will help us blend sounds to make a word. We’ll use the Inchworm Sheet. I will say the sounds in the word, then you’ll write the sounds and tell me the whole word. Let’s start!”

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	<p>Show students how to use the worksheet. Say the sound of the letter as you write it on the worksheet.</p> <p>As you say each sound, point to the letter. When you say the whole word, move your finger under the sounds from left to right.</p>	<p>"I'll do the first two. The first word has two sounds. The first sound is /a/. What letter makes the /a/ sound? a. So I'll write "a" on the first line under my inchworm." Model writing "a" under the first worm.</p> <p>"The next sound in am is /m/. What letter makes the /m/ sound? m. So I'll write "m" next to the "a" under my inchworm." Model writing "m."</p> <p>"The sounds are /a/ /m/. What's the whole word? Am."</p> <p>Continue with second item in set.</p>
Provide students opportunities.	<p>Provide group turns on the remaining items in the instructional set.</p> <p>As you say each sound, point to the letter. When you say the whole word, move your finger under the sounds from left to right.</p>	<p>"Now it's your turn. This word has three sounds. The first sound is /s/. What letter makes the /s/ sound?" s. "Yes, the letter "s" makes the /s/ sound. Write an "s" on the line under the inchworm. Remember to say the sound as you write the letter." Monitor students' work.</p> <p>"The next sound is /a/. What letter makes the /a/ sound?" a. "Yes, "a" makes the /a/ sound. Write an "a" on the line." Monitor work.</p> <p>"The next sound is /t/. What letter makes the /t/ sound?" t. "Yes, "t" makes the /t/ sound. Write a "t" on the line." Monitor work.</p> <p>"The sounds are /s/ /a/ /t/. What's the whole word?" Sat. "Yes, sat."</p> <p>Repeat with remaining items in set.</p>
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • Provide feedback on letter names/sounds. If a student identifies a letter incorrectly, tell them the correct letter name and sound and have them repeat it. <p>“The letter “m” makes the /m/ sound. What letter makes the /m/ sound?” m.</p> <ul style="list-style-type: none"> • Provide feedback on blending. If a student blends the phonemes incorrectly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. <p>“The whole word is am. A---m, am. Now it’s your turn. A---m.” Am. “Yes, am.”</p> <ul style="list-style-type: none"> • Provide feedback on writing. If a student writes a letter incorrectly, show them how to write it and have them write it. If necessary, help them write the word.
Review.	Provide individual turns on target sounds used today.	Follow procedures for providing students opportunities.

How To Evaluate Learning.

Use procedures outlined in the initial instruction model for evaluating student learning on Blending Phoneme by Phoneme.

Opportunities to Respond

Student	Day 1: am					Day 1: mat									
	Blend		Write			Blend		Write							
Carol	X	X	X	X	X	X	X	X	X	X					
Brian		X	X	X	X	X	X	X	X	X					
Scott	X	X	X	X	X	X	X	X	X	X					
Leigh	X	X		X	X	X	X	X	X	X					
Lisa	X	X	X	X	X	X	X	X	X	X					

Student	Day 1: sat										Day 1: rod									
	Blend					Write					Blend					Write				
Carol	X	X	X		X	X	X	X	X	X										
Brian		X	X	X	X	X	X	X	X	X										
Scott	X	X	X	X	X	X	X	X	X	X										
Leigh	X	X		X	X	X	X	X	X	X										
Lisa	X	X	X	X	X	X	X	X	X	X										

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

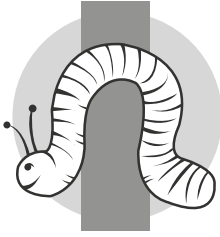
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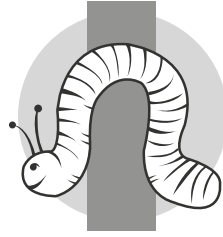
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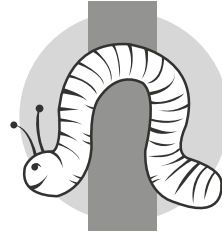
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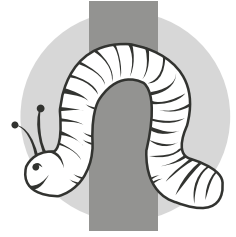
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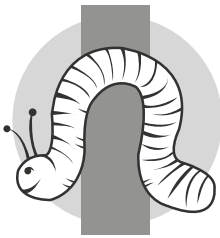
The Inchworm Game: Blending Two- and Three-Phoneme Words

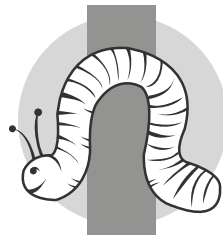


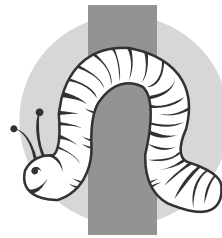


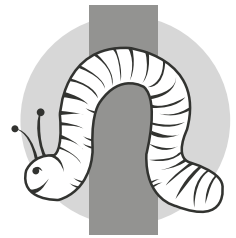












PHONEMIC AWARENESS



IV. Segmenting Sound by Sound -Lesson 1:

Initial Instructional Strategy—Segmenting Sound by Sound: Elkonin Boxes

Introduction

In this three-lesson strategy set, the first lesson introduces a strategy for teaching students to segment words into their phonemes using an Elkonin box, which has one square representing each phoneme of a word. Next, this strategy teaches students to segment words into their phonemes using their fingers to represent each sound. The third strategy integrates students' knowledge of phonemes with their knowledge of letter sounds by having them identify, segment, and blend the letter sounds that make up a word.

Lesson Objective

Segment individual sounds in words.

Corresponding TEKS Objectives

K.6.F: Segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).

1.6.F: Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

Rationale and Purpose

- This strategy is designed to teach students to segment phonemes in words using manipulatives. It may be used with students in middle kindergarten through middle first grade, or with older students who would benefit from review.
- In this activity, the teacher provides a word and assesses students' knowledge of segmenting at the phoneme level.
- Students respond by segmenting the phonemes in the target word, and moving a marker for each sound in the word.
- The ability to segment phonemes is one of the most essential skills in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Identify common pictures
- Produce individual sounds
- Understand the concepts "first" and "next"
- Segment and blend at the onset-rime level
- Blend at the phoneme level

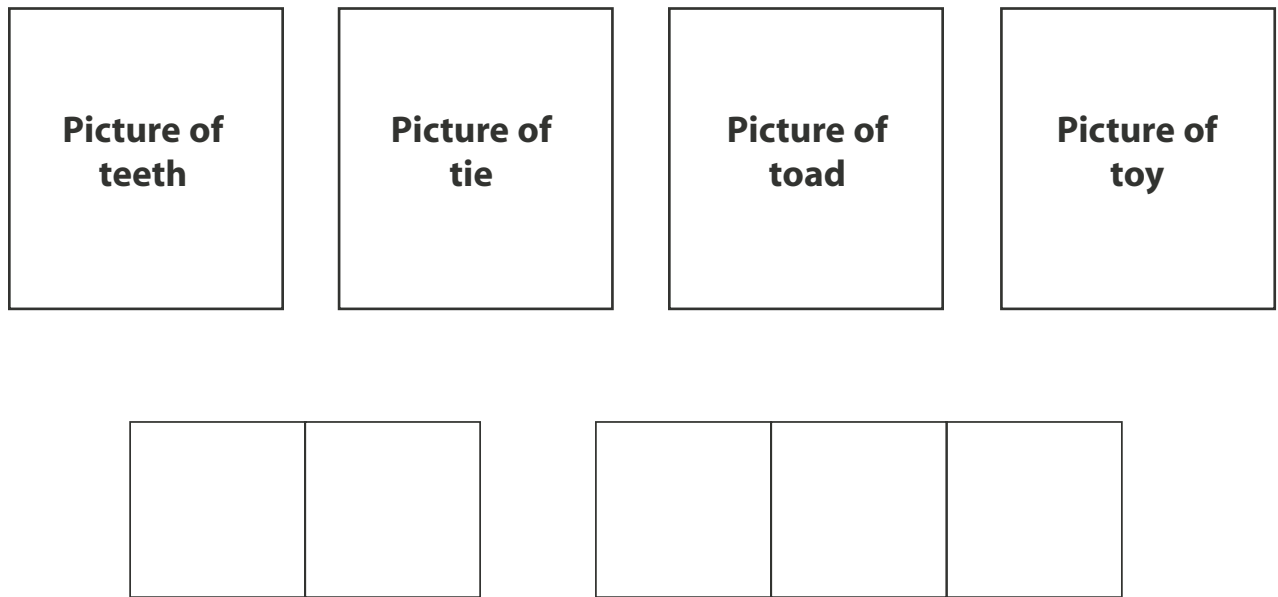
Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach segmenting words include:

- Select words students recognize.
- Begin with two- and three-phoneme words.

Materials and Examples

Materials: Picture cards of two- and three-phoneme words. Two- and three-square Elkonin boxes for each student. Enough markers or chips per student to mark the squares in each box.



Sample instructional sets: Include only four to five pictures in each instructional set. Sets should begin with words that begin with the same letter sound. As students develop proficiency, sets may include pictures with different initial sounds.

Day 1:

- Set 1: Target sound /t/. Picture cards for teeth, tie, toad, toy.
 Set 2: Target sound /b/. Picture cards for bat, boat, bath, bow.

Day 2:

- Set 3: Target sound /c/. Picture cards for cat, cane, cape, cow, cot.
 Set 4: Target sound /f/. Picture cards for feet, fish, fan, fox.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Put picture cards in front of students. Review names of pictures as needed. Show students the materials.	Use Explicit Instruction from Phonemic Awareness Initial Instructional Model for reviewing names of pictures. "I'm going to say a word, then we'll say the sounds in the word. When I say each sound in the word I'll put a marker in one of my boxes."
Model explicit examples.	Put the picture card on the table. Place a marker above each box of the three-square strip. When saying each sound, move the marker down into the box. When reviewing the sounds and saying the word, point to the boxes as you say each individual sound, then move your finger from left to right under the boxes as you say the whole word.	"Put a marker above each box." Monitor students. "The first word is teeth. Teeth has three sounds. The first sound is /t/." Demonstrate moving the marker to the box. "The next sound is /e/." Demonstrate moving the marker to the next box. "The next sound is /th/." Move a marker down into the next box. "The sounds in teeth are /t/ /e/ /th/, teeth." Complete for second item in the set.
Provide students opportunities.	Provide group turns on the remaining pictures in the instructional set. Give each student a three-square box and markers.	"Now it's your turn. You'll put a marker in a box each time you say a sound, then you'll say the whole word. What's this picture?" <i>Toad</i> . Tell students if it's a two- or three-sound word. "What's the first sound?" /t/. "Move your first marker into the first box. What's the next sound?" /oa/. Monitor students to make sure they move the marker into the next box. "What's the next sound?" /d/. Monitor students. "Say the sounds in toad." /t/ /oa/ /d/. "Say the whole word." <i>Toad</i> . Monitor to make sure students move their finger across the boxes from left to right.

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Instructional Feature	What To Do	Explicit Instruction
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • If a student mislabels a picture, tell them the picture and have them repeat the name of the picture. “These are <i>teeth</i>. What are these?” <i>Teeth.</i> • Provide feedback on segmenting. If a student segments incorrectly, tell them the word, segment the phonemes, and have them repeat the word and its phonemes. “Teeth. The first sound is /t/. The next sound is /e/. The next sound is /th/. Say the word.” <i>Teeth.</i> “What’s the first sound?” /t/. “What’s the next sound?” /e/. “What’s the next sound?” /th/. “What’s the whole word?” <i>Teeth.</i> • If students move their markers or finger from right to left, show them how to move from left to right, then have them practice twice. • Provide feedback on blending. If a student blends the phonemes incorrectly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. “The whole word is <i>teeth</i>. T---ee---th, <i>teeth</i>. Your turn. T---ee---th.” <i>Teeth. “Yes, <i>teeth</i>.”</i>
Review.	Provide individual turns on today’s target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Student performance is evaluated in terms of accuracy. During group or individual turns you may record students' responses to items. A checklist, such as the one below, may be used to record data on students' success and rate of progress on segmenting.

Skill: Segmenting of phonemes presented orally.

Materials: Picture cards of words that have been reviewed over the past two weeks, markers, data collection sheet.

Criterion: When presented with five picture cards, students will correctly segment the phonemes of four of the five pictures.

Sample checklist for monitoring student success with segmenting phonemes.

Response Opportunities

Segmenting Sound by Sound								
	Day 1							
Student	teeth	tie	toad	toy	bat	boat	bath	bow
Carol	X	X	X	X		X	X	X
Brian	X	X	X		X	X	X	X
Scott	X	X	X	X	X	X	X	X
Leigh	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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PHONEMIC AWARENESS



IV. Segmenting Sound by Sound -Lesson 2: *Review Strategy—Segmenting Sound by Sound Using Fingers*

Lesson Objective

Segment individual sounds in words.

Corresponding TEKS Objectives

K.6.F: Segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).

1.6.F: Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

Rationale and Purpose

- This strategy provides students with additional practice on segmenting by having them say the sounds in words without using manipulatives. It may be used with students in middle kindergarten through middle first grade or with older students who have learned to segment words and would benefit from review.
- The teacher presents the word and students respond by saying the individual sounds in the word, using one finger to represent each sound.
- The ability to segment phonemes is one of the most essential skills in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concepts “first” and “next”
- Segment and blend at the onset-rime level
- Blend at the phoneme level

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach segmenting words include:

- Select words students recognize.
- Begin with two-phoneme words, then introduce three-phoneme words as students develop proficiency.

Materials and Examples

Materials: None.

Sample instructional sets: Present words in groups of four to five, and instruct on two sets per day.

Day 1:

Set 1: bee, boat, bath, bow.

Set 2: toad, tie, tin, ten.

Day 2:

Set 3: man, mitt, mouse, mat.

Set 4: goat, ghost, game, mad.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.		“You’re going to say the sounds in words without looking at pictures. You’ll use your fingers to help say the sounds.”
Model explicit examples.	Show students how to use their fingers to segment words. Hold up a finger for each sound, moving from left to right.	“The first word is bee. Bee has two sounds. I’ll hold up a finger for each sound. /b/ /ee/, bee.” Say the sounds in bee, pausing between each sound. Model segmenting <i>bee</i> twice. Continue with <i>boat</i> .
Provide students opportunities.	Provide group turns on the remaining words in the instructional set.	“Now it’s your turn. I’ll say the word, then you say each sound as you hold up a finger. Bath. Bath has three sounds. What’s the first sound?” /b/. Monitor students to make sure they’re holding up one finger. “What’s the next sound?” /a/. “What’s the next sound?” /th/. Make sure students are moving from left to right. “What’s the whole word?” <i>Bath</i> . Continue with remaining items in set.
Assess understanding.	Provide individual turns on words in the instructional set. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.

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Instructional Feature	What To Do	Explicit Instruction
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • Provide feedback on segmenting. If a student segments incorrectly, tell them the word, segment the phonemes, and repeat the word. Have students repeat the word and its phonemes, and say the whole word. <p>“Teeth. The first sound is /t/. The next sound is /e/. The next sound is /th/. Teeth. Say the word.” <i>Teeth.</i> “What’s the first sound?” /t/. “What’s the next sound?” /e/. “What’s the next sound?” /th/. “What’s the whole word?” <i>Teeth.</i></p> <ul style="list-style-type: none"> • If students hold up their fingers from right to left, show them how to move from left to right, then have them practice twice.

How To Evaluate Learning

Use procedures outlined in the initial instructional model for evaluating student learning.

Sample checklist for monitoring student success with segmenting phonemes.

Response Opportunities

Segmenting Sound by Sound								
	Day 1							
Student	bee	boat	bath	bow	toad	tie	tin	ten
Carol	X	X	X	X		X	X	X
Brian	X	X	X		X	X	X	X
Scott	X	X	X	X	X	X	X	X
Leigh	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

Oregon Department of Education, & Institute for the Development of Educational Achievement. (1999). *Institute on beginning reading*. Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

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PHONEMIC AWARENESS



IV. Segmenting Sound by Sound -Lesson 3: *Expansion Strategy—Segmenting Sound by Sound*

Lesson Objectives

Segment individual sounds in words.

Name letters and produce their corresponding letter sounds.

Corresponding TEKS Objectives

K.6.F: Segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).

1.6.F: Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This strategy expands on students' skills at segmenting words and requires them to integrate their knowledge of letter sounds and segmenting in one task. It may be used with students in later kindergarten through middle first grade, or with older students who have learned to segment, know letter-sound correspondences, and would benefit from review.
- In this activity, the teacher orally presents a word and students segment the word, choosing letters that represent each phoneme.
- The abilities to segment and identify letter sounds are critical steps in the continuing development of early reading skills.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Have knowledge of letter-sound correspondences
- Understand the concepts "first" and "next"
- Segment and blend at the onset-rime level
- Blend at the phoneme level

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to review and extend segmenting words include:

- Select words students recognize.
- Select letters students know.
- Begin with two- and three-phoneme words, then introduce words with more phonemes as students develop proficiency.
- As students become better at identifying and discriminating sounds, use words that contain similar sounds (e.g., /p/, /b/, /t/, /d/).

Materials and Examples

Materials: Dry erase board, dry erase pens, eraser.

Examples: Use words students have reviewed in previous strategies and that include letters students can sound out and write. Refer to the order of introduction provided in the initial instructional model for the first strategy set of Alphabetic Understanding. In this sample lesson, we are assuming students have been taught the following letter sounds: /a/, /m/, /t/, /s/, /o/, /d/, /r/.

Sample Instructional Sets: Include four words in each instructional set and instruct on two sets per day. Include two- and three-phoneme words.

Set 1: at, dot, sad, rat.

Set 2: mat, am, rod, sat.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the materials.	“We are going to play a game that will help us segment the sounds in words. We’ll use a white board to play our game. I’ll write some sounds you’ve learned at the top of the board. Then I’ll say a word that has some of those sounds. You’ll tell me all the sounds in the word and what to write for each sound. When you get all of the sounds and letters right you’ll have spelled a whole word. Let’s start now!”

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the materials.	<p>“First tell me all the sounds on the board.” Use the feedback procedure below if necessary. “Good. These are all the sounds that will be in the words we’ll spell today.”</p>
Model explicit examples.	Write the sounds /a/, /m/, /t/, /s/, /o/, /d/, and /r/ on the board. Make blank lines for each phoneme in the word.	<p>“I’ll do the first word. At. The sounds in at are /a/ /t/. What letter makes the /a/ sound?” Look through the letters on the white board until you get to the letter <i>a</i>. “A. I’ll write the letter <i>a</i> on the white board.”</p> <p>“The next sound in at is /t/. What letter makes the /t/ sound?” Look through the letters on the white board until you get to <i>t</i>. “T. So I’ll write a <i>t</i> next to the <i>a</i>. Now I’ll say the sounds together and then the whole word. /a/ /t/, at.”</p> <p>Continue with second item in set.</p>
Provide students opportunities.	Provide group turns on the remaining items in the instructional set. Point to each letter as students say the sounds, then slash your finger under the letters as they say the whole word.	<p>“Now it’s your turn. The word is <i>sad</i>. What are the sounds in <i>sad</i>?” /s/ /a/ /d/.</p> <p>“What letter makes the /s/ sound?” <i>s</i>. “What letter makes the /a/ sound?” <i>a</i>. “What letter makes the /d/ sound?” <i>d</i>.</p> <p>“Very good. Say the sounds in <i>sad</i> together, then say the whole word.”</p> <p>Repeat with remaining items in the set.</p>
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • Provide feedback on segmenting. If a student segments the phonemes incorrectly, say the phonemes and the word, and have them repeat the phonemes and word. "At. The first sound is /a/. The next sound is /t/. Say the word." At. "What's the first part?" /a/. "What's the rest of the word?" /t/. "What's the whole word?" At. • If students choose the wrong letter or sound, say the letter/sound they're looking for, point to the correct letter/sound, and say the letter/sound again while pointing to the letter. Have the student repeat the letter/sound. Ex: Students say the sound /b/ for /d/. "/d/. Find the /d/ sound." Point to the letter <i>d</i>. "/d/. What sound?" /d/. • Provide feedback on blending. If a student blends the phonemes incorrectly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. "The whole word is am. A---m, am. Your turn. Say the sounds and the whole word." /a/ /m/, am. "Yes, am."

How To Evaluate Learning.

Use procedures outlined in the initial instructional model for evaluating student learning on segmenting.

Sample checklist for monitoring student success with segmenting, blending, and naming letters.

Response Opportunities

Segmenting, Blending, and Naming Letters												
	at			dot			sad			rat		
Student	SEG	L NM	BL	SEG	L NM	BL	SEG	L NM	BL	SEG	L NM	BL
Carol	X	X	X	X	X	X		X	X	X	X	X
Brian	X	X		X	X	X	X	X	X	X		X
Scott	X	X	X	X	X	X		X	X	X	X	X
Leigh		X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X	X		X	X

Segmenting, Blending, and Naming Letters												
	mat			am			rod			sat		
Student	SEG	L NM	BL	SEG	L NM	BL	SEG	L NM	BL	SEG	L NM	BL
Carol												
Brian												
Scott												
Leigh												
Lisa												

SEG = Segment;

L NM = Letter name;

BL = Blend

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

Oregon Department of Education, & Institute for the Development of Educational Achievement. (1999). *Institute on beginning reading*. Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

Simmons, D. C., & Kame'enui, E. J. (1999). *Project optimize intervention program*. Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

Texas Education Agency. (1998). *Texas essential knowledge and skills (TEKS)*. Retrieved October 23, 2001, from Texas Education Agency Web site: <http://www.tea.state.tx.us/teks/>

PHONEMIC AWARENESS



V. Deletion and Substitution-Lesson 1:

Initial Instructional Strategy—Deletion and Substitution of Initial Sounds

Introduction

In this three-lesson strategy set, the first lesson introduces a strategy for teaching students to delete and substitute phonemes in words. Students learn to delete and substitute initial sounds by replacing the first letter of a word. Then they learn to delete and substitute the final sound in a word by changing one three-phoneme word to another three-phoneme word using letter tiles. Finally students learn to delete and substitute the medial sound in a word, writing the sounds in the target word and the new word.

Lesson Objective

Delete and substitute initial sounds in words.

Corresponding TEKS Objective

1.6.F: Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

Rationale and Purpose

- This strategy is designed to extend students' phonemic awareness skills by teaching them to delete and substitute the initial phonemes in words using letter tiles. Students are specifically told which sound to delete and how to replace the deleted sound with a new sound. The strategy may be used with students in first grade, or with older students who know letter-sound correspondences and would benefit from review of manipulating the sounds in words.
- In this activity, the teacher presents a word, tells students to change the first sound to make a new word, and assesses students' knowledge of deleting and substituting initial phonemes.
- Students use letter tiles to replace the initial sound with the new initial sound.
- The ability to delete and substitute phonemes in words is one of the most complex skills in the development of phonological awareness.
- This lesson may require multiple instructional sessions before students develop proficiency.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concept "first"
- Know letter-sound correspondences
- Segment and blend at the phoneme level

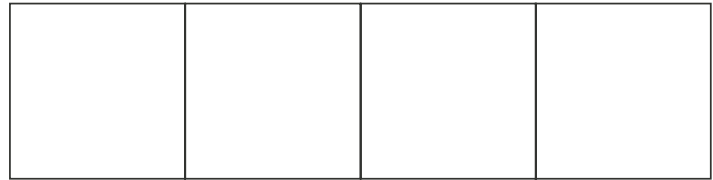
Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach substituting and deleting initial phonemes include:

- Select words students recognize and that can be easily changed to a different word by altering the first phoneme.
- Use words that include letters and sounds students have learned to sound out and write.
- Use words whose first sound represents the most common sound of the letter.
- Begin with words containing three sounds, in which each sound is represented by one letter, then move to four-sound and -letter words as students develop proficiency. Keep words to a maximum of four letters.

Materials and Examples

Materials: Letter tiles, three- and four-square Elkonin boxes.



Examples: Refer to the order of introduction provided in the initial instructional model for the first strategy set of Alphabetic Understanding. In this sample lesson, we are assuming students have been taught the following letter sounds: /m/, /t/, /s/, /a/, /d/, /r/, /o/, /f/, /i/, /g/, /h/, /l/, /u/, /c/, /b/, /n/, /k/, /v/, /e/, /w/, /j/, /p/.

Sample instructional sets: Include four to five words in each instructional set. As students develop proficiency, include words with more letters and sounds.

Set 1: Target word man. Substitute with /f/, /v/, /p/.

Set 2: Target word fit. Substitute with /s/, /p/, /w/.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the materials they will use.	Tell students they'll be using the white board and markers to change the first sounds in words to make new words.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	<p>Put out all the letter tiles needed to make the words in the instructional set. For the first set, put the letters m, a, n, f, v, p, and r above the three-square strip.</p> <p>As you say each sound, point to the letter. When you say the whole word, move your finger under the sounds from left to right.</p> <p>Put letter tiles for “man” in the boxes.</p>	<p>“I’ll do the first word. Man. What are the sounds in man? /m/ /a/ /n/.” Point to the letters as you say the sounds. “What’s the first sound in man?” Point to the letter m. “/m/.”</p> <p>“Now I’m going to change the first sound to /f/ to make a new word. I’ll erase the /m/ and put in /f/. Now I’ll say the sounds then the whole word. /f/ /a/ /n/, fan.” Point to the letters as you say the sounds, slashing under the letters when you read it as a whole word.</p> <p>Continue with second item in set.</p>
Provide students opportunities.	Provide group turns on the remaining items in the instructional set.	<p>“Now it’s your turn. This word is van. What are the sounds in van?” /v/ /a/ /n/. “What’s the first sound in van?” /v/</p> <p>“Change the first sound to make a new word. Take away the /v/ and put in /p/.” Have one student change the sound. “Now what sounds do we have?” /p/ /a/ /n/. The teacher points to each. “What’s the whole word?” Pan. The teacher moves a finger under the whole word. “Yes, pan.”</p> <p>Repeat with remaining items in the set.</p> <p>Continue activity with Instructional Set 2: fit, sit, pit, wit.</p>
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • Provide feedback on segmenting. If a student segments incorrectly, tell them the word, segment the phonemes, and have them repeat the words and its phonemes. "Man. The first sound is /m/. The next sound is /a/. The next sound is /n/. Say the word." <i>Man.</i> "What's the first sound?" /m/. "What's the next sound?" /a/. "What's the next sound?" /n/. "What's the whole word?" <i>Man.</i> • Provide feedback on letter sounds. If a student identifies a letter-sound incorrectly, tell them the correct letter sound and have them repeat it. "The sound is /m/. What sound does this letter make?" /m/. • Provide feedback on blending. If a student blends the phonemes incorrectly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. "The whole word is man. M---a---n, man. Your turn. Say the sounds and the whole word." /m/ /a/ /n/, man. "Yes, man."
Review.	Provide individual turns on today's target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Student performance is evaluated in terms of accuracy. During group or individual turns you may record students' responses to items. A checklist, such as the one below, may be used to record data on students' success and rate of progress on deleting and substituting initial sounds.

Skill: Deleting and substituting of initial sounds presented orally and in printed form.

Materials: Elkonin boxes, letter tiles, data collection sheet.

Criterion: When presented with five target words, students will correctly delete or substitute the initial sound in the word four of five times.

Sample checklist for monitoring student success with deleting and substituting initial sounds.

Response Opportunities

SET 1: Deleting and Substituting Sounds												
	man			fan			van			pan		
Student	S	D	Su	S	D	Su	S	D	Su	S	D	Su
Carol	X	X	X	X	X	X		X	X	X	X	X
Brian	X	X		X	X	X	X	X	X	X	X	X
Scott	X	X	X	X	X	X		X	X	X		X
Leigh		X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X	X		X	X

SET 2: Deleting and Substituting Sounds												
	fit			sit			pit			wit		
Student	S	D	Su	S	D	Su	S	D	Su	S	D	Su
Carol												
Brian												
Scott												
Leigh												
Lisa												

S = Segment
D = Delete
Su = Substitute

References:

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Boston: MIT Press.

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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PHONEMIC AWARENESS



V. Deletion and Substitution-Lesson 2: *Review Strategy—Deletion and Substitution of Final Sounds*

Lesson Objective

Delete and substitute final sounds in words.

Corresponding TEKS Objective

1.6.F: Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

Rationale and Purpose

- This strategy provides students with practice in deleting and substituting final sounds in words by having students change the last letter of a target word to make a new word. The strategy may be used with students in first grade, or with older students who know letter-sound correspondences and would benefit from review of manipulating the sounds in words.
- The teacher presents a word, tells students to change the target word to a new word, and assesses students' knowledge of deleting and substituting final sounds. This lesson is more difficult than the instruction for deleting and substituting first sounds, because students are not explicitly told which letter sound to delete and substitute.
- Students use letter tiles, replacing the final letter of the target word to make a new word.
- The ability to delete and substitute phonemes in words is one of the most complex skills in the development of phonological awareness.
- This lesson will require multiple instructional sessions before students develop proficiency.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concept "last"
- Know letter-sound correspondences
- Segment and blend at the phoneme level

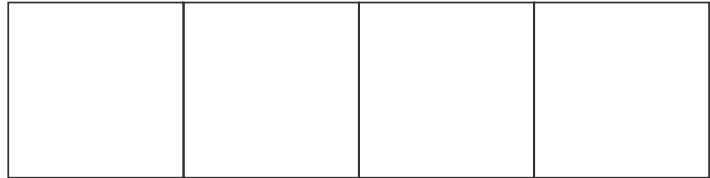
Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach substituting and deleting final phonemes include:

- Select words students recognize and that can be easily changed to a different word by altering the final phoneme.
- Use words that include letters and sounds students have learned to sound out and write.
- Use words whose final sound represents the most common sound of the letter.
- Begin with words containing three sounds, in which each sound is represented by one letter, then move to four-sound and -letter words as students develop proficiency. Keep words to a maximum of four letters.

Materials and Examples

Materials: Letter tiles, three- and four-square Elkonin boxes.



Examples: Refer to the order of introduction provided in the initial instructional model for the first strategy set of Alphabetic Understanding. In this sample lesson, we are assuming students have been taught the following letter sounds: /m/, /t/, /s/, /a/, /d/, /r/, /o/, /f/, /i/, /g/, /h/, /l/, /u/, /c/, /b/, /n/, /k/, /v/, /e/, /w/, /j/, /p/.

Sample instructional sets: Include four to five words in each instructional set. As students develop proficiency, include words with more letters and sounds.

Set 1: Target word pat. Substitute with /n/, /l/, /d/.

Set 2: Target word man. Substitute with /p/, /t/, /d/.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students materials they will use.	“We’re going to change the last sound in a word to make a new word. You’ll use the letter tiles and the three-square boxes to make the words.”

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	<p>Put out all the letter tiles needed to make the words in the instructional set. For the first set, put the letters p, a, t, n, l, and d above the three-square strip.</p> <p>As you say each sound, point to the letter. When you say the whole word, move your finger under the sounds from left to right.</p> <p>Put letter tiles for “pat” in the boxes.</p> <p>When you say the words you’re changing (e.g., pat/pan), emphasize the final sound so students hear the difference between the words.</p>	<p>“First let’s review the sounds of these letters.” Point to each letter and have students say the corresponding sound.</p> <p>“Good. I’ll do the first word. Pat. The sounds in pat are /p/ /a/ /t/.” Point to the letters as you say the sounds.</p> <p>“Now I’m going to change pat to pan.” Change the last letter in the word. “Now I’ll say the new sounds then the whole word. /p/ /a/ /n/, pan.”</p> <p>Model again, changing pan to pal.</p>
Provide students opportunities.	Provide group turns on the remaining items in the instructional set.	<p>“Now it’s your turn. This word is pal. What are the sounds in pal?” /p/ /a/ /l/.</p> <p>“Change pal to pad.” Have one student change the sound.</p> <p>“Now what sounds do we have?” /p/ /a/ /d/. The teacher points to each sound. “What’s the whole word?” Pad. The teacher moves a finger under the whole word. “Yes, pad.”</p> <p>Repeat with remaining items in the set.</p> <p>Continue with Instructional Set 2: man, map, mat, mad.</p>
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.

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Instructional Feature	What To Do	Explicit Instruction
Assess understanding.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • Provide feedback on segmenting. If a student segments the phonemes incorrectly, say the phonemes and the whole word, and have them repeat the phonemes and word. “Man. The first sound is /m/. The next sound is /a/. The next sound is /n/. Say the word.” <i>Man.</i> “What’s the first sound?” /m/. “What’s the next sound?” /a/. “What’s the next sound?” /n/. “What’s the whole word?” <i>Man.</i> • Provide feedback on letter sounds. If a student identifies a letter-sound incorrectly, tell them the correct letter sound and have them repeat it. “The sound is /m/. What sound does this letter make?” /m/. • Provide feedback on blending. If a student blends the phonemes incorrectly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. “The whole word is man. M---a---n, man. Your turn. Say the sounds and the whole word.” /m/ /a/ /n/, man. “Yes, man.”
Ongoing assessment and feedback	Provide individual turns on today’s target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Use procedures outlined in the initial instructional model for evaluating student learning.

Sample checklist for monitoring student success with deleting and substituting final sounds.

Response Opportunities

Deleting and Substituting Sounds												
	pat			pan			pal			pad		
Student	S	D	Su	S	D	Su	S	D	Su	S	D	Su
Carol	X	X	X	X	X	X		X	X	X	X	X
Brian	X	X		X	X	X	X	X	X	X		X
Scott	X	X	X	X	X	X		X	X	X	X	X
Leigh		X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X	X		X	X

References:

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Boston: MIT Press.

Carnine, D. W., Silbert, J., & Kame'enuei, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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Simmons, D. C., & Kame'enuei, E. J. (1999). *Project optimize intervention program*. Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

PHONEMIC AWARENESS



V. Deletion and Substitution -Lesson 3: *Expansion Strategy—Deletion and Substitution of Medial Sounds*

Lesson Objectives

Delete and substitute medial sounds in words.

Name letters and produce their corresponding letter sounds.

Corresponding TEKS Objectives

1.6.F: Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This strategy expands on students' skills at deleting and substituting phonemes by having them delete and substitute medial sounds in words in a writing activity. The strategy may be used with students in first grade, or with older students who have learned to delete and substitute sounds, know letter-sound correspondences, and would benefit from review.
- The teacher presents a word orally, tells students to change the target word to a new word, and assesses students' knowledge of deleting and substituting medial sounds. This model is more difficult than the previous models because students must produce the letter sounds on their own.
- Students write the sounds in the target word and change the middle sound to make a new word.
- The ability to delete and substitute phonemes in words is one of the most complex skills in the development of phonological awareness.
- This lesson will require multiple instructional sessions before students develop proficiency, and is more difficult than the instruction for the prior deleting and substituting activities because it requires students to write all the sounds in the target word and the new words.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concept "middle"
- Know letter-sound correspondences
- Segment and blend at the phoneme level

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach substituting and deleting final phonemes include:

- Select words that can be easily changed to a different word by altering the middle phoneme.
- Select words containing three sounds, in which each sound is represented by one letter.
- Use words that include letters and sounds students have learned to sound out and write.
- Use words whose middle sound represents the most common sound of the letter.

Materials and Examples

Materials: Dry erase board, dry erase pens, eraser.

Examples: Refer to the order of introduction provided in the initial instructional model for the first strategy set of Alphabetic Understanding. In this sample lesson, we are assuming students have learned the most common sounds of all consonants and vowels.

Sample instructional sets: Present eight to twelve words for each session.

Set 1: Target word *man*. Substitute with /e/.

Set 2: Target word *pot*. Substitute with /i/, /a/.

Set 3: Target word *fin*. Substitute with /u/.

Set 4: Target word *rob*. Substitute with /i/, /u/.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students materials they will use.	“You’re going to change the middle sound in a word to make a new word. You’ll use the white board and marker to make the words.”
Model explicit examples.	<p>Model how to delete and substitute the middle sound using the white board. As you say each sound, point to the letter. When you say the whole word, move your finger under the sounds from left to right.</p> <p>Write the word “man” on the board.</p> <p>When you say the words you’re changing (e.g., man/men), emphasize the medial sound so students hear the difference between the words.</p>	<p>“I’ll do the first word. <i>Man</i>. The sounds in <i>man</i> are /m/ /a/ /n/.” Point to the letters as you say the sounds. “The middle sound in <i>man</i> is /a/.”</p> <p>“Now I’m going to change <i>man</i> to <i>men</i>.” Change the middle letter. “Now I’ll say the sounds then the whole word. /m/ /e/ /n/, <i>men</i>.”</p> <p>Continue, changing <i>pot</i> to <i>pit</i>.</p>

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Instructional Feature	What To Do	Explicit Instruction
Provide students opportunities.	Provide group turns on the remaining items in the instructional set.	<p>“Now it’s your turn. This word is <i>pit</i>. What are the sounds in <i>pit</i>?” /p/ /i/ /t/.</p> <p>“What’s the middle sound in <i>pit</i>?” /i/</p> <p>“Change <i>pit</i> to <i>pat</i>.” Have one student erase and change the letter.</p> <p>“Now what are the sounds in the word?” /p/ /a/ /t/. “What’s the whole word?” <i>Pat</i>. “Yes, <i>pat</i>.”</p> <p>Repeat with remaining items in each instructional set: <i>fin/fun</i>; <i>rob/rib/rub</i>.</p>
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • Provide feedback on segmenting. If a student segments the phonemes incorrectly, say the phonemes and the whole word, and have them repeat the phonemes and word. <p>“<i>Man</i>. The first sound is /m/. The next sound is /a/. The next sound is /n/. Say the word.” <i>Man</i>.</p> <p>“What’s the first sound?” /m/.</p> <p>“What’s the next sound?” /a/.</p> <p>“What’s the next sound?” /n/.</p> <p>“What’s the whole word?” <i>Man</i>.</p> <ul style="list-style-type: none"> • Provide feedback on letter sounds. If a student identifies a letter-sound incorrectly, tell them the correct letter sound and have them repeat it. <p>“The sound is /m/. What sound does this letter make?” /m/.</p> <ul style="list-style-type: none"> • Provide feedback on blending. If a student blends the phonemes in correctly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. <p>“The whole word is <i>man</i>. M---a---n, <i>man</i>. Your turn. Say the sounds and the whole word.” /m/ /a/ /n/, <i>man</i>.</p> <p>“Yes, <i>man</i>.”</p>
Review.	Provide individual turns on today’s target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning.

Use procedures outlined in the initial instructional model for evaluating student learning.

Sample checklist for monitoring student success with deleting and substituting medial sounds.

Response Opportunities

Deleting and Substituting Sounds															
	man			men			pot			pit			pat		
Student	S	D	Su	S	D	Su	S	D	Su	S	D	Su	S	D	Su
Carol	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Brian	X	X		X	X	X	X	X	X	X		X	X		X
Scott	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Leigh		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X	X		X	X		X	X

Deleting and Substituting Sounds															
	fin			fun			rob			rib			rub		
Student	S	D	Su	S	D	Su	S	D	Su	S	D	Su	S	D	Su
Carol	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Brian	X	X		X	X	X	X	X	X	X		X	X		X
Scott	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Leigh		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X	X		X	X		X	X

S = Segment

D = Delete

Su = Substitute

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