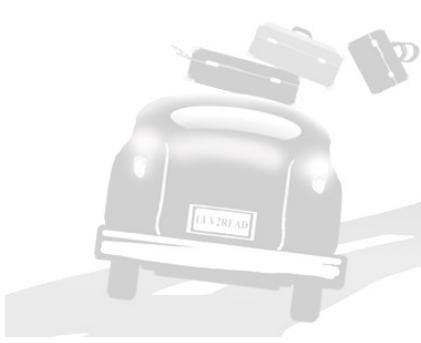


# ***Toolkit*** for the ***Literacy Roadtrip***



## **Phonemic Awareness**

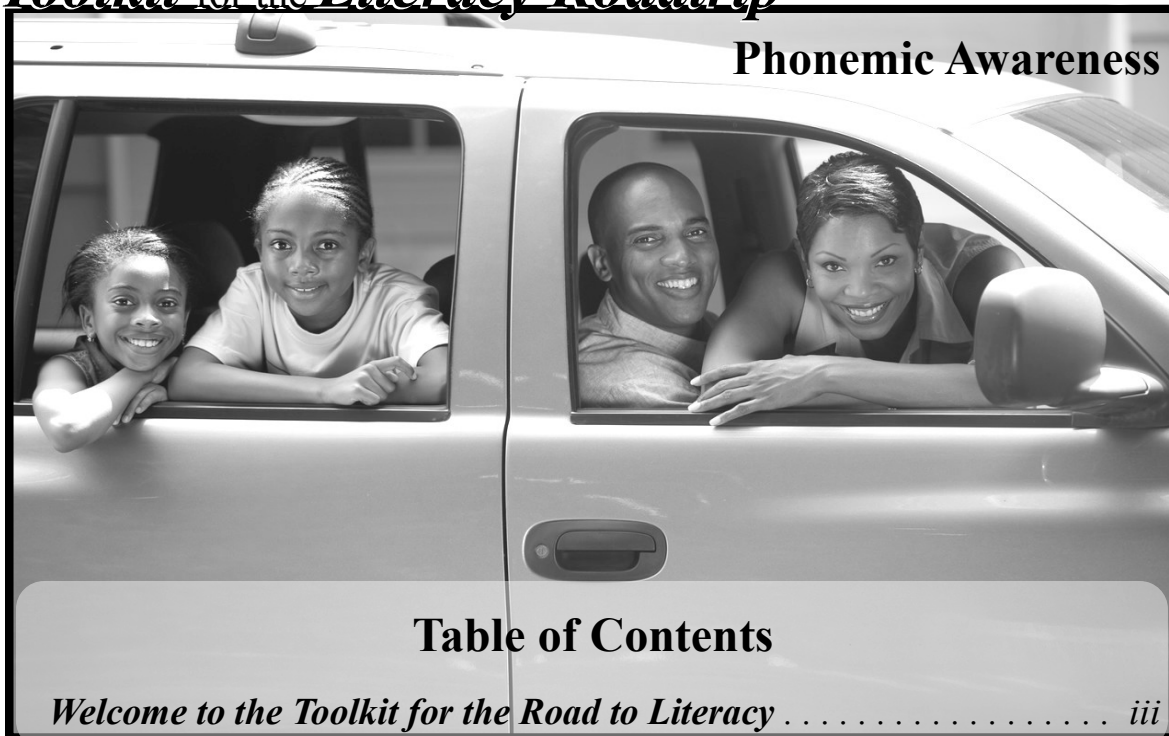


Reading Connections, Inc.  
122 N. Elm Street, STE 520  
Greensboro, NC 27401  
336.230.2223  
[www.readingconnections.org](http://www.readingconnections.org)

**Written by Mary Lester, Ed.D.**—Reading Specialist, Reading Connections, Inc.  
**Jenny Gore**—Executive Director, Reading Connections, Inc.

# *Toolkit* for the *Literacy Roadtrip*

## Phonemic Awareness



<b>Introduction</b> . . . . .	1
Rhyming Sounds . . . . .	5
Isolating Sounds . . . . .	17
Blending Sounds . . . . .	25
Deleting Sounds . . . . .	30
<b>Assessment</b> . . . . .	39
Pre-Test . . . . .	40
Post-Test . . . . .	43



### **Pit Crew**

If you have any questions, please do not hesitate to call our office for help along the way. We are your Pit Crew – our job is to help you navigate and talk through any issues that may arise. Your trip will be more rewarding if you use your Pit Crew along the way!

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# Welcome to the Toolkit for the Literacy Road Trip!

This series of toolkits is designed to help you and your student navigate your way to success. Each toolkit is designed to help students strengthen skills at their current literacy levels and build a foundation to successfully take the next road trip at a higher literacy level.



## Overview of Levels and Lessons

There is a toolkit for phonemic awareness and each of four literacy levels.

### Phonemic Awareness

Phonemes are the smallest unit of speech. Without the ability to distinguish between phonemes, a reader may confuse words such as *pass* and *past*, resulting in difficulty with comprehension. Since the inability to distinguish between phonemes can be evident at any reading level, the phonemic awareness kit may be used in conjunction with any other toolkit.

### Level 1A: Foundations of Beginning Literacy

This toolkit includes practice activities for letter recognition and letter/sound correspondence. Also included are lessons to develop sight word recognition, writing skills, and comprehension.

### Level 1B: Beginning Literacy

At this level, students continue to learn about letter/sound correspondence and further develop their sight word recognition. Comprehension and writing skills are also practiced.

### Level 2: Beginning Education

In Level 2, students learn about contractions, affixes, and syllabication, and they read for specific information. More advanced letter combinations are introduced along with more sight words. Lessons to develop new skills in writing are included.

### Level 3: Low Intermediate

In Level 3, students learn to read for more complex information, including main idea and conclusions. Common roots are introduced with prefixes and suffixes to aid comprehension. Writing exercises include writing complex sentences, assigned topics, and more.

### Level 4: High Intermediate

In Level 4, students read fiction, nonfiction, drama and poetry. They learn to use a graphic organizer and study idioms. Writing exercises help students learn to express themselves and write for a variety of purposes.

# Phonemic Awareness

The student will develop and demonstrate knowledge of phonemic awareness by identifying rhyming words, blending sounds, and isolating and deleting sounds in words.



## Phonemic Awareness

### *What is phonemic awareness?*

**Phonemic awareness** refers to the ability to pay attention to the smallest units of speech. Skill in hearing phonemes is what allows one to

- hear rhymes
- identify sounds (What sound does *mom* begin with?)
- isolate sounds (How many sounds in the word *mom*?)
- blend sounds (What is the word /m/-/ŏ/-/m/?)
- and delete sounds (Take the sound /k/ from *crib*. What is the new word?).

Phonemic awareness is one of the keys to becoming a good reader. Without the ability to distinguish between phonemes, a reader may confuse words such as *pass* and *past*, resulting in difficulty with comprehension.



### *What phonemic awareness IS NOT!*

**Phonemic awareness is not phonics!** Phonics is the study of the letters that represent sounds. In a phonics lesson, the student is asked what letter *mother* begins with. In a phonemic awareness activity, the student is asked what sound *mother* begins with. In phonemic awareness activities, *there is no identifying letters that represent sounds*. With that said, keep in mind that phonemics and phonics do go hand in hand. In one tutoring session you may have a phonemic awareness activity followed by a phonics lesson.

# ***What To Do***

## ***Pre-Test***

If your student has not had a recent phonemic awareness assessment, administer the pre-test on pages 41-42 (guidelines are on page 40). The results of the test will indicate which skill(s)—rhyming, isolating, blending, or deleting sounds—to teach.

## ***Teach***

- Teach the phonemic awareness skills by using the activities in this notebook.
- Plan a phonemic awareness activity for each tutoring session.
- Use the achievement records provided to track student success.
- Keep the lessons short and sweet.
- Your student may need more practice than provided in this notebook. If that is the case, create more lessons or if you need help, contact the Reading Connections office.
- Keep in mind that developing phonemic awareness can be a difficult task for some students. Keep at it for it is a fundamental skill in learning to read well.

## ***Post-Test***

When your student seems to have mastered the skills, administer the post-test on pages 44-45 (directions are on page 40). Report the results to the Reading Connections office.

## ***At Last!***

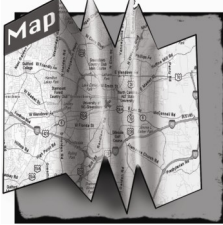
Celebrate the successes.  
Reteach any areas of weakness.

# Phonemic Awareness

*One stop on the road to literacy...*



## ***The Outcome***



The student will develop phonemic awareness skills by manipulating sounds in simple words.

## ***Why Go There?***



Explain to your student that a good reader pays attention to the smallest units of speech in words. This means that a good reader hears rhyming sounds and is able to identify, isolate, blend, and delete sounds in words. Explain to your student that this skill is vital in becoming a good reader.

## ***How To Get There***



*Include practice of at least one of the following phonemic awareness skills in every session, keeping the time spent on the activity short and sweet.*

*Use each of the Achievement Records provided in this manual to track your student's progress. The achievement records are found on the following pages:*

Rhyming Sounds. . .page 6

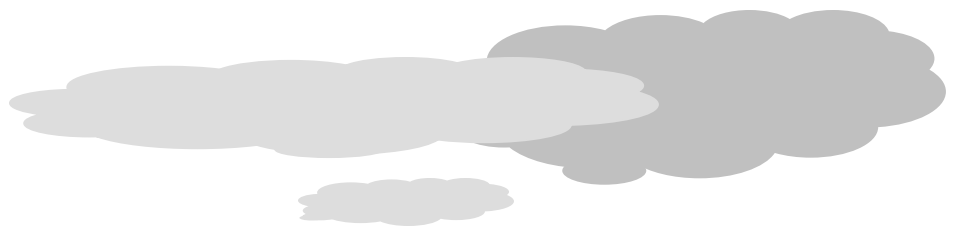
Isolating Sounds. . .page 18

Blending Sounds. . .page 26

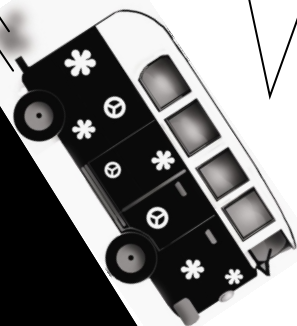
Deleting Sounds. . .page 31



# Rhyming Sounds



For heaven's *sakes*!  
Where are the  
*brakes*?!



***Rhyming sounds*** are those that have the same final sounds but different initial sounds.



# Achievement Record for Rhyming Sounds

Student \_\_\_\_\_ Pre-Test Score \_\_\_\_\_ Date \_\_\_\_\_

Tutor \_\_\_\_\_ Post-Test Score \_\_\_\_\_ Date \_\_\_\_\_

Date	Page	Activity	<input checked="" type="checkbox"/> correct responses											needs more practice	mastery (80% or better)	
	7	Picture Match	1	2	3	4	5	6	7	8	9	10				
	8	Give Me a Word	1	2	3	4	5	6	7	8	9	10				
	10	It's Like Poetry Session 1	1	2	3	4	5									
	10	Session 2	1	2	3	4	5									
	10	Session 3	1	2	3	4	5									
	11	It's Outta Here! Session 1	1	2	3	4	5	6	7	8						
	11	Session 2	1	2	3	4	5	6	7	8						
	11	Session 3	1	2	3	4	5	6	7	8						
	11	Session 4	1	2	3	4	5	6	7	8						
	11	Session 5	1	2	3	4	5	6	7	8						
	11	Session 6	1	2	3	4	5	6	7	8						
	12	Don't Leave Me Hanging—Session 1	1	2	3	4	Session 2		1	2	3	4				
	16	Time to Rhyme Session 1	1	2	3	4	5									
	16	Session 2	1	2	3	4	5									
	16	Session 3	1	2	3	4	5									
	16	Session 4	1	2	3	4	5									
	16	Session 5	1	2	3	4	5									
	16	Session 6	1	2	3	4	5									
	16	Session 7	1	2	3	4	5									
	16	Session 8	1	2	3	4	5									
	16	Session 5	1	2	3	4	5									

## ✿ Picture Match ✿

**Beforehand:** Review the picture on page 9 and picture names below. Then cut out the picture cards on page 9.

The pictures with a ✓ are one of a pair.

**At the tutoring session:**

**Mix** the picture cards up and place them randomly in front of your student.

**Invite** him to match the pictures that rhyme. The cards matches are listed below.

*Adaptation:* If your student has difficulty with this activity, select two sets of matching cards at a time from which he may choose.



*Use the Achievement Record on page 6 to check off your student's correct responses. Refer to the record when planning your next tutoring session.*

### Matches

1. cat—hat
2. lamp—stamp
3. fan—can
4. dog—log
5. toy—boy
6. yell—bell
7. lab—crab
8. fox—box
9. dish—fish
10. bug—rug

## ✿ Give Me a Word ✿

### What To Do



**Beforehand:** Cut out the pictures on page 9 if you have not done so already. The pictures are identified on page 7.

### *At the tutoring session:*

**Give** your student a word that rhymes with one of the pictures, such as *bat*, and challenge him to find a match (*hat* or *cat*).

*Variation:* Invite your student to give you a rhyming word and you find the matching two pictures.



Use the Achievement Record on page 6 to check off your student's correct responses. Refer to the record when planning your next tutoring session.

## ✿ Concentration ✿

### What To Do



**Beforehand:** Cut out the pictures on page 9. Tape or glue each picture to an index card. Review the picture names on page 7.

### *At the tutoring session:*

Lay all the cards face down in a grid in front of you and your student. Taking turns, each player turns two cards face up. The player names the cards and if they rhyme, the player keeps the cards and gets another turn. If the cards don't rhyme, the player turns the cards over and the next player takes a turn.

**Rhyming Pictures** for activities on pages 7 & 8.



## ✿ It's Like Poetry! ✿

**At the tutoring session:** Using the rhymes below or others you have on hand, read each to your student and challenge her to identify the rhyming words.



Use the Achievement Record on page 6 to check off your student's correct responses. Refer to the record when planning your next tutoring session.

### Session 1

1. One, two, three! I'm as sweet as can be!
2. Was that a quick brown fox in that tiny little box?
3. I need a great big push to get out of this thorny bush.
4. That bag of seed is truly what I need.
5. Don't give me any lip! I'm just asking for a sip!

### Session 2

1. You know what I find?  
I like people who are kind!
2. What would you pick?  
Something sweet to lick?
3. I see a big fat frog  
sitting on a log.
4. She likes to go with the flow.  
It's the only way to go!
5. Don't give me any lip.  
I only want a sip!

### Session 3

1. I'll never tell  
who rang the church bell!
2. Dropped apples and pears,  
fell all the way downstairs.
3. A rainbow at night  
is a traveler's delight!
4. Watch that baby chick  
try to eat that big stick!
5. Don't wear your fur coat!  
We'll be traveling by boat.

## ✿ It's Outta Here! ✿

**At the tutoring session:** Using the word list below or one you have created, read each row of words to your student. Have your student identify the word that doesn't rhyme.



Use the Achievement Record on page 6 to check off your student's correct responses. Refer to the record when planning your next tutoring session.

### Session 1

1. boat goat shoe
2. boy blurt hurt
3. girl three pearl
4. torn born for
5. grow task bask
6. week bleak blew
7. more throw floor
8. stack haste waste

### Session 2

1. seat glee bee
2. well bell lull
3. quick flip stick
4. sap sat flat
5. flop crop flake
6. quake test quest
7. cram lake lamb
8. crush shuck flush

### Session 3

1. fight rot might
2. wave vest best
3. tool fool loop
4. beau boo show
5. sneeze please see
6. sigh lie sight
7. gay egg beg
8. last feel steal

### Session 4

1. bless bleed feed
2. thump stump pup
3. dirt border quarter
4. lather rather bath
5. drag stack stag
6. five dove hive
7. plug planet Janet
8. fly flutter butter

### Session 5

1. glade blade make
2. blue kind blind
3. trade flare blare
4. glaze blaze buzz
5. ground frown bound
6. gull cruel gruel
7. grub dribble nibble
8. snitch rich ache

### Session 6

1. travel gravel grave
2. snob weeper peeper
3. sneeze zip freeze
4. splinter winter tend
5. snide snuff rough
6. spoon mule croon
7. spill sport court
8. stripe stifle rifle

## ✿ Don't Leave Me Hanging! ✿

**At the tutoring session:** Using the rhymes below or others you have on hand, read each to your student. Challenge your student to fill in the blank.



Use the Achievement Record on page 6 to check off your student's correct responses. Refer to the record when planning your next tutoring session.

### Session 1

1. An actor from somewhere in France  
came to my house to sing and \_\_\_\_\_. (dance)
2. The little old woman from Kent  
drove a car with a big old \_\_\_\_\_. (dent)
3. While eating a delicious crumpet,  
the musician tried to play his \_\_\_\_\_. (trumpet)
4. Even though the piano wasn't very grand  
it was good enough for our start-up \_\_\_\_\_. (band)

### Session 2

1. The Eskimo enjoyed the nippy breeze,  
while the rest of us began to \_\_\_\_\_. (freeze)
2. There was a boy who lived on a river  
who loved to eat cow's \_\_\_\_\_. (liver)
3. My friend had a pet that would let her ride 'er.  
It wasn't a horse but an eight-legged \_\_\_\_\_! (spider)
4. Everyone in the house was asleep,  
so to the kitchen I had to \_\_\_\_\_. (creep)



## ✿ Who Wants To Be a Rapper? ✿

**Beforehand:** Cut out the nine answer cards below. Read the game instructions on page 14.

**At the tutoring session:**

**Explain** to your student that rappers push the boundaries of what can rhyme. Frequently in rap more than one word makes up the rhyme.

Examples:

John McCain—all the same

Barack Obama—taco lasagna

Kobe Bryant—hope he’s lying

**Then give** your student the cards below and the game sheet found on page 15.

**Have** him place his cards in the center of the circle while you explain the rules of the game to him.

**Answer Cards** for *Who Wants To Be a Rapper?*

Rapper Rhyme!	Rapper Rhyme!	Rapper Rhyme!
Rapper Rhyme!	Rapper Rhyme!	Rapper Rhyme!
No Way! No Way! No Way!		

**Who Wants To Be a Rapper? Game Instructions**

The tutor serves as the game host and the student as the contestant. In each game there are nine pairs of words\*. Six of the pairs rhyme and three don't.

Read each pair of words for the contestant to correctly determine if it's a rap rhyme or not. The contestant puts the appropriate answer card next to its corresponding number on the game sheet (page 15).

The contestant has two lifelines: *Come Back* (skip it and come back to it when all the others have been answered) and *Ask Your Tutor* (the tutor gives the contestant the right answer). Each lifeline may be used only once.

Rapping rhymes for four games are shown below.

- 1**
1. dictionary—pictionary
  2. doin' this—tuna fish
  3. Waffle House—awful blouse
  4. Houston Texas—goose for breakfast
  5. just got paid—must not fade
  6. sixty cents—it's rainy (NO WAY!)
  7. gonna sit—half beat (NO WAY!)
  8. spoil the day—toiled and played
  9. he's silly—tell Simpson (NO WAY!)

- 2**
1. sing me cheers—bring me beers
  2. incomplete—sink and weep
  3. grab hold—ever ready (NO WAY!)
  4. still hates—really scary (NO WAY!)
  5. fat boys—that noise
  6. that's neat—half-beat
  7. hairy palms—married moms
  8. nifty pants—my flow (NO WAY!)
  9. Bill Gates—still rates

- 3**
1. back street—track meet
  2. Barack Obama—not your mama
  3. hit you so fast—it won't last
  4. say goodbye—please don't lie
  5. rhyming words—flying birds
  6. worldwide stage—real tight cage
  7. I bought—my flow (NO WAY!)
  8. George Bush—can't flip (NO WAY!)
  9. listen up—sister girl (NO WAY!)

- 4**
1. no time—in luck (NO WAY!)
  2. catch you—achoo
  3. esophagus—preposterous
  4. lackluster—lost in clutter
  5. you choked—don't look (NO WAY!)
  6. bombing Spain—pawns his brain
  7. oh, she's trying—hope he's lying
  8. Ninja Turtles—jumpin' hurdles
  9. don't panic—spaghetti (NO WAY!)

\*“Interesting Words that Rhyme.” Feb. 15, 2009. <<[flocabulary.com/hiphop.html](http://flocabulary.com/hiphop.html)>>



# Who Wants To Be a Rapper?



1



2

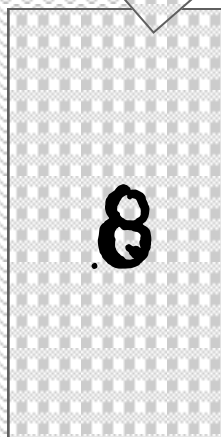


9

Lifelines

Come back!

Ask your tutor!



8

3



7

4



6

5



## ✻ Time to Rhyme! ✻

**At the tutoring session:** Challenge your student to tell you a word that rhymes with one that you give him. A word list is provided below.



Use the Achievement Record on page 6 to check off your student's correct responses. Refer to the record when planning your next tutoring session.

### Session 1

1. sit
2. free
3. press
4. try
5. ring

### Session 2

1. star
2. pick
3. snag
4. fair
5. ham

### Session 3

1. flake
2. lip
3. bank
4. pop
5. floor

### Session 4

1. tea
2. way
3. sigh
4. go
5. bike

### Session 5

1. peel
2. whale
3. flutter
4. rank
5. plain

### Session 6

1. stifle
2. space
3. still
4. rant
5. crane

### Session 7

1. frost
2. bend
3. trail
4. beak
5. tramp

### Session 8

1. treat
2. drive
3. dream
4. craft
5. dribble

### Session 9

1. crash
2. drop
3. plunk
4. slobber
5. glade

# Isolating Sounds

Must we go so  
*s-l-o-w-l-y*?



When giving your student words to practice *isolating sounds*, say each word normally. Then teach your student to repeat the word by pausing after each distinct sound.

# Achievement Record for Isolating Sounds

Student \_\_\_\_\_ Pre-Test Score \_\_\_\_\_ Date \_\_\_\_\_

Tutor \_\_\_\_\_ Post-Test Score \_\_\_\_\_ Date \_\_\_\_\_

Date	Page	Activity	<input checked="" type="checkbox"/> correct responses							needs more practice	mastery (80% or better)
	20	How Many? Session 1	1	2	3	4	5	6			
	20	Session 2	1	2	3	4	5	6			
	20	Session 3	1	2	3	4	5	6			
	20	Session 4	1	2	3	4	5	6			
	20	Session 5	1	2	3	4	5	6			
	20	Session 6	1	2	3	4	5	6			
	20	Session 7	1	2	3	4	5	6			
	20	Session 8	1	2	3	4	5	6			
	20	Session 9	1	2	3	4	5	6			
	20	Session 10	1	2	3	4	5	6			
	20	Session 11	1	2	3	4	5	6			
	20	Session 12	1	2	3	4	5	6			
	24	Same and Different Session 1	1	2	3	4	5	6			
	24	Session 2	1	2	3	4	5	6			
	24	Session 3	1	2	3	4	5	6			
	24	Session 4	1	2	3	4	5	6			
	24	Session 5	1	2	3	4	5	6			
	24	Session 6	1	2	3	4	5	6			
	24	Session 7	1	2	3	4	5	6			
	24	Session 8	1	2	3	4	5	6			
	24	Session 9	1	2	3	4	5	6			
	24	Session 10	1	2	3	4	5	6			
	24	Session 11	1	2	3	4	5	6			
	24	Session 12	1	2	3	4	5	6			

## ✿ How Many? ✿

**Beforehand:** Cut out the answer cards on page 21.

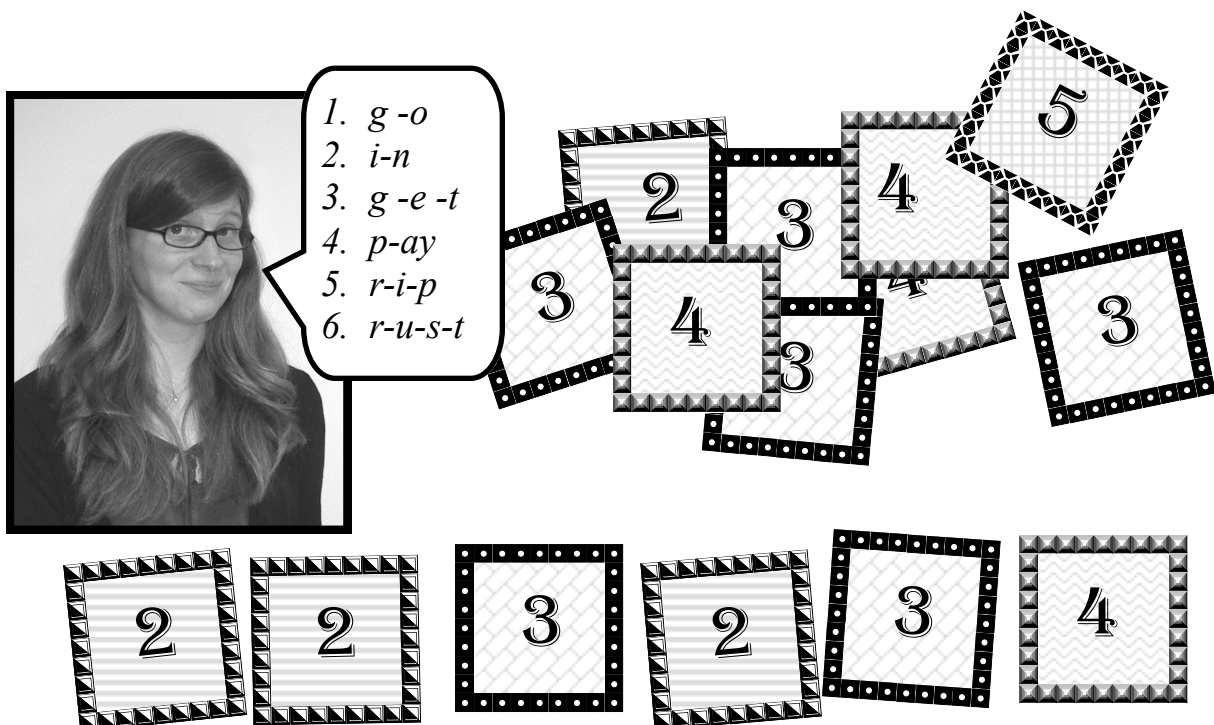
**At the tutoring session:** Give your student the answer cards and have her place them randomly at the top of her work area. **Explain** that you will say a word and she is to determine how many sounds are in the word. **Then** have her select a card with the number of sounds.

**The first time you do this activity,** demonstrate for your student by saying the word *go* without pausing between the two sounds. Then say it more slowly while holding up a finger for each sound. Next pull forward a 2 card. Repeat the procedure by using the word *bat* and pulling forward a 3 card.

Page 20 contains lists of words for your use.



Use the Achievement Record on page 18 to check off your student's correct responses. Refer to the record when planning your next tutoring session.





**ROUND 1**

1. a-t (2)
2. oa-t (2)
3. ea-t (2)
4. t-ea (2)
5. s-e-t (3)
6. c-o-de (3)

**ROUND 2**

1. r-a-te (3)
2. m-ow (2)
3. m-y (2)
4. b-e-t (3)
5. s-a-me (3)
6. a-d (2)

**ROUND 3**

1. kn-ee (2)
2. s-oa-k (3)
3. g-a-te (3)
4. t-ea (2)
5. s-e-t (3)
6. d-u-ck (3)

**ROUND 4**

1. r-a-ke (3)
2. m-ai-l (3)
3. t-i-me (3)
4. f-l-ow (3)
5. w-ai-t (3)
6. f-igh-t (3)

**ROUND 5**

1. p-ee-p (3)
2. g-r-ow (3)
3. a-ce (2)
4. s-a-n-d (4)
5. w-i-t (2)
6. s-t-a-b (4)

**ROUND 6**

1. g-o (2)
2. c-o-mb (3)
3. p-l-u-ck (4)
4. m-u-s-t (4)
5. l-u-m-p (4)
6. s-t-o-le (4)

**ROUND 7**

1. f-l-u-te (4)
2. y-e-s (3)
3. c-l-ea-n (4)
4. e-n-ou-gh (4)
5. c-o-me (3)
6. e-gg (2)

**ROUND 8**

1. c-r-a-m (4)
2. s-m-i-le (4)
3. t-a-n-k (4)
4. f-ee (2)
5. w-i-l-t (4)
6. b-l-o-ke (4)

**ROUND 9**

1. s-i-n-k (4)
2. c-r-a-b (4)
3. f-r-y (3)
4. t-r-i-p (4)
5. d-r-aw (3)
6. d-r-o-p (4)

**ROUND 10**

1. l-igh-t (3)
2. f-l-igh-t (4)
3. c-r-a-sh (4)
4. th-u-m-p (4)
5. sh-i-f-t (4)
6. f-l-a-n-k (5)

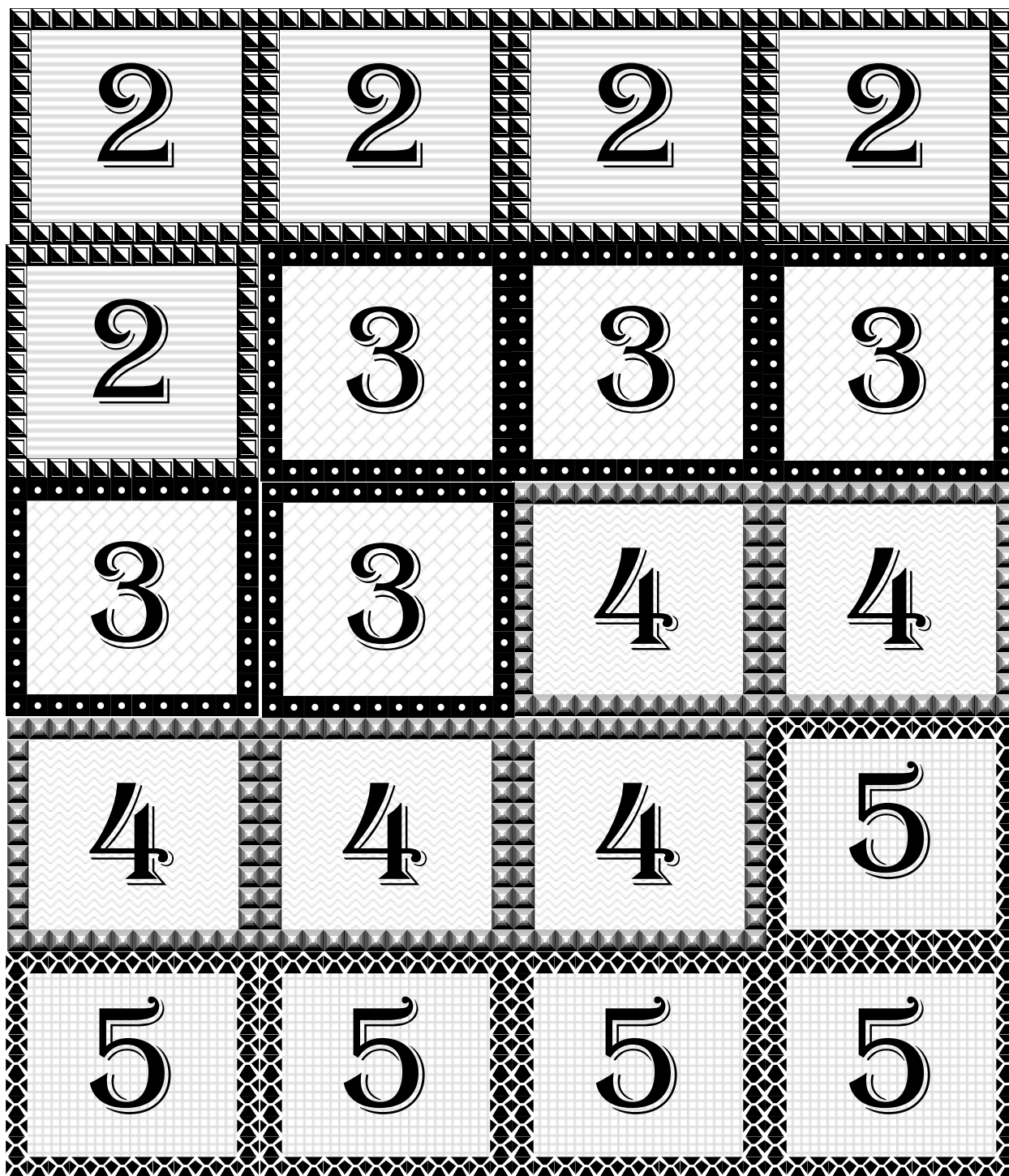
**ROUND 11**

1. s-w-a-m (4)
2. p-l-a-ne (4)
3. s-l-igh-t (4)
4. s-t-a-n-d (5)
5. p-r-i-ze (4)
6. f-r-o-s-t (5)

**ROUND 12**

1. s-l-a-ck-er (5)
2. sh-ow-er (3)
3. f-r-ee-ze (4)
4. p-o-ck-e-t (5)
5. th-i-ck-e-t (5)
6. ch-i-m-n-ey (5)

**Answer Cards** for *How Many?* on pages 19 & 21.



## ✿ The Same *and* Different! ✿

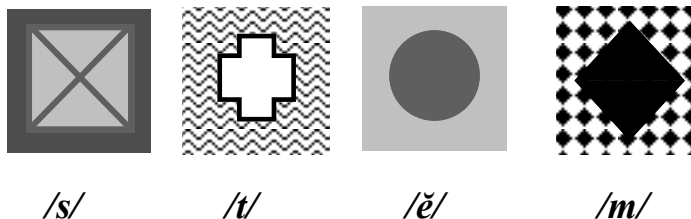
**Beforehand:** Cut out the answer cards on page 23. When finished with this activity, keep the cards because they will be used again.

**At the tutoring session:** Give your student the cut-out answer cards and have him place them at the top of his work area.

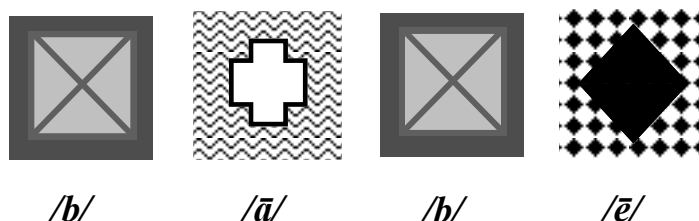
**Then say** a word, such as *stem*.

**Have** your student isolate the first sound in the word, and pull forward a card to represent that sound.

**Direct** him to continue in this manner until he has a card representing each sound in the word. For each different sound he should have a differently patterned card as shown here.

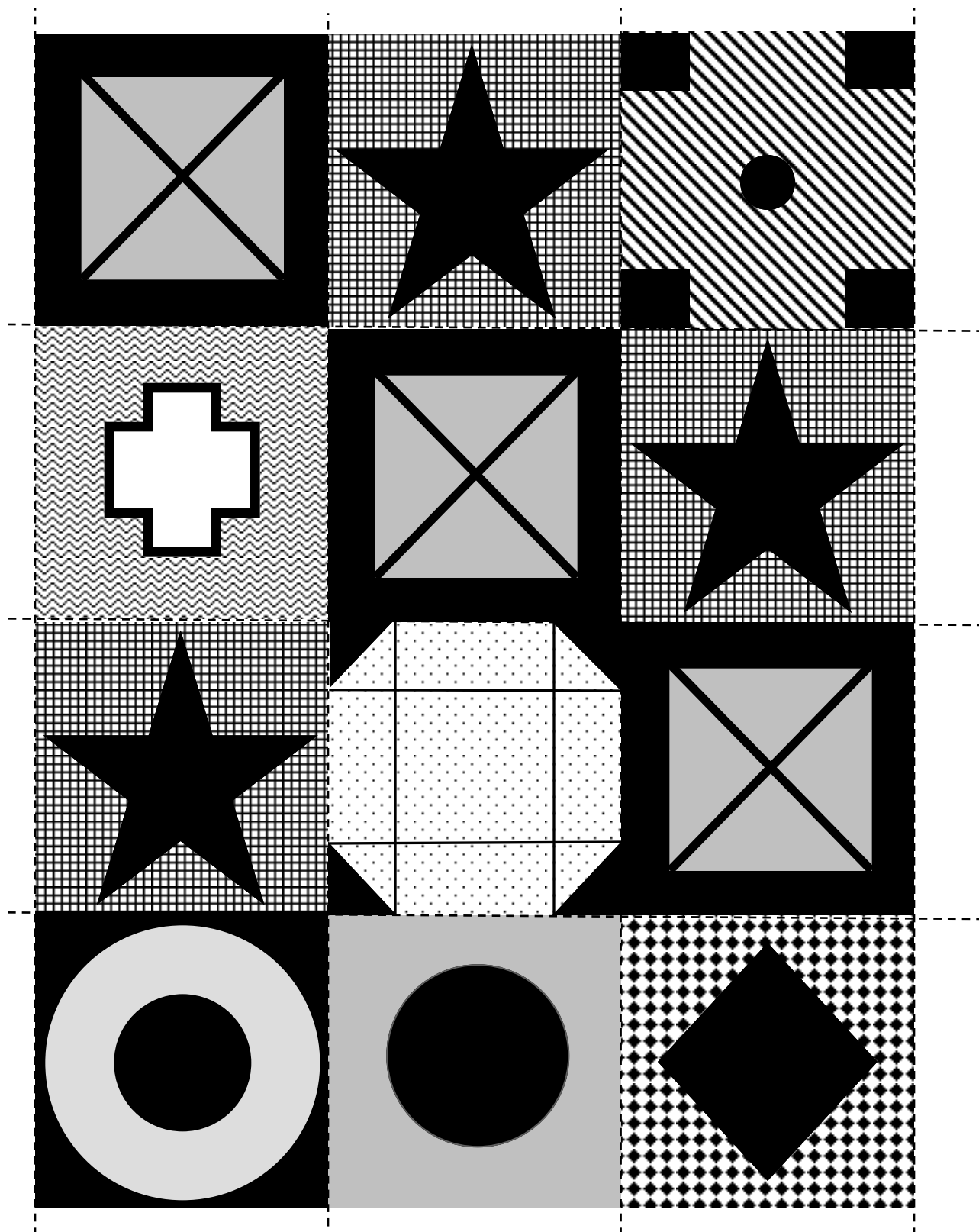


If, however, the word has a repeated sound, such as *baby*, the first and third cards are the same as shown in the example below.



**Word lists are on page 24.** Remember to say each word normally—without pausing between distinct sounds. Then, if your student struggles, assist by isolating the sounds.

**Answer Cards** for *The Same* and *Different* on page 22 and *Take Out* on page 32.



**Word Lists** for *The Same* and *Different* on pages 22 & 23. The number of sounds is in parentheses and same sounds are underlined.



Use the Achievement Record on page 18 to check off your student's correct responses.  
Refer to the record when planning your next tutoring session.

**ROUND 1**

1. n-o (2)
2. s-o (2)
3. b-ay (2)
4. o-ff (2)
5. s-oa-p (3)
6. s-i-s (3)

**ROUND 2**

1. g-o (2)
2. m-o-m (3)
3. s-ay (2)
4. b-oo (2)
5. s-au-ce (3)
6. c-a-me (3)

**ROUND 3**

1. c-a-pe (3)
2. s-a-ss (3)
3. t-o-t (3)
4. p-o-p (3)
5. d-i-d (3)
6. v-o-te (3)

**ROUND 4**

1. p-o-pe (3)
2. c-r-a-ck (4)
3. b-oa-s-t (4)
4. p-ee-p (3)
5. c-l-ai-m (4)
6. t-oa-s-t (4)

**ROUND 5**

1. a-t (2)
2. m-a-t (3)
3. t-a-t (3)
4. b-i-b (3)
5. sh-a-me (3)
6. s-t-er-n (4)

**ROUND 6**

1. c-r-ee-p (4)
2. p-u-pp-y (4)
3. t-r-ai-t (4)
4. z-i-pp-er (4)
5. s-l-o-bb-er (5)
6. g-l-a-n-ce (5)

**ROUND 7**

1. f-l-ow-er (4)
2. s-l-a-sh (4)
3. c-l-a-s-p (5)
4. s-t-r-u-ck (5)
5. s-t-u-tt-er (5)
6. s-p-e-n-d (5)

**ROUND 8**

1. s-t-a-mm-er (5)
2. s-c-ar-f (4)
3. f-r-a-zz-le (5)
4. g-r-ou-n-d (5)
5. g-r-o-gg-y (5)
6. g-r-ee-n-er (5)

**ROUND 9**

1. t-r-a-ff-i-c (6)
2. a-c-c-e-n-t (6)
3. s-p-i-n-d-le (6)
4. f-r-i-zz-y (5)
5. t-w-i-s-t-er (6)
6. g-r-o-c-e-y (6)

**ROUND 10**

1. s-t-er-n-u-m (6)
2. c-e-ll-u-l-ar (6)
3. p-o-p-c-or-n (6)
4. f-e-v-er-i-sh (6)
5. p-o-p-t-o-p (6)
6. m-o-th-er-l-y (6)

**ROUND 11**

1. b-l-u-n-d-er (6)
2. ch-i-l-d-i-sh (6)
3. p-o-p-u-l-ar (6)
4. c-o-nn-e-c-t (6)
5. wh-i-s-k-er (5)
6. c-l-ea-n-l-y (6)

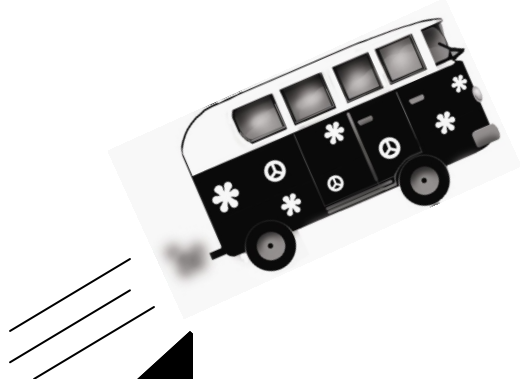
**ROUND 12**

1. p-r-a-c-t-i-ce (7)
2. b-i-k-i-n-i (6)
3. d-e-d-i-c-a-te (7)
4. p-r-o-g-r-a-m (7)
5. t-a-tt-le-t-a-le (7)
6. b-r-ea-k-f-a-s-t (8)



# Blending Sounds

Ohmygoshohmygosharewegoingtomakeit?



When saying words for *blending sounds* practice, pause briefly between each sound. If the pause is too long, blending may be too difficult. If the pause is too short, your student will hear the word rather than the distinct phonemes.

## Achievement Record for Blending Sounds

Student \_\_\_\_\_ Pre-Test Score \_\_\_\_\_ Date \_\_\_\_\_

Tutor \_\_\_\_\_ Post-Test Score \_\_\_\_\_ Date \_\_\_\_\_

Date	Page	Activity	<input checked="" type="checkbox"/>	<i>correct responses</i>										needs more practice	mastery (80% or better)
	27	Picture That!		1	2	3	4	5	6	7	8	9	10		
				11	12	13	14	15	16	17	18	19	20		
	29	Let's Get Together! Session 1		1	2	3	4	5							
	29	Session 2		1	2	3	4	5							
	29	Session 3		1	2	3	4	5							
	29	Session 4		1	2	3	4	5							
	29	Session 5		1	2	3	4	5							
	29	Session 6		1	2	3	4	5							
	29	Session 7		1	2	3	4	5							
	29	Session 8		1	2	3	4	5							
	29	Session 9		1	2	3	4	5							



## ✿ Picture That! ✿

**Beforehand:** Cut out the pictures on page 28. Practice saying each word with a brief pause between each phoneme.

**At the tutoring session:**

**Mix up** the picture cards and place them randomly in front of your student.

**Tell** her you are going to give her sounds that she is to blend together to form a word that is pictured on one of the cards.

If this task is too difficult for your student, reduce the number of cards.



*Use the Achievement Record on page 18 to check off your student's correct responses. Refer to the record when planning your next tutoring session.*

### *Pictures:*

- |             |                 |
|-------------|-----------------|
| 1. k-ey     | 11. f-i-sh      |
| 2. r-o-pe   | 12. e-gg        |
| 3. w-i-g    | 13. m-o-th      |
| 4. b-a-g    | 14. a-pp-le     |
| 5. d-u-ck   | 15. t-oa-s-t    |
| 6. c-a-t-s  | 16. s-p-i-d-er  |
| 7. s-t-a-ck | 17. b-r-ea-d    |
| 8. c-a-sh   | 18. s-k-a-t-er  |
| 9. s-i-n-k  | 19. s-l-i-n-k-y |
| 10. ph-o-ne | 20. b-r-u-sh    |

**Pictures** for *Picture That!* on page 27.



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**✿ Let's Get Together ✿**

---

**Beforehand:** Practice saying each word, briefly pausing between each phoneme.

**At the tutoring session:** Say each word below, isolating the individual sounds.  
Have your student tell you what the word is.



Use the Achievement Record on page 26 to check off your student's correct responses.  
Refer to the record when planning your next tutoring session.

**ROUND 1**

1. g-o
2. s-a-me
3. d-u-ck
4. n-e-t
5. b-i-ke

**ROUND 2**

1. s-oa-p
2. s-a-me
3. b-ea-ch
4. d-i-sh
5. f-ir-st

**ROUND 3**

1. f-ar-m
2. g-oo-se
3. b-u-tt-er
4. m-ar-ch
5. n-igh-t

**ROUND 4**

1. p-u-dd-le
2. p-o-s-t-er
3. p-i-n-k
4. t-i-g-er
5. y-aw-n

**ROUND 5**

1. v-i-s-i-t
2. w-i-n-d-ow
3. n-oo-d-le
4. c-ou-n-t
5. r-i-v-er

**ROUND 6**

1. w-or-m
2. w-ea-th-er
3. j-u-ng-le
4. b-u-ck-e-t
5. v-i-c-t-i-m

**ROUND 7**

1. th-i-m-b-le
2. sh-ou-l-d-er
3. ch-a-p-t-er
4. t-r-u-m-p-e-t
5. b-ro-th-er

**ROUND 8**

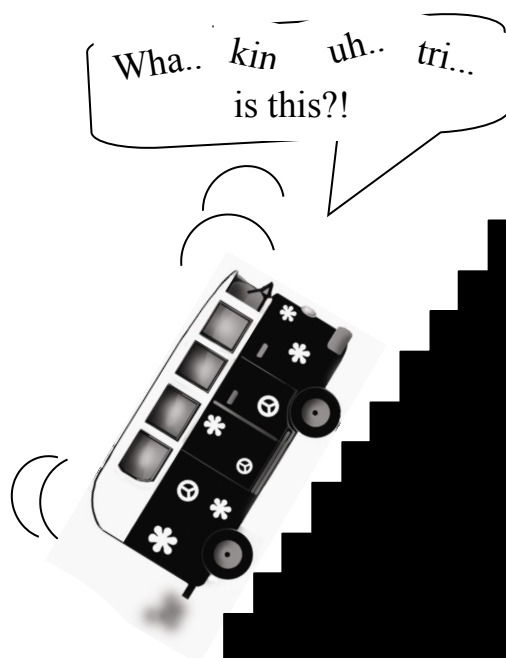
1. g-r-o-c-er-y
2. s-t-o-m-a-ch
3. s-n-ea-k-er
4. s-t-r-a-n-ge
5. p-e-n-c-i-l

**ROUND 9**

1. b-l-a-n-k-e-t
2. p-l-a-s-t-i-c
3. p-r-e-t-e-n-d
4. d-e-n-t-i-s-t
5. v-i-t-a-m-i-n



# Deleting Sounds



When giving your student words for *deleting sounds* practice, say them normally. Then have your student repeat the word, pausing after each distinct sound. *And remember, give your student a sound to delete, not a letter!*

## Achievement Record for Deleting Sounds

Student \_\_\_\_\_ Pre-Test Score \_\_\_\_\_ Date \_\_\_\_\_

Tutor \_\_\_\_\_ Post-Test Score \_\_\_\_\_ Date \_\_\_\_\_

Date	Page	Activity	<input checked="" type="checkbox"/> correct responses					needs more practice	mastery (80% or better)
	32	Take Out Session 1	1	2	3	4			
	32	Session 2	1	2	3	4			
	32	Session 3	1	2	3	4			
	32	Session 4	1	2	3	4			
	32	Session 5	1	2	3	4			
	32	Session 6	1	2	3	4			
	32	Session 7	1	2	3	4			
	36	Sound Practice! Session 1	1	2	3	4			
	36	Session 2	1	2	3	4			
	36	Session 3	1	2	3	4			
	36	Session 4	1	2	3	4			
	36	Session 5	1	2	3	4			
	37	Subtract, Then Add Session 1	1	2	3	4			
	37	Session 2	1	2	3	4			
	37	Session 3	1	2	3	4			
	38	Session 4	1	2	3	4			
	38	Session 5	1	2	3	4			
	38	Session 6	1	2	3	4			
	38	Session 7	1	2	3	4			

## ✿ Take Out ✿

**Beforehand:** Use the answer cards on page 23 that you have already cut out or cut out the extra set on page 33.

**At the tutoring session:**

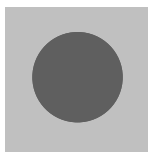
**Give** your student the answer cards and have him place them at the top of his work area. **Direct** him to group the matching cards together.

**Then tell** him you're going to say a word, and he is to listen for each sound in the word. As he isolates a sound, have him pull forward a card to represent it.

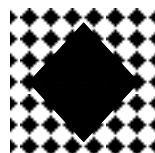
**Demonstrate** with the word *seat* as shown below.



/s/



/ē/



/t/

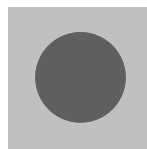
**Then tell** him you are going to leave out a sound to form a new word. Challenge him to remove the card that marks that sound and tell you the new word.

**Demonstrate** by saying the word *sea*, pointing to each card that represents the two sounds.

**Remove** the last card and repeat the word smoothly, pointing to each card that represents the sounds.



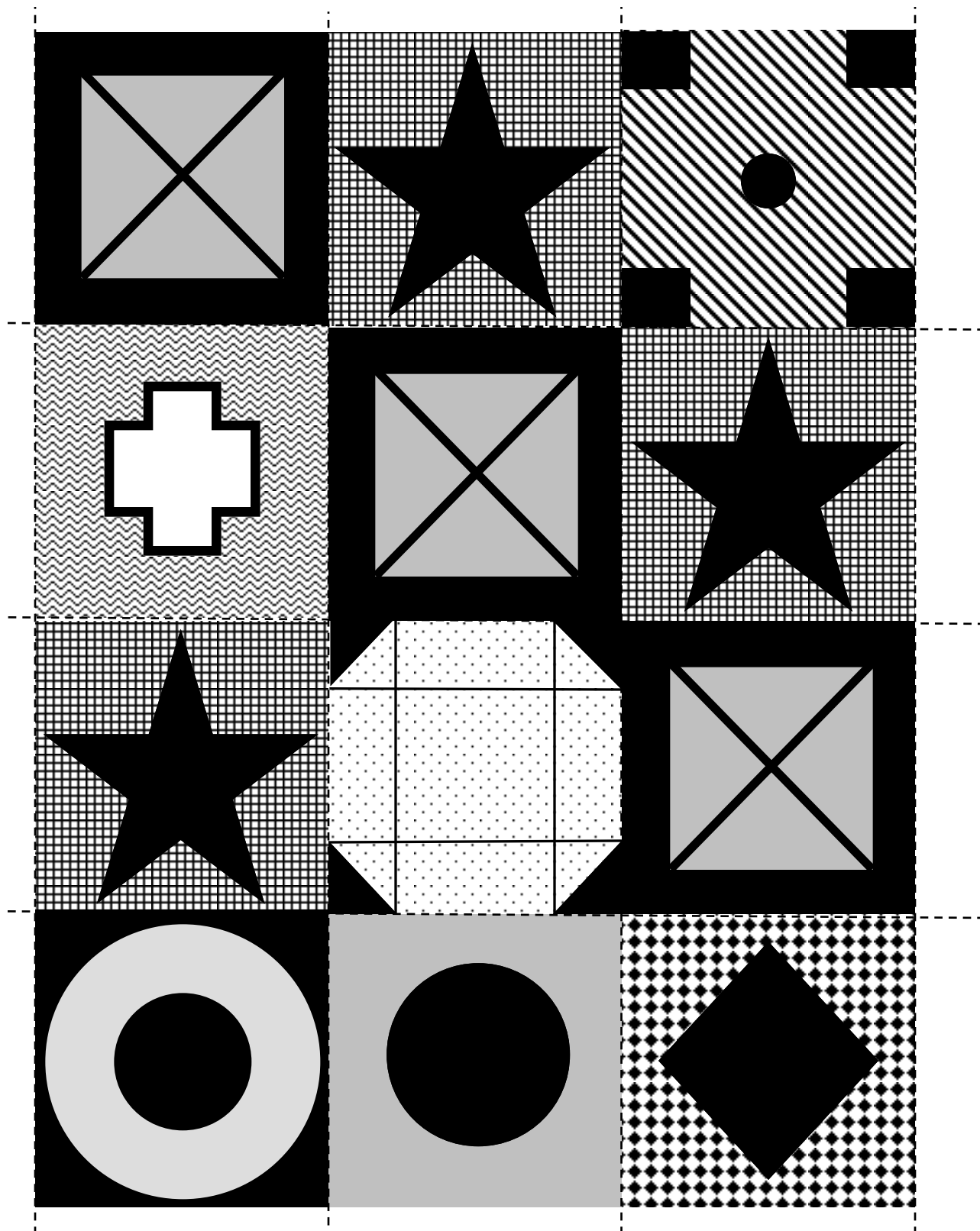
/s/



/ē/

**Word lists for this activity are found on pages 34-35.**

**Answer Cards** for *The Same* and *Different* on page 22 and *Take Out* on page 32.



Below are the **Word Lists** for *Take Out* on page 32. The letter in slashes represents the sound of the letter, not the letter itself. So, if deleting /t/, tell your student to take out the sound /t/, not the letter “t”.



Use the *Achievement Record* on page 31 to check off your student’s correct responses. Refer to the record when planning your next tutoring session.

### SESSION 1

1. goat, delete the sound /t/ = go
2. beat, delete the sound /t/ = be
3. late, delete the sound /t/ = lay
4. bite, delete the sound /t/ = by

### SESSION 2

1. clap, delete the sound /c/ = lap
2. stab, delete the sound /s/ = tab
3. goat, delete the sound /g/ = oat
4. rate, delete the sound /r/ = ate

### SESSION 3

1. task, delete the sound /t/ = ask
2. price, delete the sound /p/ = rice
3. pinch, delete the sound /ch/ = pin
4. belt, delete the sound /t/ = bell



**SESSION 4**

1. cash, delete the sound /c/ = ash
2. form, delete the sound /m/ = for
3. trip, delete the sound /t/ = rip
4. slip, delete the sound /s/ = lip

**SESSION 5**

1. make, delete the sound /m/ = ache
2. swell, delete the sound /s/ = well
3. spent, delete the sound /p/ = sent
4. stream, delete the sound /r/ = steam

**SESSION 6**

1. desk, delete the sound /s/ = deck
2. ghost, delete the sound /s/ = goat
3. tiger, delete the sound /g/ = tire
4. slick, delete the sound /l/ = sick

**SESSION 7**

1. coast, delete the sound /s/ = coat
2. thirsty, delete the sound /s/ = thirty
3. sweet, delete the sound /s/ = wheat
4. sweet, delete the sound /w/ = seat

## ✻ Sound Practice! ✻

**At the tutoring session:** Say a word for your student and have her repeat it. Then tell her a sound to leave out from that word and challenge her to pronounce the new word that is formed. Refer to the word lists below.

*Remember: Give a sound to be deleted, not a letter!*



Use the Achievement Record on page 31 to check off your student's correct responses. Refer to the record when planning your next tutoring session.

### SESSION 1

1. heat, delete the sound /t/ = he
2. heat, delete the sound /h/ = eat
3. pail, delete the sound /l/ = pay
4. pail, delete the sound /p/ = ail

### SESSION 2

1. band, delete the sound /b/ = and
2. lad, delete the sound /l/ = add
3. tramp, delete the sound /t/ = ramp
4. sweet, delete the sound /s/ = wheat

### SESSION 3

1. lend, delete the sound /l/ = end
2. milk, delete the sound /k/ = mill
3. dread, delete the sound /r/ = dead
4. camp, delete the sound /m/ = cap

### SESSION 4

1. freak, delete the sound /k/ = free
2. lace, delete the sound /s/ = lay
3. store, delete the sound /t/ = sore
4. trick, delete the sound /r/ = tick

### SESSION 5

1. stand, delete the sound /t/ = sand
2. starch, delete the sounds /s/ and /t/ = arch
3. blooper, delete the sound /p/ = bluer
4. struck, delete the sound /r/ = stuck

### ✿ Subtract, Then Add ✿

**At the tutoring session:** Say a word for your student and have her repeat it. Then instruct her to leave out the sound you say to her and add in its place a new sound. Refer to the word lists below and on page 38.



Use the Achievement Record on page 31 to check off your student's correct responses. Refer to the record when planning your next tutoring session.

#### SESSION 1

1. cap, delete the sound /c/ and add the sound /t/ = tap
2. fight, delete the sound /f/ and add the sound /r/ = right
3. can, delete the sound /n/ and add the sound /t/ = cat
4. back, delete the sound /k/ and add the sound /t/ = bat

#### SESSION 2

1. care, delete the sound /k/ and add the sound /d/ = dare
2. toil, delete the sound /t/ and add the sound /b/ = boil
3. flap, delete the sound /p/ and add the sound /t/ = flat
4. blame, delete the sound /m/ and add the sound /z/ = blaze

#### SESSION 3

1. blot, delete the sound /t/ and add the sound /k/ = block
2. stay, delete the sound /ā/ and add the sound /ō/ = stow
3. fright, delete the sound /r/ and add the sound /l/ = flight
4. thicker, delete the sound /k/ and add the sound /n/ = thinner

**SESSION 4**

1. stock, delete the sound /k/ and add the sound /p/ = stop
2. clip, delete the sound /ĩ/ and add the sound /ã/ = clap
3. kitten, delete the sound /t/ and add the sound /ch/ = kitchen
4. staple, delete the sound /ã/ and add the sound /ẽ/ = steeple

**SESSION 5**

1. cream, delete the sound /m/ and add the sound /p/ = creep
2. broom, delete the sound /r/ and add the sound /l/ = bloom
3. feed, delete the sound /ẽ/ and add the sound /ã/ = fad
4. body, delete the sound /d/ and add the sound /s/ = bossy

**SESSION 6**

1. slave, delete the sound /v/ and add the sound /t/ = slate
2. chipper, delete the sound /p/ and add the sound /l/ = chiller
3. simple, delete the sound /ĩ/ and add the sound /ã/ = sample
4. staple, delete the sound /ã/ and add the sound /ẽ/ = steeple

**SESSION 7**

1. pail, delete the sound /ã/ and add the sound /ẽ/ = peel
2. sitter, delete the sound /t/ and add the sound /m/ = simmer
3. puddle, delete the sound /d/ and add the sound /z/ = puzzle
4. farmer, delete the sound /m/ and add the sound /th/ = farther

# Assessment Pre- and Post-Tests



# Pre-Test

## ***Before testing...***

Review the test on pages 41 and 42.

Practice saying the words normally for all parts of the test except for Part D. When giving sounds to be blended in **Part D**, say each phoneme distinctly and quickly. Practice saying the words quickly enough that the student will remember the sounds by the time you have finished sounding out the word, but not so quickly that he will get it without hearing separate sounds.

## ***Begin testing...***

Explain to your student that you need to find out how well he can hear sounds in words because it's an important skill in reading. Tell him that some parts of the test may be easy and other parts more difficult. Encourage him to do his best.

Administering **Part A** on page 41.

Say each word clearly.

If you need to repeat a word more than a twice, move on to the next one. It could be an indication the test is too difficult.

## ***During testing...***

If the your student doesn't understand an example, give him another. If he still doesn't understand, skip that part of the test and move on to the next part. Avoid the urge to teach during testing.

Assure your student that he is doing fine.

## ***Stop testing...***

If your student misses four or more on **Part A**.

Your student gets frustrated.

## ***After testing...***

Teach the areas indicated by the test scores.

## Phonemic Awareness *Pre-Test*

Student \_\_\_\_\_ Date \_\_\_\_\_ Test Administrator \_\_\_\_\_

---

### Part A Directions to student:

*"I'm going to say two words. If the words sound the same, say 'Same.' If they don't sound the same, say 'Different.' For example, smoke, smoke. Those words sound the same, so the answer is 'Same.' If the words were house, mouse, the answer is 'Different' because they don't sound the same. Do you have any questions?"*

### Part A Same or Different?

- \_\_\_\_\_ 1. cat cat (same)
- \_\_\_\_\_ 2. dog chair (different)
- \_\_\_\_\_ 3. rest test (different)
- \_\_\_\_\_ 4. wave wave (same)
- \_\_\_\_\_ 5. storm storm (same)
- \_\_\_\_\_ 6. laugh leaf (different)
- \_\_\_\_\_ 7. lettered lettered (same)
- \_\_\_\_\_ 8. parrot carrot (different)
- \_\_\_\_\_ 9. violent violence (different)
- \_\_\_\_\_ 10. watch witch (different)

\_\_\_\_\_ # correct

*If your student missed four or more, discontinue the test and teach all of the skills presented in the manual.*

---

### Part B Rhyming Sounds

**Directions to student:** *"I am going to say two words. If the words rhyme, say 'Yes.' If the words don't rhyme, say 'No.' For example, ring sing. Those words rhyme so the answer is 'Yes.' If the words are key door, the answer is 'No' because they don't rhyme. Do you have any questions?"*

### Part B Rhyming Sounds

- \_\_\_\_\_ 1. wake sake (yes)
- \_\_\_\_\_ 2. chin choke (no)
- \_\_\_\_\_ 3. sleep peep (yes)
- \_\_\_\_\_ 4. head bed (yes)
- \_\_\_\_\_ 5. lake call (no)
- \_\_\_\_\_ 6. wilted quilted (yes)
- \_\_\_\_\_ 7. saint paint (yes)
- \_\_\_\_\_ 8. quest step (no)

\_\_\_\_\_ # correct

*If your student missed 2 or more, teach rhyming words.*

**Part C Isolating Sounds**

**Directions to student:** *"I am going to say a word. Tell me how many sounds the word has. For example, if the word is cat, the answer is '3' because cat has three sounds, /c/ /ă/ /t/. (Hold up a finger as you make each sound.) Do you understand?"*

**Part C Isolating Sounds**

- \_\_\_\_\_ 1. go (2)
- \_\_\_\_\_ 2. sleep (4)
- \_\_\_\_\_ 3. cry (3)
- \_\_\_\_\_ 4. shame (3)
- \_\_\_\_\_ 5. craft (5)
- \_\_\_\_\_ 6. strict (6)

---

# correct

*If your student missed 2 or more, teach isolating sounds.*

---

**Part D Blending Sounds**

**Directions to student:** *"I am going to say sounds that when put together form a word. You are to tell me what the word is. For example, if the sounds are 's-a-t', the answer is sat. Do you understand?"*

**Part D Blending Sounds**

- \_\_\_\_\_ 1. sh-ow
- \_\_\_\_\_ 2. s-l-i-p
- \_\_\_\_\_ 3. b-ou-n-ce
- \_\_\_\_\_ 4. s-t-r-ea-k
- \_\_\_\_\_ 5. l-au-gh-t-er

---

# correct

*If your student missed 2 or more, teach blending sounds.*

---

**Part E Deleting Sounds**

**Directions to student:** *"I am going to say a word. Then I'm going to give you a sound to take out of the word. You are to tell me what the word is without that sound. If the word is tape and you take out the sound /t/, the word becomes ape. Do you understand?"* Another example: *seat*, take out the sound /s/ (*eat*)

**Part E Deleting Sounds**

- \_\_\_\_\_ 1. pin, take out the sound /p/ (*in*)
- \_\_\_\_\_ 2. need, take out the sound /d/ (*knee*)
- \_\_\_\_\_ 3. stick, take out the sound /t/ (*sick*)
- \_\_\_\_\_ 4. stream, take out the sound /r/ (*steam*)
- \_\_\_\_\_ 5. cost, take out the sound /s/, (*cot*)

---

# correct

*If your student missed 2 or more, teach deleting sounds.*



# Post-Test

## *Before testing...*

Review the test on pages 44 and 45.

Practice saying the words normally for all parts of the test except for Part D. When giving sounds to be blended in **Part D**, say each phoneme distinctly and quickly. Practice saying the words quickly enough that the student will remember the sounds by the time you have finished sounding out the word, but not so quickly that he will get it without hearing separate sounds.

## *Begin testing...*

Explain to your student that you need to find out how much he has learned.

Encourage him to do his best.

Administering **Part A** on page 44.

Say each word clearly.

Repeat words if necessary. If you need to repeat a word more than a twice, move on to the next one. It could be an indication the test is too difficult.

## *During testing...*

If the your student doesn't understand an example, give him another. Avoid teaching during the test.

Assure your student that he is doing fine.

## *Stop testing...*

If your student misses four or more on **Part A**.

Your student gets frustrated.

## *After testing...*

Tell your student how he did on the test.

Celebrate the successes. Re-teach the skills that need improvement.

If your student shows little progress, contact the staff at Reading Connections.

## Phonemic Awareness *Post-Test*

Student \_\_\_\_\_ Date \_\_\_\_\_ Test Administrator \_\_\_\_\_

---

### Part A Directions to student:

*“I’m going to say two words. If the words sound the same, say ‘Same.’ If they don’t sound the same, say ‘Different.’ For example, dress, dress. Those words sound the same, so the answer is ‘Same.’ If the words were drank, drape, the answer is ‘Different’ because they don’t sound the same. Do you have any questions?”*

### Part A Same or Different?

- \_\_\_\_\_ 1. ghost ghost (same)
- \_\_\_\_\_ 2. bean bee (different)
- \_\_\_\_\_ 3. cash cash (same)
- \_\_\_\_\_ 4. deepen dentist (different)
- \_\_\_\_\_ 5. fold food (different)
- \_\_\_\_\_ 6. curve curve (same)
- \_\_\_\_\_ 7. sneaker sneaker (same)
- \_\_\_\_\_ 8. smooch smooth (different)
- \_\_\_\_\_ 9. wizard blizzard (different)
- \_\_\_\_\_ 10. panda panda (same)

\_\_\_\_\_ # correct

*If your student missed four or more, discontinue the test and teach all of the skills presented in the manual.*

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### Part B Rhyming Sounds

**Directions to student:** *“I am going to say two words. If the words rhyme, say ‘Yes.’ If the words don’t rhyme, say ‘No.’ For example, pair hair. Those words rhyme so I’d say ‘Yes.’ If the words were roof root, the answer is ‘No’ because they don’t rhyme. Do you have any questions?”*

### Part B Rhyming Sounds

- \_\_\_\_\_ 1. paw saw (yes)
- \_\_\_\_\_ 2. search second (no)
- \_\_\_\_\_ 3. coin comb (no)
- \_\_\_\_\_ 4. five hive (yes)
- \_\_\_\_\_ 5. puddle muddle (yes)
- \_\_\_\_\_ 6. jump junk (no)
- \_\_\_\_\_ 7. tunnel funnel (yes)
- \_\_\_\_\_ 8. piece pinch (no)

\_\_\_\_\_ # correct

*If your student missed four or more, reteach rhyming words.*

### Part C *Isolating Sounds*

**Directions to student:** *"I am going to say a word. Tell me how many sounds it has. For example, if the word is back, the answer is '3' because back has three sounds, /b/ /ă/ /k/. (Hold up a finger as you make each sound.) Do you understand?"*

#### Part C *Isolating Sounds*

- \_\_\_\_\_ 1. noon (3)
- \_\_\_\_\_ 2. next (4)
- \_\_\_\_\_ 3. pint (4)
- \_\_\_\_\_ 4. poster (5)
- \_\_\_\_\_ 5. stank (5)
- \_\_\_\_\_ 6. planet (6)

\_\_\_\_\_ # correct

*If your student missed four or more, reteach isolating sounds.*

### Part D *Blending Sounds*

**Directions to student:** *"I am going to say sounds that when put together form a word. You are to tell me what the word is. For example, if the sounds are 'r-i-p', the answer is rip. Do you understand?"*

#### Part C *Blending Sounds*

- \_\_\_\_\_ 1. f-l-y
- \_\_\_\_\_ 2. b-l-e-ss
- \_\_\_\_\_ 3. f-r-o-s-t
- \_\_\_\_\_ 4. b-l-oo-d-y
- \_\_\_\_\_ 5. t-r-u-m-p-e-t

\_\_\_\_\_ # correct

*If your student missed four or more, reteach blending sounds.*

### Part E *Deleting Sounds*

**Directions to student:** *"I am going to say a word. Then I'm going to give you a sound to take out of the word. You are to tell me what the word is without that sound. If the word is slash and you take out the sound /s/, the word becomes lash. Do you understand?" (Another example: slick, take out the sound /s/ (lick))*

#### Part E *Deleting Sounds*

- \_\_\_\_\_ 1. blot, take out the sound /b/ (lot)
- \_\_\_\_\_ 2. groom, take out the sound /g/ (room)
- \_\_\_\_\_ 3. trap, take out the sound /r/ (tap)
- \_\_\_\_\_ 4. groom, take out the sound /m/ (grew)
- \_\_\_\_\_ 5. chapter, take out the sound /p/, (chatter)

\_\_\_\_\_ # correct

*If your student missed 2 or more, teach deleting sounds.*