

Teaching Tips Lesson 26

MATERIALS

Workmat;
Counters

Game cards;
Game board;
Markers

Segment Phonemes 5–8 minutes

Say the word *rush*. Tell the child that you are going to segment the word into its sounds: /r/ /u/ /sh/. Tell the child that there are three sounds in *rush*. Have the child segment the word *sat* into its three sounds.

Say the following words one at a time and have the child repeat the words, segment the sounds, and tell you how many sounds he/she hears in each word.

teacher: *hunt*; **child:** /h/ /u/ /n/ /t/ (4)

teacher: *broom*; **child:** /b/ /r/ /ō/ /m/ (4)

teacher: *point*; **child:** /p/ /oi/ /n/ /t/ (4)

teacher: *learn*; **child:** /l/ /ûr/ /n/ (3)

teacher: *shrink*; **child:** /sh/ /r/ /i/ /n/ /k/ (5)

teacher: *school*; **child:** /s/ /k/ /ō/ /l/ (4)

Give the child the workmat and four counters. Say the word *chip*. Have the child tell you how many sounds he/she hears in the word. Have the child choose the appropriate set of boxes on the workmat (3), and push a counter into each box for each sound he/she hears in the word *chip*. If the child has difficulty, demonstrate how to push the counters as you say the sounds: /ch/ /i/ /p/ (3 sounds).

Repeat the steps with the following words: *nerve* (3), *plush* (4), *broil* (4), *grow* (3), *late* (3), *ground* (5).

Name each picture with the child: *bow*, *boy*, *jar*, *ice*, *moon*, *fish*, *hat*, *nut*, *drill*, *nest*, *desk*, *flag*, *belt*, *kilt*, *grapes*, *blocks*. Shuffle the cards and stack them picture side up. Have the child draw a card, name the picture, and say how many sounds he/she hears in the word. Have the child turn over the card to check the number of sounds. If the child is correct, he/she can move the number of spaces on the game board as there are sounds in the word. If incorrect, the child cannot move. Have the child place the card at the bottom of the stack. It is now your turn to draw a card.

Manipulate Final Phonemes 3–5 minutes

Say the word *pan*. Tell the child you can make a new word by replacing the /n/ sound at the end of the word with the /t/ sound. Say the new word: *pat*.

Have the child change the /t/ at the end of *pat* to /m/ and tell you what new word he/she has made (*Pam*). Then have the child change the /m/ in *Pam* to /n/ and tell you the new word (*pan*). Finally, have the child replace the /n/ in *pan* with /d/ and tell you the new word (*pad*).

Have the child make new words by changing:

the /k/ sound in *cake* to /n/: *cane*

the /n/ sound in *cane* to /m/: *came*

the /m/ sound in *came* to /t/: *Kate*

the /t/ sound in *Kate* to /s/: *case*.

Teaching Tips Lesson 26 (cont.)

MATERIALS

Then have the child make new words by changing:

- the /ch/ in *grouch* to /t/: *grout*
- the /t/ in *grout* to /nd/: *ground*
- the /nd/ in *ground* to /s/: *grouse*
- the /s/ in *grouse* to /l/: *growl*.

Manipulate Medial Phonemes  3-5 minutes

Say the word *pan*. Tell the child that you can make a new word by replacing the /a/ in the middle of the word with the /e/ sound. Say the new word: *pen*.

Have the child change the /e/ in the middle of *pen* to /i/ and tell you what new word he/she has made (*pin*). Then have the child change the /i/ in *pin* to /ī/ and tell you the new word (*pine*). Finally, have the child replace the /ī/ in *pine* with /ā/ and tell you the new word (*pane*).

Have the child make new words by changing:

- the /ou/ sound in *bout* to /ā/: *bait*
- the /ā/ sound in *bait* to /ō/: *boat*
- the /ō/ sound in *boat* to /i/: *bit*
- the /i/ sound in *bit* to /e/: *bet*
- the /e/ sound in *bet* to /a/: *bat*
- the /a/ sound in *bat* to /ô/: *bought*.

Read-aloud book

Optional Listening Activity

Read the book *The Think-Fest Thief* or a book of your choice to the child. Show the child the cover illustrations and ask him/her to predict what the story might be about. Tell the child to listen for words that start with /th/ as you read the story. Model fluent reading using appropriate expression. Pause occasionally before turning a page to ask: *What do you think might happen next?*

When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *Did you like the story? Why or why not? What was the problem in the story? Who was the thief?*

Workmat Lesson 26

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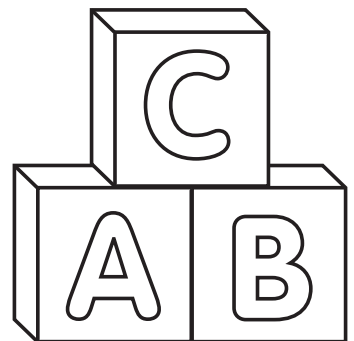
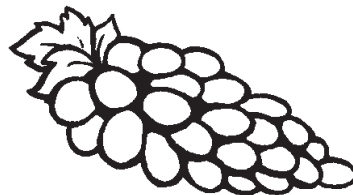
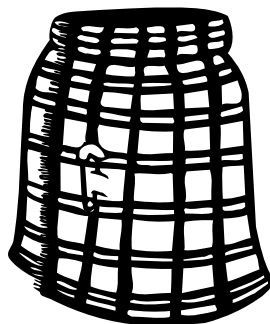
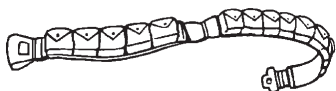
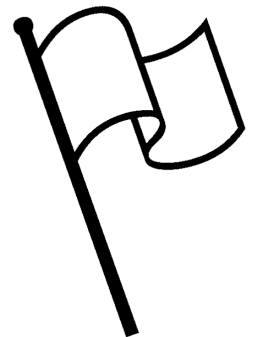
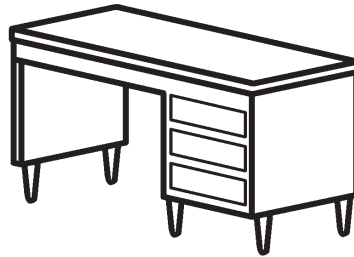
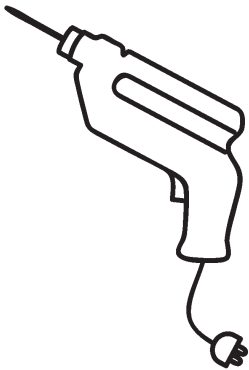
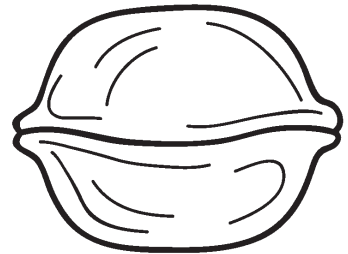
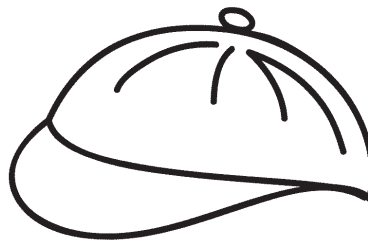
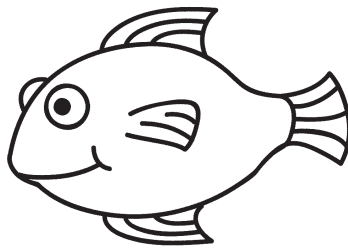
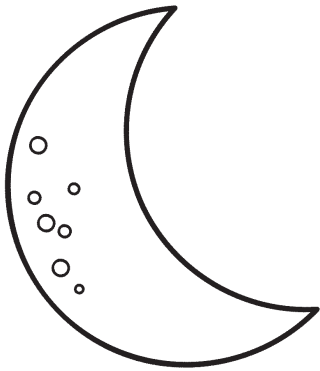
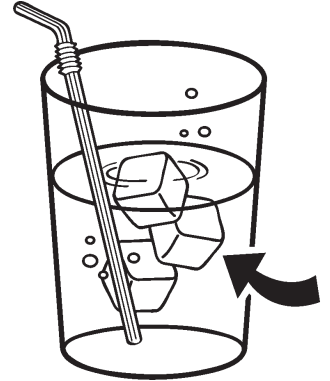
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Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Phonological Awareness

Game Cards (FRONT)

Lesson 26



Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Phonological Awareness

Game Cards (BACK)

Lesson 26



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