

Pre-Level 1 Lesson Features

Pre-Level 1—*Sounds Sensible*®

Phonological Awareness and Beginning Phonics

S.P.I.R.E.® Pre-Level 1—*Sounds Sensible*® develops phonological awareness, early phonics, oral language, and handwriting skills in preparation for entry into *S.P.I.R.E.* Level 1.

Sounds Sensible lessons are structured in a 5-step format: teachers design a lesson by selecting 1 activity for each step, moving students from simple to complex skills (see box below for complete list).

Pre-Level 1 (Sounds Sensible)

3 days/week

45 minutes/day

6–8 months total to complete

For the sample lesson on pages 5–11 the underlined activities were chosen:

Step 1: Listening

Word Comparison

Read Aloud

Step 2: Rhyming

Intro. to Rhyme

Matching Rhymes

Rhyme Providing

Rhyme Categorization

Onset & Rime

Step 3: Segmentation

Sentence Segmentation

Compound Word

Segmentation

Compound Word Deletion

Syllable Segmentation

Syllable Deletion

Phoneme Segmentation

Phoneme Segmentation
with Words

Word Segmentation
with Deletions

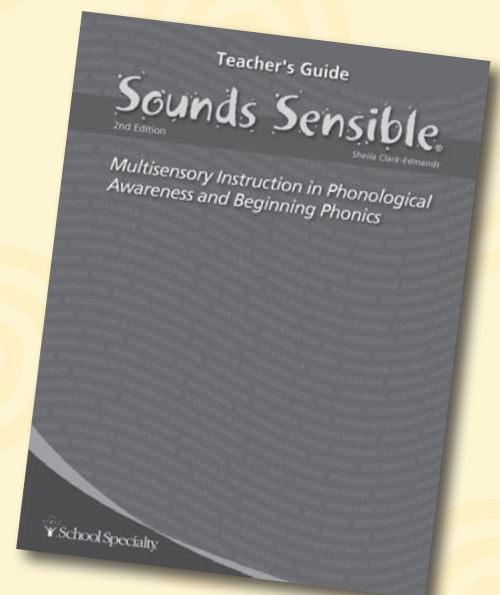
Step 4: Phoneme

Grapheme-Relationships

Introducing Letter *d*

Step 5: Dictation

Letter *d*



Pre-Level 1 Lesson

Steps 1 & 2

Teacher's Guide, Pre-Level 1



Step 1: Listening Activity 1: Word Comparison: Same/Different

Time: 9 minutes

Objective: To focus students' attention on sounds in words and develop students' ability to listen.

Behavior: Students will identify whether two spoken words are the same or different. Students will be able to attend to a story read by the teacher and identify rhymes, develop vocabulary, identify the story's main characters, and tell what is happening.

Copy the *Same/Different Response Sheet* from the Blackline Master. Give each student a picture of two dogs and a picture of a cat and a dog.

Discuss the picture of the two dogs, and lead students to understand that both animals are dogs and that they are the same.

Next, discuss the picture of the cat and the dog, and lead students to understand that one animal in the picture is a dog and the other is a cat and that they are not the same. They are different.

Ask students to place their pictures on the table and listen. Tell students you will say two words and then call on someone to repeat the two words. After the student repeats the words, have the whole group repeat them.

Then ask: Are the words the same or different? If they are the same, hold up your picture of two dogs. If the words are different, hold up your picture of the dog and the cat.

Activity 1 is always done using this format. Choose different word pairs each day from the lists below. Note that some of the pairs are of nonsense words. You may want to tell students that some of the words you will say may not be real words, or you may decide to omit those pairs from your instruction.

Word Pairs /t/ /d/ discrimination

tap dap	tap tap	dad dat	dad dap
dad dad	tim dim	dog tog	dot tot
dad tad	tum tub	deb teb	dog dog
hit hid	bit bid	bid bid	bed bet



Step 2: Rhyming Activity 5: Onset and Rime

Time: 9 minutes

Objectives: Students will be able to blend the beginning sound of a word with its ending sounds and comprehend the word. Students will be able to hear a word and separate its onset from its rime.

Behavior: Given an onset and a rime, students will be able to repeat them in order, blend them into a word, and find the picture for the word.

Materials: Onset and Rime Cards

Level 1

Instruction: Place the Mother Goose Mat on the table and say: "Today we will do robot-talk. Robot-talk is like this: '/H/ /i/, /h/ /ow/ /ar/ /y/ /ou/.' Did you understand what I said? I said, 'Hi, how are you?' Listen again."

Steps 2 & 3

Teacher's Guide, Pre-Level 1

(Repeat the same sentence in robot-talk, and explain that robot-talk is saying the first sound in a word, briefly pausing, and then saying the rest of the word.)

Say: "Let me show you how I would robot-talk this word."

Lay down Onset and Rime Card 1, *cab*.

Say: "The way we people-talk when we say this word is *cab*. What is this word in people-talk? Yes, this word is *cab*. Now, listen as I say it in robot-talk, /k/ /ab/.

Now, who would like to try to say *cab* in robot-talk?"

Call on several students; if anyone has difficulty, model the procedure again.

Follow the same procedure with Onset and Rime Cards 2–5: *cap*, *cat*, *rope*, *hip*.

After all five cards have been introduced, say: "Now, I will robot-talk one of these words. You will repeat the robot-talk; then, people-talk the word and find its picture on the mat.

Robot-talk: /k//at/. Everyone repeat /k//at/. People-talk: /kat/. Everyone repeat /kat/. Now point to the picture. Yes, *cat* is the word."

Repeat the procedure with the remaining four words.

Display the five cards again and say: "Who can say one of these words in robot-talk? We will try to guess your word and say it in people-talk."

Choose a student to robot-talk one of the pictures. You may need to assist as necessary.

Have students robot-talk the remaining pictures as their classmates respond with people-talk for each one.

After all 45 picture cards have been utilized and students are progressing with 85–90 percent accuracy, you may want to move to Level 2, in which the rime is divided into two parts (vowel and final consonant) and blending the onset and rime involves three parts instead of two.

**Step 3: Segmentation Activity 6: Phoneme Segmentation**

Time: 9 minutes

Objective: To develop students' ability to track up to three sequences of sounds

Behavior: Students will be able to remember three sequences of sounds and identify those that are the same and those that are different.

Materials: *Phoneme Segmentation Sheet* Blackline Master, page 46, Bingo chips.

Instruction: Tell students that they will be listening for sounds, and that there will be two or three sounds in a row, but the sounds will not make words. Explain that they will show how many sounds they hear by placing the right number of chips on their Phoneme Segmentation Sheet. Also explain that they will use different-colored chips to show whether the sounds they hear are the same or different.

See page 10

Continued on back

Steps 3 & 4

Teacher's Guide, Pre-Level 1

Demonstrate the procedure by saying and doing the following: "If I hear /t/ /t/, I can show this by placing two chips on my sheet that are the same color. It does not matter what color the chips are, but only that they are the same color. This shows that the two sounds heard are the same."

Take the two chips off the sheet and then say as you demonstrate: "Now, if I hear /m/ /t/, I will place two chips, but they are different colors to show that I hear two different sounds."

Remove the chips and then say as you demonstrate: "If I hear /s/ /s/, what do you think I will do? Yes, I would place two chips of the same color on my sheet to show that I hear two sounds that are the same."

Remove the chips and then say as you demonstrate: "What if I hear /s/ /m/ /s/? Yes, I would place three chips and the first and the last would be the same color because they are the same sound. Now, you will do the same on your sheets with your chips. Ready? I will say some sounds."

Have students repeat the sounds and place chips on their sheet, saying and touching each sound as they place each chip.

Example

Teacher: /t/ /m/

Students: /t/ /m/

Teacher: /t/

Students: /t/ (touch and say as they place)

Teacher: /m/

Students: /m/ (touch and say as they place)

Note: You should be able to move around the room to see all responses. If an individual student has difficulty, repeat the sounds and have the student repeat them and place the chips again.

Dictate several of the following sound sequences and have students repeat the sounds and place the chips.

/t/ /t/

/s/ /m/

/t/ /t/ /b/

/m/ /t/

/d/ /d/ /d/

/b/ /p/ /b/

/p/ /p/ /b/

/t/ /d/ /d/

/b/ /b/ /p/

/d/ /r/

After students have achieved 85–90 percent mastery, move to Activity 7: Phoneme Segmentation with words.



Step 4: Phoneme–Grapheme Relationships

Time: 9 minutes

Lesson 7: Introducing Letter **d**

Hold up Phonogram Card **d**, and tell students the name of the letter. Have them repeat the letter name.

Tell students that the key word for **d** is *dad*. Show students the Key Word Concept Sheet **d** and discuss the picture.

Say: "**d** (letter name), *dad* (key word), /d/* (sound)," and have students repeat: *d, dad, /d/*.

Step 4

Teacher's Guide, Pre-Level 1

*Note: Be careful not to say /duh/ when you model the sound for students. Tell them that /d/ is made the same way as /t/, except that *d* is a “noisy letter.” Have students place their tongue behind their top teeth and feel their vocal cords as say /d/. Then have students say: *t tap /t/*. Compare /t/ and /d/. /d/ is produced with a tapping of the tongue, a deep throaty sound, and a slightly opened mouth. *D*, like *t*, is a “tongue tip tapper.”

Display Beginning Sounds Picture Cards 16–20, and tell students the name of each one. Have them listen for /d/ at the beginning of each name. Spread all five cards picture side up on the solid side of the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students’ articulation of the picture name. Pick up and shuffle the cards, hold them up again, and have students say the name of the picture, its beginning sound, and its letter name. Alternate turns, giving each student an opportunity to respond twice.



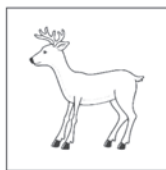
16 dad



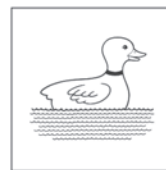
17 dig



18 dog



19 deer



20 duck

See
page 11

Give each student a Key Word Card for *d*, and say the following words as students listen for /d/ at the beginning of the each one. If a word begins with /d/, students hold up the Key Word Card. If it does not begin with /d/, they should not hold up any card. If students make errors, have them repeat the word, give the beginning sound, and say the letter name. Ask, “Did [word] begin with /d/ as in *dad*?”

dad tad bad dot pot
dog bag dig pig dip

Tell students, “Now you can learn how to print the letter *d*.”

Put the Phonogram Card on the board.

Point to the letter and ask, “What is the name of this letter? Yes, the name of the letter is *d*. What sound does it make? Yes, *d* makes the /d/ sound.”

Have students watch as you make the writing lines, as follows:

- Draw a solid top line in red.
- Under that draw a dashed line in yellow, approximately 9 inches below the red line.
- Draw a solid bottom line in green 9 inches below the yellow line.

Say: “These are the lines we will use to learn how to print the letter *d*. Watch as I make the letter *d*. Letter *d* begins a little below the yellow line. My marker goes around to the green line, pushes straight up to the red line, pulls straight down to the green line, and stops.”

Make and describe the letter again, and then have each student trace and then make the letter *d*, as you give directions.

Steps 4 & 5

Teacher's Guide, Pre-Level 1

Have each student trace the model letter as you say, "Little letter *d* begins a little below the yellow line. Your finger goes around to the green line, pushes straight up to the red line, pulls straight down to the green line, and stops," as the other students watch and listen.

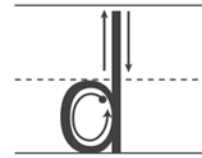
Have students trace *d* again and then print a *d* next to the model letter. Erase each letter after a student makes it, leaving only the model for the next student. Make sure each student has a turn at the board.

Then, if students are ready, have them make the letter *d* on their own, without referring to the model.

Make a new set of lines, and ask students to give you directions about how to make the little letter *d*.

Ask: "Where do I begin? Now what do I do?" until you have enough "information" to complete the letter. Some students will need a repeat of the lesson, depending on their rate of learning and degree of need.

Move to Step 5: Dictation Lesson 7.



Step 5: Dictation Lesson 7, *p, b, t, d*

Time: 9 minutes

Note: Until Lesson 31, where short *a* is introduced, you will dictate only single consonant sounds. After Lesson 31, you will also be dictating words that have the short *a* sound.

Objective: To develop the ability to connect a phoneme to its symbol in written form

Behavior: Given a known sound, students will be able to correctly repeat it, name the letter that makes the sound, and write the letter that makes the sound.

Materials: Traffic Light Dictation Paper (in the size appropriate for your students' level—see note, page iii)

Instruction: Students are to write letters and words on their paper. Dictate the sounds or words and have students repeat them, name them, and then write them, naming the sounds or words as they write. Students will write five dictated sounds, then will listen to five words for beginning or ending sounds, eventually writing five complete words.

1. Have students listen carefully as you dictate a sound. Pencils are down. Say /d/, and have students repeat the sound. Say: "What letter says /d/? Yes, *d*. Pick up your pencil and write *d*, saying its name as you write."
2. Students look at the letter they wrote, name it, and give its sound.
3. Repeat the above procedures for the rest of the sounds: /p/, /b/, /d/, /t/.

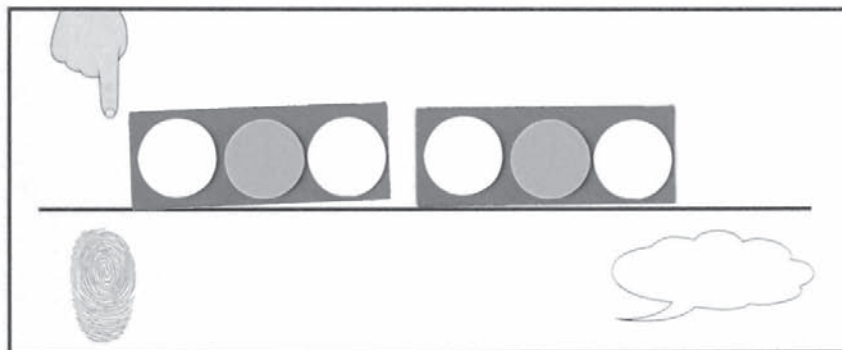
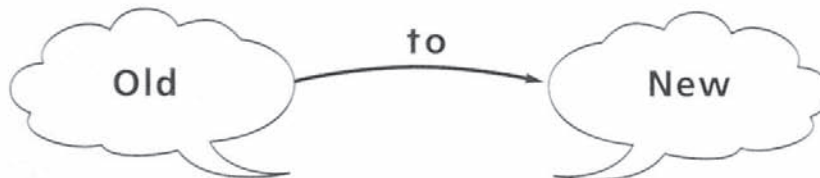
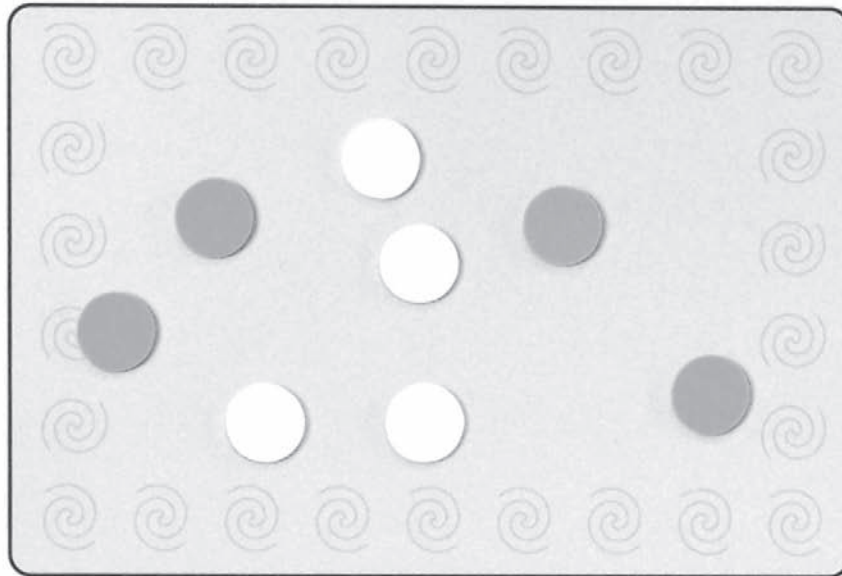
Word Dictation

4. Tell students you will say a word. They will repeat the word, say its beginning sound, name the letter, and then write the letter, naming it as they write. Say: "*dim*. You say it. What sound do you hear at the beginning of *dim*? Yes, /d/. What letter name says /d/? Yes, *d*. Write *d*, saying its name as you write."
5. Repeat above procedure with the rest of the words: dad, dog, bag, pan.
6. In an introductory lesson, distribute a copy of the Key Word Concept Sheet for students to color.

Phoneme Segmentation Sheet

Students use this reproducible version of the teacher's Phoneme Segmentation Chart during phonemic awareness activities.

Phoneme Segmentation Sheet















Sounds Sensible Blackline Master

Used in Step 3

Key Word Cards

Key Word Cards show a word and picture that exemplify a phonogram or concept to assist students in learning.

Dd  dad	Dd  dad	Dd  dad
Dd  dad	Dd  dad	Dd  dad
Dd  dad	Dd  dad	Dd  dad
Dd  dad	Dd  dad	Dd  dad

28

Key Word Cards

Sound Sensible Blackline Master

Used in Step 4