



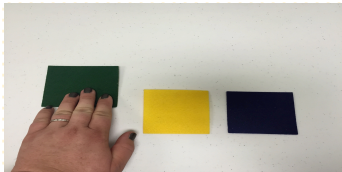
Skill Card: Isolate Phonemes

Purpose: Students will isolate individual phonemes in spoken words in the initial, final, and medial position.

Steps:

1. Choose a PA strategy to demonstrate the procedure for isolating phonemes. (**Touch and Say** or **Finger Stretch**)
2. Distribute felt squares or other manipulatives to students.
3. Model: Isolate phonemes using felt squares and **Touch and Say**.

I do: “I am going to say a word and touch a felt square for each sound I hear. The word is *fish* - /f/ /i/ /sh/. I hear /f/ at the beginning of *fish*.” (Touch first square.) “I hear /sh/ at the end of *fish*.” (Touch the last square.) “I hear /i/ in the middle of fish.” (Touch the middle square.)



/f/ /i/ /sh/

We do: “Let’s follow the same steps and do the word *top*. (/t/ /ɒ/ p/) What sound do you hear at the beginning of *top*? /t/ What sound do you at the end of *top*? /p/ What sound do you hear in the middle of *top*? /ɒ/?”

You do: Allow students to practice independent of your voice. Repeat steps with additional words.

Suggested Materials:

- Felts, colored tiles, plastic disks, or other manipulatives
- Teacher word list for isolating phonemes
- Optional: Picture cards may be used.

Skill: Isolate Phonemes

- **Level 1** - Given a target word, the student will identify the sound of the phoneme heard in the **initial** position. “Tell me the sound you hear at the beginning of *rock*.” /r/
- **Level 2** - Given a target word, the student will identify the sound of the phoneme heard in the **final** position. “Tell me the sound you hear at the end of *train*.” /n/
- **Level 3** - Given a target word, the student will identify the sound of the phoneme heard in the **medial** position. “Tell me the sound you hear in the middle of *peach*.” /ē/

Isolate can be used with: Phonemes

*For the purpose of demonstrating scaffolded instruction - “I do, We do, You do” – the **Touch and Say** strategy was utilized. See the **Finger Stretch** Strategy Card for procedures on another strategy that could be used.



Skill Card: Identify Phonemes

Purpose: Students will identify the same phoneme in different words in the initial, final, and medial position.

Steps:

1. Choose a PA strategy to demonstrate the procedure for identifying phonemes. (**Touch and Say** or **Stretch and Shrink**)
2. Distribute felt squares or other manipulatives to students. Place three picture cards on the table that have the same phoneme in the initial, final, or medial position.
3. Model: Identify phonemes that are the same in the initial, final, or medial position using picture cards and **Stretch and Shrink**.

I do: “We are going to look at three pictures and identify the sound that is the same at the beginning of the words. I will do the first one. The pictures are *heart, house, and hat*. Watch me stretch and shrink the words. I hear the /h/ sound at the beginning of these words.”



We do: “Look at the three pictures and identify the sound that is the same at the end of the words. The pictures are *ant, cat, and net*. Stretch and Shrink the words. What sound is the same at the end of the words?” /t/

You do: Allow students to practice independent of your voice. Repeat steps with additional words.

Suggested Materials:

- Slinkies, felts, colored tiles, or other manipulatives
- Teacher word list for identifying phonemes
- Picture cards

Skill: Identify Phonemes

- **Level 1 – Initial Sound**
“What sound is the same in *fix, fall, and fun*?” /f/
- **Level 2 – Final Sound**
“What sound is the same in *ten, man, sun*?” /n/
- **Level 3 – Medial Sound**
“What sound is the same in *map, cat, fan?” /ă/*

Identify can be used with: Phonemes

*For the purpose of demonstrating scaffolded instruction - “I do, We do, You do” – the **Stretch and Shrink** strategy was utilized. See the **Touch and Say** Strategy Card for procedures on another strategy that could be used.



Skill Card: Categorize Phonemes

Purpose: Students recognize the word in a set of three or four words that has the “odd” or different sound. (Sometimes referred to as an “oddy” task.)

Steps:

1. Choose a PA strategy to demonstrate the procedure for categorizing phonemes. (**Touch and Say** or **Finger Stretch**)
2. Distribute felt squares or other manipulatives to students. Place three picture cards on the table. Two of the picture cards should have the same sound in the initial, final, or medial position, and one should have a different sound.
3. Model: Categorize phonemes in the initial, final, or medial position using picture cards and **Touch and Say**.

I do: “We are going to look at three pictures and identify the picture that has a different ending sound. I will do the first one. The pictures are sun, bed, fan. Watch me as I use my felts to touch and say the words.” (Model Touch and Say.) “I know that bed does not belong because it has a different ending sound.”



/s/ /ʊ/ /n/



/b/ /ɛ/ /d/



/f/ /ä/ /n/

We do: “Let’s do one together. Look at the three pictures and identify the picture that has a different beginning sound. The pictures are shell, shark, cheese. Which picture doesn’t belong?” (cheese)

You do: Allow students to practice independent of your voice. Repeat steps with additional words.

Suggested Materials:

- Felts, colored tiles, plastic disks, or other manipulatives
- Teacher word list for isolating phonemes
- Picture cards

Skill: Categorize Phonemes

- **Level 1 – Initial Sound**
“Which word doesn’t belong?” bus, big, rat
- **Level 2 – Final Sound**
“Which word doesn’t belong?” sun, cat, man
- **Level 3 – Medial Sound**
“Which word doesn’t belong?” bed, hat, pan

Categorize can be used with: Phonemes

*For the purpose of demonstrating scaffolded instruction - “I do, We do, You do” – the **Touch and Say** strategy was utilized. See the **Finger Stretch** Strategy Card for procedures on another strategy that could be used.



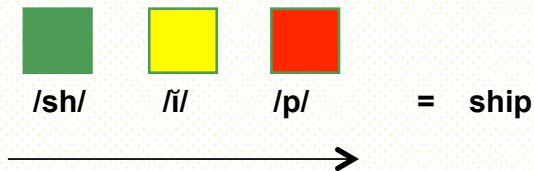
Skill Card: Blend Phonemes

Purpose: Students listen to a sequence of separately spoken phonemes and blend them to form a word.

Steps:

1. Choose a PA strategy to demonstrate the procedure for blending phonemes. (**Touch and Say**, **Finger Stretch**, or **Stretch and Shrink**)
2. Distribute felt squares or other manipulatives to students.
3. Model: Blend phonemes using felt squares and **Touch and Say**.

I do: “I will say the sounds in a word and put the sounds together to make a word. Watch as I touch and say the sounds and blend them together to make a word. The word is *ship*.”



(Tap one felt square for each phoneme, and then slide your finger under the squares while blending the phonemes to form the word *ship*.)

We do: “Let’s touch and say these sounds: /f/ /l/ /ă/ /g/ Blend the sounds together to make a word. What is the word?” (*flag*)

You do: Allow students to practice independent of your voice. Repeat steps with additional words.

Suggested Materials:

- Felts, colored tiles, plastic disks, or other manipulatives
- Teacher word list for blending phonemes
- Optional: Picture cards may be used.

Skill: Blend Phonemes

- **Level 1** - Simple 2-, 3-, and 4-phoneme words; may contain initial blends; all one-syllable words

/b/ /ō/ - bow

- **Level 2** - 3- or 4-phoneme words; one syllable words may contain final bends; multisyllabic words without blends

/s/ /t/ /ī/ /k/ - stick

- **Level 3** - Multisyllabic words with 4 or more phonemes; may contain initial or final blends

d/ /ō/ /n/ /ŭ/ /t/ - doughnut

Blending can be used with: syllables, onset and rime, and phonemes

*For the purpose of demonstrating scaffolded instruction - “I do, We do, You do” - the **Touch and Say** strategy was utilized. See the **Finger Stretch** and **Stretch and Shrink** Strategy Cards for procedures on other strategies that could be used.



Skill Card: Segment Phonemes

Purpose: Students will listen to a spoken word and segment the individual phonemes in the word.

Steps:

1. Choose a PA strategy to demonstrate the procedure for segmenting phonemes. (**Touch and Say** or **Finger Stretch**)
2. Distribute felt squares or other manipulatives to students. Use squares for individual sounds and rectangles for word parts.
3. Model: Segment phonemes using **Finger Stretch**.

I do: “We are going to segment words into sounds by stretching one finger for each sound. Watch me segment the sounds in the word make.”

- /m/ - extend thumb
- /ā/ - extend index finger
- /k/ - extend middle finger

Make a fist. Pull fist toward body while saying the word make.

We do: “Let’s finger stretch the word need.”

- /n/ - extend thumb
- /ē/- extend index finger
- /d/ - extend middle finger

Say need as you pull your fist toward your body.

You do: Allow students to practice independent of your voice. Repeat steps with additional words.

Suggested Materials:

- Felts, colored tiles, plastic disks, or other manipulatives
- Teacher word list for segmenting phonemes
- Optional: Picture cards may be used.

Skill: Segment Phonemes

- **Level 1** – simple 2-, 3-, and 4-phoneme words; may contain initial blends; all one-syllable words
fish - /f/ /ī/ /sh/
- **Level 2** – 3- or 4-phoneme words; one syllable words may contain final blends; multisyllabic words without blends
weather - /w/ /ē/ /th/ /er/
- **Level 3** - multisyllabic words with 4 or more phonemes; may contain initial or final blends
cloudy - /c/ /l/ /ou/ /d/ /ē/

Segment can be used with: syllables, onset and rime, and phonemes

*For the purpose of demonstrating scaffolded instruction - “I do, We do, You do” – the **Finger Stretch** strategy was utilized. See the **Touch and Say** Strategy Card for procedures on another strategy that could be used.



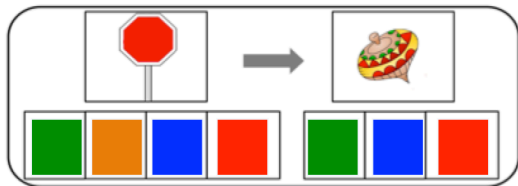
Skill Card: Delete Phonemes

Purpose: Students will listen to a spoken word and delete a phoneme to make a new word.

Steps:

1. Choose a PA strategy to demonstrate the procedure for deleting syllables and phonemes. (**Touch and Say** or **Finger Stretch**)
2. Distribute colored tiles other manipulatives to students.
3. Model: Delete syllables using colored tiles and **Touch and Say**.

I do: “We are going to take off a sound in a word to make a new word. Watch me as I place a colored tile on the table for each sound in the word *stop*. (Touch and say the sounds in the word - /s/ /t/ /ɒ/ /p/.) Now say *stop* without the /s/. I am going to remove the colored tile for that sound and touch and say the new word. What is the new word?” (*top*)



We do: “Let’s do one together. Say the word *flat*. **Touch and say the sounds** - /f/ /l/ /ă/ /t/. Now say *flat* without the /l/. Remove the colored tile for that sound and touch and say the new word. What is the new word?” (*fat*)

You do: Allow students to practice independent of your voice. Repeat steps with additional words.

Suggested Materials:

- Felts, colored tiles, plastic disks, or other manipulatives
- Teacher word list for deleting phonemes
- Optional: Picture cards may be used.

Skills: Delete Phonemes

- **Level 1** – Deletion of initial phoneme
“Say *rice* without /r/.” (*ice*)
- **Level 2** - Deletion of final phoneme
“Say *keep* without /k/.” (*key*)
- **Level 3** - Deletion of initial or final phoneme in a blend
“Say *ground* without /g/.” (*round*)

Manipulation (Delete) can be used with: syllables and phonemes

*For the purpose of demonstrating scaffolded instruction - “I do, We do, You do” – the **Touch and Say** strategy was utilized. See the **Finger Stretch** Card for procedures on another strategy that could be used.



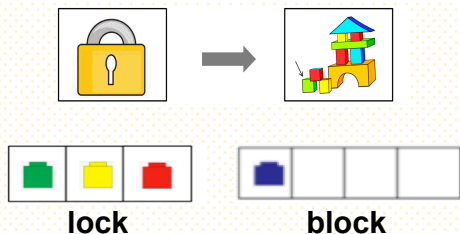
Skill Card: Add Phonemes

Purpose: Students will listen to a spoken word and add an individual phoneme to make a new word.

Steps:

1. Use **Touch and Say** to demonstrate the procedure for adding syllables.
2. Distribute unifix cubes or other manipulatives to students.
3. Model: Add phonemes using unifix cubes and Touch and Say.

I do: “We are going to add a sound to a word to make a new word. Watch me as I place a Unifix cube on the table for each sound in the word *lock* - (/l/ /ɔ/ /k/).” (Touch and say the sounds in the word.) “I will add /b/ to the beginning of *lock* by adding one Unifix cube - /b/ /l/ /ɔ/ /k/.” (Touch and say the sounds in the word.) “The new word is *block*.”



We do: “Let’s do one together. Touch and say the sounds in the word *nap*. Add /s/ to the beginning of the word. Touch and say the new word?” (*snap*)

You do: Allow students to practice independent of your voice. Repeat steps with additional words.

Suggested Materials:

• Suggested Materials:

- Unifix cubes, felts, colored tiles, plastic disks, or other manipulatives
- Teacher word list for adding syllables or phonemes
- Optional: Picture cards may be used.

Skill: Add Phonemes

- **Level 1** – addition of initial sounds in words without blends
“Say *it*. Now say it with /f/ at the beginning.” (*fit*)
- **Level 2** – addition of final sounds in words without blends
“Say *lay*. Now say it with /k/ at the end.” (*lake*)
- **Level 3** - addition of initial and final sounds in words with blends
“Say *pool*. Now say it with /s/ at the beginning.” (*spool*)

Manipulation (Add) can be used with: syllables and phonemes



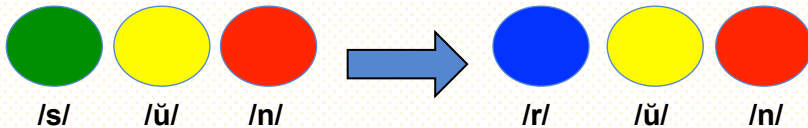
Skill Card: Substitute Phonemes

Purpose: Students will listen to a spoken word and substitute one phoneme for another in the initial, medial, or final position.

Steps:

1. Use **Touch and Say** to demonstrate the procedure for substituting phonemes in the initial, medial, or final position.
2. Distribute colored tiles or other manipulatives to students.
3. Model: Substitute phonemes using plastic disks and **Touch and Say**.

I do: "I am going to say a word and change one sound to make a new word. I am going to put down a plastic disk for each sound I hear in the word *sun* - /s/ /ŭ/ /n/. I am going to change /s/ to /r/ to make a new word." (Touch and say the sounds in *sun*. Pick up the first disk and replace it with a new color. Touch and say the sounds in *run*.) "What is the word?" (*run*)



We do: "Let do another one. The word is *pan*. Touch and say the sounds in the word *pan* - /p/ /ă/ /n/. Now change /n/ to /t/. Touch and say the new word - /p/ /a/ /t/. What is the word?" (*pat*)

You do: Allow students to practice independent of your voice. Repeat steps with additional words.

Suggested Materials:

- Felts, colored tiles, plastic disks or other manipulatives
- Teacher word list for substituting syllables and phonemes
- Optional: Picture cards may be used.

Skill: Substitute Phonemes

- **Level 1** – substitute initial phoneme
"Say *can*. Now change /c/ to /v/ to make a new word." (*van*)
- **Level 2** – substitute final phoneme
"Say *bug*. Now change /g/ to /n/ to make a new word." (*bun*)
- **Level 3** - substitute medial phoneme
"Say *mad*. Now change /a/ to /u/ to make a new word." (*mud*)

Manipulation (Substitution) can be used with: syllables and phonemes