

# **PHONEMIC AWARENESS FOR ALL LEARNERS**

PRESENTATION BOOK



**Hofmeister | 2010**

# ACKNOWLEDGEMENTS

**First, thanks to the researchers who defined and validated the role and importance of phonemic awareness. The research consistently identified phonemic awareness as the gateway skill to more advanced reading skills and provided very practical direction, particularly to those serving students at risk of reading failure.**

**Second, thanks to reading coaches, teachers and students who participated in the field tests and revisions of this program. Thanks to the more than 14 inner-city and rural districts participating in the testing and revision process.**

**Third, a special thanks to the contributions of Tammy Pettigrew, reading coach extraordinaire, who led the initial field testing and made very specific and practical suggestions for program improvement.**

**Fourth, phonemic awareness is considered, by many, to be the most significant reading research finding of the past decade. The national reading curriculum leadership deserves recognition for ensuring that these research findings receive visibility in the federal and state policies.**

**For her extensive editorial contributions, many thanks to Judy Hofmeister. Thanks to Craig Kelley for supervision of the design and printing of this edition.**

**—Alan Hofmeister, Andrew Hofmeister, May 2010**

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# **Phonemic Awareness For All Learners**

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## **Presentation Book**

**Alan M. Hofmeister & Andrew Hofmeister**  
**Academic Success For All Learners**  
**May 2010**

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**(TASK 3: PAGES 1-2) - MATCHING PICTURES (DISCRIMINATION)**  
**PAGE 1**

I: (With the bottom two rows covered, point to “sam” [the lion] in the top row.)  
**This is “sam.” Who is this?**  
 (Answer with learners through this task [if necessary] until they can respond with the correct answer, without your assistance.)

**CORRECTION PROCEDURE**  
 If learners need help responding, answer with them. Fade your level of support during the responses.

Ls: **sam** (unison response [i.e., if you are working with a small group, all learners respond at the same time] ).

I: (Holding one finger still [pointing to “sam”], with your other hand, point to “mat” [the rat] on the top row and forcefully tap the latter finger on the picture of “mat.”)  
**Is this “sam?”**

**CORRECTION PROCEDURE**

I: (If learners respond with a wrong answer, model the correct answer.) **My turn. This is “mit.” Who is this? mit.**  
 I: (Repeat question, then answer with the learners.) **Our turn. This is “mit.” Who is this?**  
 Ls: **mit.**  
 I: (Then, the learners respond without your support.) **Your turn. Listen. This is “mit.” Who is this?**  
 Ls: **mit.**  
 I: (Before moving on, retest the learners and check for accuracy if a name was in error.)  
**NOTE: Throughout the remainder of this script, we will refer to this correction procedure as the “My turn–Our turn–Your turn format.”**

Ls: **No** (in unison).

I: (Point to “mit” [the monkey], top row, right side.)  
**Is this “sam?”**

Ls: **No** (in unison).

I: (Uncover the second [middle] row. hold one finger still [pointing to “sam” on the top row] for the remainder of the task. With the other hand, point to “mat.”)  
**Is this “sam?”**

Ls: **No** (unison response [i.e., all learners respond at the same time] ).

I: (Point to “mit” in the middle of the second row.)  
**Is this “sam?”**

Ls: **No** (unison response [i.e., all learners respond at the same time] ).

I: (Point to “sam” on the right side of the second row.)  
**Is this “sam?”**

Ls: **Yes** (unison response [i.e., all learners respond at the same time] ).

I: (When learners have mastered matches with the top two rows, uncover the third row and practice matching. This will help to prevent the misconception that an animal can have only one pose. Holding one finger still [pointing to “sam”], point to “mat” on the left end of the third row.)  
**Is this “sam?”**

Ls: **No** (unison response).

I: (Point to “sam” in the middle of the third row.)  
**Is this “sam?”**

Ls: **Yes** (unison response).

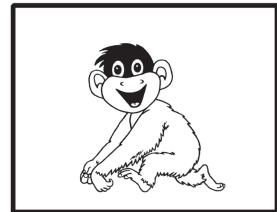
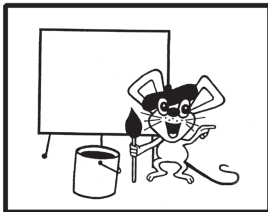
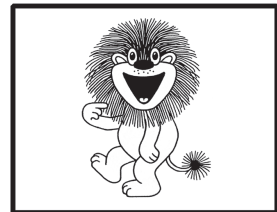
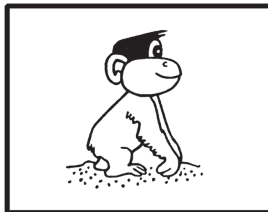
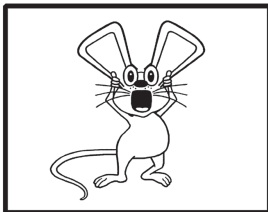
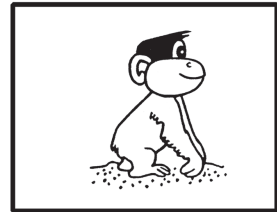
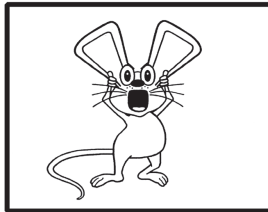
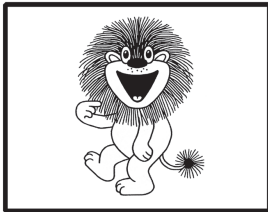
I: (Point to “mit” on the right end of the third row.)  
**Is this “sam?”**

Ls: **No** (unison response).

I: (Now you may point to pictures “randomly” to help the learners get a firm grasp of the matching.)

**NOTE:** Although we use the animal names, this task is simple picture discrimination and matching, and learner responses will be “Yes” or “No” for matches and non-matches, respectively. At this point, we are not expecting learners to independently attach animal names to pictures.

**Move on** when each individual learner responds correctly to five sequential comparisons. The comparisons can be “random” or along a row (during your teaching of this page). Provide the learners with practice in matching the pictures in the third row. **It is not necessary that learners master the more advanced matching task in the third row at this time.**



I: (Use the same procedures you used above. Start with “mit” [top-left]. With the bottom two rows covered, point to “mit” [the monkey].)  
**This is “mit.” Who is this?**

**CORRECTION PROCEDURE**

If learners need help responding, answer with them. Fade your level of support during the responses.

Ls: **mit** (unison response).

I: (Hold one finger still pointing to “mit” as you point to the other characters in the rows.)  
**Is this mit?**

Ls: **No** (unison response).

I: **Is this mit?**

Ls: **No** (unison response).

I: (Uncover the second row. Hold one finger still [pointing to “mit” on the left end of the top row] for the remainder of the task. With the other hand, point to “sam” on the left end of the second row and ask the following:)  
**Is this “mit?”**

Ls: **No** (unison response).

I: (Point to “mat” in the middle of the second row.)  
**Is this “mit?”**

Ls: **No** (unison response).

I: (Point to “mit” on the right end of the second row.)  
**Is this “mit?”**

Ls: **Yes** (unison response).

I: (Uncover the third row. Point to “mit” on the left end of the third row.)  
**Is this “mit?”**

Ls: **Yes** (unison response).

I: (Point to “mit” in the middle of the third row. Follow format for remaining two characters.)

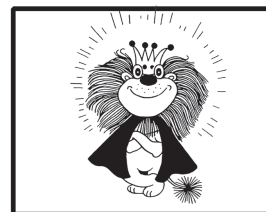
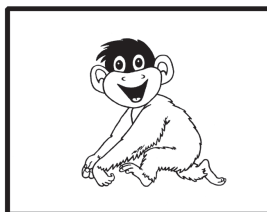
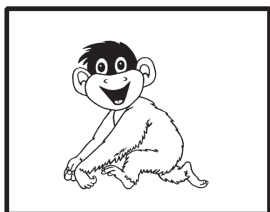
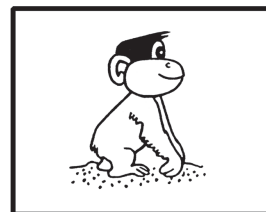
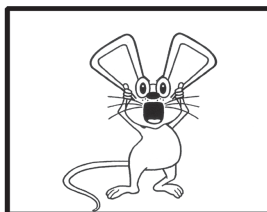
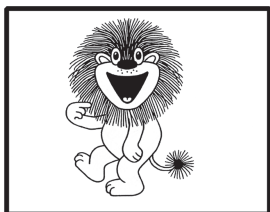
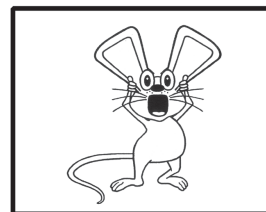
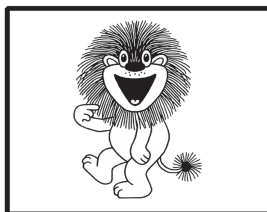
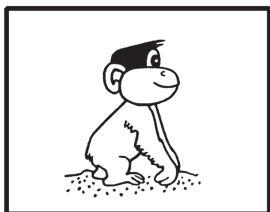
**Is this “mit?”**

Ls: **Yes** (unison response.)

**Move on** when each individual learner responds correctly to five sequential comparisons. Provide practice for the learners in matching the pictures in the third row. *It is not necessary that learners master the more advanced matching task in the third row at this time.* This is a visual discrimination/matching task. You may need to model or ask, “Are these the same?”



**Praise!**



**(TASK 4: PAGES 3 - 6) - ANIMAL PICTURE NAMES  
(PAGE 3)\***

- I: (Point to the picture of “mit.”)  
**This is “mit.” Who is this?**  
(Answer with learners through this task [if necessary] until they can respond with the correct answer, without your assistance.)
- Ls: *mit* (unison response).
- I: (Point to the picture of “sam.”)  
**This is “sam.” Who is this?**
- Ls: *sam* (unison response).
- I: (Point to the picture of “mat” [the rat].)  
**This is “mat.” Who is this?**
- Ls: *mat* (unison response).
- I: (Repeat the format, using the pictures in the top row, several times. When the learners can correctly identify all three animals by name, move on to the second row and use the same format. Point to “mat” [the rat].)  
**This is “mat.” Who is this?**  
(Your level of support should be faded completely before this interaction.)
- Ls: *mat* (unison response).
- I: (Use the same format for “mit” and “sam” on the bottom row.)

**CORRECTION PROCEDURE**

If learners need help responding, answer with them. Fade your level of support during the responses.

**CORRECTION PROCEDURE**

If the learners respond with a wrong answer, model the correct answer using the “**My turn-Our turn-Your turn format.**”

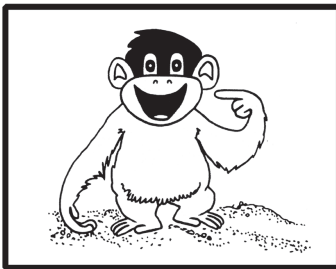
**CORRECTION PROCEDURE**

If learners need help responding correctly, answer with them. Fade your level of support during the responses.

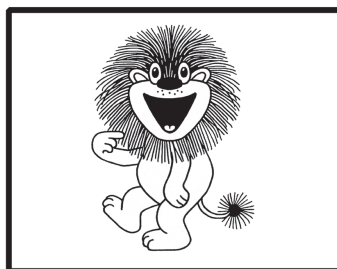
If learners cannot, successfully, name “sam” or “mat,” start, again, with “mit” (i.e., start over, at the top-left of this page).

**Move on** when each individual learner can correctly name five animals, without error, as you point to individual pictures “at random.”

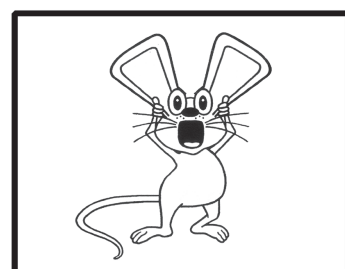
\* Pages 3-6 are teaching an oral language task. Knowledge of the animals by name is needed when those nouns are used to demonstrate the role of phonemes in forming words. If these words are not in the learner’s oral language, the words will not have meaning.



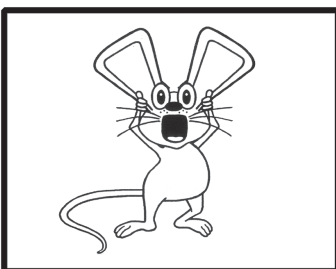
**mit**



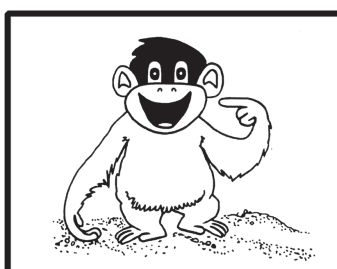
**sam**



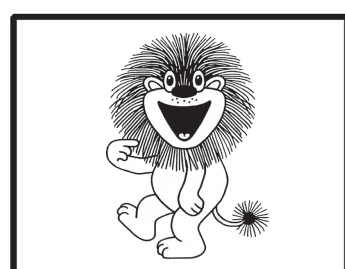
**mat**



**mat**



**mit**



**sam**



(PAGE 4)\*

- I: (Use the same teaching format you used above. Point to “mat.”)  
**This is “mat.” Who is this?**  
(If necessary, answer with the learners.)
- Ls: *mat* (unison response).
- I: (Point to the picture of “mit.”)  
**This is “mit.” Who is this?**
- Ls: *mit* (unison response).
- I: (Point to the picture of “sam.”)  
**This is “sam.” Who is this?**  
(Fade your level of support [answering less and less with the learners] during the unison responses.)
- Ls: *sam* (unison response).
- I: (When the learners can correctly identify all three animals by name, move on to the second row and use the same format. Point to “sam” [bottom row, left picture].)  
**This is “sam.” Who is this?**
- Ls: *sam* (unison response).
- I: (Point to the picture of “mat.”)  
**This is “mat.” Who is this?**
- Ls: *mat* (unison response).
- I: (Point to the picture of “mit.”)  
**This is “mit.” Who is this?**
- Ls: *mit* (unison response).



Praise!

**Move on** when each individual learner can correctly name each of the three animals, without error, as you point to individual pictures “at random.”

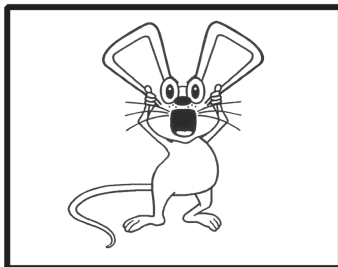
**Note** that you may want to say, “**Who is this?**” See if your learners can identify the characters without your prompt. If they cannot, you can still move on if they answer correctly when you follow the script.

**CORRECTION PROCEDURE**

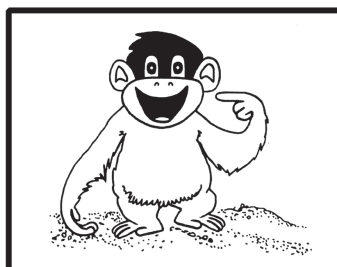
If learners need help responding, answer with them. Fade your level of support during the responses.

If your learners cannot, successfully, name “mit” or “sam,” start, again, with “mat” (i.e., start over, at the top-left of this page).

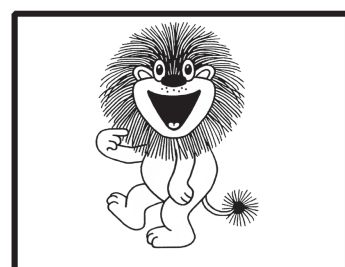
\* Pages 3-6 are teaching an oral language task. Knowledge of the animals by name is needed when these nouns are used to demonstrate the role of phonemes in forming words. If these words are not in the learner’s oral language, the words will not have meaning.



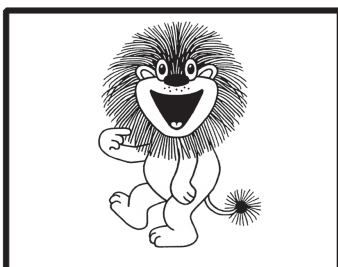
mat



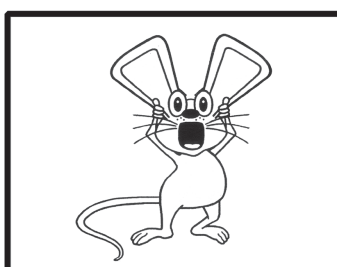
mit



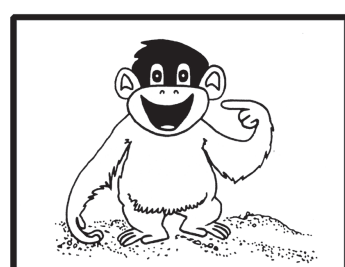
sam



sam



mat



mit



(PAGE 5)\*

I: (Use the same teaching format you used above. Point to “sam.” [top, left].)

**This is “sam.” Who is this?**

(If necessary, answer with the learners.)

Ls: *sam* (unison response).

I: (Point to the picture of “mat.”)

**This is “mat.” Who is this?**

Ls: *mat* (unison response).

I: (Point to the picture of “mit.”)

**This is “mit.” Who is this?**

Ls: *mit* (unison response).

I: (When the learners can correctly identify all three animals by name, move on to the second row and use the same format. Point to “sam” [bottom row, left picture].)

**This is “sam.” Who is this?**

Ls: *sam* (unison response).

I: (Point to the picture of “mat.”)

**This is “mat.” Who is this?**

Ls: *mat* (unison response).

I: (Point to the picture of “mit.”)

**This is “mit.” Who is this?**

Ls: *mit* (unison response).



Praise!

**Move on** when each individual learner can correctly name each of the three animals, without error, as you point to individual pictures “at random.”

**Note** that you may want to say, “**Who is this?**” See if your learners can identify the characters without your prompt. If they cannot, you can still move on if they answer correctly when you follow the script.

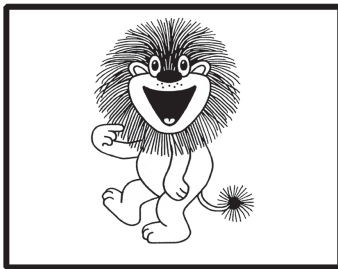
**CORRECTION PROCEDURE**

If learners need help responding, answer with them. Fade your level of support during the responses.

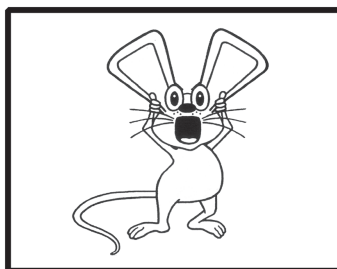
If your learners cannot, successfully, name “mit” or “sam,” start, again, with “mat” (i.e., start over, at the top-left of this page).

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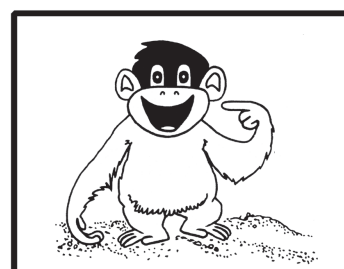
Page 5 - Animal picture names



sam



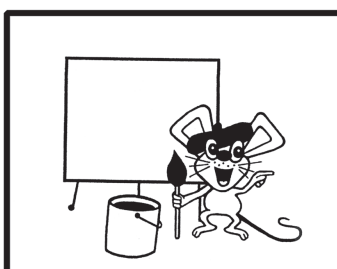
mat



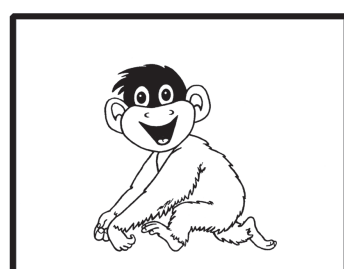
mit



sam



mat



mit

(PAGE 6)\*

I: (Use the same teaching format you used above. Point to “sam.”)  
**This is “sam.” Who is this?**  
(If necessary, answer with the learners.)

Ls: *sam* (unison response).

I: (Point to the picture of “mat.”)  
**This is “mat.” Who is this?**



Praise!

Ls: *mat* (unison response).

I: (Point to the picture of “mit.”)  
**This is “mit.” Who is this?**

Ls: *mit* (unison response).

I: (Use the procedure for the remaining characters in both rows. When the learners can correctly identify all the animals in the first row, by name, move on to the second row and use the same format.)

**CORRECTION PROCEDURE**

If learners need help responding, answer with them. Fade your level of support during the responses.

If your learners cannot, successfully, name “mit” or “sam,” start, again, with “mat” (i.e., start over, at the top-left of this page).

**Move on** when each individual learner can correctly name five animals, without error, as you point to individual pictures “at random.”

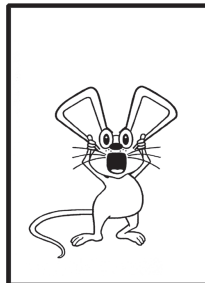
**Note** that you may want to say, “**Who is this?**” See if your learners can identify the characters without your prompt. If they cannot, you can still move on if they answer correctly when you follow the script.

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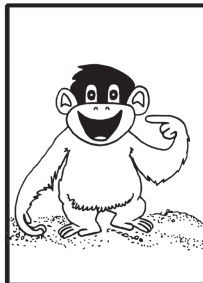
Page 6 - Animal picture names



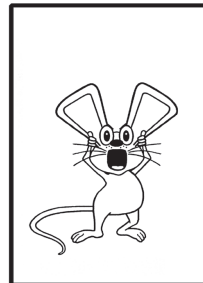
**sam**



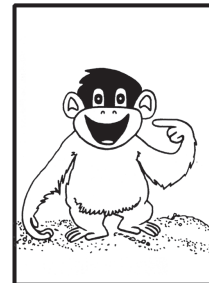
**mat**



**mit**



**mat**



**mit**



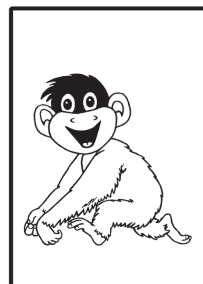
**sam**



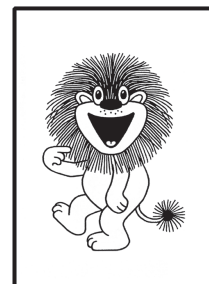
**mat**



**sam**



**mit**



**sam**

**(TASK 5: PAGES 7-9) - DISCRIMINATING LETTER SOUNDS  
(PAGE 7 - ssssss)**

I: (Point to the letter, “s.” Cover the bottom row of letters. Start the sound only when your pointer touches the paper directly above or below the letter. Always say the sound of the letter, not the letter name. Refer to the pronunciation guide at the end of your script. Sustain [“hold”] each sound for about 1½ seconds.)  
**This is ssssss. What is this?**

Ls: *ssssssssss (learners must always answer in unison. Unison response will not be labeled anymore).*

I: (Keep one finger on the letter, then peek at each sound on the bottom row before you say it [by lifting the cover sheet slightly]. Make sure that the learners do not see the letter sound you are saying. Peek under, then point to the first box on the learner’s left– i.e., your right. Sustain each sound.)  
**aaaaaa. Is that ssssss?**

Ls: *No.*

I: (Peek under, then point to the second box.)  
**mmmmmm. Is that ssssss?**

Ls: *No.*

I: (Peek under, then point to the third box.)  
**ssssss. Is that ssssss?**

Ls: *Yes.*

**Move on** when each individual can decide whether two instructor-generated sounds are the same or different when the letter of the second sound is *NOT* visible. Individuals must be able to make the sound discriminations for all three sound-symbols (letters). Five successful responses in a row, without errors, are needed. When the learners can correctly decide whether two instructor-generated sounds are the same [or different] when the letter of the sound IS NOT visible, reveal the hidden letters and repeat the sequence, *with the letters visible*, so the learners can see that different sound-symbols (letters) look different.

**CORRECTION PROCEDURE**

If learners need help responding, answer with them. Fade your level of support during the responses.

**CORRECTION PROCEDURE-  
FOR ALL PAGES WITH THIS FORMAT (7-9, 12-17)**

I: (If learners respond with a wrong answer, model the correct sound.)

**My turn. ssssss. Is that iiiiii?**

**No. ssssss is not iiiiii.**

**Your turn. Listen, ssssss. Is that iiiiii?**

Ls: *No.*

I: (Before moving on, retest the learner and check for accuracy on the sound in error.)

**S**

**a**

**m**

**s**

I: (Use the same format that you used above. Cover the bottom row of letters. Point to the letter, "a.")  
**This is aaaaaa. What is this?**

Ls: *aaaaaa.*

I: (Peek under, then point to the first box on the learner's left.)  
**sssss. Is that aaaaaa?**

Ls: *No.*

I: (Peek under, then point to the second box.)  
**aaaaaa. Is that aaaaaa?**

Ls: *Yes.*

I: (Peek under, then point to the third box.)  
**mmmmm. Is that aaaaaa?**

Ls: *No.*

**CORRECTION PROCEDURE**

If the learners respond with a wrong answer, model the correct answer using the "My turn-Our turn-Your turn format."



Praise!

**Move on** when each individual can decide whether two instructor-generated sounds are the same or different when the letter of the second sound is *NOT* visible. Individual learners must be able to make the sound discriminations for all three sound-symbols (letters). Five successful responses in a row, without errors, are needed. When the learners can correctly decide whether two instructor-generated sounds are the same (or different) when the letter of the sound is *NOT* visible, reveal the hidden letters and repeat the sequence, *with the letters visible*, so the learners can see that different sound-symbols (letters) look different.

a

s

a

m

I: (Use the same format that you used above. Cover the bottom row of letters. Point to the letter, “m.”)  
**This is mmmmm. What is this?**  
(If necessary, answer with the learners.)

Ls: *mmmmm.*

I: (Peek under, then point to the first box on the learner’s left – i.e., your right.)  
**aaaaa. Is that mmmmm?**

Ls: *No.*

I: (Peek under, then point to the second box.)  
**sssss. Is that mmmmm?**



Praise!

Ls: *No.*

I: (Peek under, then point to the third box.)  
**mmmmm. Is that mmmmm?**

Ls: *Yes.*

**Move on** when each individual can decide whether two instructor-generated sounds are the same or different when the letter of the second sound is *NOT* visible. Individual learners must be able to make the sound discriminations for all three sound-symbols (letters). Five successful responses in a row, without errors, are needed. When the learners can correctly decide whether two instructor-generated sounds are the same (or different) when the letter of the sound is *NOT* visible, reveal the hidden letters and repeat the sequence, *with the letters visible*, so the learners can see that different sound-symbols (letters) look different.

**CORRECTION PROCEDURE**

If the learners respond with a wrong answer, model the correct answer using the “My turn-Our turn-Your turn format.”

m

a

s

m

**(TASK 6: PAGE 10) - SAYING LETTER-SYMBOL SOUNDS**

- I:** (Point to each sound – from the learner’s LEFT to the learner’s RIGHT.)  
**Say the sound while I point to it.**  
(Ensure that the learners start the sound only when your pointer touches below the letter, and stop the sound when you lift your pointer.)
- Ls:** *ssssssssss, . . . . mmmmm, . . . . aaaaaaaa, . . . . mmmmm, . . . . etc.*  
(unison sustained responses).

**CORRECTION PROCEDURE**

If the learners “freeze up” at the sight of this page, you can cover some of the letters and/or use the  
“My turn-Our turn-Your turn format.”

**Move on** when all individuals can say five sounds in a row with speed and fluency, correctly, in left-to-right order, and “hold” each sound while you point to the sound (i.e., learners should produce a *sustained response*).



Praise!

s m a m s a  
m a S m m  
a S m m a

## TASK 7: PAGE 11

### BLENDING SOUNDS DISCRIMINATION

The following activity is an oral teaching activity.  
During this oral activity, maintain learner attention.

(Use the following format to teach the learners how to correctly *discriminate* proper and improper oral blending. The activities may need to be repeated using different words to achieve mastery of the concept. This skill took three to four days for one group of 1st grade resource learners to perfect. Make a happy or a sad face, and provide a “thumbs up” or a “thumbs down” when you are sounding out the words the proper way [“right way”] and the improper way [“wrong way”]. This technique will help your learners master this type of discrimination.)

#### MODELING CORRECT BLENDING

**I: Listen, I can sound out a word the RIGHT way.**

(Hold your hand in a “thumbs up” position.)

**mmmmmmaaaaaannnnnnn.**

**Listen again. I can sound out a word the RIGHT way.**

**mmmmmmaaaaaannnnnnn.**

(Continue to hold the “thumbs up” position as the word is blended without stopping.)



**I: Listen, I can sound out this word the WRONG way.**

(Hold your hand in a “thumbs down” position. Stop ABRUPTLY and wait a second between sounds so that learners can discriminate between good and bad blending.)

**m . . . a . . . n.**

**Listen again. I can sound out this word the WRONG way.**

**m . . . a . . . n.**

(Continue to hold the “thumbs down” position as the word is blended, pausing between sounds.)

**I: Listen, I can sound out another word the RIGHT way.**

(Hold your hand in a “thumbs up” position.)

**rrrrrrraaaaaaaaat.**

**Listen again. I can sound out a word the RIGHT way.**

**rrrrrrraaaaaaaaat.**

(Continue to hold the “thumbs up” position as the word is blended without stopping.)

**I: Listen, I can sound out this word the WRONG way.**

(Hold your hand in a “thumbs down” position. Stop ABRUPTLY and wait a second between sounds so that learners can discriminate between good and bad blending.)

**r . . . a . . . t.**

**Listen again. I can sound out this word the WRONG way.**

**r . . a . . . t.**

(Continue to hold the “thumbs down” position as the word is blended, pausing between sounds.)



## PROVIDING GUIDED PRACTICE

**I:** (Provide positive/corrective feedback to the learners as the new skill is practiced.)  
**Now we are going to decide, together, if I am sounding out the RIGHT way or the WRONG way. Hold your hands up like mine.** (Model holding your hand in a clenched position like you would jab at a punching bag [i.e., knuckles up].) **This is the voting position.** (The voting position allows you to move into a “thumbs up” or “thumbs down” position without giving the learners a hint about how to vote prior to hearing the word sounded out. Praise the learners whose hand is in the voting position. Encourage and assist the learners who are having trouble.)

**I:** **Put your hand in the voting position. If I say the word the RIGHT way, put your thumbs up; if I say it the WRONG way, put them down.** (Model thumbs up and down for each.) **Listen, mmmmmmmoooooop. Listen again, mmmmmmmoooooop. Did I sound out the right way or the wrong way?**  
 (Model a “thumbs up.”)

**Ls:** (Thumbs up.)

**I:** **Yes, I sounded it out the right way. You should have your thumbs up.**  
 (Ensure that each learner has “thumbs up.”)

### CORRECTION PROCEDURE

**I:** (If learners respond with a “thumbs down,” model a “thumbs up.”)  
**Thumbs up. I sounded out the word the RIGHT way. I DIDN'T stop between the sounds. Listen: mmmmmmmmmoooooooop.**  
**I sounded out the right way. mmmmmmmoooooop. I didn't stop between the sounds. I sounded out the RIGHT way. Thumbs up!**  
 (Repeat the missed task until the learners respond correctly.)  
**Your turn. Put your hands in the voting position. Listen: mmmmmmmoooooop.**  
**Listen again: mmmmmmmoooooop. Did I sound out the right way or the wrong way?**

**Ls:** (Thumbs up.)

**I:** **Put your hand in the voting position. Listen. sssssaaaaaannnnnnnd. Listen again: sssssaaaaaannnnnnnd.**  
**Did I sound out that word the right way or the wrong way?**  
 (Model a thumbs up. Ensure that the learners have “thumbs up.”)  
**Yes, I sounded out the right way.**

**I:** **Put your hand in the voting position. Listen. s . . . t . . . o . . . p.**  
**Listen again: s . . . t . . . o . . . p. Did I sound out the right way or the wrong way?**  
 (Model a thumbs down. Ensure that the learners put “thumbs down.”)  
**No, I sounded out the wrong way.**

### CORRECTION PROCEDURE

I: (If learners respond with a “thumbs up,” model a “thumbs down.”)  
**Thumbs down. I sounded out the word the WRONG way. I stopped between the sounds. Listen: s... t... o... p. Listen again: s... t... o... p. I stopped between the sounds. I sounded out the WRONG way.**  
 (Repeat the missed task until the learners respond correctly.)

Ls: (Thumbs down.)

I: **Put your hand in the voting position. Listen: m . . . u . . . d. Listen again, m . . . u . . . d. Did I sound out the right way or the wrong way?**  
 (Model a thumbs down. Have the learners put “thumbs down.”)  
**No, I sounded out the wrong way.**  
 (Continue using the same format, delaying the instructor response time. This nudges the learners to respond before you confirm or correct the response.)

*Move on* once the learners get four-out-of-four correct responses.

I: (Praise the learners for their efforts and successes.)  
**nnnnnnnnnaaaaaannnnn.**

Ls: (Right way -- thumbs up)

I: **s . . . i . . . s.**

Ls: (Wrong way -- thumbs down)

I: **t . . . r . . . i . . . p.**

Ls: (Wrong way -- thumbs down)

I: **ssssssnnnnnnnnnaaaaaap.**

Ls: (Right way -- thumbs up)

I: **p . . . i . . . n.**

Ls: (Wrong way -- thumbs down)

I: **rrrrrruuuuuuut.**

Ls: (Right way -- thumbs up)



## PROVIDING LESS GUIDED PRACTICE (FADE INSTRUCTOR PROMPTS)

I: (Do NOT use your hand as a model.)  
**Hold your hand in the voting position. Get ready to show me if I sound out each word the right way or the wrong way.**  
**m . . . i . . . t.**

Ls: (Wrong way -- thumbs down)

I: **ssssssiiiiisssss.**

Ls: (Right way -- thumbs up)

I: **b . . . o.**

Ls: (Wrong way -- thumbs down)

I: **sssssmmmmmmeeelll.**

Ls: (Right way -- thumbs up)

I: **nnnnnnneeeelll.**

Ls: (Right way -- thumbs up)

I: **fffaaaaaat.**

Ls: (Right way -- thumbs up)

I: **r . . . i . . . p.**

Ls: (Wrong way -- thumbs down)

I: **aaaaaannnnn.**

Ls: (Right way -- thumbs up)

I: (If you are working with a small group, use individual turns occasionally to determine each learner's independent level of performance. Use your own words for more practice if necessary. Praise the learners for their efforts and successes.)

**Move on** once the learners get four-out-of-four correct without your assistance. Make corrections as needed, using the correction formats identified above.



(TASK 8: PAGE 15) - BLENDING SOUNDS DISCRIMINATION ( s, a, m)

- I: (The first part of this task is to review the sounds of the letters listed on the left side of the page, top-to-bottom. Learners should sustain each sound while you are pointing to each letter.)  
**Say the sound while I point to it.**  
(Point to each letter, top-to-bottom.)

Ls: aaaaaa . . . mmmm . . . sssss.  
(Unison sustained response.)

**CORRECTION PROCEDURE**

- I: (If learners respond with a wrong sound, model the correct sound.)  
This sound is \_\_\_\_\_.  
What sound is this?

Ls: \_\_\_\_\_

- I: (If necessary, return to the "My turn-Our turn-Your turn format.")

**CORRECTION PROCEDURE**

If the learners are unsure, use the "My turn-Our turn-Your turn format."

**Move on to the blending exercises below** after learners have mastered *sustained responses*.

- I: (Note that in this case, you will be using the My turn-Our turn-Your turn format to do initial teaching, not just as a correction procedure.) (Point to the word, "sam," under the box.)  
**We are going to read this word.**  
**Watch, MY turn** (Point to yourself). **I will say this word the "slow way."**  
(Sustain each sound [for about 1½ seconds], moving your finger under each letter, until you move your pointer to the next sound.)  
ssssssaaaaaammmmm.  
**Again, this is the slow way.**  
ssssssaaaaaammmmm.  
**Faster. ssaamm.**  
**The "fast way." sam.**

**Move on** to "our turn." Hold each letter sound for approximately 1½ seconds per sound as you point to each letter. **Remember – Absolutely no pauses between sounds!**

- I: **OUR turn. Say this word the "slow way" with me.**  
(If necessary, answer with the learners and/or repeat.)
- Ls: sssssssaaaaaammmmm.(**Remember – Absolutely no pauses between sounds.**)
- I: **Again, say this word the "slow way."**

Ls: sssssssaaaaaammmmmmm.

- I: **Faster.**  
(If necessary, answer with the learners.)

Ls: ssaamm.

- I: **The "fast way."**  
(If necessary, answer with the learners.)

Ls: sam.

- I: **YOUR turn. Say this word the "slow way."**  
(If necessary, answer with the learners and/or repeat.)

Ls: sssssssaaaaaammmmm. (**Remember – Absolutely no pauses between sounds.**)

- I: **Again, say this word the "slow way."**

Ls: sssssssaaaaaammmmmmm.

- I: **Faster.**  
(If necessary, answer with the learners.)

Ls: ssaamm.

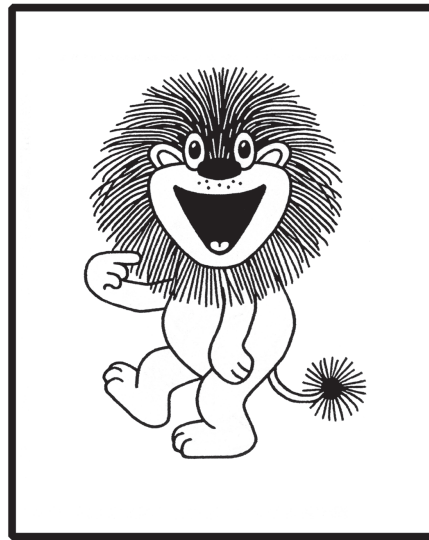
- I: **The "fast way."**  
(If necessary, answer with the learners.)

Ls: sam.

- I: (Repeat the same task [with you and learners, in unison] until learners are confident in doing it independently. Fade your voice during the responses. Then move on to the learners' turn. Always move your finger from left to right so learners know that is the way to read. Even when learners know the word, they still need to say it slow and learn to blend. Give lots of praise. They are reading!)

**Move on** when each individual learner can successfully read the word, "sam," the "slow way" (sustaining each sound while you point to it) and can read the word, "sam," the "fast way."

a  
m  
s



sam

**(TASK 9: PAGE 16-21) - DISCRIMINATING LETTER SOUNDS ( s, a, m, i, t)**  
**(PAGE 16)**

- I: (Keep the bottom half of the page covered. Point to the letter, “i,” in the upper half of the page. (Point to the letter, “i.” Start the sound only when your pointer touches the paper directly below the letter.)  
**This is iiiii. What is this?**  
 (If necessary, answer with the learners.)

instructor-generated sounds are the same (or different) when the letter of the sound is *NOT* visible, reveal the hidden letters and repeat the sequence, *with the letters visible*, so the learners can see that different sound-symbols (letters) look different.

- Ls: *iiiiiiiiiii* (unison response).

**CORRECTION PROCEDURE**

If the learners are not responding correctly, answer with them. Fade your level of support during the responses.

- I: (Practice until learners are consistently successful. Keep one finger on the letter, then peek at each sound on the bottom row before you say it [by lifting the cover sheet slightly]. Make sure that the learners *do not* see the letter sound you are saying. Peek under, then point to the first box on the learner’s left – i.e., your right. Sustain each sound.)  
**The letter under the box is ssssss. Is that iiiii?**

- Ls: *No.*

- I: (Peek under, then point to the second box.)  
**The letter under the box is mmmmm. Is that iiiii?**

- Ls: *No.*

- I: (Peek under, then point to the third box.)  
**The letter under the box is iiiiiiiiii. Is that iiiii?**



- Ls: *Yes.*

Praise!

**CORRECTION PROCEDURE**

If the learners respond with a wrong answer, model the correct answer using the “**My turn-Our turn-Your turn format.**”

**Move on** when each individual can decide whether two instructor-generated sounds are the same or different when the letter of the second sound is *NOT* visible. Individual learners must be able to make the sound discriminations for all three sound-symbols (letters). Five successful responses in a row, without errors, are needed. When the learners can correctly decide whether two

i

s

m

i

I: (Use the same format that you used above. Cover the bottom row of letters. Point to the letter “s” in the top half of the page.)

**This is ssssss. What is this?**

(If necessary, answer with the learners.)

Ls: *ssssssssss.*

I: (Peek under, then point to the first box on the learner’s left – i.e., your right.)

**iiiiii. Is that ssssss?**

Ls: *No.*

I: (Peek under, then point to the second box.)

**sssss. Is that ssssss?**

Ls: *Yes.*

I: (Peek under, then point to the third box.)

**aaaaaa. Is that ssssss?**

Ls: *No.*

**Move on** when each individual can decide whether two instructor-generated sounds are the same or different when the letter of the second sound is *NOT* visible. Individual learners must be able to make the sound discriminations for all three sound-symbols (letters). Five successful responses in a row, without errors, are needed. When the learners can correctly decide whether two instructor-generated sounds are the same (or different) when the letter of the sound is *NOT* visible, reveal the hidden letters and repeat the sequence, *with the letters visible*, so the learners can see that different sound-symbols (letters) look different.

**CORRECTION PROCEDURE**

If the learners respond with a wrong answer, model the correct answer using the “My turn-Our turn-Your turn format.”



Praise!

**s**

**i**

**s**

**a**

I: (Use the same format that you used above. Cover the bottom row of letters. Point to the letter “i” in the top half of the page.)  
**This is iiiiii. What is this?**  
(If necessary, answer with the learners.)

Ls: *iiiiiiiiii.*

I: (Repeat several times, fading level of support during the response [or unison response]. Start the sound only when your pointer touches the paper directly below the letter.)  
(Peek under, then point to the first box on the learner’s left – i.e., your right.)  
**aaaaaaa. Is that iiiiii?**

Ls: *No.*

I: (Peek under, then point to the second box.)  
**iiiiiii. Is that iiiiii?**



Praise!

Ls: *Yes.*

I: (Peek under, then point to the third box.)  
**sssssss. Is that iiiiii?**

Ls: *No.*

**Move on** when each individual can decide whether two instructor-generated sounds are the same or different when the letter of the second sound is *NOT* visible. Individual learners must be able to make the sound discriminations for all three sound-symbols (letters). Five successful responses in a row, without errors, are needed. When the learners can correctly decide whether two instructor-generated sounds are the same (or different) when the letter of the sound is *NOT* visible, reveal the hidden letters and repeat the sequence, *with the letters visible*, so the learners can see that different sound-symbols (letters) look different.

**CORRECTION PROCEDURE**

If the learners are not responding correctly, answer with them. Fade your level of support during the responses

**CORRECTION PROCEDURE**

If the learners respond with a wrong answer, model the correct answer using the **“My turn-Our turn-Your turn format.”**

i  
a i s



I: (Use the same format that you used above. Cover the bottom row of letters/sound-symbols. Point to the letter/sound-symbol, “t.” Note that “t” is not a sustainable sound. Your pointer must be quick because it is not possible to hold the sound.)

**This is t. What is this?**

(If necessary, answer with the learners.)

Ls: *t* (Unison response – not sustainable).

I: (Repeat several times, fading level of support during the response [or unison response]. Start the sound only when your pointer touches the paper directly below the letter.) (Peek under, then point to the first box on the learner’s left – i.e., your right.)

**ssssssssss. Is that t?**

Ls: *No.*

I: (Peek under, then point to the second box.)

**mmmmmm. Is that t?**

Ls: *No.*

I: (Peek under, then point to the third box.)

**t. Is that t?**

Ls: *Yes.*



Praise!

**CORRECTION PROCEDURE**

If the learners respond with a wrong answer, model the correct answer using the “My turn-Our turn-Your turn format.”

**Move on** when each individual can decide whether two instructor-generated sounds are the same or different when the letter of the second sound is *NOT* visible. Individual learners must be able to make the sound discriminations for all three sound-symbols (letters). Five successful responses in a row, without errors, are needed. When the learners can correctly decide whether two instructor-generated sounds are the same (or different) when the letter of the sound is *NOT* visible, reveal the hidden letters and repeat the sequence, *with the letters visible*, so the learners can see that different sound-symbols (letters) look different.

t

s

m

t

I: (Use the same format that you used above. Cover the bottom row of letters/sound-symbols. Point to the letter/sound-symbol, “m,” in the top half of the page.)

**This is mmmmmm. What is this?**

(If necessary, answer with the learners.)

Ls: **mmmmmmm** (Sustained unison response).

I: (Repeat several times, fading level of support during the response [or unison response]. Start the sound only when your pointer touches the paper directly below the letter.) (Peek under, then point to the first box on the learner’s left – i.e., your right.)

**aaaaaaaa. Is that mmmmmm?**

Ls: **No.**

I: (Peek under, then point to the second box.)

**mmmmm. Is that mmmmmm?**

Ls: **Yes.**

I: (Peek under, then point to the third box.)

**t. Is that mmmmmm?**

Ls: **No.**



Praise!

**CORRECTION PROCEDURE**

If the learners need help saying the sound, answer with them. Fade your level of support during the responses

**Move on** when each individual can decide whether two instructor-generated sounds are the same or different when the letter of the second sound is *NOT* visible. Individual learners must be able to make the sound discriminations for all three sound-symbols (letters). Five successful responses in a row, without errors, are needed. When the learners can correctly decide whether two instructor-generated sounds are the same (or different) when the letter of the sound is *NOT* visible, reveal the hidden letters and repeat the sequence, *with the letters visible*, so the learners can see that different sound-symbols (letters) look different.

m

a

m

t

(PAGE 21)

I: (Use the same format that you used above. Cover the bottom row of letters/sound-symbols. Point to the letter/sound-symbol, “t,” in the top half of the page.)  
**This is t. What is this?**  
(If necessary, answer with the learners.)

Ls: *t* (Unison response - not sustained).

I: (Repeat several times, fading level of support during the response [or unison response]. Start the sound only when your pointer touches the paper directly below the letter.) (Peek under, then point to the first box on the learner’s left – i.e., your right.)  
**ssssss. Is that t?**

Ls: *No.*

I: (Peek under, then point to the second box.)  
**iiiiiii. Is that t?**

Ls: *No.*

I: (Peek under, then point to the third box.)  
**t. Is that t?**

Ls: *Yes.*



Praise!

**CORRECTION PROCEDURE**

If the learners need help saying the sound, answer with them. Fade your level of support during the responses

**Move on** when each individual can decide whether two instructor-generated sounds are the same or different when the letter of the second sound is *NOT* visible. Individual learners must be able to make the sound discriminations for all three sound-symbols (letters). Five successful responses in a row, without errors, are needed. When the learners can correctly decide whether two instructor-generated sounds are the same (or different) when the letter of the sound is *NOT* visible, reveal the hidden letters and repeat the sequence, *with the letters visible*, so the learners can see that different sound-symbols (letters) look different.

s

i

t

t

(TASK 10: PAGE 22) - SAYING LETTER-SYMBOL SOUNDS

I: **When we read, we always read words and sounds this way** (point left to right). (First, you need to model what learners should do.)  
**This is our first sound** (point to a letter); **the next is this one** (point to the letter on the right of the letter you pointed to). **If this** (point to another letter) **is our first sound, what is next?**

Ls: **Learners should point to the letter on the right.**

I: (You may repeat the sequence using different letters every time.)

I: (Work from *left to right*. Reading sounds and words from left to right must be understood. Point to each letter from left to right -- "m," then "a," etc. Point to the letter, "m." Sustain the learner response for about 1½ seconds.)

**Say this sound while I point to it.**

Ls: **mmmmmm.**

I: **Next.**

Ls: **aaaaaa.**

I: **Next.**

I: (Continue this format for the remaining letters in both rows.)

Ls: (. . . say each sound) (unison response --- sustained when appropriate)

*Move on* when each individual learner can say five sounds correctly, in left-to-right order, as chosen by you, and sustain each sound, while you point to the sound.



Praise!

**CORRECTION PROCEDURE**

I: (If learners respond with a wrong sound, model the correct sound.)  
**This sound is \_\_\_\_\_.**  
**What sound is this?**

Ls: \_\_\_\_\_.

I: (If necessary, return to the "My turn-Our turn-Your turn format.")

m a t i s a m t s i

a m i s a t m s i t

Uncover only the first section of the page for the learners. Ensure that the learners start the sound when your pointer touches above or below the letter and stops when you lift your pointer. The first part of this task is to review the sounds of letters listed in the column of letters, top to bottom.) **Note:** “Ready” is an **example** of how you might signal to your students to say the sound. This word is most commonly used, along with tapping the letter.

### CORRECTION PROCEDURE

Use the “My turn-Our turn-Your turn format.”

**I:** (Cover the column of letters on the left side of the page, then uncover the picture of “sam.”) (**Note** that in this case, you will be using the “My turn—Our turn—Your turn format” to do initial teaching, not just as a correction procedure.)

**Listen, MY turn** (Point to yourself). **I will say this word the “slow way.”**

(Sustain each sound [for about 1½ seconds] until you move your pointer to the next sound.)

ssssssaaaaaammmm.

Again, this is the slow way.

SSSSSSaaaaammmm.

**Faster, sssaamm.**

The “fast way.” sam.

**OUR turn.** Say this word the “slow way” with me.

(If necessary, answer with the learners and/or repeat.)

**Ls:** *ssssssaaaaaammmm. (Remember – Absolutely no pauses between sounds.)*

**I:** Again, say this word the “slow way.”

**I: Faster.**  
(If necessary, answer with the learners.)

**I: The “fast way.”**  
(If necessary, answer with the learners.)

**I: YOUR turn. Say this word the “slow way.”**  
(If necessary, answer with the learners and/or repeat.)

**Ls:** *ssssssssaaaaaammmm. (Remember – Absolutely no pauses between sounds.)*

**I:** Again, say this word the “slow way.”

**Ls:** *ssssssaaaaammmmmm.*

**I: Faster.**  
(If necessary, answer with the learners.)

**Ls:** *ssaamm.*

**I: The “fast way.”**  
(If necessary, answer with the learners.)

**Ls:** *sam.*

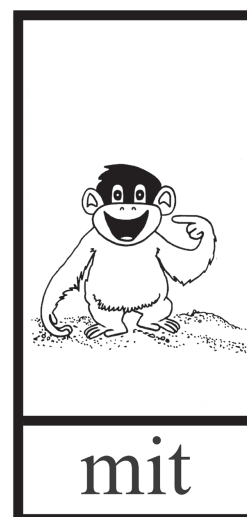
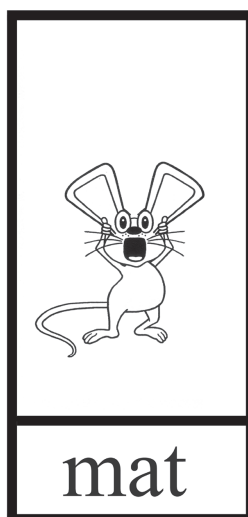
**I:** (Repeat sequence for “mat” and “mit,” covering up each column as you move along. Read each word repeatedly for practice and until learners are confident in doing it independently. Fade your voice during the responses. Always move your finger from left to right. Even when learners know the word, they still need to say it slow and learn to blend. Give lots of praise. They are reading!)

**Move on** when each individual learner can (successfully and consistently) say *each* word the “slow way” and the “fast way” immediately after you point to a word “at random.”



Praise!

# amst



(PAGE 24)

I: (Point to the top row.)

**Listen, MY turn. I will say this word the “slow way.”**

(Sustain each sound [for about 1½ seconds] until you move your pointer to the next sound.)

**mmmmmaaaaaat.**

**Again, this is the slow way.**

**mmmmmaaaaaat.**

**Faster. mmaat.**

**The “fast way.” mat.**

(Move on to “our turn.” Hold each letter sound for approximately 1½ seconds per sound as you point to each letter. **Remember – Absolutely no pauses between sounds!**)

I: **OUR turn. Say this word the “slow way” with me.**

(If necessary, answer with the learners and/or repeat.)

Ls: **mmmmmaaaaaat. (Remember – Absolutely no pauses between sounds.)**

I: **Again, say this word the “slow way.”**

Ls: **mmmmmaaaaaat.**

I: **Faster.**

(If necessary, answer with the learners.)

Ls: **mmaat.**

I: **The “fast way.”**

(If necessary, answer with the learners.)

Ls: **mat.**

I: **YOUR turn. Say this word the “slow way.”**

(If necessary, answer with the learners and/or repeat.)

Ls: **mmmmmaaaaaat. (Remember – Absolutely no pauses between sounds.)**

I: **Again, say this word the “slow way.”**

Ls: **mmmmmaaaaaat.**

I: **Faster.**

(If necessary, answer with the learners.)

Ls: **mmaat.**

I: **The “fast way.”**

(If necessary, answer with the learners.)

Ls: **mat.**

I: (Repeat the format for “sam” and “mit.” Have learners read the words underneath the pictures independently.)

**Move on** when each individual learner can (successfully and consistently) say *each* word the “slow way” and the “fast way” immediately after you point to a word “at random.”

I: **When we read, we always read words this way** (point left-to-right).

(First, you need to model what learners should do.)

**This is our first word** (point to Mat), **the next word is this one**

(point to Sam). (point to Sam or Mat) **What word is next?**

Ls: **Learners should point to the word on the right.**



**Praise!**

mat

sam

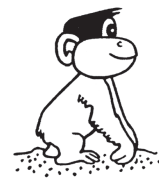
mit



mat



sam



mit

(TASK 12: PAGE 25) - SEGMENTING - DELETIONS

- I: (Point to the first word. Move your finger above or below the word, “sam,” pausing at each letter for a sustained response.)

**Your turn. Say this word the “slow way.”**

(The learners must follow as you point to each letter while they are sounding out the word.)

Ls: *ssssssaaaaaaaammmmmmmmm.*

I: **Faster.**

Ls: *ssaamm.*

I: **The “fast way.”**

Ls: *sam.*

- I: (Repeat format for “mat” and “mit.” Provide practice until the learners show accuracy on all words. Cover [delete] the “s” in “sam” with your thumb, a piece of paper, or a sticky note. Point to the new word, “am.”) **Say this word the “slow way.”**

Ls: *aaaaaaamm.*

I: **The “fast way.”**

Ls: *am.*

- I: (Cover [delete] the “m” in “mat” and follow the format for “at.” Then cover the “m” in “mit” and follow the format again. Move on when the learners are consistently successful.)

**Move on** when learners can, consistently, sound out (say it the “slow way”) and read (say it the “fast way”) the three- and two-letter words presented “at random.”

**CORRECTION PROCEDURE**

Use the “My turn-Our turn-Your turn format.”



**Praise!**

sam mat mit



(TASK 1 3: PAGE 2 6) - SEGMENTING - ADDITIONS

I: (Keep the bottom row covered. Point to the top row. Test the learners' blending skills using the words in the top row. Move your finger above or below the word, "at," pausing at each letter for a sustained response.)  
**Your turn. Say this word the "slow way."**  
(The learners must follow as you point to each letter while sounding out the word.)

Ls: *aaaaaaaaaat.*

I: **Faster** (optional throughout).

Ls: *aaat.*

I: **The "fast way."**

Ls: *at.*

I: (Repeat format for "it" and "am." Provide practice until the learners are firm on all words on the first row. The learners must follow as you point to each letter while they are sounding out the word.)

I: (Uncover the three-letter words on the bottom row. Point to "mat.")  
**Say this word the "slow way."**

Ls: *mmmaaaaaat.*

I: (Point to "mat.")  
**The "fast way."**

Ls: *mat.*

I: (Point to "mit.")  
**Say this word the "slow way."**

Ls: *mmmmmmiiiiit.*

I: (Point to "mit.")  
**The "fast way."**

Ls: *mit.*

I: (Point to "sam.")  
**Say this word the "slow way."**

Ls: *sssssssaaaaaammmmmmm.*

I: (Point to "sam.")  
**The "fast way."**

Ls: *sam.*

I: (Provide practice until learners are consistently successful. You can repeat the sequence for extra practice, if needed.)

**Move on** when learners can, consistently and INDEPENDENTLY, sound out (say it the "slow way") and read (say it the "fast way") the three-and two-letter words presented at random.



**Praise!**

at

it

am

mat

mit

sam

**(TASK 14: PAGE 27) - SEGMENTING - REPLACEMENTS**

I: (This format is similar to that above. The learners say the words independent of your help. Have the learners read each word the “slow way.” Move your finger/pointer under each word, from left to right, at an appropriate pace. Point to “mat” at the left of the first row of words.)

Say this word the “slow way.”

Ls: *mmmmaaaaaaat.*

I: **Faster.** (Optional throughout.)

Ls: *mmaaat.*

I: The “fast way.”

Ls: *mat.*

I: (Provide practice until the learners are consistently successful. Point to “at.”)  
Say this word the “slow way.”

Ls: *aaaaaaat.*

I: The “fast way.”

Ls: *at.*

I: Say this word the “slow way.”

Ls: *ssssssaaaaat.*

I: The “fast way.”

Ls: *sat.*

I: (Provide practice until the learners are consistently successful. Point to “mit.”)  
Say this word the “slow way.”

Ls: *mmmmmmiiiiiiit.*

I: The “fast way.”

Ls: *mit.*

I: (Point to “it.”)  
Say this word the “slow way.”

Ls: *iiiiiiit.*

I: The “fast way.”

Ls: *it.*

I: (Provide practice until the learners are consistently successful. Point to “sit.”)  
Say this word the “slow way.”

Ls: *ssssssiiiiiiit.*

I: The “fast way.”

Ls: *sit.*

I: (Provide practice until the learners are consistently successful.)

**Move on** when individual learners can read each word the slow and fast way correctly.

**CORRECTION PROCEDURE**  
Use the “My turn-Our turn-Your turn format.”



Praise!

mat  
at

mat  
sat

mit  
it

mit  
sit

**(TASK 1 5: PAGE 2 8) - BLENDING - SLOW/FAST**

- I: (Start with “am”. Have the learners read each word the “slow way” and the “fast way.” Move your pointer under each word, from left to right, at an appropriate pace. Learners must follow as you point to each letter, while they sound out the word.) (Point to “am.”)  
**Say this word the “slow way.”**
- Ls: *aaaaaaammmmm.*
- I: **Faster.** (Optional throughout.)
- Ls: *aaamm.*
- I: (Tap underneath the word quickly so that learners know to say it fast.)  
**The “fast way.”**
- Ls: *am.*
- I: (Repeat for “sam,” “at,” “mat,” “it,” and “mit.” Learners must master these words before moving on.)

**Move on** when learners can correctly read each word the slow and fast way.

**CORRECTION PROCEDURE**

“My turn-Our turn-Your turn format.”

- I: (If learners respond with an incorrect word, model the correct word.)  
**My turn. I can say this word the “slow way.”**  
*aaaaaaammmmmmm*  
**Your turn. Say this word the “slow way.”**
- Ls: *aaaaaaammmmmmm.*
- I: **My turn. I can say this word the “fast way”:**  
*am.*  
**Your turn. Say this word the “fast way.”**
- Ls: *am.*
- I: (Before moving on, retest the learners to check for accuracy.)

am sam at mat it mit

**(TASK 16: PAGE 29) - PRONOUNCING UNFAMILIAR "REAL" AND "NONSENSE" WORDS**

I: (The learners must follow as you point to each letter while they sound out the word. Point to "at.")  
Say this word the "slow way."

Ls: *aaaaaat.*

I: The "fast way."

Ls: *at.*

I: (Point to "sa.")  
Say this word the "slow way."  
(Provide practice until the learners are consistently successful.)

Ls: *ssssssssaaaaa.*

I: The "fast way."

Ls: *sa.*

I: (Provide practice until the learners are consistently successful.)  
Sometimes we will read words we don't know.  
(Point to "at.")  
Say this word the "fast way."

Ls: *at.*

I: We know that word.  
Look at this word.  
(Point to "sa.")  
Say this word the "slow way."

Ls: *ssssssaaaaa.*

I: The "fast way."

Ls: *sa.*

I: See, we can still read words we have never seen before. Look at the next word. We have never seen this word before, but we can read it.  
(Point to "sim.")  
Say this word the "slow way."  
(Provide practice until the learners are consistently successful.)

**CORRECTION PROCEDURE**  
"My turn-Our turn-Your turn format."

Ls: *ssssiiiiiiiiimmm.*

I: The "fast way."

Ls: *sim.*

I: (Point to "sam.")  
Say this word the "slow way."

Ls: *ssssssaaaaammm.*

I: The "fast way."

Ls: *sam.*

I: We know this word.  
(Point to "mit.")  
Say this word the "slow way."

Ls: *mmmmiiiiit.*

I: The "fast way."

Ls: *mit.*

I: (Point to "sa.")  
Say this word the "slow way."

Ls: *ssssssaaaaa.*

I: The "fast way."

Ls: *sa.*

I: We sounded this word out even though we'd never seen it before! Great job! Let's keep reading.

(Follow this procedure for the remaining words, and read each of the words at least twice. Repeat until the learners are consistently successful.)

Move on when each learner can correctly read ALL of the words.

at sa sim sam mit

sa mim sat ma

**(TASK 17: PAGE 30) - SAYING NEW SOUNDS AND PRONOUNCING UNFAMILIAR "REAL" AND "NONSENSE" WORDS**

I: (Point to "f.")  
**This is fffff. What is this?**  
 (The learners must say the correct sound. Provide practice until the learners are consistently successful.)

Ls: *ffffff.*

I: **We are going to sound out a word with this sound.**  
 (Point to "fit.")  
**My turn. Watch me say this word the "slow way."**  
*ffffffiiiiit.*  
**The "fast way."**  
*fit.*

(The learners must follow as you point to each letter while sounding out the word. If learners are not blending correctly, they might need the "faster" step. Add this step after reading the word the "slow way.")

I: **Our turn. Say this word the "slow way" with me.**  
 (If necessary, answer with the learners.)

Ls: *ffffffiiiiit.*

I: **The "fast way."**  
 (If necessary, answer with the learners.)

Ls: *fit.*

I: (Repeat the word, "fit," several times, fading your voice during the unison responses.)  
**Your turn. Say this word the "slow way."**

Ls: *ffffffiiiiit.*

I: **Say this word the "fast way."**  
 (Provide practice until the learners are consistently successful.)

Ls: *fit.*

I: **Here are more words to read. We have never seen any of these words, so we need to sound them out carefully.**  
 (Point to "af.")  
**Say this word the "slow way."**  
 (If necessary, answer with the learners.)

Ls: *aaaaaaffffffff.*

I: **The "fast way."**  
 (If necessary, answer with the learners.)

Ls: *af.*

I: (Point to "fim.")  
**Say this word the "slow way."**  
 (If necessary, answer with the learners.)

Ls: *ffffffiiiiimmmm.*

I: **The "fast way."**  
 (If necessary, answer with the learners.)

Ls: *fim.*

I: (Use this format for remaining words. Provide practice until the learners are consistently successful. Repeat several times, fading your voice with the unison response. The learners must be able to sound out and blend the words. Follow this procedure for the remaining words, and read each word at least twice. Repeat until firm.)

**Move on** when each learner can correctly read ALL words, slow and fast, independently.

**You are finished when all learners can read all words the "slow way," and read all words the "fast way!"**

**TASK 18: READING LEFT TO RIGHT**

Task 18 is the mastery of reading left to right. It is an activity that is required throughout all tasks.

**f fit af fim maf**

**if fat sif fam**

## Pronunciation Guide

Sound	Key Words	Sound	Key Words
a	<u>a</u> m, fa <u>t</u>	m	<u>m</u> e, hi <u>m</u>
ā	a <u>t</u> e, ca <u>k</u> e	n	<u>n</u> ot, su <u>n</u>
ai	<u>a</u> id, pa <u>i</u> n	o	<u>o</u> x, n <u>o</u> t
al	<u>a</u> lso, sa <u>l</u> t	ō	<u>o</u> pen, g <u>o</u>
ar	a <u>r</u> t, ca <u>r</u>	oo	<u>o</u> ops, mo <u>o</u> n
b	<u>b</u> ig, ri <u>b</u>	ou	<u>o</u> ut, lo <u>u</u> d
c	<u>c</u> at, pi <u>c</u> nic	p	<u>p</u> at, si <u>p</u>
ch	<u>ch</u> ip, lun <u>ch</u>	qu	<u>qu</u> ick, <u>qu</u> een
d	<u>d</u> og, li <u>d</u>	r	<u>r</u> un, de <u>r</u>
e	<u>e</u> nd, pe <u>n</u>	s	<u>s</u> o, ki <u>ss</u>
ē	e <u>g</u> o, me <u></u>	sh	<u>sh</u> ip, wi <u>sh</u>
ea	<u>e</u> at, se <u>a</u> t	t	<u>t</u> op, hi <u>t</u>
er	he <u>r</u> , fa <u>st</u> er	th	<u>th</u> en, ba <u>th</u> e
f	<u>f</u> ull, i <u>f</u>	u	<u>u</u> p, ru <u>g</u>
g	<u>g</u> o, ra <u>g</u>	ū	<u>u</u> se, fu <u>u</u> me
h	<u>h</u> at, be <u>h</u> ind	v	<u>v</u> ery, gi <u>v</u> e
i	<u>i</u> t, pi <u>n</u>	w	<u>w</u> in, no <u>w</u>
ī	i <u>ce</u> , ti <u>m</u> e	wh	<u>w</u> hen, <u>w</u> hy
ing	<u>ri</u> ng, <u>br</u> ing	x	bo <u>x</u> , si <u>x</u>
j	<u>j</u> ump, <u>j</u> ee <u>p</u>	y	<u>y</u> es, <u>y</u> ou
k	<u>k</u> iss, mil <u>k</u>	ȳ	my <u></u> , cry <u></u>
l	<u>l</u> eg, wi <u>ll</u>	z	<u>z</u> oo, bu <u>zz</u>

# PHONEMIC AWARENESS FOR ALL LEARNERS

## Why A Proven, Cost-Effective, Phonemic Awareness Program?

The Congressional National Reading Panel Report of 2000 concluded that phonemic awareness instruction helped all types of children improve their reading. The types of children included: (a.) normally developing readers; (b.) children at risk for future reading problems; (c.) disabled readers; (d.) preschoolers, kindergartners, 1st graders; (e.) struggling readers in 2nd through 6th grades; (f.) children across various social economic status levels; and, (g.) children learning to read in English as well as other languages.

Marilyn Adams, in her 1990 best seller on reading instruction, reported that, "The lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read." Adams also noted that this timely investment of less than 20 hours of phonemic awareness instruction was a very modest cost for such failure prevention and the associated life-long positive consequences.

Federal and state regulations require Explicit and Systematic Instruction in Phonemic Awareness as the first of the Five Essential Components of Reading Instruction (*Federal Register*, August 2006). This mandate is based on research concluding that mastery of phonemic awareness is required for success in the other four Reading Essentials, namely: Phonics, Vocabulary, Fluency, and Comprehension.

## A must-have for any classroom teaching beginning reading!

**The 2010 edition of the Reading for All Learners Phonemic Awareness Program must be the first choice when judging by cost, research alignment, and federal and state requirements for an "Explicit and Systematic Phonemic Awareness Program."**

