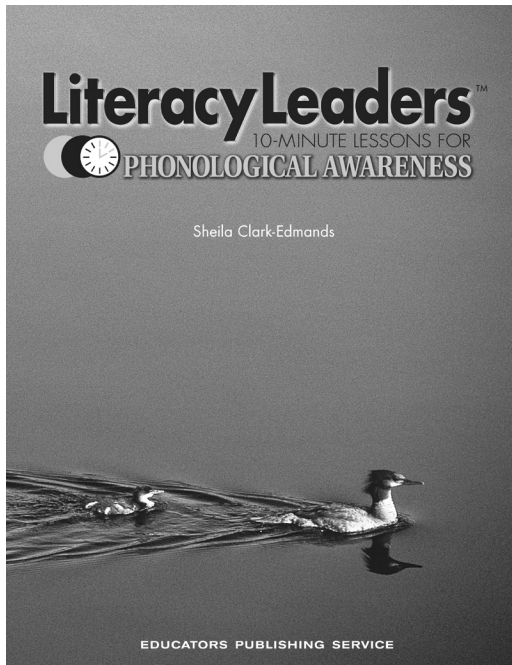


Literacy Leaders™

10-MINUTE LESSONS FOR
PHONOLOGICAL AWARENESS



“If children are to benefit from phonics instruction, they need phonemic awareness. The reason is obvious: children who cannot hear and work with the phonemes of spoken words will have a difficult time learning how to relate these phonemes to the graphemes when they see them in written words.”

Put Reading First

Literacy Leaders™ presents phonological awareness activities that can be used in conjunction with any phonics, reading or spelling lesson. To make it easier for teachers to do this, activities are grouped by phonetic concept.

This **sample lesson** provides phonological awareness activities that focus on **short a**: these can be used as a lead-in to any reading, phonics or spelling lesson that highlights short *a*. To create a 5-10 minute lesson first select an activity. Activities are presented in order of developmental sequence: when students can do the easier activities move them through the increasingly complex phoneme manipulation activities. Each activity includes many words - select only the amount needed for a 5-10 minute lesson. Struggling students may require more time. This sample lesson includes enough material for many lessons.

By directly linking these short lessons with reading, phonics or spelling lessons, students will be able to see how phonemic awareness relates to their reading and writing.

Try this lesson today with an individual student, small group or the whole class.

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■ Concept 1

Short a: /ă/

■ 1. RHYME PROVIDING

Say each word and have student repeat it. Then ask student to say a word that rhymes with it.

hat	hand	pan	pass	pad
man	last	ram	rag	pal
tap	map	flag	tab	tax

■ 2. RHYME CATEGORIZATION

Say each word pair and ask student whether or not the two words rhyme.

hat mat	hat ham	bag flag	ram ran
fan man	map sap	sap sat	pan pat
last fast	hat sat	trap flap	sad mad
sand hand	and band	am tam	last cast

■ 3. SOUND PROVIDING

A. Say each word and ask student what sound is heard at the **beginning** of it.

bag	gas	yam	nap	sat
dad	ham	cat	pan	tag
fan	jam	man	ram	van

Short a: /ă/

B. Say each word and ask student what sound is heard at the **end** of it.

bag	fad	fan	gas	ham
jam	yam	cat	man	nap
pan	ram	sat	tag	van

■ 4. SOUND CATEGORIZATION

A. Ask, “Do you hear /t/ in *mat*?”

/t/ cat	/b/ bag	/k/ can
/b/ Dan	/p/ cap	/ă/ map
/n/ van	/l/ Sam	/m/ nap

B. Ask, “Which word begins with /t/: *bat, tap*?”

/k/ gas cap	/s/ zag sag
/l/ wag lap	/b/ bag dad
/t/ dad tag	/d/ Dan tan
/d/ tag dad	/m/ map nap
/n/ map nap	/b/ bat pat
/s/ van sat	/l/ lag pal

C. Say *fan* and have student repeat it. Ask, “Which one of these words has the same **beginning** sound as *fan*: *fat, van*?”

tan: tab can	rat: rag van
bag: bat dad	bag: tag bat
pat: bat pan	Dan: dot bam
cat: gas cab	van: ran vat
sad: zap sat	tag: tam boat

Short a: /ă/

Note: After student has mastered two choices, you may give three choices and use these items.

pan: man pal tap

Dan: bam pat dam

cat: gas tam cab

sad: Sam zap cat

bag: dad bat tap

fan: fat van zip

tam: tag bag dad

tag: bat tam load

van: rat zap vat

rat: van rag wag

D. Say *bat* and have student repeat it. Ask, “Which one of these words has the same **ending** sound as *bat*: *bag, sat*?”

tab: ban lab

Dan: ran dad

sat: sag cat

rap: rat sap

Sam: rat ram

ran: tan tam

sad: fad fat

gas: gap grass

rag: tag rat

stamp: Chad chop

Note: After student has mastered two choices, you may give three choices and use these items.

bat: bag sat Dan

sad: fad fat sap

sat: sag cat sad

rap: rat sap sad

rag: tag rat tap

ran: tan tam rang

Dan: ram ran rant

gas: gap grass Liz

Sam: rat ram ran

stamp: shod chop snag

Short *a*: /ă/

E. Say *man* and have student repeat it. Ask, “Which one of these words **does not begin** the same as *man*: *mad, pan, map*?”

fan: fad sad fat

pat: pad pan dad

gas: gag jam gal

bat: bag bad dad

mad: man mat nap

tag: tap bad tad

bag: dad bat bad

cap: tag cab cat

ham: hat fan hag

sap: fat sat sag

Note: When student becomes proficient with Activity E, you can use the following directions: “I will say three words. Tell me which of these words has a **different beginning** sound. Wait until I have said all the words before you tell me which word **does not begin** the same as the others: *fad, sad, fat*.”

F. Say *hat* and have student repeat it. Ask, “Which one of these words **does not end** the same as *hat*: *mat, man, sat*?”

tar: jar bar rat

ham: ram bam run

ram: Sam tam rag

man: fan ham run

tap: bat sap lap

tag: mat rag sag

tad: dad tap had

gas: mass has lass

tab: bed bib nab

pal: man Al gal

Note: When student becomes proficient with Activity F, you can use the following directions: “I will say three words. Tell me which of these words has a **different ending** sound. Wait until I have said all the words before you tell me which word **does not end** the same as the others: *jar, bar, rat*.”

Short a: /ă/

■ 5. BLENDING

Note: For this exercise, students will need small manipulatives, such as felt circles, blocks, or bingo chips.

Compound Words Say each pair of compound word segments, pausing between them. Then have student repeat the segments, using a manipulative to represent each one. Have student blend the segments by pushing the manipulatives together and saying the word as a whole.

cup • cake

bath • room

snow • flake

hot • dog

pop • corn

hand • stand

in • side

sand • box

camp • fire

ant • hill

out • side

pan • cake

Syllables Say each pair of syllables, pausing between them. Have student repeat the syllables, using a manipulative to represent each one. Then have student blend the segments by pushing the manipulatives together and saying the word as a whole (shown below in parentheses).

/pĭk/ • /nĭk/ (picnic)

/pŭmp/ • /kən/ (pumpkin)

/fŭ/ • /nē/ (funny)

/tră/ • /fĭk/ (traffic)

/mă/ • /jĭk/ (magic)

/bərth/ • /dă/ (birthday)

/băs/ • /kĭt/ (basket)

/pĕ/ • /nē/ (penny)

/Mən/ • /dă/ (Monday)

/ăb/ • /sənt/ (absent)

/bŭ/ • /nē/ (bunny)

/yĕ/ • /lō/ (yellow)

Onset and Rime Say the following onsets and rimes. Then have student repeat, tapping a block for the onset and tapping again for the rime. Have student blend the segments by pushing the manipulatives together and saying the word as a whole.

h • at

r • ap

l • and

s • at

pl • an

f • ast

sl • am

st • and

c • ab

h • am

l • ast

h • and

Short a: /ă/

■ 6. SEGMENTATION

Note: For this exercise, student will need a pencil and piece of paper.

Sentences Dictate each sentence and ask student to make a dash for each word.

The man ran fast.

Sam is a child.

The pan is hot.

Dad is a man.

Tim has a hat.

The tot can walk.

Tam has gum.

The pan has a lid.

The man sat.

Sam sat.

Nan has a fat cat.

It is a hot day.

Syllables Say each word and ask student to repeat it, clapping and counting the syllables.

pic|nic

hap|pen

shoe

fa|ther

ad|mit

ab|sent

ten|nis

fast

hap|py

can|dy

den|tist

car|pet

Phonemes Say each word and ask student to repeat it, tapping and counting the sounds, and then saying the word slowly, sound by sound.

hat

man

bat

ask

brag

pan

and

cab

rip

bag

ham

fast

fat

map

sat

Short a: /ă/

■ 7. DELETION

Compound Words Say *hotdog* and have student repeat it. Then say, “Say *hotdog* again, but don’t say *dog*.” (Student should say *hot*.)

<u>Original Word</u>	<u>Deletion</u>	<u>Result</u>
penpal	pen	pal
snowball	ball	snow
rainbow	bow	rain
gumball	ball	gum
cupcake	cake	cup
inside	side	in
bathroom	bath	room
icebox	ice	box
snowflake	snow	flake

Syllables Say *picnic* and have student repeat it. Then say, “Say *picnic* again, but don’t say /*nĭk*/.” (Student should say /*pĭk*/.)

<u>Original Word</u>	<u>Deletion</u>	<u>Result</u>
funny	/ĕ/	/fŭn/
candy	/kăn/	/dĕ/
father	/thĕr/	/fŏ/
basket	/kĭt/	/băs/
teacher	/ĕr/	/tĕch/
rabbit	/răb/	/ĕt/
happen	/pĕn/	/hă/
traffic	/fĭk/	/tră/
pumpkin	/kĕn/	/pŭmp/

Short a: /ă/

Phonemes Say *hat* and have student repeat it. Then say, “Say *hat* again, but don’t say /h/.” (Student should say *at*.)

<u>Original Word</u>	<u>Deletion</u>	<u>Result</u>
ham	/m/	/hă/
tap	/t/	/ăp/
fan	/n/	/fă/
hats	/s/	/hăt/
man	/m/	/ăn/
and	/d/	/ăn/
sand	/s/	/ănd/
stand	/t/	/sănd/
trap	/t/	/răp/

■ 8. SUBSTITUTION

Compound Words Say *bobcat* and have student repeat it. Then say, “Say *bobcat* again, but instead of *bob*, say *tom*.” (Student should say *tomcat*.)

<u>Original Word</u>	<u>Substitution</u>	<u>Result</u>
hotdog	hot → hound	hounddog
pancake	pan → cup	cupcake
inside	in → out	outside
snowball	snow → foot	football
flattop	flat → high	hightop
keyboard	board → hole	keyhole
snowflake	flake → man	snowman
icebox	ice → lunch	lunchbox
laptop	lap → tip	tiptop

Short a: /ă/

Syllable Say *happy* and have student repeat it. Then say, “Say *happy* again, but instead of *hap*, say *snap*.” (Student should say *snappy*.)

<u>Original Word</u>	<u>Substitution</u>	<u>Result</u>
mitten	/mĭt/ → /kĭt/	kitten
winter	/wĭn/ → /splĭn/	splinter
hopeful	/fəl/ → /ləs/	hopeless
puffin	/pŭf/ → /mŭf/	muffin
rabbit	/răb/ → /hăb/	habit
kitten	/kĭt/ → /mŭt/	mutton
money	/ē/ → /dă/	Monday
banish	/băn/ → /spăn/	Spanish
summer	/sŭm/ → /wĭnt/	winter

Initial Sounds (Phonemes) Say *hat* and have student repeat it. Then say, “Say *hat* again, but instead of /h/, say /p/.” (Student should say *pat*.)

<u>Original Word</u>	<u>Substitution</u>	<u>Result</u>
pan	/p/ → /m/	man
tap	/t/ → /n/	nap
bag	/b/ → /t/	tag
rap	/r/ → /s/	sap
ram	/r/ → /h/	ham
sap	/s/ → /m/	map
had	/h/ → /b/	bad
lad	/l/ → /m/	mad
hand	/h/ → /s/	sand

Short a: /ă/

Final Sounds (Phonemes) Say *hat* and have student repeat it. Then say, “Say *hat* again, but instead of /t/, say /m/.” (Student should say *ham*.)

<u>Original Word</u>	<u>Substitution</u>	<u>Result</u>
man	/n/ → /p/	map
tag	/g/ → /p/	tap
ram	/m/ → /p/	rap
sap	/p/ → /t/	sat
lad	/d/ → /p/	lap
pan	/n/ → /m/	Pam
rat	/t/ → /g/	rag
lap	/p/ → /d/	lad
tag	/g/ → /k/	tack

Short a: /ă/

■ 9. MIXED PRACTICE

Place three blocks or chips in this order—blue, green, yellow—on the line of the Phoneme Segmentation Sheet. Say *hat* and have student repeat it. Then say, “I want to change *hat* to *ham*.” Ask student to change one block to another color to show which sound in the word has changed and then say the new word. (Student should change the yellow block to a color other than green and say *ham*.) Follow a similar procedure for the word chains below. For more detailed directions, see page vi.

hat
ham
tam
am
at

ant
ants
pants
pant
plant

nap
sap
sat
Sam
slam

pan
pant
ant
and
band

rap
ran
bran
Fran
frat

had
sad
sat
Sam
slam

an
pan
pant
ant
and

bag
brag
rag
rat
ram

flag
flat
flab
lab
lad

tap
sap
slap
flap
lap

sap
snap
nap
rap
trap

ran
rat
brat
bat
bag