APPENDICES
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SAMPLE LESSONS

A BETTER WAY TO TEACH READING

Two-thirds of Philly third graders are behind in reading. Will a new program the District is launching in September change that? The answer may lie in Bethlehem, PA.

BY JANE M. VON BERGEN   MAY. 17, 2021

For decades, Kathleen Bast, a longtime reading specialist, literacy supervisor and now a principal in Bethlehem, Pennsylvania, taught students to read in the same way students are taught in many parts of the country, including Philadelphia.

She used what's known as the "Whole Language" approach, which exposes children to as much of the printed word as possible, with the idea that the more they see it and the more they write it, the better they will get, picking up reading naturally as they go.

In what are known as the "reading wars"—a pitched debate among educators about the best way to teach reading— Bast firmly believed this approach was best.

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Bast happened to be out on medical leave in 2016 when

Bethlehem's new chief academic officer, Jack Silva, decided to upend everything she had known. He implemented district-wide a literacy program called the "Science of Reading"—essentially coming down on the *other* side of the reading war. He asked teachers to review the research and poke holes in it, if they could.

Bast became a convert. "I had no choice but to accept it," she says. "It was very simply that I was presented with an alternative point of view."

In Philadelphia, in the last pre-pandemic school year, only 45 percent of the school district's kindergarten through second grade students were reading at grade level. And only one in three were considered proficient or advanced by the end of third grade—a harbinger of struggles in the rest of their school years.

In Bethlehem, similarly, students had struggled to learn reading for years. And both districts **lost ground** in the pandemic. But pre-Covid-19, the district was starting to tell a different story. In 2015, 51 percent of Bethlehem's incoming kindergartners read at their grade level in the fall. By June, 71 percent were reading at grade level. Better, but not great; three in 10 students were still behind.

Then, in the fall of 2016, the district implemented the Science of Reading, known as Language Essentials for Teachers of Reading and Spelling (LETRS), a comprehensive program developed by two veteran literacy experts, Louisa Moats and Carol Tolman, both PhDs. And the change was dramatic. By the following June, 88 percent of the district's kindergarteners were reading at grade level, up from 46 percent when school started in September, and up from 71 percent the prior year. That progress continued over the next several years.

"Students are feeling successful," says Bast, who is principal of Calypso Elementary School, where two-thirds of the children qualify for free lunches. "Behavior incidents are down; unsuccessful students are going to be the ones who act out because they are not able to learn. It also changed

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for the staff. We got into this profession to help kids and it was frustrating when the same kids came up every year [needing remedial help]. Now we're not having those same conversations about the same kids four years in a row."

Learning by listening

The Science of Reading posits that **learning to read** is as much an auditory process as a visual one. Just as we learn to speak by hearing those around us, we also learn to read by listening. The key is to connect the sounds we hear with those squiggles on paper known as letters, what academics refer to as phonemic awareness. From there, it's a matter of decoding words and linking what we hear and see with our knowledge of the world.

The phonics Bethlehem's students learn is different from the letter-of-the-day approach. No one's running through the alphabet, starting with an "A is for apple" poster in September.

Instead, students may spend a full class period studying the trifecta of sounds in cat, plus experimenting with what happens when there's a p instead of a c in the beginning, or maybe a p instead of t at the end. To make those connections, they feel the vibrations in their throats—they pay attention to where their tongues and teeth are. They write the words on their own individual white boards divided into blocks for each sound—the explosive "c," the "a" and, of course, the "t."

> "I feel like I owe letters of apologies to decades of kids, because what I was teaching them wasn't right. I didn't know any better," Bast says. "I was doing the best I could with what I knew." But still. "I'm still not over it."

And so it goes for the 44 sounds that make up the English language—with the most used sounds, such as p and t coming up early, even though they are closer to the end of the alphabet. With this method, there are hand motions for kinetic learners and a certain sing-songy repetitiveness to fast-paced classroom drills, which are both comforting and easy to master so students build confidence as they go.

In addition to Bethlehem, districts from New Mexico to Mississippi have adopted—and found success—with the Science of Reading.

In Philadelphia, the Science of Reading has been on the horizon since about 2015, when the district adopted a stronger focus on early literacy, says Dr. Nyshawana Francis-Thompson, deputy chief of curriculum and instruction. And across the district, some teachers are already putting the concepts into practice. But Francis-Thompson says adoption has been spotty and largely dependent on the practices of individual teachers, many of whom had been teaching reading for decades using the whole language approach.

For this school year, the district adopted it as one of its main literacy approaches. Next year, Francis-Thompson says

Philly schools will continue to implement the Science of Reading in K-3 classes, in addition to curriculum that "will be rooted in culturally sustaining practices" beyond this one method.

But she won't promise when Philadelphia will see a measurable increase in performance. "It's a whole shift in how we approach reading," she says. "It takes time to shift teacher practice and therefore it takes time to shift student performance. It won't happen overnight."

Unlike the soft roll-out, with low expectations, that we're seeing in Philadelphia, Bethlehem's approach to adopting a new literacy curriculum was laser-focused. And yes, it was top-down. But Bethlehem's approach was more than memos issued from on high. Silva, the chief academic officer, had to address the power dynamic in schools and the mixed feelings of faculty understandably cynical about "flavor-of-the month" initiatives.

"There's only a finite amount of resources and a finite amount of time," Silva says. "I was comfortable with saying this is the single most important thing in the Bethlehem area school district and our budgets and our schedules and our outlooks and our reporting and our communication will reflect it.

"Our kids need it, and we need it," he says. "You have to start with the why. And in terms of reading, you have to ask the question, is *it acceptable or unacceptable to keep having—year after year—half your kids leaving third grade [reading below grade level]?"*

A heavy lift

Upending the way reading has been taught for decades has been—and continues to be—a heavy lift. Before the program was rolled out to **teachers**, Silva insisted that the principals spend a whole year learning the science and undergoing the same training classroom teachers would later receive.

"I know from being a principal and from working very

closely with principals that nothing really happens with any fidelity or intensity without the principal being behind it and making it part of their regular conversations with teachers," he says. "So, you skip over principals at your own peril, because they are the ones who are going to be largely responsible for it being embedded."

As Bethlehem's teachers began their professional development training in the "Science of Reading," the principals took the classes again—side by side with the teachers. When there's turnover and new teachers come on board, Bast and the other principals train *again*—and again. The district also employs job coaches embedded in the schools who help the teachers in a way intended to not feel threatening or punitive. "It is that modeling and constant walking with them instead of telling them what to do," Bast says.

> In Philadelphia, in the last pre-pandemic school year, only 45 percent of the school district's kindergarten through second grade students were reading at grade level. And only one in three were considered proficient or advanced by the end of third grade—a harbinger of struggles in the rest of their school years.

No matter how the teachers may have felt at first—and there were some grumblers—they had to get with the program. "This is where it's going," Bast says she told her teachers when it was time to implement the program in her

school. "You either get on the bus or get under it." Now in Bethlehem, any elementary teachers who want to get hired need to be familiar with, and agreeable to teaching, the "Science of Reading" methodology. If they aren't, they won't teach in Bethlehem, Silva says.

As a reading specialist, Bast had spent years in unsuccessful struggles to catch up children who had fallen behind. "An eighth-grade boy who can't read—that is an unmotivated child," she says. "All the instruction I was giving them, and I wasn't making a difference. They enjoyed our time together, but they weren't becoming better readers."

Once she saw the results of the Science of Reading, Bast says her own first reaction was guilt. "I feel like I owe letters of apologies to decades of kids, because what I was teaching them wasn't right. I didn't know any better," she says. "I was doing the best I could with what I knew." But still. "I'm still not over it."

Other educators felt the same way, so the district and principals coined a phrase that seemed to help: "When we know better, we do better." No blame, no shame.

Learning to read, reading to learn

The debate over how to teach reading is by no means settled, but as fierce as the reading wars are, everyone agrees on one key point: For students to be successful in school and in life, they must be reading on grade level by the end of third grade. In the early grades, students learn to read; from fourth grade on, they read to learn.

Nearly 90 percent of high school dropouts were struggling readers in third grade, according to **research** by the Annie E. Casey Foundation. Even the fourth-grade written curriculum is too challenging for third graders who enter fourth grade reading below grade level. That's why in 2015, Philadelphia launched its **Read By 4th** initiative, a citywide effort to get kids reading at grade level. But unlike in Bethlehem, that effort has not yet seen the kinds of results that show real progress is being made—something

even more pressing now given the **learning losses** of the last year.

> If public education has a mission of equipping a nation's citizens for success and participation, then what happens in the classroom is more than drills at "a perky pace." Reading on grade level by grade three matters when it comes to racial equity and social mobility. "The most important thing we can do is teach our kids to read," Martin-Medina says. "It's equity work."

Francis-Thompson, who has been Philadelphia's deputy chief of curriculum and instruction since February, says she became a convert to Science of Reading as a special education teacher. She noticed that many of her students had a knowledge gap—they didn't understand the connection between the sounds of letters and the letters themselves. That put them behind in reading and may have led to them being assigned to special education classes. When she applied the Science of Reading methods, she saw improvements among those students as each month passed and began to wonder why they had missed that instruction while in their regular classrooms.

One barrier to widespread adoption is, until recently, the dearth of training programs that offer the Science of Reading—which means, Francis-Thompson points out, that

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school districts have to take on the expense and time to train teachers themselves. (That is changing, at least somewhat. Temple, St. Joe's, Drexel and Acadia all offer exposure to the Science of Reading to education students.)

Still, nearly six years after the method first surfaced in the Philly district, teachers are mostly left to decide for themselves how to teach reading—in the way that has left more children behind than not, or the way that even the administrator in charge of curriculum has come to see as the route to success. It's true, as evidenced by Bethlehem, that the lift of a system-wide change is heavy and costly. But as Bethlehem has also evidenced, it might be worth it.

Setting expectations

For Maria Gil, a mother of five in Bethlehem, Pa., the difference in the teaching methods is clear in her own home. Her younger two school-aged children—sons in 4th and 5th grades—read more confidently than her older children, daughters in 8th and 11th grades. Gil's daughters missed out on this program; her sons did not. It was that simple. And that complex. "I saw the difference," she says.

Gil's sons attend Donegan Elementary School, as did her daughters. Located between Lehigh University and Bethlehem Steel's former plant, the school's 428 students are primarily Latino and 89 percent qualify for free or reduced school lunches.

"What Bethlehem has done so well is set expectations for the principals," says Donegan's principal, Erin Martin-Medina, who says that "part of being a leader is being the lead learner. If I'm not engaged, I'm not going to be able to provide feedback to the staff. There are high expectations placed on us, but there is also a high level of support. People are seeing the results, and of course, we're going to move forward."

If public education has a mission of equipping a nation's citizens for success and participation, then, Martin-Medina says, what happens in the classroom is more than drills at "a

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perky pace." **Reading** on grade level by grade three matters when it comes to racial equity and social mobility. "The most important thing we can do is teach our kids to read," she says. "It's equity work."

Gil appreciates how the schools have reached out to the parents to provide them more training on how to help their children. Gil, a native Spanish speaker, has also learned about phonics—the sounds and the long vowels and how some consonants don't have a sound.

"With my daughters, I feel very sad because I didn't know how to help them," she says. "They had problems with their comprehension." To this day, although they can read, they simply aren't as confident as they could have been. When they read, she said, it's more a chore than a joy. As for her sons, "they are more comfortable—more sure of what they are reading. They have more fluency."

"When they are reading," she says, "they enjoy it."

Photo by **Kelly Sikkema** on **Unsplash**

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First proposed in 1986 by Phillip Gough and his colleagues, this simple view of reading has greatly impacted the field of reading since its inception. It has proven to be quite valuable when it comes to understanding reading and comprehension. Is it enough?

THE SIMPLE VIEW OF READING

$$R = D \times LC$$

READING [COMPREHENSION]   DECODING   LINGUISTIC COMPREHENSION

DECODING

CIPHERING KNOWLEDGE
Letter-Sound Knowledge
Orthographic Knowledge
Phonological Awareness
Rapid Automatized Naming

WORD-SPECIFIC KNOWLEDGE
Sight Word Memory
Orthographic Knowledge
Phonological Long-term Memory

LINGUISITIC COMPREHENSION

LANGUAGE SKILLS
Vocabulary/Semantic Knowledge
Grammatical/Syntactic Knowledge
Inferencing
Visual-Spatial Skills

ATTENTION
Comprehension Monitoring

BACKGROUND KNOWLEDGE

WORKING MEMORY

THINK BEYOND LITERACY

(Gough & Tunmer, 1986)

Reading Comprehension is the Product of Decoding and Linguistic Comprehension

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
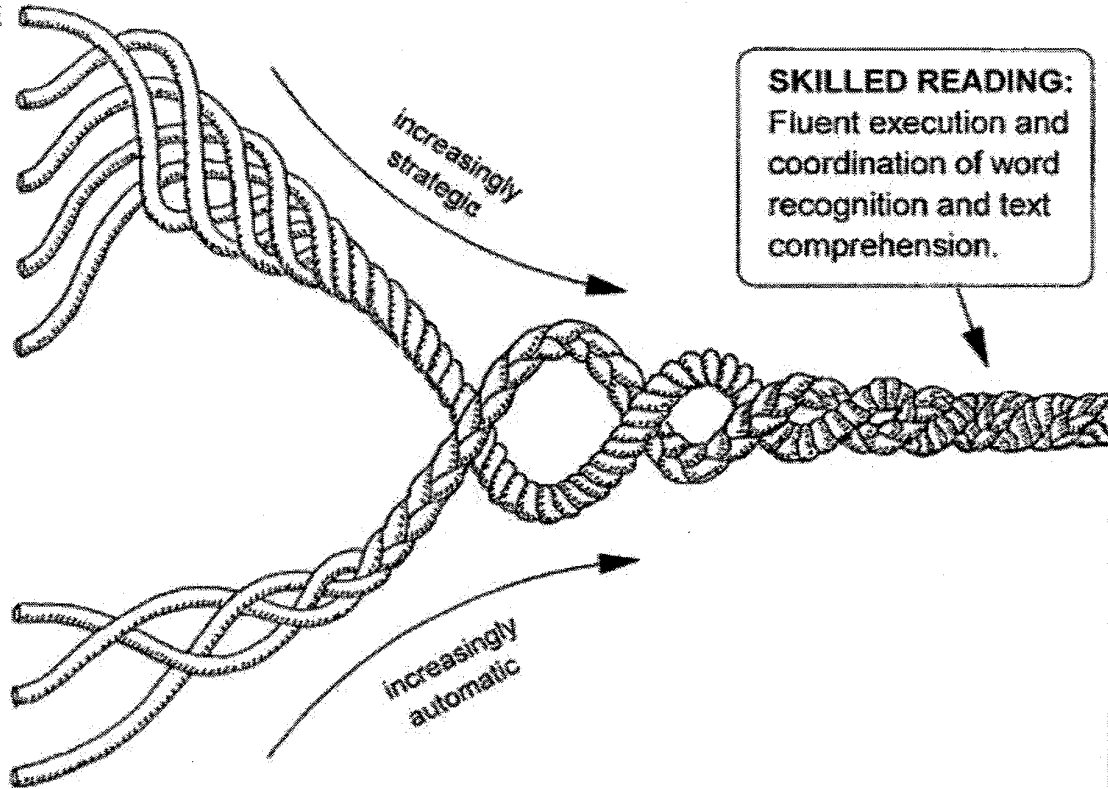(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

increasingly strategic

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

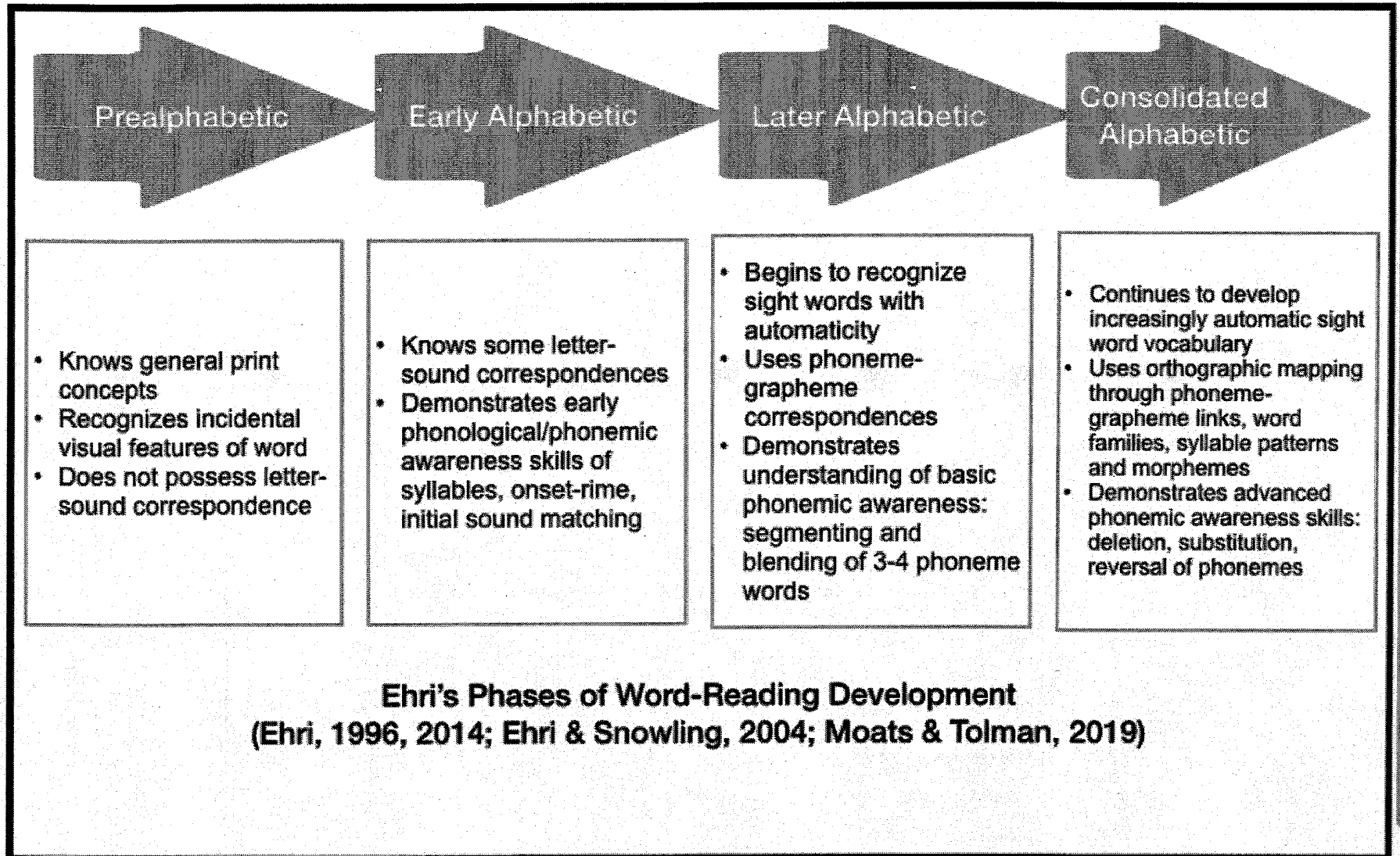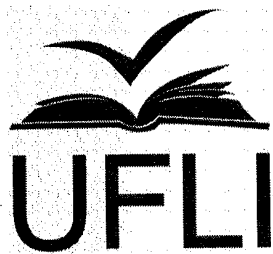SIGHT RECOGNITION
(of familiar words)

increasingly automatic

International Dyslexia Association

Scarborough's Reading Rope: A Groundbreaking Infographic ...

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Prealphabetic	Early Alphabetic	Later Alphabetic	Consolidated Alphabetic
• Knows general print concepts • Recognizes incidental visual features of word • Does not possess letter-sound correspondence	• Knows some letter-sound correspondences • Demonstrates early phonological/phonemic awareness skills of syllables, onset-rime, initial sound matching	• Begins to recognize sight words with automaticity • Uses phoneme-grapheme correspondences • Demonstrates understanding of basic phonemic awareness: segmenting and blending of 3-4 phoneme words	• Continues to develop increasingly automatic sight word vocabulary • Uses orthographic mapping through phoneme-grapheme links, word families, syllable patterns and morphemes • Demonstrates advanced phonemic awareness skills: deletion, substitution, reversal of phonemes

Ehri's Phases of Word-Reading Development
(Ehri, 1996, 2014; Ehri & Snowling, 2004; Moats & Tolman, 2019)

# University of Florida Literacy Institute

UFLI

How Children Learn to Read Words: Ehri's Phases

Holly B. Lane, Ph.D.

Through decades of research on beginning readers, Linnea Ehri (1995) developed a theory about how word reading skills develop. Her theory helps us understand the phases children move through on their way to proficient reading. Understanding this theory also helps us understand how to promote progress through these phases in both typically developing and struggling readers.

Pre-Alphabetic Phase

The first of Ehri's phases is the **pre-alphabetic phase.** A child in this phase has little or no alphabetic knowledge and, instead, uses other cues to figure out words. Most often, the cues are visual cues, such as a picture on the page. A visual cue could also be the shape of a word or an accompanying logo. When a young child sees a familiar logo and says the name of the brand or product, his parents may think that he can read, but what he's really doing is recognizing a logo and attaching it to a word he knows. He would not recognize the word without the logo.
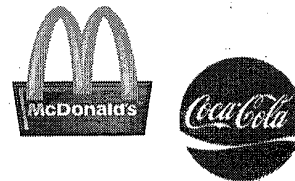
Children in this phase recognize some words as pictures and read words as wholes. They use context clues, pictures, and guessing strategies to identify words. They also match voice to print in memorized texts. Children in the pre-alphabetic phase notice semantic rather than phonological relationships and they make arbitrary rather than systematic connections.

The pre-alphabetic phase is a perfectly normal part of reading development, but by sometime early in kindergarten, once phonics instruction has begun, typically developing readers have moved through this phase and into the next. Instruction for children in this phase should focus on phonological awareness, alphabet knowledge, and grapheme-phoneme correspondences.
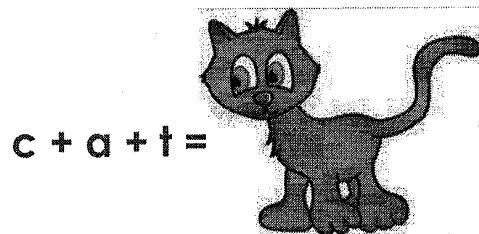
Partial Alphabetic Phase

Children in the **partial alphabetic phase** demonstrate emerging use of grapheme-phoneme, or letter-sound connections. This is known as phonetic cue reading, but usually, the connections are incomplete or unreliable. Children in this phase often use the first letter sound, along with the context, to guess unfamiliar words. For example, because in one instance they encountered the word "puppy," which begins with the letter P, they may guess that each subsequent word that begins with P is "puppy." They may also occasionally use the last letter sound or other letters to figure out a word. The partial alphabetic phase is more reliable than visual cue reading, but it provides no way to read novel words in print. Instruction in this phase should reinforce letter-sound knowledge and phonemic awareness, with an emphasis on using all of the letters in each word.
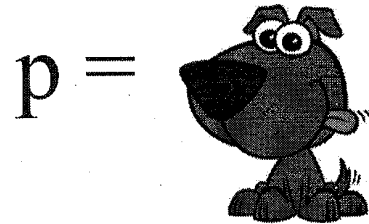
Full Alphabetic Phase

In the **full alphabetic phase**, the reader attends to every letter in every word. Words are accessed through phonological recoding, or converting graphemes into phonological representations, or put more simply, converting letters into sounds and words. This phase is dramatically more reliable than phonetic cue reading. A child in this phase has a working knowledge of most letter-sound correspondences, has phonemic awareness, decodes sequentially and often slowly, and uses decoding skills to read unfamiliar words.

Typically developing readers begin the full alphabetic phase by late kindergarten or early first grade, as their phonics instruction progresses and as their phonemic awareness develops. Instruction in this phase should focus on segmenting and blending phonemes and on getting children to attend to every grapheme individually. Repeated exposures to words with taught grapheme-phoneme correspondences is necessary for growth through this phase. This exposure promotes **orthographic mapping**, or the strengthening of associations between graphemes and phonemes "to bond the spellings, pronunciations, and meanings of specific words in memory" (Ehri, 2014, pg. 5).

Consolidated Alphabetic Phase

When readers reach the **consolidated alphabetic phase**, they begin to use chunks to decode, rather than individual phonemes. Phonograms, or multi-letter patterns, such as consonant blends, digraphs, and vowel teams, are consolidated in memory and recognized instantly, as are common word families, affixes, and other common letter patterns. Syllables and morphemes are also recognized as chunks. In fact, Ehri (2014) has referred to this phase as the consolidated grapho-syllabic and grapho-morphemic phase. Orthographic mapping continues to develop as these chunks become more instantly recognizable, and readers more readily teach themselves new connections (Share, 1995).

spl + ash =
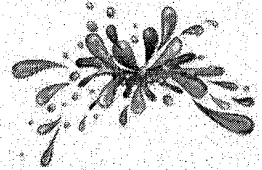
This is considered the most mature form of reading. Typically, this phase begins sometime in second grade and continues to develop as readers become more automatic in their word reading skills. Instruction in this phase should focus on the recognition of the various chunks within words. To promote orthographic mapping, students should pronounce each new word aloud as they read silently to form spelling-sound connections and phonological memory for the word.

Automatic Phase

The automatic phase is considered the final phase in word reading development (Ehri & McCormick, 1998). Word reading is quick and effortless, and most words encountered have become sight words. Unfamiliar words are decoded with highly developed automaticity, and with particularly technical words, readers have a variety of strategies at their disposal. At this phase, the reader is able to focus entirely on the meaning of text. Most proficient adolescent and adult readers have reached the automatic phase.

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Share, D. L. (1995). Phonological recoding and self-teaching: Sine qua non of reading acquisition. *Cognition, 55*(2), 151-218.

ABeCeDarian Placement Assessment

Examiner Record Sheets

Name _____   Grade _____   Date Tested _____

Correct Per Minute

Letter/Sounds   _____

Text 1   _____

Nonsense 1   _____

Text 2   _____

Nonsense 2   _____

Place a checkmark on the appropriate line to determine the recommended placement in ABeCeDarian. Make sure that you have discontinued the assessment precisely according to directions.

Level A Use Level A1 followed by A2 for Kindergarten Students or older students who need extensive handwriting work Use Level A Short Version for all other students	<u>Text 1</u> less than 30 _____
Level B1 If Letter/Sounds is less than 60, supplement with the Letter/Sound Fluency Sheets contained in the Level A Blending/Segmenting Work If Nonsense 1 is less than 20, supplement with the Level A Blending/Segmenting Work	<u>Text 2</u> less than 90 _____
Level B (Short Version) If Letter/Sounds is less than 60, supplement with the Letter/Sound Fluency Sheets contained in the Level A Blending/Segmenting Work If Nonsense 1 is less than 20, supplement with Level A Blending/Segmenting Work	<u>Nonsense 2</u> less than 20 _____
Level C If Letter/Sounds is less than 60, supplement with the Letter/Sound Fluency Sheets contained in the Level A Blending/Segmenting Work	<u>Nonsense 2</u> greater than 20 _____

Letter/Sound Knowledge

Display the LETTER SOUNDS sheet and say:

Here is a page with some letters. When I tell you to start, please tell me the sounds for these letters. Begin here . . . (The teacher points to the first letter) . . . and read going across . (The teacher gestures going across the line). Then go on to the next line. Keep on saying sounds until I tell you to stop. You can begin when you are ready.

Begin timing as soon as the student starts to read.

Put a slash (/) through any sound the student does not read correctly. If a student self-corrects an error, write SC over the letter and count as correct.

If a student does not say a sound in 3 seconds, say:

Skip that and go on to the next one.

The teacher should point to the next sound to prompt the student.

When 1 minute is up, mark how far the student has gotten with a right bracket,]. In the box at the bottom of this page, record the total number of letter/sounds correct and incorrect.

NOTE: Students get credit for any correct sound for the symbol.

w	s	o	sh	g	c	z	v	r	ch
j	f	b	y	u	qu	th	i	e	a
x	t	p	l	h	d	k	n	ck	m
f	e	l	d	k	r	c	j	qu	x
b	i	p	w	ck	a	h	o	v	y
th	g	n	u	ch	m	t	sh	s	z
y	s	m	g	a	z	t	n	h	b
sh	u	o	i	c	ch	v	p	j	d
th	w	qu	k	e	ck	x	r	l	f
y	t	ck	j	w	m	e	p	i	b

Total number of sounds read:	
Total number of errors:	
Total sounds correct in 1 minute:	

Proceed to the next assessment, TEXT 1, with all students.

Text 1 - One-letter consonants and vowels plus *sh, ch, th*

Display the TEXT 1 sheet and say:

Here is a page with some sentences. When I tell you to start, please read them aloud to me as well as you can. When you finish reading one sentence, go on to the next without stopping. Keep on reading until I tell you to stop. Please begin when you are ready.

Begin timing as soon as the student starts to read. Put a slash (/) through any word the student does not read correctly. If a student self-corrects an error, write SC over the word and do not count the word as an error. If a student does not read a word in 3 seconds, tell the student the word and put a slash through it on the record sheet. Insertions of words may be noted on the record sheet but are not counted as errors.

Discontinue the test if the student makes more than 5 errors on the first 2 sentences.

When 1 minute is up, mark how far the student has gotten with a right bracket,]. If the student has read over 50 words correct in the minute, allow him to finish all of the sentences. In the table below record the total number of words read in 1 minute and the total number of student errors in 1 minute. Subtract the errors from the total words read to calculate the words correct in 1 minute.

Sam got a pig. (4)

The cat had a nap on the mat. (12)

Mom sat on the rug. (17)

Tom can fill up the cup. (23)

Sam and Tom must sit on the rug. (31)

The frog fell in the mud. (37)

Mom will let us get a cat. (44)

Ted and Sam can zip up the hill. (52)

The cat did not get the fish. (59)

Tom will chop the log. (64)

Ted had a chat with Mom and Tom. (72)

The dog will not sit with the cat. (80)

Sam left his hat in the van. (87)

Jill went to the camp on the hill. (95)

Tom got his wish. (99)

Total number of words read:	
Total number of errors:	
Total words correct in 1 minute:	

If the student reads 30 or more words correct in 1 minute, then proceed to the next assessment, NONSENSE WORDS 1.

If the student reads fewer than 30 words correct in 1 minute, then **discontinue** the assessment.

Nonsense Words 1 - One-letter consonants and vowels plus *sh, ch, th*

Display the NONSENSE WORDS 1 sheet and say:

   Here is a page with some nonsense words. They are not real words. When I tell you to start, please read these words out loud to me as well as you can. Begin here and read going across. Keep on reading until I tell you to stop. Please begin when you are ready.

Begin timing as soon as the student starts to read. Put a slash (/) through any word the student does not read correctly and above the word write what the student said. Correct pronunciations have the same vowel sound and hence will rhyme with the word in parentheses beneath the word the student is reading. (NOTE: The students do not see the words in parentheses. These are on the examiner's record sheet only.)

If a student self-corrects an error, write SC over the word and do not count the word as an error. If a student does not read a word in 5 seconds, tell the student the student to skip the word. Point to the next word to prompt the student and say,

   Try this one.

Discontinue the test if the student makes more than 5 errors on the first 2 rows.

When 30 seconds is up, say

   Stop.

Mark how far the student has gotten with a right bracket,]. In the box beneath the sentences record the total number of words read and the total number of student errors. Subtract the errors from the total words read to calculate the words correctly in 30 seconds.

fip	cheff	wint	spen	nam
(dip)	(Jeff)	(hint)	(den)	(ham)
dimp	shup	rit	grap	lish
(limp)	(pup)	(sit)	(gap)	(fish)
shan	mot	pog	chen	mest
(tan)	(not)	(hog)	(ten)	(rest)
pell	thum	hith	rish	chup
(tell)	(gum)	(myth)	(fish)	(cup)
fost	het	thit	fluss	cug
(frost)	(wet)	(sit)	(fuss)	(dug)
mun	fanch	clum	gat	snat
(bun)	(ranch)	(hum)	(sat)	(sat)

Total number of words read:	
Total number of errors:	
Total words correct in 30 seconds:	

Proceed to the next assessment, TEXT 2, with all students.

Text 2 - The Lion and the Mouse

Display the TEXT 2 sheet and say:

Read this story out loud to me as well as you can. Keep on reading until I tell you to stop. If you don't know a word, I'll tell it to you. Please begin when you are ready.

Begin timing as soon as the student starts to read.

Put a slash (/) through any word the student does not read correctly. If a student self-corrects an error, write SC over the word and do not count the word as an error. If a student does not read a word in 3 seconds, tell the student the word and put a slash through it on the record sheet.   Insertions of words may be noted on the record sheet but are not counted as errors.

Discontinue the test if the student makes more than 10 errors on the first paragraph. When 1 minute is up, say:

Stop.

In the box following the story, record the total number of words read, and the total number of errors. Subtract the errors from the total words read to calculate the words correct in 1 minute.

<div align="center">

The Lion and the Mouse

A lion lay asleep in the forest. A little mouse walked

in front of him. The lion woke up and laid his paw on

the (30) mouse to kill her.

"Do not kill me," said the (40) poor mouse. "If you let me

go, some day I (50) will repay you."

The lion did not think that the (60) mouse could ever help

him, but he was a kind (70) lion, and he let the mouse go.

Some days later, (80) the lion was caught in the net of a

hunter. (90) He pulled and pulled at the ropes, but he could (100)

not get out of the net. So he let out (110) a roar. The mouse

 heard the Lion roar and she (120) came to him. She gnawed

on the ropes. Soon the (130) lion was free.

"Now you can see," said the Mouse, (140) "that even a

Mouse can help a Lion."

</div>

Total number of words read:	
Total number of errors:	
Total words correct in 1 minute:	

If the student reads at a rate of 90 words correct per minute or greater, than continue with the next assessment, NONSENSE 2.

If the student reads the passage at a rate of less than 90 words correct per minute, then **discontinue** the assessment.

Nonsense Words 2 - Vowel Digraphs

Display the NONSENSE WORDS 2 sheet and say:

Here is a page with some nonsense words. They are not real words. When I tell you to start, please read these words out loud to me as well as you can. Begin here and read going across. Keep on reading until I tell you to stop. Please begin when you are ready.

Begin timing as soon as the student starts to read. Put a slash (/) through any word the student does not read correctly and above the word write what the student said. Correct pronunciations have the same vowel sound and hence will rhyme with the word in parentheses beneath the word the student is reading. (NOTE: The students do not see the words in parentheses. These are on the examiner's record sheet only.)

If a student self-corrects an error, write SC over the word and do not count the word as an error. If a student does not read a word in 3 seconds, tell the student the student to skip the word. Point to the next word to prompt the student and say:

Try this one.

Discontinue the test if the student makes more than 5 errors on the first 2 rows.

When 30 seconds is up, say:

Stop

Mark how far the student has gotten with a right bracket,]. In the box beneath the words record the total number of words read and the total number of student errors. Subtract the errors from the total words read to calculate the words correctly in 30 seconds.

voose	tuke	brimp	snew	flork
(moose)	(juke)	(limp)	(new)	(fork)
tope	vield	glurn	trupe	pife
(rope)	(field)	(turn)	(loop)	(life)
pount	nard	dirth	varsh	prain
(count)	(hard)	(birth)	(marsh)	(rain)
moad	zeep	smeak	spaw	tright
(toad)	(keep)	(weak)	(paw)	(tight)
jigh	snay	vate	daunch	noard
(high)	(say)	(late)	(launch)	(board)
ofter	spreck	umple	zints	moint
(softer)	(deck)	(crumple)	(hints)	(point)

Total number of words read:	
Total number of errors:	
Total words correct in 30 seconds:	

w   s   o   sh   g   c   z   v   r   ch

j   f   b   y   u   qu   th   i   e   a

x   t   p   l   h   d   k   n   ck   m

f   e   l   d   k   r   c   j   qu   x

b   i   p   w   ck   a   h   o   v   y

th   g   n   u   ch   m   t   sh   s   z

y   s   m   g   a   z   t   n   h   b

sh   u   o   i   c   ch   v   p   j   d

th   w   qu   k   e   ck   x   r   l   f

y   t   ck   j   w   m   e   p   i   b

LETTER SOUNDS

Sam got a pig.

The cat had a nap on the mat.

Mom sat on the rug.

Tom can fill up the cup.

Sam and Tom must sit on the rug.

The frog fell in the mud.

Mom will let us get a cat.

Ted and Sam can zip up the hill.

The cat did not get the fish.

Tom will chop the log.

Ted had a chat with Mom and Tom.

The dog will not sit with the cat.

Sam left his hat in the van.

Jill went to the camp on the hill.

Tom got his wish.

TEXT 1

fip	cheff	wint	spen	nam
dimp	shup	rit	grap	lish
shan	mot	pog	chen	mest
pell	thum	hith	rish	chup
fost	het	thit	fluss	cug
mun	fanch	clum	gat	snat

NONSENSE WORDS 1

The Lion and the Mouse

A lion lay asleep in the forest. A little mouse walked in front of him. The lion woke up and laid his paw on the mouse to kill her.

"Do not kill me," said the poor mouse. "If you let me go, some day I will repay you."

The lion did not think that the mouse could ever help him, but he was a kind lion, and he let the mouse go.

Some days later, the lion was caught in the net of a hunter. He pulled and pulled at the ropes, but he could not get out of the net. So he let out a roar. The mouse heard the Lion roar and she came to him. She gnawed on the ropes. Soon the lion was free.

"Now you can see," said the Mouse, "that even a Mouse can help a Lion."

TEXT 2

voose	tuke	brimp	snew	flork
tope	vield	glurn	trupe	pife
pount	nard	dirth	varsh	prain
moad	zeep	smeak	spaw	tright
jigh	snay	vate	daunch	noard
ofter	spreck	umple	zints	moint

NONSENSE WORDS 2

Reading of Single Words
List 1

Additional Materials:
- *PowerPath Response Booklet*
- *Diagnostic Screening Folder*

PowerPoints

- *Score the individual's responses directly in the Response Booklet. Be sure to write the word the individual says if it is different from the printed word. This record of actual responses will be critical for completing the Diagnostic Error Analysis.*

- *Stop this portion of the diagnostic screening if the individual makes five consecutive errors within a single list. If the individual appears frustrated, ask if he/she wants to continue.*

- *Stop if the individual does not wish to continue.*

- *See PowerPath User's Guide for additional information.*

► SAY: Can you read these words to me? You can guess any time you're not sure of the word. If you come to a word that you don't know, you can say 'skip'.

Point to the first column of words starting with 'and.' Run your finger down the column of words to indicate the direction the words should be read.

> **NOTE:**
> ✓ If the individual has difficulty reading the words in List 1, ask if he/she can identify the letters of the words in the list.
> ✓ If he/she can identify the letters ask him/her to give you the sound of any letter that he/she knows.
> ✓ Using this approach, the individual taking the test can demonstrate his/her level of knowledge and the examiner can probe to find a baseline for building new skills.
> ✓ Make note of these additional responses in the Response Booklet.

10

Reading of Single Words

- Make sure to read aloud the part that says: **SAY:** on the first page of the Reading of Single Words screening in your Screening (Test) Plates.
- As the participant reads the words on the Screening (Test) Plate, place a '√' in the box if the word is read correctly.
- If the participant chooses to skip a word, place a dash, '—', through the box next to the word.
- If the participant reads the word incorrectly, use a consistent notation system or write down the word as read by the participant to indicate exactly how the word was read.
- After completing the each level, mark the subtotal of words that were correctly read.
- Stop the screening when the participant demonstrates **five (5) consecutive errors in one level.** Allow the participant to finish the level and include as correct any additional words that were read correctly after the five consecutive errors. This is a power test. We are looking to find the participant's best reading score.
- Total all subtotal scores and place the total number of correctly read words in the TOTAL CORRECT box.
- Then, subtract 20 points from the TOTAL CORRECT and place a decimal in front of the last digit (Example TOTAL CORRECT is 98 -20 = 78; add decimal = 7.8 Independent Level)
- Enter the TOTAL CORRECT (not the Independent Level) number into the PowerPath software.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1. ☐ and	1. ☐ we	1. ☐ same	1. ☐ can't	1. ☐ answers	1. ☐ examples
2. ☐ up	2. ☐ can	2. ☐ gave	2. ☐ circus	2. ☐ silver	2. ☐ criticize
3. ☐ but	3. ☐ jump	3. ☐ suddenly	3. ☐ herself	3. ☐ grave	3. ☐ graciously
4. ☐ so	4. ☐ foot	4. ☐ rope	4. ☐ smart	4. ☐ speaking	4. ☐ snuggle
5. ☐ it	5. ☐ help	5. ☐ heaven	5. ☐ platform	5. ☐ careless	5. ☐ natural
6. ☐ he	6. ☐ baby	6. ☐ happened	6. ☐ exclaim	6. ☐ already	6. ☐ punishment
7. ☐ something	7. ☐ mother	7. ☐ start	7. ☐ understand	7. ☐ delicious	7. ☐ exercise
8. ☐ run	8. ☐ play	8. ☐ farmer	8. ☐ wouldn't	8. ☐ dumpling	8. ☐ obey
9. ☐ me	9. ☐ come	9. ☐ along	9. ☐ street	9. ☐ nation	9. ☐ musical
10. ☐ see	10. ☐ bark	10. ☐ around	10. ☐ learn	10. ☐ legion	10. ☐ religion
Subtotal	**Subtotal**	**Subtotal**	**Subtotal**	**Subtotal**	**Subtotal**

Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
1. ☐ radiation	1. ☐ redundancy	1. ☐ destitution	1. ☐ felonious	1. ☐ reprehensibly	1. ☐ vermifuge
2. ☐ medicine	2. ☐ forfeit	2. ☐ burlesque	2. ☐ disproportionate	2. ☐ excruciating	2. ☐ avuncular
3. ☐ customarily	3. ☐ commercially	3. ☐ projectile	3. ☐ antigravity	3. ☐ xerography	3. ☐ suspiciously
4. ☐ yearling	4. ☐ standardized	4. ☐ brogue	4. ☐ irrepressible	4. ☐ ionospheric	4. ☐ antisecessionism
5. ☐ future	5. ☐ impressionable	5. ☐ humiliation	5. ☐ instantaneously	5. ☐ coalition	5. ☐ versimilitude
6. ☐ knowledge	6. ☐ extraordinary	6. ☐ supplemental	6. ☐ fiance	6. ☐ idiosyncrasy	6. ☐ disassociation
7. ☐ stallion	7. ☐ physiology	7. ☐ irrelevance	7. ☐ naive	7. ☐ eccentricity	7. ☐ extracurricular
8. ☐ abundance	8. ☐ zephyr	8. ☐ ingeniously	8. ☐ requisition	8. ☐ envisage	8. ☐ iconoclasticism
9. ☐ accidental	9. ☐ environmental	9. ☐ depreciation	9. ☐ noninflammable	9. ☐ affability	9. ☐ prestidigitation
10. ☐ preoccupy	10. ☐ intoxicating	10. ☐ intangibly	10. ☐ countermanded	10. ☐ irrationality	10. ☐ psychosomatic
Subtotal	**Subtotal**	**Subtotal**	**Subtotal**	**Subtotal**	**Subtotal**

TOTAL CORRECT - 20 points, + Decimal Point = **Independent Reading Level** ☐

Add up all Subtotal scores.
TOTAL CORRECT ☐

and	**he**
up	**something**
but	**run**
so	**me**
it	**see**

we	baby
can	mother
jump	play
foot	come
help	bark

same	happened
gave	start
suddenly	farmer
rope	along
heaven	around

can't	exclaim
circus	understand
herself	wouldn't
smart	street
platform	learn

answers	already
silver	delicious
grave	dumpling
speaking	nation
careless	legion

examples	punishment
criticize	exercise
graciously	obey
snuggle	musical
natural	religion

radiation	knowledge
medicine	stallion
customarily	abundance
yearling	accidental
future	preoccupy

redundancy	extraordinary
forfeit	physiology
commercially	zephyr
standardized	environmental
impressionable	intoxicating

destitution	supplemental
burlesque	irrelevance
projectile	ingeniously
brogue	depreciation
humiliation	intangibly

felonious	fiance
disproportionate	naive
antigravity	requisition
irrepressible	noninflammable
instantaneously	countermanded

reprehensibly	idiosyncrasy
excruciating	eccentricity
xerography	envisage
ionospheric	affability
coalition	irrationality

vermifuge	disassociation
avuncular	extracurricular
auspiciously	iconoclasticism
antisecessionism	prestidigitation
verisimilitude	psychosomatic

REWARDS SCREENING TEST WORDS
for
Pre/Posttest

1.	container
2.	distasteful
3.	promotion
4.	abnormal
5.	continent
6.	argument
7.	disturbance
8.	comprehensive
9.	expressionless
10.	meaningfulness
11.	entertainment
12.	unavoidable
13.	circumstantial
14.	glamorously
15.	confederate
16.	astonishingly
17.	instrumentalist
18.	fundamentally
19.	impracticality
20.	communication

Pre/Posttest
Teacher Recording Form

Word	Word Parts Correct (Cross out correct word parts)		Words Correct (+)/ Words Incorrect (-)
1. container	1. con tain er	3	
2. distasteful	2. dis taste ful	3	
3. promotion	3. pro mo tion	3	
4. abnormal	4. ab norm al	3	
5. continent	5. con tin ent	3	
6. argument	6. ar gu ment	3	
7. disturbance	7. dis turb ance	3	
8. comprehensive	8. com pre hen sive	4	
9. expressionless	9. ex pres sion less	4	
10. meaningfulness	10. mean ing ful ness	4	
11. entertainment	11. en ter tain ment	4	
12. unavoidable	12. un a void able	4	
13. circumstantial	13. cir cum stan tial	4	
14. glamorously	14. glam or ous ly	4	
15. confederate	15. con fed er ate	4	
16. astonishingly	16. a ston ish ing ly	5	
17. instrumentalist	17. in stru ment al ist	5	
18. fundamentally	18. fun da ment al ly	5	
19. impracticality	19. im pract ic al ity	5	
20. communication	20. com mun i ca tion	5	

Total number of correct word parts _____ \78

Total correct Words _____ \20

Percentage correct _____ %   _____ %

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LEVELS OF PHONOLOGICAL AWARENESS
IN THE PROGRAM

The labeling system for the levels in the *Equipped for Reading Success* program (Level D, Level E, etc.) is coordinated with the Rosner and the McInnis/ARL programs. Appendix B provides a chart that cross-references these three programs. Levels A through C are not typically needed and are not addressed here. If you have kindergarten students who find Level D1 too difficult, see the ARL manual for Levels A through C.

With years of experience in many school districts, McInnis's ARL Phonological Processing Program has gone a step beyond the three research-based levels of syllable, onset-rime, and phoneme. Rosner and McInnis discovered that not all syllable level tasks are created equal. For example, it is far easier to delete the first syllable of a two syllable, compound word (e.g., *cowboy* to *boy;* Level D1) than it is to delete the first syllable from a three syllable word when that first syllable is the stressed syllable (e.g., *holiday* to *iday;* Level E4). Likewise, some phoneme level tasks are more difficult than other phoneme tasks. For instance, *deleting* a phoneme from the end of a word (e.g., *seen* to *see;* Level I) is much easier than *substituting* a phoneme at the end of the word (e.g., *beat* to *beam;* Level L). Rosner and McInnis reasoned that lumping the difficult and easy items together created an unnecessary challenge for children, especially those with learning problems. They preferred a smooth transition from easiest types of words and manipulations to the most difficult. McInnis' ARL program, to my knowledge, was the only program to train phonological awareness in a more fine-grained and developmentally sequenced manner based upon extensive field trials in dozens of school districts over three decades. *Equipped for Reading Success* smoothes out McInnis' levels even further to create a program that has no big hurdles for students. As they move from one level to the next, there is no place for any student to "get stuck."[39]

Based upon McInnis' three decades of phonological awareness training along with emerging research over the last 10-15 years or so, I have sub-grouped the syllable and phoneme levels. The syllable level is divided into to two levels of difficulty: basic and

---

[39] An exception was made to maintain the three research-based levels of syllable, onset-rime, and phoneme. Some syllable level tasks (E3, E4, & E5) are harder for most children than onset-rime tasks (F, G). Appendix B indicates that McInnis' Level I got moved back to become E5 in this program to keep it within the syllable level. But E5 (McInnis' Level I) is more difficult than F and G so it belongs after G, right where McInnis placed it (E4 is also more difficult than F and G for most kindergarteners). I feared that as more teachers became aware of the three research-based levels of syllable, onset-rime, and phoneme, they may assume I wasn't following the research because some syllable activities were *after* onset-rime activities. So, based on that "social pressure," E3-E5 are before F & G, even though they are more difficult.

advanced. The phoneme level is likewise divided into basic and advanced. Recognizing that there are easier and harder tasks within the syllable and phoneme levels helps insure that children's skills can develop without getting "stuck" at any level. If children ever seem stuck, Chapters 7 through 9 present ways to prepare students for the next level. Below is an overview of the program levels in the *Equipped for Reading Success* manual's comprehensive phonological training program. Then the following two pages give a more extensive overview so you can readily see the entire program from a "bird's eye" perspective. Also, Appendix A provides a similar overview in the form of a student progress chart for phonological awareness development.

Phonological Awareness Level	Program Level
SYLLABLE LEVEL (D and E)	
Basic Syllable Levels	D1, D2; E1, E2
Advanced Syllable Levels	E3, E4, E5
ONSET-RIME LEVEL (F and G)	
Onset Rime Levels	F1, F2; G1, G2
PHONEME LEVEL (H through N)	
Basic Phoneme Levels	H1, H2; I1, I2
Advanced Phoneme Levels	J; K1, K2; L1, L2; M1, M2
Optional Advanced Phoneme Levels	N1, N2

Chapter 3

DESCRIPTION OF PROGRAM LEVELS

I. SYLLABLE LEVEL
Basic Syllable Levels

LEVEL D	TWO SYLLABLE WORDS	Examples
D1	Delete a syllable from a compound word	*sail(boat)* to *sail; (toy)box* to *box*
D2	Delete a syllable	*sil(ver)* to *sil; (ham)per* to *per*

LEVEL E	THREE SYLLABLE WORDS	
E1	Delete a syllable from a compound word	*basket(ball)* to *basket; (pine)apple* to *apple*
E2	Delete an unstressed syllable	*(im)provement* to *provement* or *(vol)cano* to *cano*

Advanced Syllable Levels

E3	Delete a stressed first syllable; second syllable is either 1) consonant-vowel-consonant, 2) consonant-vowel, or 3) vowel-consonant	*(won)derful* to *derful; (ar)chitect* to *chitect; (wil)derness* to *derness*
E4	Delete a stressed first syllable; second syllable is comprised of only a vowel	*(tel)escope* to *escope; (an)imal* to *imal*
E5	Delete the last syllable; second syllable is comprised of only a vowel	*clari(net)* to *clari; daffo(dil)* to *daffo*

II. ONSET-RIME LEVEL

LEVEL F ONSET OR RIME: DELETION

F1	Delete onset from a single syllable word	*(s)at* to *at;* or *(c)ab* to *ab*
F2	Delete rime from a single syllable word	*m(an)* to */m/;* or *s(een)* to */s/*

LEVEL G ONSET OR RIME: SUBSTITUTION

G1	Substitute onset in a single syllable word	*(wh)ite* to *(r)ight;* or *(c)ub* to *(t)ub*
G2	Substitute rime in a single syllable word	*f(it)* to *f(or);* or *t(ell)* to *t(ag)*

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Levels of Phonological Awareness

PHONEME LEVEL

Basic Phoneme Levels

LEVEL H FIRST SOUND IN AN INITIAL BLEND

| H1 | Delete first sound in an initial blend | *(f)lip* to *lip*; *(s)nail* to *nail* |
| H2 | Substitute first sound in an initial blend | *(c)rown* to *(f)rown*; *(f)lew* to *(g)lue* |

LEVEL I FINAL SOUND: DELETION

| I1 | Delete final sound in a final blend | *car(t)* to *car*; *gras(p)* to *grass* |
| I2 | Delete final sound from a word | *see(n)* to *see*; *rai(se)* to *ray* |

Advanced Phoneme Levels

LEVEL J MIDDLE VOWEL SOUND

| J | Substitute a medial vowel | *h(a)t* to *h(o)t*; *s(a)ck* to *s(i)ck* |

LEVEL K SECOND SOUND IN AN INITIAL BLEND

| K1 | Delete the second sound in an initial blend | *t(r)y* to *tie*; *t(r)ail* to *tail* |
| K2 | Substitute the second sound in an initial blend | *f(r)ee* to *f(l)ee*; *s(k)y* to *s(p)y* |

LEVEL L FINAL SOUND SUBSTITUTION

| L1 | Substitute the final sound | *ca(t)* to *ca(p)*; *grea(t)* to *gra(pe)* |
| L2 | Substitute the final sound in a final blend | *war(n)* to *war(m)*; *for(m)* to *for(k)* |

LEVEL M SECOND TO LAST SOUND IN A FINAL BLEND

| M1 | Delete the second to last sound in a final blend | *ca(s)t* to *cat*; *le(n)d* to *led* |
| M2 | Substitute the second to last sound in final blend | *li(f)t* to *li(s)t*; *be(n)t* to *be(s)t* |

Optional Advanced Phoneme Level

LEVEL N PHONEME REVERSAL

| N1 | Reverse the sounds in a single syllable word | *make* to *came*; *back* to *cab* |
| N2 | Reverse the sounds in a two syllable word | *midnight* to *tine dim*; *oat pit* to *tiptoe* |

PHONOLOGICAL AWARENESS SCREENING TEST (PAST)

David A. Kilpatrick, Ph.D. © 2003, 2010, 2016
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____

Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for instructions on the PAST.

RESULTS:

	Correct	Automatic		
			Highest Correct Level:	_____
Basic Syllable	___/12	___/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	___/10	___/10		
Basic Phoneme	___/10	___/10		
Advanced Phoneme	___/20	___/20	Highest Automatic Level:	_____
Test Total	___/52	___/52	(Non-automatic levels below highest automatic level)	_____

Approximate Grade Level (Circle): | PreK/K | K | late K/early 1st | 1st | late 1st/early 2nd | 2nd | late 2nd to adult |

Note: The grade levels listed throughout the *PAST* are estimates based on various research studies and clinical experience. There are no formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2: Preschool to mid kindergarten; E3 - mid kindergarten to early first)

LEVEL D "Say *birthday*. Now say *birthday* but don't say *birth*."
FEEDBACK: "If you say *birthday* without saying *birth*, you get *day*, Okay? Let's try another one."

				Correct Automatic
D1 (birth)day ____	(air)port ____	cow(boy) ____		___/3 A: ___/3
D2 (num)ber ____	(en)ter ____	an(swer) ____		___/3 A: ___/3

LEVELS E2-3 "Say *November*. Now say *November* but don't say *No*."
FEEDBACK: "If you say *November* without saying *No*, you get *vember*. See how that works?"[1]

E2 (No)vember ___	(vol)cano___	(re)member ____	___/3 A: ___/3
E3 (won)derful___	(bar)becue___	(li)brary ____	___/3 A: ___/3

Basic Syllable Total: ___/12 A: ___/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (Kindergarten to mid first grade)

LEVEL F "Say *fall*. Now say *fall* but don't say /f/."
FEEDBACK: "If you say *fall* without the /f/, you get *all*; *fall-all*."

/f/all → all ___	/s/and → and ___		Correct Automatic
/sh/own → own ___	/w/ait → ate ___	/c/are → air ___	___/5 A: ___/5

LEVEL G "Say *wood*. Now say *wood* but instead of /w/ say /g/."
FEEDBACK: "If you say *wood*, and change the /w/ to /g/, you get *good*; *wood-good*."

/w/ood /g/ → good ___	/m/ake /l/ → lake ___		___/5 A: ___/5
/r/ed /s/ → said ___	/l/awn /g/ → gone ___	/b/oat /n/ → note ___	

Onset-Rime Total: ___/10 A: ___/10

[1] Only use a phrase like "See how that works?" once during the test, the first time the student responds incorrectly or not at all.

III. PHONEME LEVELS

Basic Phoneme Levels (Late kindergarten to late first grade)

LEVEL H

H1 (Deletion) **"Say *sled*. Now say *sled* but don't say /s/."**
FEEDBACK: "If you say *sled* without the /s/, you get *led*; *sled-led*.

/s/led /s/ → led ___   /c/limb /c/ → lime ___

H2 (Substitution) **"Say *slide*. Now say *slide* but instead of /s/ say /g/."**
FEEDBACK: "If you say *slide*, and change the /s/ to /g/, you get *glide*; *slide-glide*."

/s/lide /g/ → glide ___   /b/rain /c/ → crane ___   /b/reeze /t/ → trees ___

LEVEL I "Say *beam*. Now say *beam* but don't say /m/."
FEEDBACK: "If you say *beam* without the /m/, you get *bee*; *beam-bee*."

bea/m/ /m/ → bee ___   stor/m/ /m/ → store ___   pla/ne/ /n/ → play ___

si/z/e /z/ → sigh ___   cou/ch/ /ch/ → cow ___

Basic Phoneme Total:

Advanced Phoneme Levels (Late first to late second grade; Level M: Late second to late third grade)

LEVEL J (Substitution) **"Say *sit*. Now say *sit* but instead of /i/ say /a/."**
FEEDBACK: "If you say *sit*, and change the /i/ to /a/, you get *sat*; *sit-sat*."

I. (*short sound* of vowel)   s/i/t /a/ → sat ___   wh(e)n /u/ → won ___   r/o/ck /e/ → wreck ___

II. (*long sound* of vowel)   r/ea/d /o/ → road ___   ph/o/ne /i/ → fine ___

LEVEL K

K1 (Deletion) **"Say *glide*. Now say *glide* but don't say /l/."**
FEEDBACK: "If you say *glide* without the /l/, you get *guide*; *glide-guide*."

g/l/ide → guide ___   s/w/eet → seat ___

K2 (Substitution) **"Say *flute*. Now say *flute* but instead of /l/ say /r/."**
FEEDBACK: "If you say *flute*, and change the /l/ to /r/, you get *fruit*; *flute-fruit*."

f/l/ute → f/r/uit ___   s/p/eed → s/k/ied ___   s/m/ile → s/t/yle ___

LEVEL L (Substitution) **"Say *mouth*. Say *mouth* but instead of /th/ say /s/."**
FEEDBACK: "If you say *mouth*, and change the /th/ to /s/, you get *mouse*; *mouth-mouse*."

mou/th/ /s/ → mouse ___   see/d/ /t/ → seat ___   ge/t/ /s/ → guess ___

heal/th/ /p/ → help ___   mon/th/ /ch/ → munch ___

LEVEL M

M1 (Deletion) **"Say *send*. Now say *send* but don't say /n/."**
FEEDBACK: "If you say *send* without the /n/, you get *said*; *send-said*."

se/n/d → said ___   de/n/t → debt ___

M2 (Substitution) **"Say *drift*. Now say *drift* but instead of /f/ say /p/."**
FEEDBACK: "If you say *drift*, and change the /f/ to /p/, you get *dripped*; *drift-dripped*."

dri/f/t → dri/pp/ed ___   wor(k)ed → wor(s)t ___   pa/s/te → pai/n/t ___

Advanced Phoneme Total:

	Correct	Automatic
	___/5	A: ___/5
	___/5	A: ___/5
	___/5	A: ___/5
Basic Phoneme Total:	___/10	A: ___/10

	Correct	Automatic
	___/5	A: ___/5
	___/5	A: ___/5
	___/5	A: ___/5
	___/5	A: ___/5
Advanced Phoneme Total:	___/20	A: ___/20

Perceptual Skills Curriculum

PROGRAM II

Auditory-motor Skills

by
Jerome Rosner

Illustrated by
Joanne Cass

WALKER EDUCATIONAL BOOK CORPORATION
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There is some reluctance with simply sending these materials home to parents. There are several key concerns. First, parents need to know that these activities are about sounds, not letters. Folks not trained in phonological awareness naturally default to letters. Second, people naturally default to pronouncing consonant sounds with a vowel attached (so b, m, p, t, etc. are pronounced buh, muh, puh, tuh, etc.). This can undermine the effectiveness of these activities. Third, there is no teaching element like there is in the EFRS program. What are parents to do when students get stuck? Fourth, parents may not know how much of these activities to do - too much or not enough? Fifth, parents may not realize that there are really more activities in this packet than meet the eye, because many of these can be easily reversed and reused. Also related to this, many levels lend themselves to easily creating new items out of any words, especially levels D, E, F, G, and H.

So, if this packet is used with parents as follow up to what a teacher or tutor is doing, it will be important for teachers/tutors to communicate these issues with parents to allow these activities to be used effectively.

Some Rosner activities begin with a story.

AUDITORY-MOTOR

Level D Note that in Rosner, Level D includes Levels D1 and D2 in EFRS

for <u>Unit 8</u>:

1. <u>Story Lesson</u> (to be read aloud).

<p align="center"><u>ELLIE ELEPHANT</u></p>

Ellie is a baby elephant. She is learning to be a circus elephant. "Time for bed, Ellie," said mother elephant. "Tomorrow the circus opens. It will be your first circus parade. You will have to get up early to dress for the parade in new gold spangles and bright red plumes."

Ellie dreamed all night....how handsome she would be!

Ellie awoke as the sun came up. "What a beautiful day for a walk," she thought. She trotted out of the tent and down the path toward the town. Ellie <u>forgot</u> all about the circus and the parade.

Soon she saw children playing in a playground. Two of them were on a seesaw. Up and down went the seesaw. "I'd like to ride on a seesaw," said Ellie. So she sat down on one end of the seesaw. All the children sat on the other end, but the seesaw wouldn't go up. Ellie <u>forgot</u>....elephants can't seesaw. Even baby elephants are too heavy.

She walked on down the path. After a while she felt tired so she sat down to rest on a green park bench. Crash! Ellie <u>forgot</u>... elephants can't sit on a park bench. Even a baby elephant is too heavy.

Ellie watched the squirrels gathering nuts, a dog chewing on a bone, and bees gathering honey from the flowers. I'm getting hungry, too, thought Ellie, but I <u>forgot</u> my lunch. I'm hungry for peanuts. So she hurried back to mother's tent. Mother flapped her ears and scolded, "Some day you'll <u>forget</u> your trunk. Some day, Ellie, some day."

<p align="center">II-155</p>

AUDITORY-MOTOR
Level D
   for <u>Unit 8</u> (continued):
      1. <u>Story Lesson</u> (continued).

      Testing Ellie, she said, "when will you forget your trunk?
Some _____." Ellie <u>forgot</u>.

<u>Follow-up Lesson</u>
      You say <u>someday</u>. Now say it again but forget to say <u>day</u>.
Again, say <u>someday</u>. Say it again but this time forget to say <u>some</u>.
Just say what's left. Let's pretend we're Ellie and forget parts of
these words.
      Say <u>seesaw</u>. Say it again but forget to say <u>see</u>. (What's left?)
Say <u>seesaw</u> but don't say <u>saw</u>. (What's left?)

Continue the same game using compound words at first then other two-
syllable words.

playground	cupcake	bedroom
candy	sandwich	toothbrush
before	window	baby
okay	pocket	yellow
baseball	maybe	birthday
under	forget	rainbow

Children's names (two syllables)

Ellie	Mary	Joseph
Johnny	Brian	Lucy
David	Linda	Michael
Lisa	Judy	Kathy

At the conclusion of the lesson, give each child a picture of Ellie
Elephant (illustration D-8) to color.
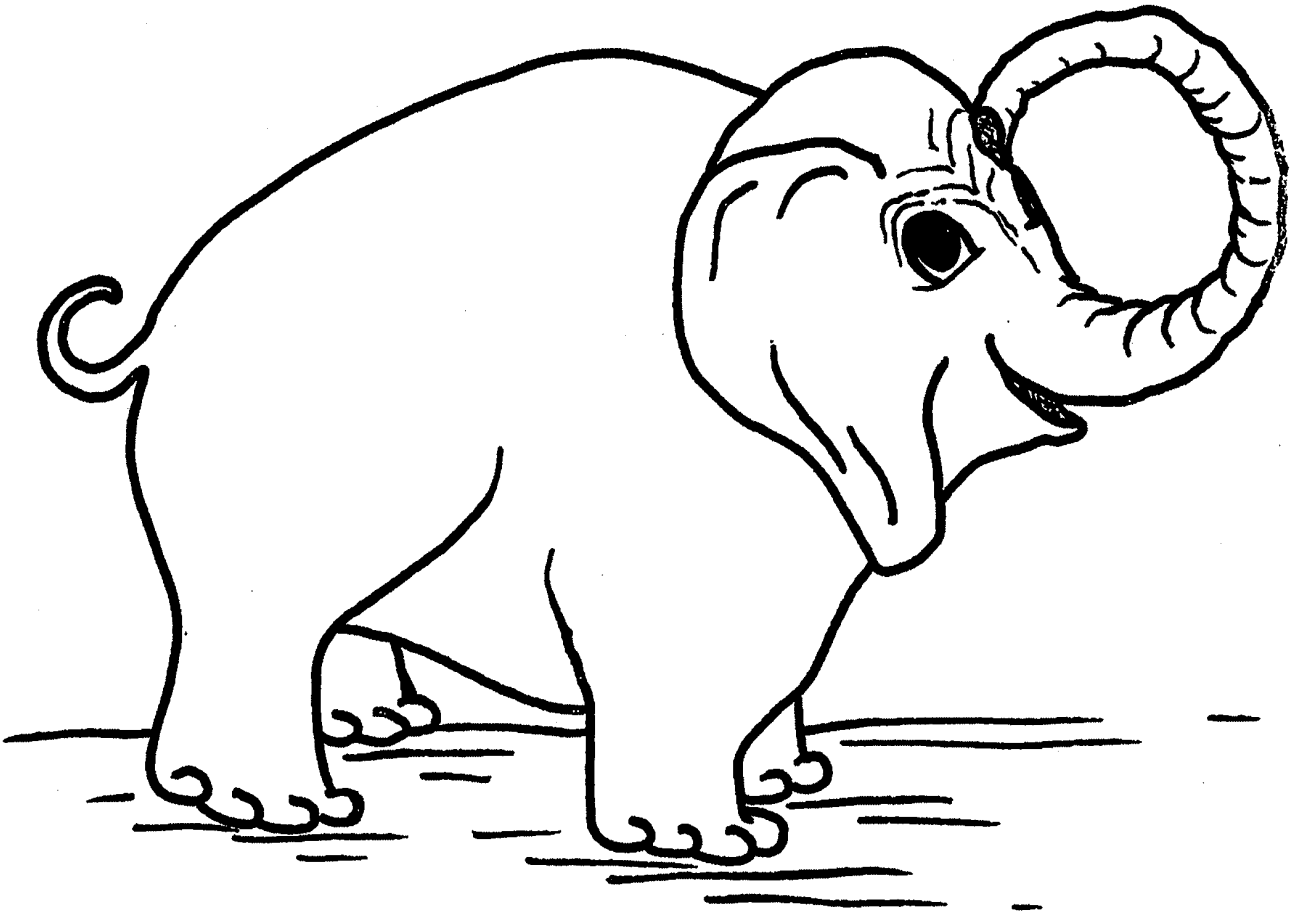
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ELLIE ELEPHANT D·8

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The top 3/4 of the page do a different activity than EFRS, but may be useful. Starting at the bottom is the deletion activity like in EFRS that can be used for Level D activities.

for Unit 8 (continued):

2. Follow-up Lesson to be used after Story Lesson for Level D, Unit 8.

Use hand signals. Hold up right hand as you say first syllable of a two-syllable word. Hold up left hand as you say second syllable. Ask the child to say _____ without _____ as you drop that hand. Instruct him to say only this part, indicating other hand. Gradually fade hand signals by using one finger on each hand or nodding head from left to right until no visual support is needed.

3. Say the word without the part. (Note: In teaching this skill, it will be helpful at first to have the child draw dashes for each "part" (syllable) and restate them at the same time. Eventually, he must be able to respond correctly without the dashes.) For example:

Teacher: SAY THE WORD RAINBOW AND DRAW THE LINES FOR IT AS YOU SAY IT (pause).

NOW SAY IT AGAIN, BUT DON'T SAY BOW. (Teacher points to the second dash as she says BOW.) JUST SAY WHAT'S LEFT. (Teacher points to first dash as that instruction is given.)

The following list is offered as suggestions:

SAY GOODNIGHT AND DRAW THE LINES FOR IT AS YOU SAY IT. NOW SAY IT AGAIN, BUT DON'T SAY GOOD.

SAY BASEBALL AND DRAW THE LINES FOR IT AS YOU SAY IT. NOW SAY IT AGAIN, BUT DON'T SAY (or LEAVE OUT) BALL.

SAY CARTOON AND DRAW THE LINES FOR IT AS YOU SAY IT. NOW SAY IT AGAIN, BUT DON'T SAY (or LEAVE OUT) CAR.

Note: In addition to the words shown here, a list of two-syllable words will be found at the end of this Level. In all instances, the child is asked to SAY __?__, NOW SAY IT AGAIN, WITHOUT __?__. (The child is to learn to omit either syllable.)

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AUDITORY-MOTOR Level D You can go twice first deleting the first part, then later the second part.

This is an ORAL activity, so focus on sounds in spoken language, not the word's spelling. For example, No/thing is "Nuh-thing," not "No" "thing" ("Say 'nuh-thing' without saying 'nuh'"; for the word on/ly, "say 'only,' but don't say 'own'" [answer: 'lee']). *Again, focus on the sounds in words, not the spelling patterns.*

Two-syllable words for Units *5, 7,* and *8*

some/thing	se/cret	in/side	e/nough
may/be	on/ly	ar/my	win/ter
be/cause	won/der	list/en	prac/tice
win/dow	rea/dy	sis/ter	chil/dren
hus/band	pa/per	in/stead	hun/dred
no/thing	ma/ma	ri/ver	pic/nic
a/round	al/ways	for/got	car/toon
in/to	doc/tor	ma/chine	su/pper
gar/den	mo/ney	ki/tchen	sha/dow
af/ter	sta/tue	bro/ken	vis/it
ba/by	some/place	hun/ter	tea/cher
mon/ster	num/ber	T/V	break/fast
per/son	da/ddy	her/self	coun/try
ma/rry	some/times	wi/cket	a/fraid
flow/er	ug/ly	re/cord	es/cape
stor/y	al/most	ca/rrot	eye/brow
mor/ning	ex/cept	sur/prised	bur/glar
some/one	ro/bber	book/shelf	ar/tist
chim/ney	un/der	ne/ver	ca/bin
a/gain	okay	be/side	ro/cket
out/side	bul/let	fin/ish	al/so
moun/tain	pre/tend	cor/ner	dra/gon
ha/ppen	shoul/der	dark/ness	de/sign
po/cket	a/sleep	space/ship	pla/net
buil/ding	air/plane	fin/ger	be/fore
gui/tar	a/cross	spoo/ky	un/til
Bed/room	Christ/mas	din/ner	me/tal

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AUDITORY-MOTOR

Level G   Note this is not Level G in EFRS

Also, these words can be used for D1 and D2 activities. Just have students delete rather than substitute syllables.

for <u>Unit 9</u> (continued):

3. State a two-syllable word. Then ask the child to restate the word, substituting one of the syllables with another. For example:

SAY <u>STEAMBOAT</u> (pause). NOW SAY IT AGAIN, BUT IN-STEAD OF <u>STEAM</u>, SAY <u>ROW</u>. (rowboat)

The following are appropriate for this activity:

SAY <u>BASKETBALL</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>BASKET</u>, SAY <u>BASE</u>. (baseball)

SAY <u>SUNSHINE</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>SHINE</u>, SAY <u>BURN</u>. (sunburn)

SAY <u>MISTER</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>MIS</u>, SAY <u>SIS</u>. (sister)

SAY <u>PLASTIC</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>TIC</u>, SAY <u>TER</u>. (plaster)

SAY <u>WALKING</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>WALK</u>, SAY <u>TALK</u>. (talking)

SAY <u>BUNDLE</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>BUN</u>, SAY <u>CAN</u>. (candle)

SAY <u>DENTAL</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>DEN</u>, SAY <u>MEN</u>. (mental)

SAY <u>BOOKMARK</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>MARK</u>, SAY <u>CASE</u>. (bookcase)

SAY <u>CABBAGE</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>CABB</u>, SAY <u>BAGG</u>. (baggage)

SAY <u>CAREFUL</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>FUL</u>, SAY <u>LESS</u>. (careless)

SAY <u>DEPART</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>PART</u>, SAY <u>PEND</u>. (depend)

SAY <u>UPSTAIRS</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>UP</u>, SAY <u>DOWN</u>. (downstairs)

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AUDITORY-MOTOR
Level G

   for <u>Unit 9</u> (continued):

SAY <u>FIREMAN</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>MAN</u>, SAY
<u>SIDE</u>. (fireside)

SAY <u>KEYHOLE</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>KEY</u>, SAY
<u>KNOT</u>. (knothole)

SAY <u>EARRING</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>RING</u>, SAY
<u>PHONE</u>. (earphone)

SAY <u>HILLTOP</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>TOP</u>, SAY
<u>SIDE</u>. (hillside)

SAY <u>DAMPER</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>DAMP</u>, SAY
<u>CAMP</u>. (camper)

SAY <u>FIFTEEN</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>FIF</u>, SAY
<u>FOUR</u>. (fourteen)

SAY <u>CATNIP</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>NIP</u>, SAY <u>FISH</u>.
(catfish)

SAY <u>HEADACHE</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>HEAD</u>, SAY
<u>EAR</u>. (earache)

SAY <u>LETTER</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>LET</u>, SAY <u>BET</u>.
(better)

SAY <u>MEMBER</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>MEM</u>, SAY
<u>NUM</u>. (number)

SAY <u>DAYLIGHT</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>LIGHT</u>, SAY
<u>TIME</u>. (daytime)

SAY <u>LOTION</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>LO</u>, SAY <u>NO</u>.
(notion)

SAY <u>IMPORT</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>IM</u>, SAY <u>EX</u>.
(export)

SAY <u>COLLAR</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>LAR</u>, SAY <u>LEE</u>.
(collie)

SAY <u>OUTCOME</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>COME</u>, SAY
<u>DOORS</u>. (outdoors)

for Unit 9 (continued):

SAY MEALTIME. NOW SAY IT AGAIN BUT INSTEAD OF MEAL, SAY NOON. (noontime)

SAY ENJOY. NOW SAY IT AGAIN BUT INSTEAD OF JOY, SAY TER. (enter)

SAY PERFUME. NOW SAY IT AGAIN BUT INSTEAD OF FUME, SAY MIT. (permit)

SAY MOTEL. NOW SAY IT AGAIN BUT INSTEAD OF MO, SAY HO. (hotel)

SAY PIGPEN. NOW SAY IT AGAIN BUT INSTEAD OF PEN, SAY TAIL. (pigtail)

SAY NEEDLESS. NOW SAY IT AGAIN BUT INSTEAD OF NEED, SAY HEED. (heedless)

SAY FREEWAY. NOW SAY IT AGAIN BUT INSTEAD OF FREE, SAY PARK. (parkway)

4. State a consonant-vowel-consonant word. Then ask the children to restate the word, replacing the initial sound with another. For example:

SAY MAKE (pause). NOW SAY IT AGAIN, BUT INSTEAD OF /m/ SAY /s/. (Note: Always pronounce the sound of the letter, not the letter name.)

The following words are appropriate for this activity:

SAD: INSTEAD OF /s/ SAY /m/ - MAD

KALE: INSTEAD OF /k/ SAY /s/ - SALE

TAN: INSTEAD OF /t/ SAY /m/ - MAN

SAT: INSTEAD OF /s/ SAY /k/ - CAT

TABLE: INSTEAD OF /t/ SAY /k/ - CABLE

MY: INSTEAD OF /m/ SAY /s/ - SIGH

MAKE: INSTEAD OF /m/ SAY /t/ - TAKE

This page ends with some Level G activities

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> These follow the same pattern as D, having the student say the word then deleting the first (E2, E3, E4) or last (E5) syllable.

AUDITORY-MOTOR

Level E *The E activities in Rosner could be similar to E1, E2, E3, E4, or E5 in EFRS*

for <u>Unit 8</u> (continued):

1. <u>Story Lesson</u> (continued)

Continue with familiar three-syllable words:

telephone	understand	unhappy
kangaroo	umbrella	hamburger
forgetful	spaghetti	engineer
elephant	wallpaper	recorder
introduce	September	thundering
animal	seventeen	butterfly
anyone	carefully	example
lemonade	untangle	dynamite

At the conclusion of this lesson, give the children an illustration of Ellie Elephant (illustration E-8) to color.

Additional word lists, appropriate for this lesson, may be found on pages 198-200.

AUDITORY-MOTOR
Level E

three-syllable words

acrobat	Halloween	practical	turpentine
buffalo	hamburger	principal	umbrella
bumblebee	handkerchief	production	understand
butterfly	holiday	quarterback	upsidedown
buttonhole	happiness	radio	vacation
carefully	important	recapture	valentine
carpenter	introduce	reentry	vitamin
Columbus	jamboree	refreshment	wintergreen
company	kangaroo	remember	wonderful
container	lemonade	Saturday	deliver
continue	lollipop	selfcontrol	exercise
disobey	marshmallow	September	fisherman
election	microphone	silverware	friendliness
elastic	neighborhood	spaghetti	grocery
elephant	newspaper	spiderweb	honeymoon
Eskimo	November	strawberry	macaroon
everyone	octopus	summertime	mockingbird
family	October	symphony	occupy
fingernail	pajama	tablecloth	opening
flamingo	peppermint	taxicab	opinion
forgotten	perfectly	telephone	painfully
gasoline	performance	thunderbolt	penniless
gingerbread	pillowcase	toboggan	phonograph
goodlooking	policeman	tomorrow	photograph
gyroscope	potato	tomato	pioneer

AUDITORY-MOTOR

Level F *Level F in Rosner can equal F1 or F2 in EFRS, depending on which part of the word is removed (e.g., "fan" can become "an" or "f" depending on the part removed).*

for <u>Unit 8</u> (continued):

1. <u>Story Lesson</u> (continued).

Ellie heard the trainer say 'seat' but she was thinking about words without their beginning sound. Seat without the beginning /s/ sound is 'eat' and that reminded Ellie that she was hungry so she strolled right out of the tent and went to find something to eat.

While she was eating her lunch, she decided it would be fun to make a game out of saying words without their beginning sound. As she nibbled a piece of pie she thought "pie - eye." <u>Pie</u> without the /p/ sound is <u>eye</u>. A clown came by and winked at Ellie. Ellie smiled and said "wink - ink." <u>Wink</u> without the /w/ sound is <u>ink</u>.

Across the park she saw a seal balancing a ball on his nose. She laughed and said "seal - eel." "Seal without the /s/ sound is eel."

<u>Follow-up Lesson</u>

Let's see how well you can play Ellie's game. Say: bake. Now say: bake without the /b/ sound. (Right.) Bake without the /b/ sound is ache.

Say ball. Now say ball without the /b/. 'All' Ball without the /b/ is 'all.'

Continue with one-syllable words with single consonant initial sounds (do not use blends). Suggested word list:

(l)ark	(f)an	(b)in	(c)all
(p)art	(m)at	(r)an	(s)in
(m)ake	(m)ill	(c)at	(t)an
(f)all	(l)ake	(p)ill	(b)at
(f)in	(w)all	(t)ake	(s)ink

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AUDITORY-MOTOR
Level F

for Unit 8 (continued):

1. Story Lesson (continued).

(f)ill	(p)an	(t)in	(s)at
(p)ark	(f)at	(p)in	(w)ill

At the conclusion of the lesson, give each child a picture of Ellie Elephant (illustration F-8) to color.

Additional word lists can be found on page 233.

2. Suggested Follow-up Lessons to be used after the Story Lesson for Level F, Unit 8.

a. The following sequence is effective for teaching Level F, Unit 8 behaviors. This sequence reviews the behavioral objectives of all the previous units. For example:

This represents a different activity than in EFRS, which is to add sounds. This is essentially a blending task. It can be useful. But these words can also be used for Level F1 which is deleting the beginning consonant sound before the vowel sound.

WHICH WORD BEGINS WITH /m/ - CAT OR MAT?
WHAT IS THE BEGINNING SOUND IN MAT?
SAY AT. NOW SAY MAT. WHAT SOUND WAS ADDED?
SAY MAT. NOW SAY AT. WHAT SOUND IS MISSING?
SAY MAT WITHOUT THE /m/.

For the above sequence, use words with single consonant beginning sound that remain meaningful when beginning sound is omitted. Appropriate word lists may be found on page 233.

(Note: Always use the letter sound--not the letter name.)

AUDITORY-MOTOR
Level F

Additional words for Units 7 and 8

(n)or	(p)each	(w)oke	(p)itch
(b)urn	(b)ait	(p)ending	(n)ear
(h)eart	(h)arm	(r)ash	(f)ate
(w)are	(d)oe	(w)onder	(b)eg
(p)ad	(j)oke	(d)are	(g)alley
(r)oar	(g)ale	(h)ail	(b)all
(p)ink	(f)or	(r)each	(k)it
(r)ant	(c)ash	(r)ally	(b)eat
(c)all	(d)oubt	(w)ill	(h)aul
(j)ar	(h)all	(h)ad	(l)ice
(r)ail	(p)ouch	(p)air	(f)ern
(v)ery	(d)ate	(g)old	(h)am
(p)ace	(b)oil	(d)ad	(h)and
(b)at	(c)art	(b)ad	(h)eat
(l)ake	(l)ark	(l)ace	(l)ad
(l)it	(p)up	(g)oat	(k)eel
(f)ail	(d)art	(c)oat	(n)ice
(f)ace	(f)ox	(c)old	(l)eave
(c)oat	(c)an't	(c)ame	(l)ax
(f)oul	(j)am	(h)as	(h)older
(l)ash	(l)ore	(d)ear	(w)age
(g)ear	(b)and	(d)ill	(g)out
(l)earn	(b)ake	(p)inch	(w)itch
(v)an	(r)amble	(c)are	(v)owel
(r)age	(w)eave	(b)ar	(p)arch

AUDITORY-MOTOR
Level F

for Unit 7 (continued):

1. Story Lesson (continued).

Say fat. Now say at. What sound is missing in at that you heard in fat?

mat - at	tin - in	pin - in
mice - ice	four - or	fan - an
tan - an	ball - all	fall - all
pat - at	call - all	tall - all

This uses a different activity than in EFRS, but still worthwhile. The words below can also be used for simple Level F1 deletion

2. State a consonant-vowel-consonant word that begins with a /m/ sound, a /t/ sound, or a /s/ sound; then restate it without its initial sound and ask the child to say the missing sound. For example:

SAY TOE. (child responds) NOW SAY OH. WHAT SOUND DID WE TAKE AWAY FROM TOE TO MAKE OH? SAY THE SOUND WE TOOK AWAY. THINK ABOUT HOW YOUR MOUTH FEELS AS YOU SAY THE WORDS.

The following words are appropriate for this activity:

mace - ace	Sam - am	tale - ail
my - eye	mask - ask	sill - ill
mice - ice	mad - add	socks - ox
mall - all	maim - aim	tall - all
sour - our	sad - add	teach - each
many - any	page - age	make - ache
seat - eat	sold - old	turn - earn
tan - an	moan - own	supper - upper
till - ill	fear - ear	sink - ink
sew - oh	tally - alley	mare - air
toe - oh	tile - I'll	mend - end
sigh - I	soil - oil	tax - ax

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AUDITORY-MOTOR

Level G *The G activities here are similar to G1 in EFRS.*

for <u>Unit 9</u> (continued):

SAY <u>MEALTIME</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>MEAL</u>, SAY <u>NOON</u>. (noontime)

SAY <u>ENJOY</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>JOY</u>, SAY <u>TER</u>. (enter)

SAY <u>PERFUME</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>FUME</u>, SAY <u>MIT</u>. (permit)

SAY <u>MOTEL</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>MO</u>, SAY <u>HO</u>. (hotel)

SAY <u>PIGPEN</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>PEN</u>, SAY <u>TAIL</u>. (pigtail)

SAY <u>NEEDLESS</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>NEED</u>, SAY <u>HEED</u>. (heedless)

SAY <u>FREEWAY</u>. NOW SAY IT AGAIN BUT INSTEAD OF <u>FREE</u>, SAY <u>PARK</u>. (parkway)

4. State a consonant-vowel-consonant word. Then ask the children to restate the word, replacing the initial sound with another. For example:

SAY <u>MAKE</u> (pause). NOW SAY IT AGAIN, BUT INSTEAD OF /m/ SAY /s/. (Note: Always pronounce the sound of the letter, not the letter name.)

The following words are appropriate for this activity:

SAD: INSTEAD OF /s/ SAY /m/ - MAD

KALE: INSTEAD OF /k/ SAY /s/ - SALE

TAN: INSTEAD OF /t/ SAY /m/ - MAN

SAT: INSTEAD OF /s/ SAY /k/ - CAT

TABLE: INSTEAD OF /t/ SAY /k/ - CABLE

MY: INSTEAD OF /m/ SAY /s/ - SIGH

MAKE: INSTEAD OF /m/ SAY /t/ - TAKE

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AUDITORY-MOTOR
Level G

for <u>Unit 9</u> (continued):

HILL: INSTEAD OF /h/ SAY m/ - MILL
MARE: INSTEAD OF /m/ SAY /k/ - CARE
MILK: INSTEAD OF /m/ SAY /s/ - SILK
CALL: INSTEAD OF /k/ SAY /t/ - TALL
SIT: INSTEAD OF /s/ SAY /k/ - KIT
TASK: INSTEAD OF /t/ SAY /m/ - MAST
CAGE: INSTEAD OF /k/ SAY /s/ - SAGE
MORE: INSTEAD OF /m/ SAY /t/ - TORE
MAIN: INSTEAD OF /m/ SAY /k/ - CANE
TAKE: INSTEAD OF /t/ SAY /s/ - SAKE
MEND: INSTEAD OF /m/ SAY /t/ - TEND
TIN: INSTEAD OF /t/ SAY /k/ - KIN
SEAL: INSTEAD OF /s/ SAY /m/ - MEAL
CASH: INSTEAD OF /k/ SAY /s/ - SASH
TANGLE: INSTEAD OF /t/ SAY /m/ - MANGLE
SELL: INSTEAD OF /s/ SAY /t/ - TELL
MOAT: INSTEAD OF /m/ SAY /k/ - COAT
TEND: INSTEAD OF /t/ SAY /s/ - SEND
FILL: INSTEAD OF /f/ SAY /h/ - HILL
HEART: INSTEAD OF /h/ SAY /d/ - DART
LACE: INSTEAD OF /l/ SAY /p/ - PACE
DART: INSTEAD OF /d/ SAY /p/ - PART
GOAT: INSTEAD OF /g/ SAY /b/ - BOAT
FAME: INSTEAD OF /f/ SAY /g/ - GAME
HALL: INSTEAD OF /h/ SAY /w/ - WALL

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AUDITORY-MOTOR
Level G

for <u>Unit 9</u> (continued):

BAG: INSTEAD OF /b/ SAY /n/ - NAG
DARE: INSTEAD OF /d/ SAY /w/ - WARE
JUST: INSTEAD OF /j/ SAY /r/ - RUST
GATE: INSTEAD OF /g/ SAY /l/ - LATE
FOLD: INSTEAD OF /f/ SAY /b/ - BOLD
NEAR: INSTEAD OF /n/ SAY /g/ - GEAR
VANE: INSTEAD OF /v/ SAY /j/ - JANE
NOTE: INSTEAD OF /n/ SAY /v/ - VOTE
DILL: INSTEAD OF /d/ SAY /h/ - HILL
JUMP: INSTEAD OF /j/ SAY /p/ - PUMP
HAND: INSTEAD OF /h/ SAY /l/ - LAND
FAR: INSTEAD OF /f/ SAY /b/ - BAR
NICE: INSTEAD OF /n/ SAY /r/ - RICE
PEER: INSTEAD OF /p/ SAY /n/ - NEAR
HASH: INSTEAD OF /h/ SAY /r/ - RASH
RALLY: INSTEAD OF /r/ SAY /v/ - VALLEY
FAN: INSTEAD OF /f/ SAY /d/ - DAN
WEAVE: INSTEAD OF /w/ SAY /l/ - LEAVE
HEEL: INSTEAD OF /h/ SAY /f/ - FEEL
WOKE: INSTEAD OF /w/ SAY /j/ - JOKE
VIEW: INSTEAD OF /v/ SAY /f/ - FEW
PAGE: INSTEAD OF /p/ SAY /g/ - GAGE
LUNCH: INSTEAD OF /l/ SAY /h/ - HUNCH
RAMBLE: INSTEAD OF /r/ SAY /g/ - GAMBLE

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for <u>Unit 9</u> (continued):

1. <u>Story Lesson</u> (continued).

Continue by changing the /h/ in hat to /k/ (cat); to /r/ (rat); to /b/ (bat); to /p/ (pat.

Continue with one-syllable words with single consonant beginning sound.

bill	ball	pan	wag	lock
hill	wall	tan	bag	sock
mill	tall	ran	tag	mock
till	hall	fan	sag	rock
will	fall	ban	nag	dock
fill	call	can	gag	tock
dill	mall	Dan	rag	
kill		man		
pill		van		
sill				

At the conclusion of the lesson, give each child a picture of Betsy Butterfly (illustration G-9) to color.

2. Also teach substitution of ending sounds, use the same format as above.

Say word: i.e., rag
Identify ending sound: /g/
Change /g/ to /t/ - rat

Continue with one-syllable word with single consonant ending sound.

rag	hit	pat	cake	cap
rat	him	pan	case	cab
rap	hill	pass	cane	cot
ran	hip	pad	cage	cough (f sound)
	hid	pack	cape	

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Rosner's program mixed together types of sound manipulations that represent a few different levels in the EFRS program on pages 300-303 of his manual. These have been separated out by section for easier use. Below are EFRS type Level H1 activities.

(b)lack	(b)rain	(b)rush
(b)lank	(b)rake	(c)raft
(b)lare	(b)ranch	(c)ramp
(b)leed	(b)rat	(c)rest
(b)lend	(b)ray	(c)rib
(b)less	(c)rank	(c)ruise
(b)lest	(c)rash	(c)rush
(b)read	(c)reep	(d)raft
(b)light	(b)rig	(d)rag
(b)reed	(c)lap	(d)rain
(c)laim	(c)lash	(d)raw
(b)rick	(b)right	(d)rank
(b)lock	(b)rim	(d)read
(b)ride	(c)lass	(d)ream
(c)lamp	(b)ring	(d)rill
(b)loom	(c)lean	(d)rink
(b)lot	(b)room	(d)rip
(b)low	(b)rought	(f)lier
(b)race	(c)lock	(d)rove
(b)rag	(b)row	(f)light

(d)rug	(f)law	(p)lain
(f)lit	(g)lass	(s)lid
(d)rum	(f)lee	(s)lit
(f)low	(f)leece	(s)lide
(g)low	(g)rate	(s)wing
(g)lue	(g)rave	(t)rack
(g)race	(g)reed	(t)rap
(g)rade	(g)rey	(t)rim
(g)raft	(g)rill	(t)ry
(g)rail	(g)rip	(s)lim
(g)rain	(g)round	(f)led
(g)rasp	(g)row	(p)ray
(f)lair	(g)rub	(g)loss
(f)lume	(p)lank	(g)low
(f)lake	(p)late	(f)lap
(g)land	(p)lay	(s)lap
(f)lame	(p)ly	(s)lip
(g)lad	(p)rank	(s)tick
(f)lash	(p)ray	(f)lake
(g)lade	(p)laid	
(g)lare	(p)ry	

Rosner AUDITORY-MOTOR
Level H These are I1 activities in EFRS, not H.

Rosner's program mixed together types of sound manipulations that represent a few different levels in the EFRS program on pages 300-303 of his manual. These have been separated out by section for easier use. Below are EFRS type Level I1 activities.

These are in alphabetical order, but are best done out of order, perhaps going across the columns from left to right.

Also notice the word that remains may not have the same spelling pattern. For example, if you take away the /d/ sound in *word,* you would get *were.*

ar(ch)	clam(p)	laun(ch)
ar(m)	clas(p)	los(t)
ban(d)	cram(p)	pas(te)
bar(n)	cres(t)	plai(n)
bel(t)	den(t)	plan(t)
ben(ch)	dor(m)	pla(te)
ben(d)	fen(d)	ran(ch)
ben(t)	fil(m)	ran(k)
bes(t)	fin(d)	ser(ve)
bir(d)	for(d)	shel(f)
boar(d)	four(th)	skim(p)
bol(t)	gol(d)	swor(d)
bran(ch)	gras(p)	tor(n)
buil(d)	gues(t)	war(m)
buil(d)	hal(t)	war(n)
buil(t)	hear(d)	wil(t)
cam(p)	hol(t)	win(ce)
can'(t)	hum(p)	wor(d)
car(d)	in(ch)	wor(k)
car(t)	join(t)	

Here students are asked to delete the ending sound from a single syllable word, for example "Say 'wake.' Now say 'wake' without the /k/" Answer: "way"

Be sure to say the sounds, not the letters.

AUDITORY-MOTOR
Level G *Note that in EFRS, this is Level I2, not G*

<u>Words for use with Units 7 and 8</u>

wa(ke)	tea(k)	see(n)	stai(n)
tri(te)	ri(ce)	mee(k)	law(n)
mea(l)	trai(n)	lea(gue)	pa(ge)
lo(be)	no(se)	grou(p)	si(de)
ja(de)	coi(l)	ho(pe)	hea(t)
di(re)	lo(pe)	see(k)	pa(ce)
kee(p)	plea(d)	ti(re)	wea(l)
wai(t)	boa(t)	gai(l)	coo(p)
no(te)	ty(ke)	mi(re)	li(fe)
bi(de)	hai(l)	joi(n)	ma(de)
fee(l)	pla(gue)	goa(t)	coi(n)
gra(ce)	sea(t)	ra(ke)	goe(s)
fu(se)	mo(de)	lea(p)	ra(ge)
ti(le)	frea(k)	ho(ne)	ho(se)
lea(se)	la(ce)	ma(te)	hi(de)
bi(ke)	sea(l)	bea(d)	tee(n)
sa(ne)	wa(ge)	ri(de)	ba(se)
boi(l)	du(ke)	grow(n)	sie(ge)
rai(n)	ha(ze)	coo(l)	gra(pe)
kee(n)	see(p)	mea(t)	loa(d)
new(t)	la(me)	ru(de)	soa(p)
rai(l)	mi(ne)	mi(le)	hai(l)
plea(t)	sa(ke)	pri(ze)	pi(le)
shi(ne)	mi(ght)	li(ke)	bea(m)
loa(m)	how(l)	ga(ze)	pla(te)
sta(ge)	loa(n)	hee(l)	lea(n)

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Words for use with Units 7 and 8 (continued)

si(ze)	ma(ke)	trai(l)	fla(me)
plea(se)	wai(l)	to(ne)	moo(n)
grai(l)	roa(m)	bee(f)	ho(me)
do(pe)	choo(se)	no(de)	rai(d)
la(te)	bea(n)	sa(fe)	jai(l)
ri(pe)	ga(te)	kee(l)	slo(pe)
loa(f)	gro(pe)	gra(ze)	new(s)
ma(ce)	wa(le)	tu(ne)	wee(k)
bi(te)	tea(se)	awa(ke)	ly(re)
vi(ne)	pi(ke)	lea(k)	sla(te)
bea(k)	wee(d)	see(d)	sa(ge)
sa(me)	ra(ce)	hou(se)	pri(me)
goa(l)	ri(se)	prai(se)	mai(n)
sigh(t)	ti(me)	goa(d)	sta(ke)
tea(m)	ro(pe)	fee(t)	gra(de)
cu(te)	sai(l)	li(ne)	mai(l)
flu(me)	wee(p)	mea(d)	pai(n)
sig(n)	strai(n)	da(ze)	No(me)
pai(l)	soa(k)	ligh(t)	Ni(le)
fu(me)	bee(t)	pai(d)	sta(te)
mai(ze)	brea(k)	see(m)	lai(d)
fee(d)	lea(f)	blue(s)	croa(k)
grai(n)	hi(re)	na(pe)	ba(le)
fi(re)	deu(ce)	li(me)	dra(in)
rhy(me)	wai(f)	clai(m)	rai(se)
draw(n)	craw(l)	dy(ke)	pla(ce)

AUDITORY-MOTOR
Level G

<u>Words for use with Units 7 and 8 (continued)</u>

clau(se)	lai(n)	free(ze)	sta(le)
plai(n)	bai(t)	tea(l)	mai(m)
mea(n)	na(me)	pi(ne)	gai(n)
grea(t)	li(ke)	fla(ke)	feu(d)

Rosner had very few Level J activities. These were taken from a list of mixed activities from pages 302 to 304 of the Rosner manual with some additional examples added.

Note a small vowel letter between the slash marks refers to the "short" vowel and an uppercase vowel refers to the "long" vowel.

Short vowels: /a/ like in p*a*t; /e/ like in p*e*t; /i/ like in p*i*t; /o/ like in p*o*t; /u/a like in p*u*tt

Long vowels /A/ like in *cake;* /E/ like in *feet;* /I/ like in *ride;* /O/ like in *code;* /U/ like in *cute* or *flute*

Say *sit*: now say *sit* again but instead of /i/ say /a/ - *sat*

Say *time*: now say *time* again but instead of /I/ say /A/ - *tame*

Say *time*: now say *time* again but instead of /I/ say /E/ - *team*

Say *sip*: now say *sip* again but instead of /i/ say /a/ - *sap*

Say *fast*: now say *fast* again but instead of /a/ say /i/ - *fist*

Say *feet*: now say *feet* again but instead of /E/ say /i/ - *fit*

Say *sing*: now say *sing* again but instead of /i/ say /aw/ - *song*

Say *knee*: now say *knee* again but instead of /E/ say /O/ - *know*

Say *red*: now say *red* again but instead of /e/ say /i/ - *rid*

Say *rate*: now say *rate* again but instead of /A/ say /O/ - *wrote*

Say *cap*: now say *cap* again but instead of /a/ say /u/ - *cup*

Say *hat*: now say *hat* again but instead of /a/ say /u/ - *hut*

Say *map*: now say *map* again but instead of /a/ say /o/ - *mop*

Say *beat*: now say *beat* again but instead of /E/ say /a/ - *bat*

Say *bank*: now say *bank* again but instead of /a/ say /u/ - *bunk*

Say *lamp*: now say *lamp* again but instead of /a/ say /i/ - *limp*

Say *last*: now say *last* again but instead of /a/ say /i/ - *list*

Say *bake*: now say *bake* again but instead of /A/ say /a/ - *back*

Say *ply*: now say *ply* again but instead of /I/ say /A/ - *play*

Say *speed*: now say *speed* again but instead of /E/ say /e/ - *sped*

Say *top*: now say *top* again but instead of /o/ say /a/ - *tap*

Say *stake*: now say *stake* again but instead of /A/ say /i/ - *stick*

Say *flute*: now say *flute* again but instead of /U/ say /a/ - *flat*

Say *run*: now say *run* again but instead of /u/ say /a/ - *ran*

Say *which*: now say *which* again but instead of /i/ say /o/ - *watch*

Say *black*: now say *black* but instead of /a/ say /o/ - *block*

Say *brake*: now say *brake* but instead of /A/ say /O/ - *broke*

Say *clock*: now say *clock* but instead of /o/ say /i/ - *click*

Say *crash*: now say *crash* but instead of /a/ say /n/ - *crush*

Say *draft*: now say *draft* but instead of /a/ say /i/ - *drift*

Say *drink*: now say *drink* but instead of /i/ say /a/ - *drank*

Say *drip*: now say *drip* but instead of /i/ say /o/ - *drop*

Say *drive*: now say *drive* but instead of /i/ say /O/ - *drove*

Say *flash*: now say *flash* but instead of /a/ say /e/ - *flesh*

Say *grain*: now say *grain* but instead of /A/ say /O/ - *groan*

Say *grip*: now say *grip* but instead of /i/ say /O/ - *grope*

Say *sled*: now say *sled* but instead of /e/ say /i/- *slid*

Say *track*: now say *track* but instead of /a/ say /i/ - *trick*

Say *trip*: now say *trip* but instead of /i/ say /a/ - *trap*

AUDITORY-MOTOR Level H *In EFRS, this is Level K1, not H*

Rosner's program mixed together types of sound manipulations that represent a few different levels in the EFRS program on pages 300-303 of his manual. These have been separated out by section for easier use. Below are EFRS type Level K1 activities.

These are alphabetical, but it is best not to do them alphabetically. Perhaps go from left to right across the columns.

Remember this is an oral activity – focus on the sounds, not the letters.

For example: Say *black*. Now say *black* without the /l/. Answer: *back*

b(l)ack	b(l)ow	c(l)amp	d(r)ain
b(l)ank	b(r)ag	c(l)ash	d(r)ank
b(l)are	b(r)ain	c(l)ean	d(r)awn
b(l)eed	b(r)at	c(l)ing	d(r)ead
b(l)end	b(r)ay	c(l)ock	d(r)eam
b(l)ess	b(r)ead	c(l)ot	d(r)eary
b(l)est	b(r)eed	c(l)ub	d(r)ill
b(l)ight	b(r)ig	c(l)utter	d(r)ip
b(l)ind	b(r)ight	c(r)amp	d(r)ive
b(l)oat	b(r)oom	c(r)ash	d(r)ove
b(l)onde	b(r)ought	c(r)eep	d(r)ug
b(l)ood	b(r)ow	c(r)ook	d(r)um
b(l)oom	c(l)aim	d(r)aft	f(l)air

f(l)ake	f(r)og	g(r)ey	s(l)ip
f(l)ake	f(r)og	g(r)ill	s(l)it
f(l)ame	f(r)yer	p(l)aid	s(l)it
f(l)at	g(l)ass	p(l)ain	s(m)ell
f(l)ee	g(l)aze	p(l)aint	s(p)un
f(l)eet	g(l)ide	p(l)y	s(t)ick
f(l)ier	g(l)ow	p(l)y	s(t)y
f(l)ight	g(l)ow	p(r)ay	s(w)ing
f(l)oor	g(r)ail	p(r)ay	t(r)ack
f(l)orist	g(r)ain	s(l)ap	t(r)ap
f(r)ame	g(r)asp	s(l)ed	t(r)im
f(r)ee	g(r)ate	s(l)id	t(r)y
f(r)izzle	g(r)ave	s(l)ide	

AUDITORY-MOTOR
Level H *Note these are Level K2 activities in EFRS, not H)*

for <u>Unit 9</u> (continued):

1. <u>Story Lesson</u> (continued).

While very few in number, below are the Level K2 activities in Rosner. There were additional K2 activities mixed in with other activities on pages 302 to 304 and those have been pulled out and included on the next page.

<u>Follow-up Lesson</u>

Just as Betsy changed into a butterfly, and Molly into a moth, you can change one word into another word by changing one sound. Let's pretend you are waiting in a cocoon. I'll give you a word; if you can correctly change one sound to make a new word, you will become a beautiful butterfly.

Say <u>slap</u>. Now change the /s/ sound to /k/. (Teacher note: Say letter <u>sound</u>, not letter name.) The new word is <u>clap</u>.

Continue the lesson with words containing a two-consonant blend, that yield a new word when one sound in the blend is substituted with another.

Suggested word list:

sk̲ip - sl̲ip	gr̲ass - gl̲ass	ben̲t - bes̲t
sl̲ip - sn̲ip	sl̲ash - sm̲ash	ben̲t - ben̲d
sl̲ow - sn̲ow	br̲ick - tr̲ick	clam̲p - clas̲p
st̲ick - sl̲ick	bl̲ow - gr̲ow	cres̲t - crep̲t

At the end of the lesson, give each child a picture of Betsy Butterfly (illustration H-9) to color.

Additional words are listed on pages 302-304.

Level K2
Sample
Say *slip*: Now say *slip* again but instead of /l/ say /k/ - *skip*

Say *swell*: instead of /w/ say /m/ - *smell*

Say *bleed*: instead of /l/ say /r - *breed*

Say *blight*: instead of /l/ say /r/ - *bright*

Say *broom*: instead of /r/ say /l/ - *bloom*

Say *crash*: instead of /r/ say /l/ - *clash*

Say *flame*: instead of /l/ say /r/ - *frame*

Say *free*: instead of /r/ say /l/ - *flee*

Say *fryer*: instead of /r/ say /l/ - *flyer*

Say *gland*: instead of /l/ say /r/ - *grand*

Say *glass*: instead of /l/ say /r/ - *grass*

Say *glow*: instead of /l/ say /r/ - *grow*

Say *plank*: instead of /l/ say /r/ - *prank*

Say *pray*: instead of /r/ say /l/ - *play*

Say *swing*: instead of /w/ say /t/ - *sting*

AUDITORY-MOTOR

Level G *This represents Level L in EFRS, not G*

for <u>Unit 9</u> (continued):

5. State a consonant-vowel-consonant word. Then ask the children
to restate the word, replacing the final sound with another.
For example:

SAY <u>RHYME</u> (pause). NOW SAY IT AGAIN, BUT INSTEAD
OF /m/ SAY /s/. (Note: Always say the letter sound--not
the letter name.)

The following words are appropriate for this activity:

TOSS: INSTEAD OF /s/ SAY /m/ - TOM

TOM: INSTEAD OF /m/ SAY /t/ - TOT

BOSS: INSTEAD OF /s/ SAY /t/ - BOUGHT

BAIT: INSTEAD OF /t/ SAY /s/ - BASE

BEAM: INSTEAD OF /m/ SAY /t/ - BEAT

LACE: INSTEAD OF /s/ SAY /t/ - LATE

LAME: INSTEAD OF /m/ SAY /s/ - LACE

RACK: INSTEAD OF /k/ SAY /t/ - RAT

RACK: INSTEAD OF /k/ SAY /m/ - RAM

GATE: INSTEAD OF /t/ SAY /m/ - GAME

MATE: INSTEAD OF /t/ SAY /k/ - MAKE

MITE: INSTEAD OF /t/ SAY /s/ - MICE

BAKE: INSTEAD OF /k/ SAY /s/ - BASE

SEAT: INSTEAD OF /t/ SAY /k/ - SEEK

PRIME: INSTEAD OF /m/ SAY /s/ - PRICE

LATE: INSTEAD OF /t/ SAY /m/ - LAME

BITE: INSTEAD OF /t/ SAY /k/ - BIKE

FAKE: INSTEAD OF /k/ SAY /s/ - FACE

BASE: INSTEAD OF /s/ SAY /k/ - BAKE

LEAK: INSTEAD OF /k/ SAY /s/ - LEASE

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for <u>Unit 9</u> (continued):

FLAME: INSTEAD OF /m/ SAY /k/ - FLAKE

FACE: INSTEAD OF /s/ SAY /t/ - FATE

WELL: INSTEAD OF /l/ SAY /t/ - WET

STEEL: INSTEAD OF /l/ SAY /p/ - STEEP

CASH: INSTEAD OF /sh/ SAY /n/ - CAN

CUFF: INSTEAD OF /f/ SAY /b/ - CUB

DRUG: INSTEAD OF /g/ SAY /m/ - DRUM

BEAD: INSTEAD OF /d/ SAY /n/ - BEAN

SAFE: INSTEAD OF /f/ SAY /j/ - SAGE

COOL: INSTEAD OF /l/ SAY /p/ - COOP

LEAGUE: INSTEAD OF /g/ SAY /n/ - LEAN

PAGE: INSTEAD OF /j/ SAY /l/ - PALE

LOAF: INSTEAD OF /f/ SAY /d/ - LOAD

STAGE: INSTEAD OF /j/ SAY /t/ - STATE

HOLE: INSTEAD OF /l/ SAY /p/ - HOPE

GRADE: INSTEAD OF /d/ SAY /n/ - GRAIN

HOPE: INSTEAD OF /p/ SAY /z/ - HOSE

GAIN: INSTEAD OF /n/ SAY /z/ - GAZE

HIDE: INSTEAD OF /d/ SAY /r/ - HIRE

PAN: INSTEAD OF /n/ SAY /s/ - PASS

BEND: INSTEAD OF /d/ SAY /t/ - BENT

WIN: INSTEAD OF /n/ SAY /g/ - WIG

PLEAD: INSTEAD OF /d/ SAY /z/ - PLEASE

FAIR: INSTEAD OF /r/ SAY /l/ - FAIL

MAIL: INSTEAD OF /l/ SAY /d/ - MAID

skip: instead of /p/ say /n/ - skin
greet: instead of /t/ say /n/ - green
slam: instead of /m/ say /p/ - slap
grate: instead of /t/ say /n/ - grain

The additional ones on the left were
pulled from some mixed activities from
pages 302 to 304

II-273

Rosner AUDITORY-MOTOR Level H *This is Level M1 in EFRS, not H*

Rosner's program mixed together types of sound manipulations that represent a few different levels in the EFRS program on pages 300-303 of his manual. These have been separated out by section for easier use. Below are EFRS type Level M1 activities.

These are alphabetical, but it is best not to do them alphabetically. Perhaps go from left to right across the columns.

Remember this is an oral activity – *focus on the sounds, not the letters.*

For example: Say *soft*. Now say *soft* without the /f/. Answer: *sought*

be(n)d	du(s)k	li(f)t
be(n)t	ea(s)t	li(s)t
be(s)t	e(n)d	ne(s)t
ble(n)d	fa(s)t	pa(s)t
boa(s)t	fe(n)d	pe(s)t
bui(l)d	fi(s)t	pu(m)p
bui(l)t	ga(s)p	ra(f)t
ca(m)p	gho(s)t	ra(m)p
ca(m)p	gue(s)t	ra(n)t
ca(n)t	ha(n)d	ri(n)d
ca(s)t	ha(s)te	sa(n)d
cla(m)p	ha(s)te	se(n)d
cla(s)p	he(l)d	si(f)t
cla(s)p	he(l)m	ski(m)p
coa(s)t	hi(l)t	so(f)t
co(s)t	hi(n)t	ve(n)t
cra(m)p	hu(m)p	we(s)t
cra(n)k	hu(n)t	wi(l)t
cu(l)t	je(s)t	
de(n)t	le(f)t	
de(s)k	le(n)d	

Below are the very few EFRS M2 type of activities pulled from some mixed activities on Rosner's manual, pages 302 to 304.

Say *clamp*: now say *clamp* again, but instead of /m/ say /s/ - *clasp*

Say *crest*: now say *crest* again instead of /s/ say /p/ - *crept*

Say *lilt*: now say *lilt* again, but instead of second /l/ say /s/ - *list*

Say *lint*: now say *lint* again, but instead of /n/ say /s/ - *list*

Say *ramp*: now say *ramp* again, but instead of /m/ say /s/ - *rasp*

Say *west*: now say *west* again, but instead of /s/ say /p/ - *wept*

Say *list*: now say *list* again, but instead of /s/ say /f/ - *lift*

Say *lisp*: now say *lisp* again, but instead of /s/ say /m/ - *limp*

Say *graft*: now say *graft* again, but instead of /f/ say /n/ - *grant*

Say *lift*: now say *lift* again, but instead of /f/ say /n/ - *lint*

Say *vest*: now say *vest* again, but instead of /s/ say /n/ - *vent*

Say *shift*: now say *shift* again, but instead of /f/ say /p/ - *shipped*

Say *mint*: now say *mint* again, but instead of /n/ say /ks/ - *mixed*

Say *tent*: now say *tent* again, but instead of /n/ say /s/ - *test*

Say *tapped*: now say *tapped* again, but instead of /p/ say /k/ - *tacked*

Say *burst*: now say *burst* again, but instead of /s/ say /n/ - *burnt*

Say *roost*: now say *roost* again, but instead of /s/ say /f/ - *roofed*

Say *sift*: now say *sift* again, but instead of /f/ say /p/ - *sipped*

Say *sent*: now say *sent* again, but instead of /n/ say /k/ - *sect*

Say *tusk*: now say *tusk* again, but instead of /s/ say /f/ - *toughed*

Say *rent*: now say *rent* again, but instead of /n/ say /l/ - *wrecked*

Say *least*: now say *least* again, but instead of /s/ say /p/ - *leaped*

Say *past*: now say *past* again, but instead of /s/ say /n/ - *pant*

Say *joint*: now say *joint* again, but instead of /n/ say /s/ - *joist*

Say *wrist*: now say *wrist* again, but instead of /s/ say /p/ - *ripped*
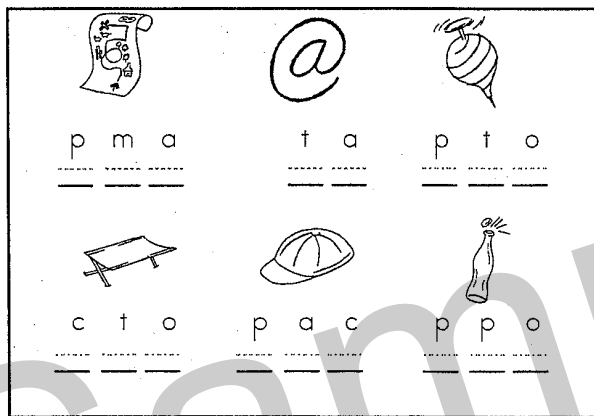
Sample

Unit Two 2

map at top cot cap pop

In this unit your child will:

- do Word Puzzles for *map, at, pot, cot, cap,* and *pop*
- Tap-and-Say these words
- Say-and-Write these words
- do a Spelling Chain
- do a Reading Chain
- do a Phoneme Manipulation activity ✸
- spell the 6 target words from memory
- practice reading the 6 target words

Word Puzzles

Have your child turn to page 14 of her workbook.

Here is a new word puzzle for us to do. The word we have to make is _map. If you get lost, you can look at a map. Please say map._

Your child says the word.

Please tell me the first sound you hear in _mmmaaap._

Say the word slowly, elongating each continuant sound for approximately one second while running your finger under the lines on the mat. Your finger should pass under the line corresponding to the sound you are saying at the moment.

Your child says /m/.

Please write /m/ on the first line.

Your child writes the *m* on the first line at the bottom of the mat.

NOTE: Remember to refer to letters by their sounds and not their names.

Nice work. We've got the first sou in _map._ Tell me the next sound yo hear in _mmmaaap._

Say the word elongating each continuant sou for approximately one second while running y finger under the lines on the mat. Your finger should pass under the line corresponding to th sound you are saying at the moment.

Your child says /a/.

Write /a/ on the next line.

Your child writes the *a* on the second line.

Great job again! Now tell me the l sound you hear in _mmmaaap._

Repeat the word, once again elongating each continuant sound for about a second while tra ing your finger underneath the lines on the ma

Your child says /p/.

That's right. Please write /p/ on th last line.

The child writes the *p* on the third line.

Wow. Look at that. You just spell the word _map._

I'm going to tap-and-say. Listen. / /a/ /p/ _map._

Touch each letter in turn as you say it. Mak sure that you say each sound distinctly and wit a definite pause before continuing to the next sound. After you pronounce all of the sounds i isolation, run your finger underneath the word in a smooth, continuous gesture from beginnir to end while saying the whole word in regular speech.

Now it's your turn to tap-and-say.

Your child does a tap-and-say. If she hesitat or forgets a sound, provide it for her.

Have your child repeat the tap-and-say as m times as necessary until she can do it on her ow easily without any mistakes.

Repeat these steps for the remaining words:

1. Tell your child the word and have her repeat it.

2. Ask your child for the first sound in the word. Say the word elongating each

continuant sound for approximately one second while running your finger under the lines for the puzzle.

3. Have your child write the letter for the first sound on the first line.

4. Repeat these steps to identify the remaining sounds. ALWAYS HAVE YOUR CHILD IDENTIFY THE SOUND BEFORE SHE WRITES IT.

5. Have your child tap-and-say the word.

Tap-and-Say

Have your child turn to page 15 of her workbook.

```
t o p      m a p      a t

p o p      c o p      c o t
```

We're going to do a tap-and-say for each of these words. Please point to map.

Your child points to the word.

My turn to tap-and-say. Listen. /m/ /a/ /p/ map.

Touch each letter and say its sound in isolation. Provide a pause of about half a second to a full second between the pronunciation of each sound. After you have tapped on each letter and said its sound, run your finger under the entire word and say it in normal speech.

Now it's your turn to tap-and-say map.

Make sure that your child taps each letter in turn with her finger and says its sound distinctly. If she hesitates or forgets, provide the sound for her. If she forgets to tap with her finger, take her finger and gently guide her in the tapping, and then have her do the tap-and-say all by herself.

After she has pronounced all of the sounds in isolation, have her say the word in regular speech as she runs her finger under the word in a smooth, continuous gesture.

Have your child repeat the tap-and-say as many times as necessary until she can do it on her own easily without any mistakes.

Repeat these steps for the remaining words:

1. Dictate one of the words on the page in random order and have your child point to it.

2. Tap-and-say the word yourself.

3. Have your child tap-and-say the word.

Error Game

You will continue to refer to the words on page 15 of the student workbook for this activity.

Now you get to be the teacher and I'm the student.

I'm going to say these words, and you'll have to tell me if I read the words correctly.

Here's the first word. I think this says top. Did I read that word correctly?

The child tells you that you read it correctly.

Whew! I'm glad I got that right. Let me try the next word. I think it's sat. Did I read that word correctly?

The child tells you that you made a mistake.

What did I get wrong?

Continue discussing the word with your child until she can identify a sound that doesn't match. Many children will simply blurt out the correct word. If your child does so, praise her for reading the word correctly but continue to prod to establish something that didn't match between the letters in the word and the word you said. Acceptable answers include:
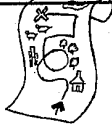
Sat has a /s/ in the beginning. This has /m/.

You need to say /m/ in the beginning.

You didn't say /m/.

If your child is not able to articulate a reason after a little prodding, then you provide the reason. *Oh, I see now. I said sat with a /s/ at the beginning. But it has an /m/.*

Oh, you're right. Let me try again. /m/ /a/ /p/. Map. Did I get it right this time?

map   at   top

Your child should tell you that you read the word correctly.

Repeat these steps with the remaining words:

1. Read the word in People Talk. Choose whether to read the word correctly or not. You should read at least one word incorrectly and at least one word correctly each lesson.

2. If you read the word incorrectly, prod your child to explain what didn't match.

3. If you make a mistake, tap-and-say the word and read it correctly and have your child affirm that you read it correctly.

NOTE: *When you first read the word, you should read the word in People Talk, without a tap-and-say. After being corrected, though, you should do a tap-and-say and pronounce the word correctly, just as in the dialogue above.*

Say-and-Write

Have your child turn to page 16 of her workbook.

Now it's time to practice writing these words.

Point to the first word .

This is map. Say each sound of the word and write it.

Your child should say the first sound and write it, say the second sound and write it, then say the third sound and write it. After she has written

the word, have her say the whole word in ; speech.

It's best if she says the sound first and th writes it--this routine prepares her for spe without copying.

If your child forgets the correct sound f ter, tell it to her immediately and have her the correct pronunciation.

If she has difficulty forming the letter, g the directions for each stroke and have he these as she writes.

Have her say-and-write the word a secc time.

Repeat these steps for the remaining wc

1. You point to the word and say it.

2. Your child says each sound one at a time and writes it.

3. She says the whole word in regular speech.

4. Have her say-and-write the word a second time.

NOTE: *The exercise continues on pa₃*

Spelling Chain

Have your child turn to page 18 of her book.

a   c   f   m   o   p   s

Now it's time to do a spelling c

Place a clear sheet of acetate over the p give your child a dry erase pen and an er₴ you do not have a clear piece of acetate, s! do the task on a regular dry erase board. child is going to use a dry erase board, yo write the letters on the page at the top of erase board before she begins the activity

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get us started, I'm going to spell ⌐ word <u>sat</u>. /s/ /a/ /t/.

⌐s you say each sound, write it on the line.

⌐ase tap-and-say <u>sat</u>.

⌐our child does the tap-and-say.

⌐at job! Now, please change one ⌐nd to make <u>cat</u>.

⌐un your finger under *sat* as you say the new ⌐d, *cat*, in Turtle Talk.

⌐our child replaces the *s* with a *c*.

⌐at's right. Please tap-and-say.

⌐our child does a tap-and-say on the word.

⌐epeat these steps, reciting the words in order ⌐he following list. (You have already done *sat* ⌐ *cat*, so the next word you dictate will be *cap*.) ⌐oduce each word by saying, *Change one sound ⌐nake . . .*

⌐our child should repeat the word and then ⌐ke the appropriate change. She does not need ⌐lescribe the change with words; all she needs ⌐lo is to make the appropriate change. After she ⌐ made the new word, have her tap-and-say it.

1.	(sat)	6.	tap
2.	(cat)	7.	map
3.	cap	8.	mop
4.	cop	9.	pop
5.	top	10.	pot

Reading Chain

You will continue using the same letter tiles or ⌐ erase board that you used in the preceeding ⌐lling Chain.

⌐w you will be reading some words ⌐d parts of words.

⌐Point to the word *pot* (i.e., the last word in the ⌐lling Chain.

⌐ke away the /p/.

Your child takes away the *p*.

⌐ease read this word. It's just a ⌐rt of a word.

Your child reads the word.

If she says she can't read the word, have tap-and-say it.

If she doesn't recognize the word after she does the tap-and-say, then say the word in Turtle Talk for her.

If she still doesn't recognize the word, tell her the word, and have her tap-and-say it.

For words with an asterisk (*): After your child has read the new word, tell her to say it without the first sound. For example, after your child reads word number 3, *cap*, say:

That's right. Now say <u>cap</u> but don't say /k/.

Remember that you are saying a sound, not a letter name.

The word should be visible to your child while she does this task. If she is at all confused about what to do, cover up the first letter with your hand and ask her to read the part of the word that is uncovered.

Repeat these steps for all of the words:

1. Tell your child to change a sound in a word. The change you direct her to make will be the one necessary to change the current word to the next word on the list.

2. Tell your child to read the word.

3. If a word has an asterisk, ask her to say the word without the first sound. You should repeat the word and say the first sound explicitly, using this frame, "Now say <word>, but don't say <sound>."

1.	ot	6.	cot *
2.	at	7.	pot *
3.	ap	8.	pat *
4.	cap *	9.	mat *
5.	cat *	10.	map *

Phoneme Manipulation

Put away the board with the letter tiles from the reading chain.

Now we are going to play a quick sound game.

Say <u>sat</u>.

Your child says the word.

Now say <u>sat</u> but don't say /s/.

Your child says /at/.

That's right. Now say <u>cap</u>.

Your child says the word.

Now say <u>cap</u> but don't say /k/.

Your child says /ap/.

If your child makes a mistake, give your child the correct answer, using this frame:

<u>Sat</u> without /s/ is /at/.

If your child makes a mistake, tell her the correct answer and have her repeat the original word and the onset (e.g., "*<u>Sat</u> without /s/ is <u>at</u>. Now you say, <u>sat, at</u>.*"

If your child misses 3 in a row, present the next words by writing them down. Tell your child the word and have her repeat it. Then give her the phoneme deletion direction, but this time with the word visible. You may cover up the deleted sound if your child isn't sure what to do.

Continue the exercise in this way until your child gets 3 correct in a row. Then return to administering the task as you did originally, that is, as a completely oral task with no written words.

The table below contains the words to use for this exercise. The frame for presenting the task is:

Say <word>. Now say <word> but don't say <sound>.

1.	(s)at	6.	(t)op
2.	(c)ap	7.	(p)ot
3.	(m)op	8.	(c)op
4.	(t)ap	9.	(c)at
5.	(m)ap	10.	(p)at

Spelling Test

Have your child turn to page 19 of her workbook.

On this page you will spell the words that you have been studying.

Please write <u>at</u> on line 1.

Use the word in a sentence.

Your child writes the word. She should say each individual sound as she writes it.

Correct your child immediately if she makes a mistake.

After you make a correction, have your child cover up the word and write it again from memory, once more saying each individual sound as she writes it.

Dictate the remaining words and have your child say the individual sounds of each word as she writes it. You should use each word in a sentence after you have dictated it.

1.	at
2.	map
3.	pop
4.	cap
5.	top
6.	cot

Reading Words

Have your child turn to page 20 of her workbook.

op	ot	ap	at
pop	pot	tap	sat
mop	cot	cap	fat
top		map	cat

Here are the words you have just been working on.

Cover up all the rows except the first one.

Please point to <u>ap</u> .

Your child points to *ap*.

Uncover the page.

Please read all the words in this column. They all end with <u>ap</u>.

Your child reads all of the words in the *ap* column.

Repeat these steps for the remaining words:

1. Tell your child to point to a particular rime.

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Uni

2. Have your child read all of the words in that column.

If your child has difficulties reading a word, have her tap-and-say the word.

If she cannot recognize the word after doing a tap-and-say, say the word in Turtle Talk for her.

If she still cannot recognize the word, tell her the word and have her do a tap-and-say.

Unit Checkouts

Before moving on to the next unit your child should be able to do the following accurately and without much hesitation:

1. Spell the 6 target words in the unit from dictation.

2. Read the rimes: *op, ot, ap* and *at*.

Many children at this point will continue to need support to write the letters accurately and quickly, and they still may have some hesitation before saying or writing a letter. There are no new sounds introduced in Units 2 and 3, so what is important at this stage is not fluency on these tasks, but accuracy. Your child will get many opportunities for continued practice to build fluency on these letter/sounds before being asked to learn additional ones.

If your child does not meet these checkouts, then provide additional practice as needed according to the recommendations on page 45.

ee ea e-e e y

Sample

3

Unit Three

In this unit your child will:
- do a spelling chain
- do a reading chain
- do a phoneme manipulation exercise
- sort ways to spell the /ee/ sound
- analyze 8 target words with the /ee/ sound
- practice letter/sounds
- read rimes and nonsense words
- practice reading the target words for the unit
- complete some sentences with the target words for the unit
- read a fable

Spelling Chain

Have your child open her workbook to page 26.

You can lay out the letter tiles indicated and have your child use the letter tiles to spell the words, or you can lay a sheet of acetate over the page and your child can write the words using a dry erase pen.

Now let's do a spelling chain. Most of the words we will make are non-sense words.

Please spell shrim.

Your child spells the word with the letter tiles.

Now change one sound to make "grim."

Your child replaces the "sh" with "g."

Repeat these steps for the remaining words:

1. Say, "*Change one sound to make <new word>.*"

2. Your child makes the appropriate spelling change.

Here is the list of words for this exercise.

1.	shrim	6.	slop
2.	grim	7.	snop
3.	glim	8.	stop
4.	glip	9.	stip
5.	glop	10.	swip

Reading Chain

Have your child open her workbook to page 27.

Great job! Now please read this list of words. It is a chain. Only one sound changes as you go from word to word.

Your child reads the words.

Here is the list of words for this exercise.

1.	swim *	6.	frim *
2.	swam *	7.	flim
3.	slam	8.	glim *
4.	flam *	9.	grim
5.	fram	10.	brim *

For each of the words with an asterisk (*) you will ask an additional question after your child has read the word and before you ask for the next spelling change.

Ask your child to say the word again, but to leave out the second sound. Use this frame: *Now say <word>, but don't say <sound>.*

For example, for the first word on the list, *swim,* say:

Now, say swim but don't say /w/.

These questions help prepare the student for the phoneme manipulation questions in the following exercise.

If your child can't say the new word correctly, remove the second letter from her word and have your child read the word. After she has read it correctly, return the letter to the word and proceed to the next item.

Phoneme Manipulation

Now we are going to play a quick sound game.

Tell me the sounds in blue.

Hold out the thumb of your left hand as your child says the first sound. Put up an additional finger as your child says each successive sound.

After your child has said all of the sounds, keep your fingers up and say:

Now say blue, but but don't say /l/.

NOTE: You are identifying the change by SOUND, not letter.

Your child should say *boo.*

Repeat these steps for the remaining words. The frame for your directions is:

Tell me the sounds in <word>. Now say <word>, but don't say <new sound>.

The table below has the list of words for this exercsie. The sound to delete is indicated in parentheses. In this list, the deleted sound is always the second sound, in this case, the final sound of an initial consonant cluster.

Say:	Correct Rersponse
b(l)ue	boo
b(l)ack	back
f(r)ame	fame
s(l)ip	sip
c(l)amp	camp
p(l)ease	peas
s(n)ow	so
p(l)ay	pay
g(r)ow	go
b(r)ake	bake

If your child makes an error, tap your fingers and sound out the remaining sounds. For example, to correct an error for the first item, you should say "*Blue without /l/ is /b/ /oo/, boo.*" As you say /b/ and /oo/, point to your first and third fingers respectively. (You don't point to your second finger because that represents the sound you deleted.)

Sorting Words

Have your child open her workbook to pages 28 and 29.

1 ee	2 ea	3 e-e	4 e	5 y

Today we will be sorting words that have the sound /ee/. Say /ee/.

NOTE: You are saying a SOUND, not letter names.

Your child says the sound.

Point to the column headings on page 23.

Please read the first word.

Point to the word *sea* on page 22 and have your child read it.

NOTE: It's fine if the student recognizes the whole word and calls it out without saying the individual sounds first.

Nice job. Where does this word go on the sorting chart? Where do you see the match for how /ee/ is spelled?

Your child should indicate that the word goes in column 2.

That's right. Please say-and-write "sea" in column 2.

Your child should say the sounds in the word one at a time. Each time she says a sound, she should write how it is spelled.

Repeat these steps for the remaining words:

1. Your child reads the word.

2. She indicates in which column the word goes.

3. She records the word in the appropriate column on her sorting sheet. When she records the word, she should say each sound in the word in isolation as she writes how that sound is spelled.

The figure below shows what the completed sorting sheet should look like.

1 ee	2 ea	3 e-e	4 e	5 y
sleep	sea	these	be	happy
need	eat		me	sunny
knee	clean			
	each			

Have your child turn to page 30 of her workbook.

Here is another list of words to practice.

Point to the first word.

This is the word she.

Say each sound in the word and circle how it's spelled.

Your child says the sounds and circles how they are spelled.

Great job! How do we spell /e/ in she?

Your child says "e" (She is referring to the letters by their names.)

How do we spell /sh/ in she?

Your child should say "s-h." (She is saying letter names here.)

That's right. Now spell she out loud.

Your child spells the word out loud.

Nice work!

Cover the word.

Please write she on this line.

Indicate the blank line immediately under the word she has just marked.

Your child writes the word from memory.

Repeat these steps for the remaining words:

1. Tell your child the word.

2. Have her say each sound in isolation and circle how that sound is spelled.

3. Ask her questions about how particular individual sounds and combinations of sounds are spelled. Select sounds and sound combinations in random order. Always end by having her spell the entire word out loud. (At this step, she can look at the word as she spells it.)

4. Cover the word and have your child write it on the blank line immediately under the word.

The figure below shows the words correctly marked.

1. s h e 5. t h e s e
2. e a c h 6. s e e
3. y e a r s 7. t h r e e
4. h e r e 8. h a p p y

Key Words and Letter Sound Practice

Have your child turn to page 31 of her workbook.

| boat | each | see | show |
| out | these | cow | hope |

| ou | ow | ee | ea |
| oa | e-e | o-e | ou |

Point to the box at the top of the page.

Here are some words you have read recently. Please read them for me again.

Have your child read the words. Repeat as necessary until she can read the words without any hesitation.

Great job. Now I want you to say just the sound for the underlined part.

Point to each word in turn. Your child should say the sound just for the underlined part.

Very well done!

Cover up the box on the top of the page with the key words, but leave the box in the middle of the page with the keywords visible.

Now it's time to practice writing these words. Please write _show_.

Your child writes the word.

Dictate the remaining words in random order for your child to write.

If she makes a mistake, show her the word on the top of the page, have her say the sounds in the word, and have her articulate how to spell the sound she made a mistake on, and then have her write the word again from memory.

After your child has written all of the key words, point to the box of letter/sounds at the bottom of page.

Very well done. Now here are the letter/sounds all by themselves. Please say the sounds.

When your child comes to *ow*, remind her that she is to say both sounds.

Reading Rimes and Nonsense Words

Have your child turn to page 32 of her notebook.

Point to the list of words at the top of the page.

ean	oak	ope	out
eat	ound	own	ome

Here is a list of some words and parts of words. Let's practice reading these until they are easy for you. Please point to _ound_.

Your child points to *ound*.

Tell me the sounds in _ound_.

Your child says /ou/ /n/ /d/.

Repeat these steps for the remaing word parts.

1. You pronounce one of the rimes at random and ask your child to point to it.

2. You ask your child to tell you the sounds in the rime.

After you have reviewed all the rimes in this way, have your child read all of the rimes on the list.

After she has read all of the rimes, point to the words at the bottom of the page and say,

Here are some nonsense words. Please sound these out.

veat	zown	jope	loak
zean	nout	lound	vome

Your child should sound out the words. If she can say the word as a whole without overtly sounding it out, that is fine.

If your child has any difficulty reading the word, cover up the initial consonant and ask her to read what is uncovered. The uncovered part will be one of the rimes she practiced at the top of the page.

Word Reading Practice

Have your child turn to page 33 of her workbook.

see	three	happy	each	years	these	she	here
years	see	three	happy	here	she	each	these
these	three	happy	see	she	each	years	here
happy	each	see	years	three	she	here	these

Here are the words you studied a few minutes ago. Each row has the same words but in a different order. Please read all of the words in the first row as well as you can.

Your child reads the words going across the first row. You may wish to place a card under the line she is reading to help her keep her place.

Before continuing with the rest of the list, use the following routine to review any words your child did not say correctly in 2 seconds. (The dialogue uses the word "three" as the practice word.)

Let's practice some of the tricky words on this list. Please point to _three_ in the top row.

Your child points to the word.

Tell me the sounds in _three_.

Your child says /th/ /r/ /ee/.

How do we spell /ee/ in _three_?

Your child says "e-e." (She is saying letter names here.)

How do we spell /th/ in _three_?

Your child says, "t-h."

Please spell _three_.

Your child says "t-h-r-e-e."

Repeat these steps for any other words.

1. Dictate one of the words to review and ask your child to point to it on the top line.

2. Ask your child to say the sounds of the word.

3. Ask your child how to spell some of the sounds of the word out loud.

4. Ask your child to spell the whole word out loud.

Your child should look at the words as she does these tasks.

AFter you have done this practice routine with your child, have her read the words on the second line. They are the same words but in a different order.

Again review any words your child had to tap-and-say or didn't read in 2 seconds or fewer.k

Then have your child read the last two rows.

Completing Sentences

Have your child turn to page 34 of her workbook.

Here is another page with sentences that have missing words. Your job is to fill in the choice that makes the most sense.

Remember to say _blank_ when you come to the blank line.

Your child should read the first sentence, saying blank when she comes to the blank line.

She should select the word underneath the blank line that yields a sensible sentence and copy it on the blank line.

Have your child proceed in this way with the remaining sentences. The sentences continue on page 35.

NOTE: If your child has great difficulty with handwriting, it's fine for you yourself to write the words on the blank lines. If you do so, however, make sure that your child dictates the sounds of the word to you one at a time as you write it.

The completed sheets should look like the following figure.

1.	Please don't cut down **these** trees.
2.	**She** will tell us how to get to town.
3.	Tom went to **see** the big house.
4.	**Three** cows sat down on the grass.
5.	Jill will help us when she gets **here**.
6.	Tom has a cat that is six **years** old.
7.	The snow is **three** feet deep.
8.	Mom will give a treat to **each** of the kids.
9.	**She** had to clean the house.
10.	Sam will be **happy** to go with us to the show.

Reading the Fable, "The Fox and the Crow"

1. Give your child the *ABeCeDarian Aesop* booklet and open up to the "The Fox and the Crow."

2. Read the story out loud to your child. Ask her to point to the words as you read the story.

3. Do "alternate" reading with your child, in which you read a word, she reads the next word, you read a word, etc.

4. Have your child read the fable out loud on her own.

5. Have your child read the fable (or parts of the fable) again in future lessons until she can read it easily.

Unit Checkouts

Before moving on to the next unit, your child should be able to do the following:

1. Say each letter/sound presented in the unit in 2 seconds or less.

2. Read each of the target words in the unit in 2 seconds or fewer.

If your child does not meet these checkouts, then provide additional practice as appropriate. Refer especially to the sections, *How to Provide Additional Practice* beginning on page 41.

ACTIVITY A: **Oral Activity—Blending Word Parts Into Words**

ACTIVITY B: **Vowel Combinations**

er	ir	ur
(her)	(bird)	(turn)

1	ir	ay	au	ur
2	ai	ir	er	au

ACTIVITY C: **Vowel Conversions**

o	a	i
(sound - h<u>o</u>t)		
(name - l<u>o</u>cate)		

ACTIVITY D: **Reading Parts of Real Words**

1	cur	tro *	yond	serv
2	to *	strict	fer	pris
3	dom	ver	plaint	turb
4	tern	hib	vi *	surd

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ACTIVITY E: **Underlining Vowels in Words**

1	curtail	birthday	turn
2	auto *	astronaut *	random
3	launch	verdict	vitamin *
4	blackbird	turban	whirlwind
5	pattern	server	taunt

ACTIVITY F: **Oral Activity—Correcting Close Approximations Using Context**

ACTIVITY G: **Prefixes and Suffixes**

(be)long	be	(pre)pay	pre
(de)forest	de	(pro)claim	pro
(re)print	re		

Prefixes

1	be	com	pro	ab	dis	de
2	pro	re	mis	con	pre	be
3	de	pre	com	ad	pro	re

ACTIVITY H: Circling Prefixes and Suffixes

1	prefer	restrict	complaint
2	prohibit	betray	defraud
3	detail	insert	cotton
4	reclaim	decay	disturb
5	prepay	confirm	restrain
6	beyond	district	proclaim
7	absurd	prison	preplan

ACTIVITY I: Meanings of Prefixes and Suffixes

re = *again, back*
pre = *before*

a (Line 4) to **claim back**; to get something back, such as your wallet, luggage, or other property

_____

b (Line 5) to **pay before** you get something

_____

c (Line 7) to **plan before** an event happens; to think about what you need before you carry out the plan for an activity, such as a science experiment or a picnic

_____

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ACTIVITY J: Spelling Dictation

1	3
2	4

ACTIVITY K: Academic Vocabulary

1 **betray**—If you **betray** someone who trusts you, you do something that hurts or disappoints that person.

2 **absurd**—If you say that something is **absurd**, you are saying that it's ridiculous or that it doesn't make sense.

Review

1 distract

2 admit

3 contrast

4 distinct

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bus   us   Gus   pus

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bun   Gus   pun

ban   gun   pan

bin   pus

Gus ran a bus.

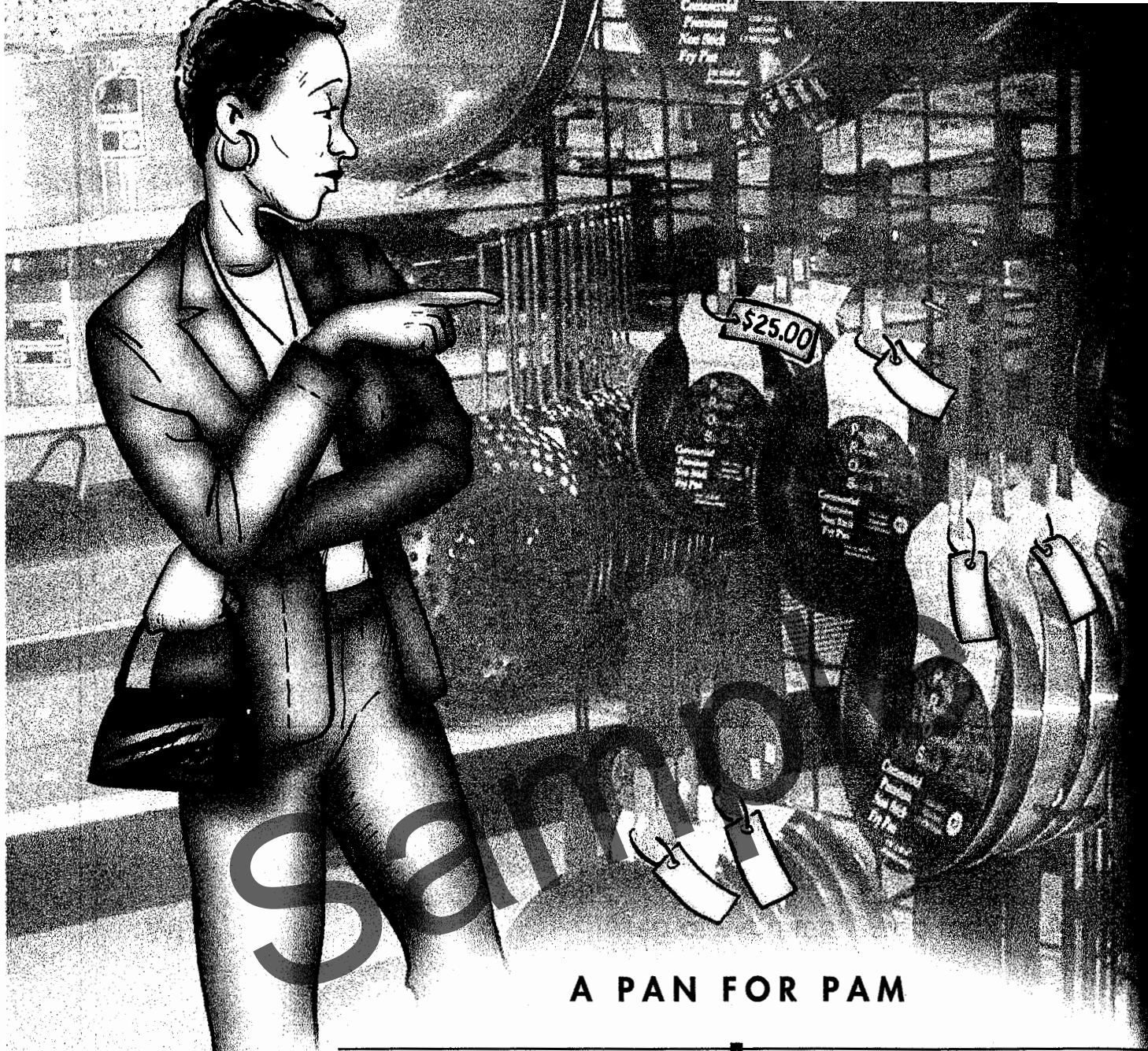Gus ran the bus into a pit. Bam!

Did it tip?

Pal can run.

Run to us, Pal! Pal ran to us.

a tidbit of ham

a dab of jam

a bit of a bun

fig jam in a can

A PAN FOR PAM

1 Pam is at Home Store.
2 She has to get a pan.
3 She shops for a pan at Home Store.
4 The pans cost a lot.

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5 Pam sees a pan.

6 She thinks it is a good pan.

7 But it costs a lot.

8 The pan costs $25.00.

9 Pam thinks $25.00 is too much money.

10 Thrifty Shop is next to Home Store.

11 Thrifty Shop is a thrift store.

12 Thrifty Shop sells secondhand things.

13 Pam stops at Thrifty Shop.

14 Thrifty Shop has pots and pans.

15 The pans at Thrifty Shop do not cost a lot.

16 Pam gets a pan at Thrifty Shop.

17 The pan costs $5.00.

18 Pam thinks $5.00 is not too much money.

19 It is a good pan for Pam.

Pots and Pans
$5.00 each

15

Circle yes or no.

1. Pam needs a pan.   (yes)   no

2. Pam goes to Home Store.   yes   no

3. The pan at Home Store costs $5.00.   yes   no

4. Pans at Home Store cost a lot.   yes   no

5. Pam thinks $25.00 is too much money.   yes   no

6. Pam goes to Thrifty Shop.   yes   no

7. The pan at Thrifty Shop costs $25.00.   yes   no

8. The pan at Thrifty Shop costs $5.00.   yes   no

9. Pam gets a pan at Home Store.   yes   no

10. Pam gets a pan at Thrifty Shop.   yes   no

Match. Write.

1. _pan_

2. _____

3. _____

4. _____

5. _____

6. _____

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Circle.

cheap = costs a little   expensive = costs a lot

1. The pan costs a lot. ⟵ (circled)
   The pan costs a little.

2. The pan costs a lot.
   The pan costs a little.

3. The pot costs a lot.
   The pot costs a little.

4. The pot costs too much.
   The pot is cheap.

5. The pots and pans are expensive.
   The pots and pans are cheap.

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