



# BEST FOR ALL

We will set all students on a path to success.

**TN Foundational Skills  
Curriculum Supplement  
Sounds First Activities Manual  
Pre-K Volume 1 (Weeks 1-10)**

The following materials can also be found within the TN Foundational Skills Curriculum Supplement Unit Teacher Guides. They have been pulled out here as a separate set of materials in the event that users find it helpful to have the sounds-first activities published as an ancillary material.

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# TN Foundational Skills Curriculum Supplement

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## Tennessee Foundational Skills Supplement

### Phonemic Awareness and Advanced Phonemic Awareness Component

#### *Program Overview - Pre Kindergarten*

### **Why a Robust Phonemic Awareness Component from Pre-K–2<sup>nd</sup> Grade?**

#### *First – What is Phonemic Awareness Anyway?*

Phonemic awareness is part of a larger umbrella known as phonological awareness. At its broadest, phonological awareness means being aware of the entire universe of sounds, but generally, for educators, that just means sounds made intentionally as part of human language. Phonological awareness covers the ideas that spoken words are composed of units of sound that can be identified and intentionally manipulated. These units include whole words, large units within words such as syllables, and then each individual sound inside syllables and words, which are the phonemes. Phonemic awareness generally focuses exclusively on these smallest units of words: phonemes. This program will focus on phonemes, but also on rhyming and syllable level manipulations. It is comprehensive!

#### *Why Such a Robust Approach?*

Many of us have taught foundational skills and included blending and segmenting phonemes (letter sounds) as part of our instructional mix for some time. This is basic phonemic awareness (PA). It is commonly done a fair amount in Kindergarten, a little bit in Pre-K programs, and a little bit in first grade. Programs and approaches have varied a lot in how much attention PA receives.

A number of studies have shown that this is not enough for all students and we need to do more work in this area. Some have called this additional work “advanced phonemic awareness” (APA). Advanced phonemic awareness includes deleting and substituting phonemes in words, including work with medial vowels and consonant clusters. The research shows that students who can do these types of activities accurately and quickly (in less than two seconds) are more likely to be proficient word readers. The research also shows this ability can be taught through simple fun and game-like activities while building these skills and a variety of other verbal skills for all students. Automaticity in perceiving, blending, segmenting, isolating, and manipulating phonemes is part of the bedrock for becoming successful readers. Speedy phonemic manipulation skill along with successful decoding are signals that students are well on their way to gaining automatic word recognition so their brains can be freed for all the other aspects of successful reading.

### **Why Phonemic Awareness Is SO Important for All Students to Master**

The research noted above has shown that many students who struggle with slow word recognition need systematic phonics (as is done in the Tennessee Foundational Skills Supplement (TNFSS)). However, many of these students need more. They may not ever learn to recognize words effortlessly and automatically without developing this advanced phonemic awareness. In other words, many students need instruction in basic as well as advanced phonemic awareness, which is what this resource component has been built to provide.

#### *How Do We Store Words in Our Memory Anyway?*

It turns out that words are stored in our brains by their sounds (phonemes) not their letters (graphemes) or their shapes! This means that when we recognize a word, we are processing the sounds of the word. It is the sound structure itself that is being stored in our long-term memory. This is very counterintuitive! We read words, but essentially we say them to ourselves. We store and recall them by sound patterns, not sight.

Some of the different experiments done by research scientists give a sense of how this works. Consider the following three sentences.

1. He did some work on his rose garden.
2. He did some work on his rows garden.
3. He did some work on his roze garden.

- Scientists studying this topic have shown that the human subjects read all three sentences at equal speeds and with equal comprehension! They replaced the homonym and the “pseudo or nonsense homonym” with the idea of the flower that the sentence needed. When instead the words rise, roes, and raze were used, subjects slowed their reading times and noticed the differences.
- Studies of brain functioning have shown that when proficient readers read words, the parts of the brain that control the vocal cords are active during that reading. In other words, it is as if we are saying the words as we read them. Our brain is doing this whether we are aware of it or not.
- Researchers have also studied word reading rates to prove that the sounds are what rule reading for solid readers. When the form of the word is changed to all UPPERCASE or MiXEd cASe, or even very strange FONTS, nothing changes. A reader reads on. It turns out that no matter how strange or how new the font is to students, the reading rate does not change for students with proficient word recognition.

For more information about the research base for extended phonemic awareness work, see the Appendix.

### **Why Does This Advanced Phonemic Awareness Component Continue Into 2<sup>nd</sup> Grade? We've Never Done That Before!**

It's true that basic phonemic awareness was generally done in Kindergarten and reinforced in first grade. Then it would be largely 'retired' and phonics instruction would take its place. However, given what we know now about how words are stored permanently for rapid retrieval, that leaves too many students at a disadvantage if they have not yet gained the necessary speed and automaticity for retrieving words.

Recent research has underscored the power of doing this work at advanced levels of challenge until every student has mastered playing with, hearing, and manipulating the sounds within words until they are sharp and quick at doing it. For that reason, this component continues into 2<sup>nd</sup> grade, or even beyond, to make sure all students have the chance to gain that proficiency and to become automatic word readers. Then they can be fluent oral readers and be well on their way to independent reading comprehension.

Many readers of any age will not reach word reading proficiency without systematic phonics, reading connected text, and basic and advanced phonemic awareness.

That said, the built-in assessments allow for students to go through the lesson sequence at different speeds. Once students have demonstrated mastery of all the skills, they can 'graduate' and you can concentrate on the students who need more time to get there.

### **About the Daily Lessons**

This program has been custom-developed for Tennessee and anyone who recognizes the importance of basic and advanced phonemic awareness and wants access to free, high-quality lessons. Anyone who has found these materials is able to use these lessons for non-commercial purposes.

The lessons are carefully built to develop linguistic dexterity and acuity. While the focus always stays on the sounds of whole words and their parts, those words are often embedded in full, fun sentences. While you should have fun with your students when going through this program, there is one thing that is high-stakes. You must master accurate and crisp phoneme pronunciation yourself and insist on it from your students. This skill is equally important in phonics as in phonemic awareness. Letter sounds and all phonemes need to be crisply and accurately enunciated so children can hear them inside words and get an accurate audio of the words those phonemes make when smoothly blended together. There are two short video resources in the first Appendix ("What You Can Do to Prepare: To Learn More and Get Ready to Teach This Program With Your Students"). They are both in the first section: *"If You Can Only Do One Thing and Have NO TIME (less than 15 minutes)."* There is no overstating of how vital this is.

### *A Few Words About Building Word Knowledge:*

Having strong word awareness (knowing a lot about a lot of words) is equally important to being a good reader as foundational skills are. Young children are sponges for new words and learn new meanings with ease. It is powerful and important to stop whenever you see a word you think your students may not know and ask them to tell you if they know it or not, then quickly and simply define it before moving on. That powerful practice is built into this program. It actively builds vocabulary along with phonemic awareness.

Words students in that grade may not yet be familiar with are called out - *if they can be quickly and easily explained*. These words are underlined to draw teacher attention to them. This should be done before or after an activity so the flow is not disrupted. Sometimes, especially with the multisyllabic words used in some of the activities, the words are abstract and unusual - tricky to explain. Those words were not underlined because they may take too much time to explain adequately and students are not likely to encounter them for years.

### *About the Lesson Structure:*

The lessons are lively and physical. Students and teachers are encouraged to move. There are some hand-signals you will need to learn yourself and teach your children. The most common are displayed with simple graphics throughout the lessons. A Glossary of Symbols and Terms in the Appendix explains all the terms and symbols used.

The lessons do not require much preparation at all. Once you learn all the routines and hand signals, they will take just a quick 'looking over' to see what the day's activities are.

There are no materials to gather. The children get to move their own arms, hands, and bodies to act out the gestures that accompany the phonemic awareness. This is most common during the introductory phase, *Experiencing*, when multi-sensory elements reinforce the brain learning that is at the heart of phonemic awareness. It may be tempting in the rush of the day to skip the hand signals and movement. This is a huge mistake for two reasons. The movement of the hands physically bonds the concepts students are learning into their long-term memory. As with many things with young children, the kinesthetic activity supports learning. And it adds to the fun!

You can do these lessons whole-group or in small groups. It is entirely up to you and what your school and classroom culture supports. They will work well and be fun either way. Whenever a new activity is introduced, there is a discussion of its importance followed by detailed directions and an example of how the activity goes. There is even a model script for teacher talk and student talk. Here is a sample discussion and directions from first grade:

Remember, it can be very difficult for students to feel and hear the seams between the sounds, especially in blends. Try it. Pronounce the word "lamp." While you can feel your mouth change position from one sound to the next, it is so quick, it

almost feels imperceptible. Slow the process down. Can you feel how with each sound there is a physical change happening? Deleting phonemes in words (particularly in blends) is challenging for this reason. It is really important that when you stretch the word, you pronounce each sound clearly. Doing this supports students' ability to segment the sounds in the spoken word.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to cut off a sound (show “scissors” with your fingers) to make a new word.

1. Say the sentence with rhythm and expression.
2. Tell the students to repeat.
3. Say the targeted word. Explain that this “is the word on the curve.”
4. Tell students to watch you as you show the word on the familiar curve.

**T:** *It's time to go to bed. Please turn off the **lamp**.*

**S:** repeat

**T:** ***Lamp** is the word on the curve.*

**T:** ***Watch me!***

**T:** *lam/p/ /p/ /p/ (curve motion, stretch the word, pronouncing each sound clearly, shake fist at end of curve)*

**T:** ***Your turn!***

**S:** repeat

**T:** *Now say lamp but cut off the /p/. (snipping action)*

**T:** ***Do it with me!***

**T and S:** *lam (curve) /p/ (snipping action)*

**T:** *Now lamb is the new word on the curve!*

There are a few things to note:

- the target word is always bolded.
- teacher talk is always in *italics*.
- student talk is in normal font.
- after the sample, the activity moves quickly through 4-5 more practice sentences.



### *The Developmental Stages:*

Every single skill in this program is taught with a system of gradual release, which is laid out below. Students will need the support of a physical gesture or visual prop for different amounts of time before they get comfortable and automatic. *Those times may not match how much time was allocated in the lesson sequences!* The rule here is that each child gets what they need as long as needed.

The 'Whip Around' assessments (explained in the Assessment section), along with your own observations of student comfort level with a new skill, give you information about who may need to stay longer or return to the visual and physical supports in order to successfully accomplish tasks. That is a fine thing for students to do. This is not a race. This is teaching to mastery over the course of 4 school years so students ALL get a legitimate shot to have automatic word recognition.

There are three stages phases built into the program for each skill:

- **(E)** The EXPERIENCING stage, which is multisensory and very active, with words encountered in full sentences. The example with segmenting and cutting off the final consonant in a blend was an experiencing lesson.
- **(K)** The KNOWING stage phase, which has practice activities without multisensory cues, and in which the words are generally in isolation, not embedded in sentences. This is because students are moving toward comfort and greater processing speed.
- **(M)** The MASTERING stage phase, where students are able to go quickly and become automatic with each skill. Assessments are scheduled during Mastering weeks.

The lessons are designed to be quick! The daily lesson should take no more than 12-15 minutes a day, though you may want to reinforce phonemic skills at other times of the day or even start to use activities as a handy tool to help your class settle down or to focus on to make transitions smoother. They can happen anytime, anywhere!

### *What's Special About Pre-Kindergarten:*

There are 120 lessons built for pre-K. This allows plenty of time for you to provide as many additional practice opportunities as you like and allows for any unplanned disruptions to the calendar. If you are using the full TNFSS, these lessons will start appearing in Week 3 as part of the foundational skills lessons. If you are using the self-contained version of this program, everything you need is in the printable .pdf and you can start whenever you like.

In pre-K, no mastering of any of the skills is expected. Pre-K students get to experience many different ways of discriminating sounds: working with rhyming, detecting syllable breaks, identifying phonemes at the beginning of words (onsets) and the 'rest of the word'

Since there is no mastering expected, the use of the Whip Around assessments or Quarterly assessments is optional (for more on assessments, see the assessment section and the Assessment Overview that accompanies all the assessment tools).

## Pre-K Phonemic Awareness Scope and Sequence

<b>Week</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
<b>Rhyme</b>	<b>Rhyme Repetition</b> Activity: Find the Rhyme. Support students' ability to recognize rhyming words.								<b>Rhyme Recognition</b> Activity: Pair the Rhyme. Support students' ability to recognize rhyming words.								<b>Rhyme Production</b> Activity: Make the Rhyme. Support students' ability to produce new rhyming words.							
<b>Manipulation Syllables</b>	<b>Blending Syllables</b> Activity: Break it Up. Support students' ability to blend compound words.							<b>Segmenting</b> Activity: Break it Up. Support students' ability to segment two-syllable non-compound words.					<b>Adding and Deleting Syllables</b> Support students' ability to add and delete syllables from compound words.					<b>Adding and Deleting Syllables</b> Support students' ability to add and delete syllables from non-compound two- syllable words.						
<b>Initial Sounds</b>	<b>Initial Sound Recognition</b> Activity: Snatch the Sound. Support students' ability to recognize the first sound of one-syllable words.							<b>Initial Sound Isolation</b> Activity: Snatch the Sound. Support students' ability to isolate the first sound of one-syllable words.					<b>Distinguish Initial Sound</b> Activity: Same or Different. Support students' ability to recognize if the initial sounds of two words are the same or different.					<b>Delete Onset From Rime</b> Activity: Delete Initial Sound. Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sounds left.						
<b>Final Sounds</b>	<b>Final Sound Recognition</b> Activity: Snatch the Sound. Support students' ability to recognize the last sound of one-syllable words.							<b>Final Sound Isolation</b> Activity: Snatch the Sound. Support students' ability to isolate the first sound of one-syllable words.					<b>Distinguish Final Sound</b> Activity: Same or Different. Support students' ability to recognize if the final sounds of two words are the same or different.					<b>Delete Final Sound</b> Activity: Delete Final Sound. Support students' ability to delete the final sound of a one syllable word and isolate the remaining sounds left.						
<b>Medial Sounds</b>													<b>Medial Sound Recognition</b> Activity: Snatch the Sound.					<b>Distinguish Medial Sound</b> Activity: Same or Different.						

		Support students' ability to recognize the medial sound of one-syllable words.	Support students' ability to recognize if the medial sounds of two words are the same or different.
<b>Alliteration</b>	Activity: Silly Sentences. Support students' ability to recognize the repeated initial sound in two or more words in a phrase and to have fun with words and language.		

### **Making Phonemic Awareness Part of Your Classroom Culture:**

Don't isolate phonemic awareness to just the few minutes a day that these lessons will take up! Beyond the fun lessons you'll see in this resource, we also encourage you to fold reinforcement of the phonemic skills you're working on into your phonics teaching and even when you read aloud and do other language rich parts of your day. Make it a habit for your students to listen alertly to the sounds in and across words and to enjoy them. They will profit so much from doing so!

### **Making Phonemic Awareness Games Part of Your Classroom Management:**

The many transitions in any early elementary grade can be one of the hardest parts of the day. They can be eased and simplified if you convert them to phonemic awareness practice opportunities! Students will focus on the oral activity and won't get restless. Whether you're playing rhyming games, segmenting words, isolating medial sounds, or playing spoonerism word games, you can support your students' phonemic awareness and processing while making classroom life more orderly and pleasant. Simply ask students to do a skill one at a time and release them quickly once they've done it. Conversely, you can keep students busy who are waiting for classmates to finish something by reviewing previously taught skills or working on speeding up new ones. Another benefit of impromptu practicing is that you can assess quickly who needs more practice and who doesn't since students will do the activity one at a time while transitioning.

Especially in the knowing stage, you would ideally run through these exercises a few times a day. During line ups or other transitions, or even moving around the building from place to place, you are giving your students more chances to practice the skill and get speedier. At the same time, your transitions are calm, focused, and quieter as students work to hear you and produce the right response. So think about extending these fun activities so they become a valuable tool in your classroom management tool chest – to focus students walking from place to place, to get settled before a class meeting, releasing students one at a time after a correct response so they can pack up for home or get ready for lunch.

**Assessing**

As always, the best form of ongoing assessment of your students' progress is you - your own observations of students at work daily. There are two types of assessments provided in these materials for you to use as they work best: single level assessments and fuller assessments you can administer periodically.

One level at a time, the 'Whip Around' Assessments: when you feel most of your students are mastering a given level of phonemic skill, you can assess that one skill level. These are quick! We recommend you work with groups of five students at a time to assess in just minutes per group. We've provided you with quick assessments on each level. Each has 15 different words on the recording sheet. That way, each student gets 3 unique words to work with to display mastery while you quickly score. These should only take a few minutes each, or about 25-30 minutes to assess your full class.

The Quarterly Assessments: checking for proficiency at multiple levels at one time. There are four of these assessments, and the mastery expectations for each grade are laid out. As the name suggests, there are four each year from Kindergarten through second grade. When you are assessing with the quarterly assessments, checking to see how automatic your students are at all the levels in your grade, you'll need to administer the assessment 1:1.

*You do not need to re-assess any level where your student has already demonstrated phonemic awareness mastery!* That data can come from either an earlier quarterly assessment or from the Whip Around assessment data. So your assessments will get quicker and quicker as the year goes on and more students have demonstrated mastery for various activities.

Because the program stretches across four years, with overlap to ensure all students meet success, assessment records should follow the students between pre-K through 2<sup>nd</sup> grade.

In pre-K, you are *not responsible for automatic mastery of any level*. If students get there, great! But the program is aiming for exposure and familiarity at the Knowing level, not at the Mastering level here.

**Closing:**

This is a fun and lively series of activities that are terribly important for your students to experience and master. Many of them require movement and you should let your students be up and moving to practice and solidify these skills. Enjoy this part of your day and encourage your students to be creative and have fun with the activities.

# Appendices

## What You Can Do to Prepare:

*If You Can Only Do One Thing and Have NO TIME (less than 15 minutes):*

It is **most important** that you have crisp pronunciation of phonemes yourself so your students will hear the separate sounds when you model for them and play all the word games that make up this program.

[This video](#), graciously developed by Rollins Center for Language and Literacy, is an excellent guide to pronouncing the 44 phonemes of the English language. The presenter is easy to learn from and demonstrates clearly how to make each sound.

<https://www.youtube.com/watch?v=wBuA589kfMg>

[This blog](#), by Luqman Michel, a reading tutor in Malaysia, is almost exclusively focused on the vital importance of correct pronunciation of phonemes. Here is a [short video of a child from Lagos, Nigeria](#) from Luqman's Dyslexia Blog, displaying the joys of active learning of letter sounds. His articulations are nearly perfect, and the joy in this video is worth a million words on the importance of modeling precise pronunciation.

<https://www.dyslexiafriend.com/2020/06/letter-sounds-by-kid-from-lagos.html>

*If You Can Do Two Things, and Can Take a Couple of Hours, Add This:*

The Heggerty Organization, one of the major resources in the phonemic awareness field, has graciously made many teaching videos available for free because of school closures caused by the pandemic. These can be found by grade level at [this link](#).

<https://heggerty.org/downloads/#resource-categories-1>

*If You Can Do More, and Can Take Several Hours, Add These:*

Dr. Dave Kilpatrick, who has been most responsible for raising the importance of advanced phonemic awareness, did [several webinars for CORE](#). You may need to register before the links work, but the webinars are free. Here is the link.

<https://www.corelearn.com/core-kilpatrick-webinar-series-202004/core-kilpatrick-webinar-series-on-demand-202004/>


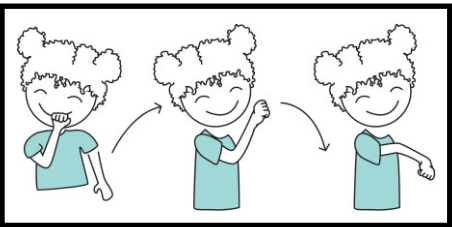
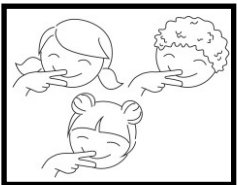
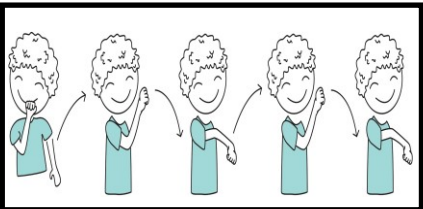
*If You Want to Become Fully Advance Phonemic Awareness Immersed:* Get your school or district to buy you or put in the Professional





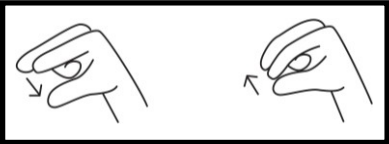
Library copies of Dr. Kilpatrick's book: [Equipped for Reading Success](#).

<https://equippedforreadingsuccess.com/product/equipped-for-reading-success-2/>

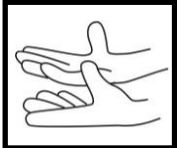
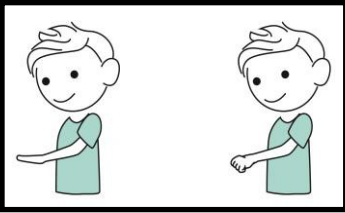

## Glossary of Symbols and Terms

(In alphabetical order)

<b>Breve Symbol</b> (/ă/, /ě/, /ĩ/, /ö/, /ü/)	<b>Short Vowel Symbol.</b> Small arc above a vowel to indicate it is a short vowel sound. This might also be represented without the arc. Ex: /a/ /e/ /i/ /o/ /u/
	<b>Blending.</b> Place hands on top of each other on the belly. Blend syllables together to make a word. To blend together a compound word, say <i>hand</i> (move palm on belly), say <i>stand</i> (move palm on belly, <i>handstand</i> ).
	<p><b>Curve.</b> Teacher says a word and makes a curve with their arm. Students repeat the word and make the same curve with their hand. This represents the word coming out of the mouth. It is used in the curriculum to show the position of sounds in the word.</p> <p>Begin with a fist under your chin, open hand and stretch arm up as word is said, moving in order from the beginning, middle, and ending sounds of the word. The medial (middle) sound is said at the top of the curve.</p> <p>Grab the sound at the end by closing hand into fist, like you are snatching the sound from the air.</p>
	<b>Cut the Sound.</b> Delete the phoneme (sound) from the beginning or ending of a word.
	<b>Double Curve.</b> Teacher says a two-syllable word and makes two curves with their arm. Students repeat the word and make the same curves with their hand.

 <b>Experiencing Stage</b>	<p><b>Experiencing:</b> First stage of learning students pass through for skills within Kindergarten, First Grade, and Second Grade.</p> <p>Learning Stages: Experience, Knowing, Mastering</p>
 <b>Knowing Stage</b>	<p><b>Knowing:</b> Second stage of learning students pass through for skills within Kindergarten, First Grade, and Second Grade.</p> <p>Learning Stages: Experience, Knowing, Mastering</p>
<b>Macron Symbol</b> (/ā/, /ē/, /ī/, /ō/, /ū/)	<p><b>Long Vowel Symbol.</b> Straight line above the vowel to indicate a long vowel sound.</p>
 <b>Mastering Stage</b>	<p><b>Mastering:</b> Third and final stage of learning students pass through for skills within Kindergarten, First Grade, and Second Grade.</p> <p>Learning Stages: Experience, Knowing, Mastering</p>
 <b>Mix It Up! Activities</b>	<p>Teachers lead students through quick exercises that contain a review of the skills they worked on in earlier weeks to keep students on their toes and to give students who haven't yet reached mastery more practice opportunities.</p>
	<p><b>No (American Sign Language, ASL).</b> Students answer no to questions during a lesson. Open and close thumb and index finger/middle finger together.</p> <p>This action is used in preschool lessons.</p>
<b>Onset</b>	<p>The first part of each word. For example, /b/ is the onset of /bat/.</p>
<b>Phoneme</b>	<p>Smallest unit of sound.</p>
<b>Phonemic Awareness</b>	<p>Ability to identify and manipulate individual sounds in spoken words.</p>
<b>Rime</b>	<p>The rest of the word, after the onset. It is usually made up of the vowels and final consonants. For example, /at/ is the rime of /bat/.</p>



	<p><b>Segmenting Syllables.</b> Place palms upwards to separate syllables in a two-syllable word. Place hand upwards, say <i>hand</i> (first syllable), place second hand upwards, say <i>stand</i> (second syllable), <i>handstand</i>.</p>
	<p><b>Snatch the Sound.</b> An action or motion completed with your hand in isolation or after the word curve.</p> <p>In pre-K, use this motion to show they snatch or isolate the initial and final sound of a word.</p> <p>In First Grade, students revisit this idea. Only this time, they use this motion to snatch the final sound of a word to symbolize deleting it (taking it away).</p>
<p><b>Syllable</b></p>	<p>Single, unbroken sound consisting of one vowel sound and consonants. For example, nap is a one-syllable word, it has one vowel sound. Whereas nap/kin is a two-syllable word, it has two vowel sounds.</p>
	<p><b>Yes (American Sign Language, ASL).</b> Students answer yes to questions during a lesson. Make a fist with your hand and move it up and down like you are nodding your head yes, but with your fist.</p> <p>This action is used in pre-K lessons.</p>
<p><b>Whip Around Assessment</b></p>	<p>Quick assessment of a single skill, done during the Mastering weeks, in groups of 5, and intended to assess mastery of that skill in just a few minutes.</p> <p>*Optional in pre-K since mastering of phonemic awareness is not expected so early.</p>

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Week 1, Day 1

**Rhyme Activity:** Find the Rhyme.

Support students' ability to recognize rhyming words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence with expression.
2. Say the two rhyming words, clapping after each to emphasize that the words rhyme.

<b>T:</b> <i>When it rains I <b>get</b> all <b>wet</b>.</i> <b>S:</b> Repeat. <b>T:</b> <i>get (clap), wet (clap)</i> <b>S:</b> Repeat.	<b>T:</b> <i>I saw a <b>fox</b> go in a <b>box</b>.</i> <b>S:</b> Repeat. <b>T:</b> <i>fox (clap), box (clap)</i> <b>S:</b> Repeat	<b>T:</b> <i>There was a <b>duck</b> who had bad <b>luck</b>.</i> <b>S:</b> Repeat <b>T:</b> <i>duck (clap), luck (clap)</i> <b>S:</b> Repeat	<b>T:</b> <i>My <b>pet</b> went to the <u><b>vet</b></u>.</i> <b>S:</b> Repeat <b>T:</b> <i>pet (clap), vet (clap)</i> <b>S:</b> Repeat	<b>T:</b> <i>I saw the <b>sign</b> to stand in <b>line</b>.</i> <b>S:</b> Repeat <b>T:</b> <i>sign (clap), line (clap)</i> <b>S:</b> Repeat
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**Manipulating Syllables:** Break it Up.

Support students' ability to recognize each word in a compound word and blend together to make a brand-new word.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the compound word, pause between each syllable while placing palms face-up out in front of you.
3. Say the compound word again without pausing between each syllable. Overlap palms, face down, on belly.

<p><b>T:</b> Flip the <b>pancake</b>.</p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>pan</i> (place palm face up)...<i>cake</i> (place palm face up)</p> <p><b>T:</b> <i>pancake</i> (place palms face down on belly, hands overlap)</p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> I see you, I have good <b>eyesight</b>.</p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>eye</i> (place palm face up)...<i>sight</i> (place palm face up)</p> <p><b>T:</b> <i>eyesight</i> (place palms face down on belly, hands overlap)</p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> Ring the <b>doorbell</b>, ding dong.</p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>door</i> (place palm face up)...<i>bell</i> (place palm face up)</p> <p><b>T:</b> <i>doorbell</i> (place palms face down on belly, hands overlap)</p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> The books go on the <b>bookcase</b>.</p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>book</i> (place palm face up)...<i>case</i> (place palm face up)</p> <p><b>T:</b> <i>bookcase</i> (place palms face down on belly, hands overlap)</p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> Sand goes in the <b>sandbox</b>.</p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>sand</i> (place palm face up)...<i>box</i> (place palm face up)</p> <p><b>T:</b> <i>sandbox</i> (place palms face down on belly, hands overlap)</p> <p><b>S:</b> Repeat</p>
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the first sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first sound of the first bolded word. Close hand in fist to “snatch” the first sound of the word.
4. Say the word again, moving the hand forward in the shape of a curve as you say the word.
5. Repeat with two other words.

<p><b>T:</b> The <b>mouse</b> <b>hid</b> from the <b>cat</b>.</p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> <i>mouse</i> (with stretched sound and curving arm movement)</p> <p><b>S:</b> Repeat.</p> <p><b>T:</b> /m/ (snatch, close fist)</p>	<p><b>T:</b> <i>hid</i> (with stretched sound and curving arm movement)</p> <p><b>S:</b> Repeat.</p> <p><b>T:</b> /h/ (snatch, close fist)</p> <p><b>T:</b> <i>hid</i> (with stretched sound</p>	<p><b>T:</b> <i>cat</i> (with stretched sound and curving arm movement)</p> <p><b>S:</b> Repeat.</p> <p><b>T:</b> /k/ (snatch, close fist)</p> <p><b>T:</b> <i>cat</i> (with stretched sound</p>
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	<b>T:</b> <i>mouse</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat	and curving arm movement) <b>S:</b> Repeat	and curving arm movement) <b>S:</b> Repeat
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**Final Sound Fluency:** “Snatch the Sound.”  
Support students’ ability to recognize the final sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

- 1. Say the sentence.
- 2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
- 3. Say the first bolded word again, moving the hand forward in the shape of a curve as you say the word.
- 4. Say the last sound of the first bolded word. Close hand in fist to “snatch” the final sound of the word.
- 5. Repeat with two other words.

<b>T:</b> <i>The <b>mouse</b> hid from the cat.</i> <b>S:</b> Repeat	<b>T:</b> <i>mouse</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>mouse</i> (with stretched sound and curving arm movement) <b>T:</b> /s/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>hid</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>hid</i> (with stretched sound and curving arm movement) <b>T:</b> /d/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>cat</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>cat</i> (with stretched sound and curving arm movement) <b>T:</b> /t/ (snatch, close fist) <b>S:</b> Repeat
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**Alliteration:** Silly Sentences.

Support students’ ability to recognize the repeated initial sound in two or more words in a phrase.

**Directions:**

- 1. Tell students to repeat after you, using the same body movements.
- 2. Say alliterative sentences aloud and make a movement to show action.
- 3. Say each bolded word.
- 4. Say the shared initial sound three times.

**Extension** → At the end of the exercise, ask students what the action was. Throughout the day, remind students to “buzz” around the classroom.

<b>T:</b> <i>The boy <b>buzzed</b> around as <b>busy</b> as a <b>bee</b>.</i> (Make buzz movement) <b>S:</b> Repeat (with movement)	<b>T:</b> <i>buzzed, busy, bee</i> <b>S:</b> Repeat	<b>T:</b> <i>/b/, /b/, /b/</i> <b>S:</b> Repeat
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# Week 1, Day 2

## **Rhyme Activity:** Find the Rhyme.

Support students' ability to recognize rhyming words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence with expression.
2. Say the two rhyming words, clapping after each to emphasize that the words rhyme.

<p><b>T:</b> <i>There was a <b>pig</b> who wore a <b>wig</b>.</i></p> <p><b>S:</b> Repeat.</p> <p><b>T:</b> <i><b>pig</b> (clap), <b>wig</b> (clap)</i></p> <p><b>S:</b> Repeat.</p>	<p><b>T:</b> <i>I see the <b>snail</b> on the <b>trail</b>.</i></p> <p><b>S:</b> Repeat.</p> <p><b>T:</b> <i><b>snail</b> (clap), <b>trail</b> (clap)</i></p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> <i>Walk to the <b>seat</b> with your <b>feet</b>.</i></p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i><b>seat</b> (clap), <b>feet</b> (clap)</i></p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> <i>Put the ice cream <b>cone</b> next to the <b>phone</b>.</i></p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i><b>cone</b> (clap), <b>phone</b> (clap)</i></p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> <i>The <b>bed</b> is <b>red</b>.</i></p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i><b>bed</b> (clap), <b>red</b> (clap)</i></p> <p><b>S:</b> Repeat</p>
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## **Manipulating Syllables:** Break it Up.

Support students' ability to recognize each word in a compound word and blend together to make a brand-new word.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the compound word, pause between each syllable while placing palms face-up out in front of you.
3. Say the compound word again without pausing between each syllable. Overlap palms, face down, on belly.

**Extension** → At the end of the exercise, ask students what the action was in “Planes fly out of the airport.” Throughout the day, encourage students to “fly” to the next activity by putting their arms out like a plane or a bird.

<b>T:</b> <i>The sun comes up in the <b>daytime</b>.</i> <b>S:</b> Repeat <b>T:</b> <i>day</i> (place palm face up)... <i>time</i> (place palm face up) <b>T:</b> <i>daytime</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <i>My <b>greyhound</b> dog runs fast.</i> <b>S:</b> Repeat <b>T:</b> <i>grey</i> (place palm face up)... <i>hound</i> (place palm face up) <b>T:</b> <i>greyhound</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <i>Planes fly out of the <b>airport</b>.</i> <b>S:</b> Repeat <b>T:</b> <i>air</i> (place palm face up)... <i>port</i> (place palm face up) <b>T:</b> <i>airport</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <i>Use a <b>flashlight</b> to see at night.</i> <b>S:</b> Repeat <b>T:</b> <i>flash</i> (place palm face up)... <i>light</i> (place palm face up) <b>T:</b> <i>flashlight</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <i>Sit down and take a break at the <b>halfway</b> point.</i> <b>S:</b> Repeat <b>T:</b> <i>half</i> (place palm face up)... <i>way</i> (place palm face up) <b>T:</b> <i>halfway</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the first sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first sound of the first bolded word. Close hand in fist to “snatch” the first sound of the word.
4. Say the word again, moving the hand forward in the shape of a curve as you say the word.
5. Repeat with two other words.

<b>T:</b> <i>My <b>duck</b> is <b>wet</b> in the <b>tub</b>.</i> <b>S:</b> Repeat	<b>T:</b> <i>duck</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /d/ (snatch, close fist)	<b>T:</b> <i>wet</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /w/ (snatch, close fist) <b>T:</b> <i>wet</i> (with stretched sound	<b>T:</b> <i>tub</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /t/ (snatch, close fist) <b>T:</b> <i>tub</i> (with stretched sound
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	<b>T:</b> <i>duck</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat	and curving arm movement) <b>S:</b> Repeat	and curving arm movement) <b>S:</b> Repeat
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### Final Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the final sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first bolded word again, moving the hand forward in the shape of a curve as you say the word.
4. Say the last sound of the first bolded word. Close hand in fist to “snatch” the final sound of the word.
5. Repeat with two other words.

<b>T:</b> My <b>duck</b> is <b>wet</b> in the <b>tub</b> . <b>S:</b> Repeat	<b>T:</b> <i>duck</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>duck</i> (with stretched sound and curving arm movement) <b>T:</b> /k/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>wet</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>wet</i> (with stretched sound and curving arm movement) <b>T:</b> /t/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>tub</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>tub</i> (with stretched sound and curving arm movement) <b>T:</b> /b/ (snatch, close fist) <b>S:</b> Repeat
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**Alliteration:** Silly Sentences.

Support students’ ability to recognize the repeated initial sound in two or more words in a phrase.

**Directions:** Tell students to repeat after you, using the same body movements.

- 1. Say alliterative sentences aloud, and make a movement to show action.
- 2. Say each bolded word.
- 3. Say the shared initial sound three times.

T: Susan’s sisters swallowed <b>salty salsa</b> on <b>Saturday</b> . S: Repeat (with movement)	T: <i>salty, salsa, Saturday</i> S: Repeat	T: /s/, /s/, /s/ S: Repeat
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# Week 1, Day 3

## **Rhyme Activity:** Find the Rhyme.

Support students' ability to recognize rhyming words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence with expression.
2. Say the two rhyming words, clapping after each to emphasize that the words rhyme.

<p><b>T:</b> Place the <b>chip</b> in the <b>dip</b>.</p> <p><b>S:</b> Repeat.</p> <p><b>T:</b> chip (clap), dip (clap)</p> <p><b>S:</b> Repeat.</p>	<p><b>T:</b> <b>Bake</b> the <b>cake</b> with a pan.</p> <p><b>S:</b> Repeat.</p> <p><b>T:</b> bake (clap), cake (clap)</p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> Put the <b>sled</b> in the <b>shed</b>.</p> <p><b>S:</b> Repeat</p> <p><b>T:</b> sled (clap), shed (clap)</p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> Wash the <b>cub</b> in the <b>tub</b>.</p> <p><b>S:</b> Repeat</p> <p><b>T:</b> cub (clap), tub (clap)</p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> <b>Throw</b> the <b>snow</b> up in the air.</p> <p><b>S:</b> Repeat</p> <p><b>T:</b> throw (clap), snow (clap)</p> <p><b>S:</b> Repeat</p>
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## **Manipulating Syllables:** Break it Up.

Support students' ability to recognize each word in a compound word and blend together to make a brand-new word.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the compound word, pause between each syllable while placing palms face-up out in front of you.
3. Say the compound word again without pausing between each syllable. Overlap palms, face down, on belly.

<b>T:</b> Her <b>birthday</b> is in April. <b>S:</b> Repeat <b>T:</b> <i>birth</i> (place palm face up)... <i>day</i> (place palm face up) <b>T:</b> <i>birthday</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> Tall buildings are <b>downtown</b> . <b>S:</b> Repeat <b>T:</b> <i>down</i> (place palm face up)... <i>town</i> (place palm face up) <b>T:</b> <i>downtown</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> Hit a <b>baseball</b> with a bat. <b>S:</b> Repeat <b>T:</b> <i>base</i> (place palm face up)... <i>ball</i> (place palm face up) <b>T:</b> <i>baseball</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <b>Seashells</b> are at the beach. <b>S:</b> Repeat <b>T:</b> <i>sea</i> (place palm face up)... <i>shells</i> (place palm face up) <b>T:</b> <i>seashells</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> A <b>lifeguard</b> works at a pool. <b>S:</b> Repeat <b>T:</b> <i>life</i> (place palm face up)... <i>guard</i> (place palm face up) <b>T:</b> <i>lifeguard</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the first sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first sound of the first bolded word. Close hand in fist to “snatch” the first sound of the word.
4. Say the word again, moving the hand forward in the shape of a curve as you say the word.
5. Repeat with two other words.

<b>T:</b> The <b>red pan</b> is hot. <b>S:</b> Repeat	<b>T:</b> <i>red</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /r/ (snatch, close fist) <b>T:</b> <i>red</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat	<b>T:</b> <i>pan</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /p/ (snatch, close fist) <b>T:</b> <i>pan</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat	<b>T:</b> <i>hot</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /h/ (snatch, close fist) <b>T:</b> <i>hot</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat
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**Final Sound Fluency:** “Snatch the Sound.”

Support students’ ability to recognize the final sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first bolded word again, moving the hand forward in the shape of a curve as you say the word.
4. Say the last sound of the first bolded word. Close hand in fist to “snatch” the final sound of the word.
5. Repeat with two other words.

<b>T:</b> <i>The <b>red</b> pan is hot.</i> <b>S:</b> Repeat	<b>T:</b> <i>red</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>red</i> (with stretched sound and curving arm movement) <b>T:</b> /d/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>pan</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>pan</i> (with stretched sound and curving arm movement) <b>T:</b> /n/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>hot</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>hot</i> (with stretched sound and curving arm movement) <b>T:</b> /t/ (snatch, close fist) <b>S:</b> Repeat
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**Alliteration:** Silly Sentences.

Support students’ ability to recognize the repeated initial sound in two or more words in a phrase.

**Directions:** Tell students to repeat after you, using the same body movements.

1. Say alliterative sentences aloud, and make a movement to show action.
2. Say each bolded word.
3. Say the shared initial sound three times.

**Extension** → At the end of the exercise, ask students what the action was. Model how to “loungue” and allow students to act out during the lesson or another time during the day.

<b>T:</b> Larry’s lizard liked <u>lying</u> in the sun. <b>S:</b> Repeat (with movement)	<b>T:</b> Larry’s lizard, lying <b>S:</b> Repeat	<b>T:</b> //, //, // <b>S:</b> Repeat
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**Week 1, Day 4**

**Rhyme Activity:** Find the Rhyme.

Support students' ability to recognize rhyming words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence with expression.
2. Say the two rhyming words, clapping after each to emphasize that the words rhyme.

<p><b>T:</b> <i>I hold the <b>mop</b> at the <b>top</b>.</i></p> <p><b>S:</b> Repeat.</p> <p><b>T:</b> <i>mop (clap), top (clap)</i></p> <p><b>S:</b> Repeat.</p>	<p><b>T:</b> <i>I saw the <b>sign</b> to stand in <b>line</b>.</i></p> <p><b>S:</b> Repeat.</p> <p><b>T:</b> <i>sign (clap), line (clap)</i></p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> <i>The <b>bear</b> sat down and ate a <b>pear</b>.</i></p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>bear (clap), pear (clap)</i></p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> <i>I eat <b>jam</b> with <b>ham</b>.</i></p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>jam (clap), ham (clap)</i></p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> <i><b>Puff</b> and <b>huff</b> went the dragon.</i></p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>puff (clap), huff (clap)</i></p> <p><b>S:</b> Repeat</p>
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**Manipulating Syllables:** Break it Up.

Support students' ability to recognize each word in a compound word and blend together to make a brand-new word.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the compound word, pause between each syllable while placing palms face-up out in front of you.
3. Say the compound word again without pausing between each syllable. Overlap palms, face down, on belly.

<b>T:</b> Chew a <b><i>gumball</i></b> . <b>S:</b> Repeat <b>T:</b> <i>gum</i> (place palm face up)... <i>ball</i> (place palm face up) <b>T:</b> <i>gumball</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> Use scissors to get a <b><i>haircut</i></b> . <b>S:</b> Repeat <b>T:</b> <i>hair</i> (place palm face up)... <i>cut</i> (place palm face up) <b>T:</b> <i>haircut</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> Make a <b><i>footprint</i></b> in the mud. <b>S:</b> Repeat <b>T:</b> <i>foot</i> (place palm face up)... <i>print</i> (place palm face up) <b>T:</b> <i>footprint</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> Stop at the <b><i>railroad</i></b> crossing. <b>S:</b> Repeat <b>T:</b> <i>rail</i> (place palm face up)... <i>road</i> (place palm face up) <b>T:</b> <i>railroad</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> Stand at the <b><i>doorstep</i></b> . <b>S:</b> Repeat <b>T:</b> <i>door</i> (place palm face up)... <i>step</i> (place palm face up) <b>T:</b> <i>doorstep</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the first sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first sound of the first bolded word. Close hand in fist to “snatch” the first sound of the word.
4. Say the word again, moving the hand forward in the shape of a curve as you say the word.
5. Repeat with two other words.

<b>T:</b> Watch the <b><i>fox</i></b> get in the <b><i>hole</i></b> . <b>S:</b> Repeat	<b>T:</b> fox (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /f/ (snatch, close fist) <b>T:</b> fox (with stretched sound and curving arm movement) <b>S:</b> Repeat	<b>T:</b> get (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /g/ (snatch, close fist) <b>T:</b> get (with stretched sound and curving arm movement) <b>S:</b> Repeat	<b>T:</b> hole (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /h/ (snatch, close fist) <b>T:</b> hole (with stretched sound and curving arm movement) <b>S:</b> Repeat
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**Final Sound Fluency:** “Snatch the Sound.”

Support students’ ability to recognize the final sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first bolded word again, moving the hand forward in the shape of a curve as you say the word.
4. Say the last sound of the first bolded word. Close hand in fist to “snatch” the final sound of the word.
5. Repeat with two other words.

<b>T:</b> <i>Watch the <b>fox</b> get in the <b>hole</b>.</i> <b>S:</b> Repeat	<b>T:</b> <i>fox</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>fox</i> (with stretched sound and curving arm movement) <b>T:</b> /ks/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>get</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>get</i> (with stretched sound and curving arm movement) <b>T:</b> /t/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>hole</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>hole</i> (with stretched sound and curving arm movement) <b>T:</b> /l/ (snatch, close fist) <b>S:</b> Repeat
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**Alliteration:** Silly Sentences.

Support students’ ability to recognize the repeated initial sound in two or more words in a phrase.

**Directions:** Tell students to repeat after you, using the same body movements.

1. Say alliterative sentences aloud, and make a movement to show action.

- 2. Say each bolded word.
- 3. Say the shared initial sound three times.

**Extension** → At the end of the exercise, ask students what the action was. Model how you might “sneak” around and encourage students to use the same action as they transition to their activities throughout the day.

<b>T:</b> <i>The <b>super silly snake</b> sneaked under the seat.</i> <b>S:</b> Repeat (with movement)	<b>T:</b> <i>super, silly, snake</i> <b>S:</b> Repeat	<b>T:</b> /s/, /s/, /s/ <b>S:</b> Repeat
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**Week 1, Day 5**

**Rhyme Activity:** Find the Rhyme.

Support students' ability to recognize rhyming words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence with expression.
2. Say the two rhyming words, clapping after each to emphasize that the words rhyme.

<p><b>T:</b> The <b>fan</b> is the color <b>tan</b>.</p> <p><b>S:</b> Repeat.</p> <p><b>T:</b> <i>fan</i> (clap), <i>tan</i> (clap)</p> <p><b>S:</b> Repeat.</p>	<p><b>T:</b> Don't touch the <b>hot</b> <b>pot</b>.</p> <p><b>S:</b> Repeat.</p> <p><b>T:</b> <i>hot</i> (clap), <i>pot</i> (clap)</p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> Don't be a <b>pest</b>, be the <b>best</b>.</p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>pest</i> (clap), <i>best</i> (clap)</p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> Have <b>fun</b> on the <b>run</b>.</p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>fun</i> (clap), <i>run</i> (clap)</p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> Drink <b>tea</b> after you <b>ski</b>.</p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>tea</i> (clap), <i>ski</i> (clap)</p> <p><b>S:</b> Repeat</p>
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**Manipulating Syllables:** Break it Up.

Support students' ability to recognize each word in a compound word and blend together to make a brand-new word.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the compound word, pause between each syllable while placing palms face-up out in front of you.
3. Say the compound word again without pausing between each syllable. Overlap palms, face down, on belly.

<b>T:</b> Watch the colorful <b><i>sunset</i></b> . <b>S:</b> Repeat <b>T:</b> <i>sun</i> (place palm face up)... <i>set</i> (place palm face up) <b>T:</b> <i>sunset</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <b><u>Postmark</u></b> the letter. <b>S:</b> Repeat <b>T:</b> <i>post</i> (place palm face up)... <i>mark</i> (place palm face up) <b>T:</b> <i>Postmark</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> The clock ticks <b><i>clockwise</i></b> . <b>S:</b> Repeat <b>T:</b> <i>clock</i> (place palm face up)... <i>wise</i> (place palm face up) <b>T:</b> <i>clockwise</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> The <b><i>rowboat</i></b> has <i>paddles</i> . <b>S:</b> Repeat <b>T:</b> <i>row</i> (place palm face up)... <i>boat</i> (place palm face up) <b>T:</b> <i>rowboat</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> The girl did a <b><i>cartwheel</i></b> . <b>S:</b> Repeat <b>T:</b> <i>cart</i> (place palm face up)... <i>wheel</i> (place palm face up) <b>T:</b> <i>cartwheel</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the first sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first sound of the first bolded word. Close hand in fist to “snatch” the first sound of the word.
4. Say the word again, moving the hand forward in the shape of a curve as you say the word.
5. Repeat with two other words.

<b>T:</b> <b><i>Sam</i></b> will <b><i>beg</i></b> his <b><i>mom</i></b> for the candy. <b>S:</b> Repeat	<b>T:</b> Sam (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /s/ (snatch, close fist) <b>T:</b> <i>Sam</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat	<b>T:</b> <i>beg</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /b/ (snatch, close fist) <b>T:</b> <i>beg</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat	<b>T:</b> <i>mom</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /m/ (snatch, close fist) <b>T:</b> <i>mom</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat
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### Final Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the final sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first bolded word again, moving the hand forward in the shape of a curve as you say the word.
4. Say the last sound of the first bolded word. Close hand in fist to “snatch” the final sound of the word.
5. Repeat with two other words.

<b>T: <i>Sam</i> will <i>beg</i> his <i>mom</i> for the candy.</b> <b>S:</b> Repeat	<b>T:</b> <i>Sam</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>Sam</i> (with stretched sound and curving arm movement) <b>T:</b> /m/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>beg</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>beg</i> (with stretched sound and curving arm movement) <b>T:</b> /g/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>mom</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>mom</i> (with stretched sound and curving arm movement) <b>T:</b> /m/ (snatch, close fist) <b>S:</b> Repeat
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### Alliteration: Silly Sentences.

Support students’ ability to recognize the repeated initial sound in two or more words in a phrase.

**Directions:** Tell students to repeat after you, using the same body movements.

1. Say alliterative sentences aloud and make a movement to show action.
2. Say each bolded word.

3. Say the shared initial sound three times.

**Extension** → At the end of the exercise, ask students what the action was. Model how to roll your fists around each other and encourage students to “roll” to the next activity using the same motion with their hands.

<b>T:</b> <i>Ronnie the rabbit rolled in roses.</i> <b>S:</b> Repeat (with movement)	<b>T:</b> <i>Ronnie, rabbit, roses</i> <b>S:</b> Repeat	<b>T:</b> /r/, /r/, /r/ <b>S:</b> Repeat
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## Week 2, Day 1

### Rhyme Activity: Find the Rhyme.

Support students' ability to recognize rhyming words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence with expression.
2. Say the two rhyming words, clapping after each to emphasize that the words rhyme.

**Extension** → At the end of the exercise, ask students what the action was in the sentence “Hop on top of the bunk bed.” Throughout the day, remind students to “hop” to their next activity.

<b>T:</b> Give me a <i><b>hug</b></i> , not a <i><b>tug</b></i> . <b>S:</b> Repeat. <b>T:</b> <i>hug</i> (clap), <i>tug</i> (clap) <b>S:</b> Repeat.	<b>T:</b> <i><b>Pam</b></i> cooked the <i><b>ham</b></i> . <b>S:</b> Repeat. <b>T:</b> <i>Pam</i> (clap), <i>ham</i> (clap) <b>S:</b> Repeat	<b>T:</b> <i><b>Hop</b></i> on <i><b>top</b></i> of the <i>bed</i> . <b>S:</b> Repeat <b>T:</b> <i>hop</i> (clap), <i>top</i> (clap) <b>S:</b> Repeat	<b>T:</b> <i><b>Rent</b></i> a <i><b>tent</b></i> to <i>camp</i> . <b>S:</b> Repeat <b>T:</b> <i>rent</i> (clap), <i>tent</i> (clap) <b>S:</b> Repeat	<b>T:</b> <i><b>Sit</b></i> for a <i><b>bit</b></i> . <b>S:</b> Repeat <b>T:</b> <i>sit</i> (clap), <i>bit</i> (clap) <b>S:</b> Repeat
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### Manipulating Syllables: Break it Up.

Support students' ability to recognize each word in a compound word and blend together to make a brand-new word.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the compound word, pause between each syllable while placing palms face-up out in front of you.
3. Say the compound word again without pausing between each syllable. Overlap palms, face down, on belly.

<b>T: Throw the <i>football</i>.</b> <b>S:</b> Repeat <b>T:</b> <i>foot</i> (place palm face up)... <i>ball</i> (place palm face up) <b>T:</b> <i>football</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T: My grandma has a <i>grandson</i>.</b> <b>S:</b> Repeat <b>T:</b> <i>grand</i> (place palm face up)... <i>son</i> (place palm face up) <b>T:</b> <i>grandson</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T: Race on the <i>racetrack</i>.</b> <b>S:</b> Repeat <b>T:</b> <i>race</i> (place palm face up)... <i>track</i> (place palm face up) <b>T:</b> <i>racetrack</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T: Type on the <i>keyboard</i>.</b> <b>S:</b> Repeat <b>T:</b> <i>key</i> (place palm face up)... <i>board</i> (place palm face up) <b>T:</b> <i>keyboard</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T: Go to sleep at <i>bedtime</i>.</b> <b>S:</b> Repeat <b>T:</b> <i>bed</i> (place palm face up)... <i>time</i> (place palm face up) <b>T:</b> <i>bedtime</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the first sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first sound of the first bolded word. Close hand in fist to “snatch” the first sound of the word.
4. Say the word again, moving the hand forward in the shape of a curve as you say the word.
5. Repeat with two other words.

<b>T: My <i>coat</i> has a <i>big rip</i>.</b> <b>S:</b> Repeat	<b>T:</b> <i>coat</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /c/ (snatch, close fist) <b>T:</b> <i>coat</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat	<b>T:</b> <i>big</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /b/ (snatch, close fist) <b>T:</b> <i>big</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat	<b>T:</b> <i>rip</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /r/ (snatch, close fist) <b>T:</b> <i>rip</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat
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**Final Sound Fluency:** “Snatch the Sound.”

Support students’ ability to recognize the final sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first bolded word again, moving the hand forward in the shape of a curve as you say the word.
4. Say the last sound of the first bolded word. Close hand in fist to “snatch” the final sound of the word.
5. Repeat with two other words.

<b>T:</b> <i>My <b>coat</b> has a <b>big</b> rip.</i> <b>S:</b> Repeat	<b>T:</b> <i>coat</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>coat</i> (with stretched sound and curving arm movement) <b>T:</b> /t/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>big</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>big</i> (with stretched sound and curving arm movement) <b>T:</b> /g/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>rip</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>rip</i> (with stretched sound and curving arm movement) <b>T:</b> /p/ (snatch, close fist) <b>S:</b> Repeat
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**Alliteration:** Silly Sentences.

Support students’ ability to recognize the repeated initial sound in two or more words in a phrase.

**Directions:** Tell students to repeat after you, using the same body movements.

1. Say alliterative sentences aloud and make a movement to show action.
2. Say each bolded word.
3. Say the shared initial sound three times.

<b>T:</b> <i>The big <b>black bug bit</b> me, ouch!</i> (Mime a small pinch on your hand, like a bug bite). <b>S:</b> Repeat (with movement)	<b>T:</b> <i>black, bug, bit</i> <b>S:</b> Repeat	<b>T:</b> /b/, /b/, /b/ <b>S:</b> Repeat
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## Week 2, Day 2

### Rhyme Activity: Find the Rhyme.

Support students' ability to recognize rhyming words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence with expression.
2. Say the two rhyming words, clapping after each to emphasize that the words rhyme.

<b>T: <i>Gus</i> drove the <i>bus</i>.</b> <b>S:</b> Repeat. <b>T:</b> <i>Gus</i> (clap), <i>bus</i> (clap) <b>S:</b> Repeat.	<b>T: <i>It might</i> be <i>night</i>.</b> <b>S:</b> Repeat. <b>T:</b> <i>might</i> (clap), <i>night</i> (clap) <b>S:</b> Repeat	<b>T: <i>Put</i> the <i>art</i> in the <i>cart</i>.</b> <b>S:</b> Repeat <b>T:</b> <i>art</i> (clap), <i>cart</i> (clap) <b>S:</b> Repeat	<b>T: <i>Go</i> get <i>more</i> at the <i>store</i>.</b> <b>S:</b> Repeat <b>T:</b> <i>more</i> (clap), <i>store</i> (clap) <b>S:</b> Repeat	<b>T: <i>Sneak</i> a <i>peek</i>.</b> <b>S:</b> Repeat <b>T:</b> <i>sneak</i> (clap), <i>peek</i> (clap) <b>S:</b> Repeat
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### Manipulating Syllables: Break it Up.

Support students' ability to recognize each word in a compound word and blend together to make a brand-new word.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the compound word, pause between each syllable while placing palms face-up out in front of you.
3. Say the compound word again without pausing between each syllable. Overlap palms, face down, on belly.

**Extension** → At the end of the exercise, ask students what the action was in the sentence, “Bounce the ball on the blacktop.” Throughout the day, encourage students to “bounce” to their next activity.

<b>T:</b> My <b>sunburn</b> hurts on my back. <b>S:</b> Repeat <b>T:</b> <i>sun</i> (place palm face up)... <i>burn</i> (place palm face up) <b>T:</b> <i>sunburn</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> I don't have school on the <b>weekend</b> . <b>S:</b> Repeat <b>T:</b> <i>week</i> (place palm face up)... <i>end</i> (place palm face up) <b>T:</b> <i>weekend</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> Put on your <b>raincoat</b> in the rain. <b>S:</b> Repeat <b>T:</b> <i>rain</i> (place palm face up)... <i>coat</i> (place palm face up) <b>T:</b> <i>raincoat</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> Bounce the ball on the <b>blacktop</b> . <b>S:</b> Repeat <b>T:</b> <i>black</i> (place palm face up)... <i>top</i> (place palm face up) <b>T:</b> <i>blacktop</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> The <b>snowflake</b> melted on my tongue. <b>S:</b> Repeat <b>T:</b> <i>snow</i> (place palm face up)... <i>flake</i> (place palm face up) <b>T:</b> <i>snowflake</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat
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### Initial Sound Fluency: "Snatch the Sound."

Support students' ability to recognize the first sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first sound of the first bolded word. Close hand in fist to "snatch" the first sound of the word.
4. Say the word again, moving the hand forward in the shape of a curve as you say the word.
5. Repeat with two other words.

<b>T:</b> I use the <b>stove</b> to <b>cook</b> the <b>food</b> . <b>S:</b> Repeat	<b>T:</b> <i>stove</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /s/ (snatch, close fist) <b>T:</b> <i>stove</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat	<b>T:</b> <i>cook</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /c/ (snatch, close fist) <b>T:</b> <i>cook</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat	<b>T:</b> <i>food</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /f/ (snatch, close fist) <b>T:</b> <i>food</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat
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**Final Sound Fluency:** “Snatch the Sound.”

Support students’ ability to recognize the final sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first bolded word again, moving the hand forward in the shape of a curve as you say the word.
4. Say the last sound of the first bolded word. Close hand in fist to “snatch” the final sound of the word.
5. Repeat with two other words.

<b>T:</b> <i>I use the <b>stove</b> to <b>cook</b> the <b>food</b>.</i> <b>S:</b> Repeat	<b>T:</b> <i>stove</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>stove</i> (with stretched sound and curving arm movement) <b>T:</b> /v/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>cook</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>cook</i> (with stretched sound and curving arm movement) <b>T:</b> /k/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>food</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>food</i> (with stretched sound and curving arm movement) <b>T:</b> /d/ (snatch, close fist) <b>S:</b> Repeat
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**Alliteration:** Silly Sentences.

Support students’ ability to recognize the repeated initial sound in two or more words in a phrase.

**Directions:** Tell students to repeat after you, using the same body movements.

1. Say alliterative sentences aloud and make a movement to show action.

- 2. Say each bolded word.
- 3. Say the shared initial sound three times.

<b>T:</b> <i>I see a <b>big black bear</b> sleeping soundly.</i> <b>S:</b> Repeat (with movement)	<b>T:</b> <i>big, black, bear</i> <b>S:</b> Repeat	<b>T:</b> <i>/b/, /b/, /b/</i> <b>S:</b> Repeat
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# Week 2, Day 3

## **Rhyme Activity:** Find the Rhyme.

Support students' ability to recognize rhyming words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence with expression.
2. Say the two rhyming words, clapping after each to emphasize that the words rhyme.

<p><b>T:</b> <i><b>Zoom</b></i> around the <i><b>room</b></i>.</p> <p><b>S:</b> Repeat.</p> <p><b>T:</b> <i>zoom</i> (clap), <i>room</i> (clap)</p> <p><b>S:</b> Repeat.</p>	<p><b>T:</b> The <i><b>card</b></i> is on the <i><b>yard</b></i>.</p> <p><b>S:</b> Repeat.</p> <p><b>T:</b> <i>card</i> (clap), <i>yard</i> (clap)</p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> The <i><b>seeds</b></i> grew <i><b>weeds</b></i>.</p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>seeds</i> (clap), <i>weeds</i> (clap)</p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> <i><b>Twirl</b></i> and <i><b>swirl</b></i> the <i><b>paint</b></i>.</p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>twirl</i> (clap), <i>swirl</i> (clap)</p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> You <i><b>must</b></i> eat the <i><b>crust</b></i>.</p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>must</i> (clap), <i>crust</i> (clap)</p> <p><b>S:</b> Repeat</p>
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## **Manipulating Syllables:** Break it Up.

Support students' ability to recognize each word in a compound word and blend together to make a brand-new word.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the compound word, pause between each syllable while placing palms face-up out in front of you.
3. Say the compound word again without pausing between each syllable. Overlap palms, face down, on belly.

<b>T:</b> Type the keys on the <b>keyboard</b> . <b>S:</b> Repeat <b>T:</b> key (place palm face up)... <b>board</b> (place palm face up) <b>T:</b> keyboard (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> Drive the car up the <b>driveway</b> . <b>S:</b> Repeat <b>T:</b> drive (place palm face up)...way (place palm face up) <b>T:</b> driveway (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> Students learn in the <b>classroom</b> at school. <b>S:</b> Repeat <b>T:</b> class (place palm face up)...room (place palm face up) <b>T:</b> classroom (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> Your <b>eyebrow</b> is above your eye. <b>S:</b> Repeat <b>T:</b> eye (place palm face up)...brow (place palm face up) <b>T:</b> eyebrow (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> The <b>bookmark</b> saves your place in your book. <b>S:</b> Repeat <b>T:</b> book (place palm face up)...mark (place palm face up) <b>T:</b> bookmark (place palms face down on belly, hands overlap) <b>S:</b> Repeat
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the first sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first sound of the first bolded word. Close hand in fist to “snatch” the first sound of the word.
4. Say the word again, moving the hand forward in the shape of a curve as you say the word.
5. Repeat with two other words.

<b>T:</b> The <b>fat</b> pig is in a <b>bin</b> . <b>S:</b> Repeat	<b>T:</b> fat (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /f/ (snatch, close fist) <b>T:</b> fat (with stretched sound and curving arm movement) <b>S:</b> Repeat	<b>T:</b> pig (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /p/ (snatch, close fist) <b>T:</b> pig (with stretched sound and curving arm movement) <b>S:</b> Repeat	<b>T:</b> bin (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /b/ (snatch, close fist) <b>T:</b> bin (with stretched sound and curving arm movement) <b>S:</b> Repeat
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### Final Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the final sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first bolded word again, moving the hand forward in the shape of a curve as you say the word.
4. Say the last sound of the first bolded word. Close hand in fist to “snatch” the final sound of the word.
5. Repeat with two other words.

<b>T:</b> <i>The <b>fat</b> pig is in a <b>bin</b>.</i> <b>S:</b> Repeat	<b>T:</b> <i><b>fat</b></i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i><b>fat</b></i> (with stretched sound and curving arm movement) <b>T:</b> /t/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i><b>pig</b></i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i><b>pig</b></i> (with stretched sound and curving arm movement) <b>T:</b> /g/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i><b>bin</b></i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i><b>bin</b></i> (with stretched sound and curving arm movement) <b>T:</b> /n/ (snatch, close fist) <b>S:</b> Repeat
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### Alliteration: Silly Sentences.

Support students’ ability to recognize the repeated initial sound in two or more words in a phrase.

**Directions:** Tell students to repeat after you, using the same body movements.

1. Say alliterative sentences aloud and make a movement to show action.
2. Say each bolded word.
3. Say the shared initial sound three times.

**Extension** → At the end of the exercise, ask students what the action was. Encourage students to gather up their materials as they clean up throughout the day.

<b>T:</b> Grumpy Gary <u>gathered</u> the <b>garbage</b> . <b>S:</b> Repeat (with movement)	<b>T:</b> grumpy, gathered, garbage <b>S:</b> Repeat	<b>T:</b> /g/, /g/, /g/ <b>S:</b> Repeat
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**Week 2, Day 4**

**Rhyme Activity:** Find the Rhyme.  
Support students' ability to recognize rhyming words.

**Directions:** Tell students to repeat after you, using the same hand motions.

- 1. Say the sentence with expression.
- 2. Say the two rhyming words, clapping after each to emphasize that the words rhyme.

<b>T:</b> <i>The <b>glue</b> is <b>blue</b>.</i> <b>S:</b> Repeat. <b>T:</b> <i>glue</i> (clap), <i>blue</i> (clap) <b>S:</b> Repeat.	<b>T:</b> <i>Let's all <b>blow</b> on the <b>snow</b>.</i> <b>S:</b> Repeat. <b>T:</b> <i>blow</i> (clap), <i>snow</i> (clap) <b>S:</b> Repeat	<b>T:</b> <i><b>Press</b> the <b>dress</b>.</i> <b>S:</b> Repeat <b>T:</b> <i>press</i> (clap), <i>dress</i> (clap) <b>S:</b> Repeat	<b>T:</b> <i>Run a <b>mile</b> with a <b>smile</b>.</i> <b>S:</b> Repeat <b>T:</b> <i>mile</i> (clap), <i>smile</i> (clap) <b>S:</b> Repeat	<b>T:</b> <i>Take a <b>nap</b> on your <b>lap</b>.</i> <b>S:</b> Repeat <b>T:</b> <i>nap</i> (clap), <i>lap</i> (clap) <b>S:</b> Repeat
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**Manipulating Syllables:** Break it Up.  
Support students' ability to recognize each word in a compound word and blend together to make a brand-new word.

**Directions:** Tell students to repeat after you, using the same hand motions.

- 1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
- 2. Say the compound word, pause between each syllable while placing palms face-up out in front of you.
- 3. Say the compound word again without pausing between each syllable. Overlap palms, face down, on belly.

<b>T:</b> <i>I sleep in my <b>bedroom</b>.</i> <b>S:</b> Repeat <b>T:</b> <i>bed</i> (place palm face up)... <i>room</i> (place palm face up) <b>T:</b> <i>bedroom</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <i>The <b>platform</b> is above the swimming pool.</i> <b>S:</b> Repeat <b>T:</b> <i>plat</i> (place palm face up)... <i>form</i> (place palm face up) <b>T:</b> <i>platform</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <i>The <b>firefly</b> flew away.</i> <b>S:</b> Repeat <b>T:</b> <i>fire</i> (place palm face up)... <i>fly</i> (place palm face up) <b>T:</b> <i>firefly</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <i>The <b>sailboat</b> sails in the wind.</i> <b>S:</b> Repeat <b>T:</b> <i>sail</i> (place palm face up)... <i>boat</i> (place palm face up) <b>T:</b> <i>sailboat</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <i>My pet <b>goldfish</b> swims in the bowl.</i> <b>S:</b> Repeat <b>T:</b> <i>gold</i> (place palm face up)... <i>fish</i> (place palm face up) <b>T:</b> <i>goldfish</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the first sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first sound of the first bolded word. Close hand in fist to “snatch” the first sound of the word.
4. Say the word again, moving the hand forward in the shape of a curve as you say the word.
5. Repeat with two other words.

<b>T:</b> <i><b>Pam</b> wore a <b>big</b> wig.</i> <b>S:</b> Repeat	<b>T:</b> <i>Pam</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /p/ (snatch, close fist) <b>T:</b> <i>Pam</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat	<b>T:</b> <i>big</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /b/ (snatch, close fist) <b>T:</b> <i>big</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat	<b>T:</b> <i>wig</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /w/ (snatch, close fist) <b>T:</b> <i>wig</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat
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**Final Sound Fluency:** “Snatch the Sound.”

Support students’ ability to recognize the final sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first bolded word again, moving the hand forward in the shape of a curve as you say the word.
4. Say the last sound of the first bolded word. Close hand in fist to “snatch” the final sound of the word.
5. Repeat with two other words.

<b>T: <i>Pam</i> wore a <i>big</i> wig.</b> <b>S:</b> Repeat	<b>T:</b> <i>Pam</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>Pam</i> (with stretched sound and curving arm movement) <b>T:</b> /m/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>big</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>big</i> (with stretched sound and curving arm movement) <b>T:</b> /g/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>wig</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>wig</i> (with stretched sound and curving arm movement) <b>T:</b> /g/ (snatch, close fist) <b>S:</b> Repeat
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**Alliteration:** Silly Sentences.

Support students’ ability to recognize the repeated initial sound in two or more words in a phrase.

**Directions:** Tell students to repeat after you, using the same body movements.

- 1. Say alliterative sentences aloud and make a movement to show action.
- 2. Say each bolded word.
- 3. Say the shared initial sound three times.

**Extension** → At the end of the exercise, ask students what the action was. Encourage students to gather up their materials as they clean up throughout the day.

<b>T:</b> <i><b>Little</b> Lucy is <b>licking</b> lollipops.</i> <b>S:</b> Repeat (with movement)	<b>T:</b> <i>little, licking, lollipops</i> <b>S:</b> Repeat	<b>T:</b> <i>//, //, //</i> <b>S:</b> Repeat
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**Week 2, Day 5**

**Rhyme Activity:** Find the Rhyme.  
Support students' ability to recognize rhyming words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence with expression.
2. Say the two rhyming words, clapping after each to emphasize that the words rhyme.

**Extension** → At the end of the exercise, ask students what the action was in the sentence “Do not fear, we will cheer.” Encourage students to cheer to celebrate exciting events throughout the day.

<b>T:</b> <i>The <b>car</b> is <b>far</b> away.</i> <b>S:</b> Repeat. <b>T:</b> <i>car (clap), far (clap)</i> <b>S:</b> Repeat.	<b>T:</b> <i>Eat the <b>pork</b> with the <b>fork</b>.</i> <b>S:</b> Repeat. <b>T:</b> <i>pork (clap), fork (clap)</i> <b>S:</b> Repeat	<b>T:</b> <i>Do not <b>fear</b>, we will <b>cheer</b>.</i> <b>S:</b> Repeat <b>T:</b> <i>fear (clap), cheer (clap)</i> <b>S:</b> Repeat	<b>T:</b> <i>I don't have good <b>sight</b> at <b>night</b>.</i> <b>S:</b> Repeat <b>T:</b> <i>sight (clap), night (clap)</i> <b>S:</b> Repeat	<b>T:</b> <i>The <b>nurse</b> carried her <b>purse</b>.</i> <b>S:</b> Repeat <b>T:</b> <i>nurse (clap), purse (clap)</i> <b>S:</b> Repeat
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**Manipulating Syllables:** Break it Up.  
Support students' ability to recognize each word in a compound word and blend together to make a brand-new word.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the compound word, pause between each syllable while placing palms face-up out in front of you.
3. Say the compound word again without pausing between each syllable. Overlap palms, face down, on belly.

<b>T:</b> <i>Tell your friend <b>goodbye</b>.</i> <b>S:</b> Repeat <b>T:</b> <i>good</i> (place palm face up)... <i>bye</i> (place palm face up) <b>T:</b> <i>goodbye</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <i>Look out of the <b>windshield</b> of the car.</i> <b>S:</b> Repeat <b>T:</b> <i>wind</i> (place palm face up)... <i>shield</i> (place palm face up) <b>T:</b> <i>windshield</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <i>Carry your books in the <b>backpack</b>.</i> <b>S:</b> Repeat <b>T:</b> <i>back</i> (place palm face up)... <i>pack</i> (place palm face up) <b>T:</b> <i>backpack</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <i>Eat the <b>cupcake</b> with sprinkles on top.</i> <b>S:</b> Repeat <b>T:</b> <i>cup</i> (place palm face up)... <i>cake</i> (place palm face up) <b>T:</b> <i>cupcake</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <i>I see a <b>rainbow</b> in the sky.</i> <b>S:</b> Repeat <b>T:</b> <i>rain</i> (place palm face up)... <i>bow</i> (place palm face up) <b>T:</b> <i>rainbow</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the first sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first sound of the first bolded word. Close hand in fist to “snatch” the first sound of the word.
4. Say the word again, moving the hand forward in the shape of a curve as you say the word.
5. Repeat with two other words.

<b>T:</b> <i>I <b>fry ham</b> in a <b>pan</b>.</i> <b>S:</b> Repeat	<b>T:</b> <i>fry</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /f/ (snatch, close fist)	<b>T:</b> <i>ham</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat.	<b>T:</b> <i>pan</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /p/ (snatch, close fist)
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	<b>T:</b> <i>fry</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat	<b>T:</b> /h/ (snatch, close fist) <b>T:</b> <i>ham</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat	<b>T:</b> <i>pan</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat
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### Final Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the final sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first bolded word again, moving the hand forward in the shape of a curve as you say the word.
4. Say the last sound of the first bolded word. Close hand in fist to “snatch” the final sound of the word.
5. Repeat with two other words.

<b>T:</b> <i>I fry ham in a pan.</i> <b>S:</b> Repeat	<b>T:</b> <i>fry</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>fry</i> (with stretched sound and curving arm movement) <b>T:</b> /i/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>ham</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>ham</i> (with stretched sound and curving arm movement) <b>T:</b> /m/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>pan</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>pan</i> (with stretched sound and curving arm movement) <b>T:</b> /n/ (snatch, close fist) <b>S:</b> Repeat
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**Alliteration:** Silly Sentences.  
Support students’ ability to recognize the repeated initial sound in two or more words in a phrase.

**Directions:** Tell students to repeat after you, using the same body movements.

- 1. Say alliterative sentences aloud and make a movement to show action.
- 2. Say each bolded word.
- 3. Say the shared initial sound three times.

<b>T:</b> <i>I smell <b>pineapple pepperoni pizza</b>.</i> <b>S:</b> Repeat (with movement)	<b>T:</b> <i>pineapple, pepperoni, pizza</i> <b>S:</b> Repeat	<b>T:</b> <i>/p/, /p/, /p/</i> <b>S:</b> Repeat
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**Week 3, Day 1**

**Rhyme Activity:** Find the Rhyme.

Support students' ability to recognize rhyming words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence with expression.
2. Say the two rhyming words, clapping after each to emphasize that the words rhyme.

<b>T:</b> Look at the <b>log</b> in the <b>bog</b> . <b>S:</b> Repeat. <b>T:</b> log (clap), bog (clap) <b>S:</b> Repeat.	<b>T:</b> The dog <b>sat</b> on the <b>mat</b> . <b>S:</b> Repeat. <b>T:</b> sat (clap), mat (clap) <b>S:</b> Repeat	<b>T:</b> Fly the <b>jet</b> to the <b>Met</b> . <b>S:</b> Repeat <b>T:</b> jet (clap), met (clap) <b>S:</b> Repeat	<b>T:</b> I have no <b>sight</b> at <b>night</b> . <b>S:</b> Repeat <b>T:</b> sight (clap), night (clap) <b>S:</b> Repeat	<b>T:</b> I can't <b>hum</b> and chew <b>gum</b> . <b>S:</b> Repeat <b>T:</b> hum (clap), gum (clap) <b>S:</b> Repeat
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**Manipulating Syllables:** Break it Up.

Support students' ability to recognize each word in a compound word and blend together to make a brand-new word.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the compound word, pause between each syllable while placing palms face-up out in front of you.
3. Say the compound word again without pausing between each syllable. Overlap palms, face down, on belly.

<b>T:</b> Drink the <b>milkshake</b> . <b>S:</b> Repeat <b>T:</b> <i>milk</i> (place palm face up)... <i>shake</i> (place palm face up) <b>T:</b> <i>milkshake</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> Hang clothes on the <b>clothesline</b> . <b>S:</b> Repeat <b>T:</b> <i>clothes</i> (place palm face up)... <i>line</i> (place palm face up) <b>T:</b> <i>clothesline</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> Sleep in your <b>bedroom</b> . <b>S:</b> Repeat <b>T:</b> <i>bed</i> (place palm face up)... <i>room</i> (place palm face up) <b>T:</b> <i>bedroom</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> Eat <b>watermelon</b> at the picnic. <b>S:</b> Repeat <b>T:</b> <i>water</i> (place palm face up)... <i>melon</i> (place palm face up) <b>T:</b> <i>watermelon</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> Watch the <b>tadpole</b> in the stream. <b>S:</b> Repeat <b>T:</b> <i>tad</i> (place palm face up)... <i>pole</i> (place palm face up) <b>T:</b> <i>tadpole</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the first sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first sound of the first bolded word. Close hand in fist to “snatch” the first sound of the word.
4. Say the word again, moving the hand forward in the shape of a curve as you say the word.
5. Repeat with two other words.

<b>T:</b> My <b>mom</b> likes her <b>wide hat</b> . <b>S:</b> Repeat	<b>T:</b> <i>mom</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /m/ (snatch, close fist) <b>T:</b> <i>mom</i> (with stretched sound and curving arm	<b>T:</b> <i>wide</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /w/ (snatch, close fist) <b>T:</b> <i>wide</i> (with stretched sound and curving arm	<b>T:</b> <i>hat</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /h/ (snatch, close fist) <b>T:</b> <i>hat</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat
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	movement) <b>S:</b> Repeat	movement) <b>S:</b> Repeat	
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### Final Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the final sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first bolded word again, moving the hand forward in the shape of a curve as you say the word.
4. Say the last sound of the first bolded word. Close hand in fist to “snatch” the final sound of the word.
5. Repeat with two other words.

<b>T:</b> <i>My <b>mom</b> likes her <b>wide</b> <b>hat</b>.</i> <b>S:</b> Repeat	<b>T:</b> <i>mom</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>mom</i> (with stretched sound and curving arm movement) <b>T:</b> /m/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>wide</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>wide</i> (with stretched sound and curving arm movement) <b>T:</b> /d/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>hat</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>hat</i> (with stretched sound and curving arm movement) <b>T:</b> /t/ (snatch, close fist) <b>S:</b> Repeat
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### Alliteration: Silly Sentences.

Support students’ ability to recognize the repeated initial sound in two or more words in a phrase.

**Directions:** Tell students to repeat after you, using the same body movements.

- 1. Say alliterative sentences aloud and make a movement to show action.
- 2. Say each bolded word.
- 3. Say the shared initial sound three times.

**Extension** → At the end of the exercise, ask students what the action was in the sentence. Model how you might “fry” something on the stove and have them do the same motion, asking them what they would like to fry for lunch.

<b>T:</b> Fred’s <b>friends</b> <b>fried</b> <b>Fritos</b> . <b>S:</b> Repeat (with movement)	<b>T:</b> <i>friends, fried, Fritos</i> <b>S:</b> Repeat	<b>T:</b> /f/, /f/, /f/ <b>S:</b> Repeat
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# Week 3, Day 2

## **Rhyme Activity:** Find the Rhyme.

Support students' ability to recognize rhyming words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence with expression.
2. Say the two rhyming words, clapping after each to emphasize that the words rhyme.

**Extension** → At the end of the exercise, ask students what the action was in the sentence, “Jump over the bump in the road.” Throughout the day, encourage students to jump to their next activity.

<p><b>T:</b> <i>Don't <b>trip</b> on your <b>lip</b>.</i></p> <p><b>S:</b> Repeat.</p> <p><b>T:</b> <i>trip (clap), lip (clap)</i></p> <p><b>S:</b> Repeat.</p>	<p><b>T:</b> <i>Go up the <b>ramp</b> to the <b>camp</b>.</i></p> <p><b>S:</b> Repeat.</p> <p><b>T:</b> <i>ramp (clap), camp (clap)</i></p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> <i>I like the <b>fish dish</b>.</i></p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>fish (clap), dish (clap)</i></p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> <i><b>Jump</b> over the <b>bump</b> in the road.</i></p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>jump (clap), bump (clap)</i></p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> <i>I wore my <b>coat</b> on the <b>boat</b>.</i></p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>coat (clap), boat (clap)</i></p> <p><b>S:</b> Repeat</p>
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## **Manipulating Syllables:** Break it Up.

Support students' ability to recognize each word in a compound word and blend together to make a brand-new word.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the compound word, pause between each syllable while placing palms face-up out in front of you.
3. Say the compound word again without pausing between each syllable. Overlap palms, face down, on belly.

<b>T:</b> <i>Walk on the sidewalk.</i> <b>S:</b> Repeat <b>T:</b> <i>side</i> (place palm face up)... <i>walk</i> (place palm face up) <b>T:</b> <i>sidewalk</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <i>Build a <b>snowman</b>.</i> <b>S:</b> Repeat <b>T:</b> <i>snow</i> (place palm face up)... <i>man</i> (place palm face up) <b>T:</b> <i>snowman</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> Play <b>leapfrog</b> . <b>S:</b> Repeat <b>T:</b> <i>leap</i> (place palm face up)... <i>frog</i> (place palm face up) <b>T:</b> <i>leapfrog</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <i><b>Cartwheel</b> at recess.</i> <b>S:</b> Repeat <b>T:</b> <i>cart</i> (place palm face up)... <i>wheel</i> (place palm face up) <b>T:</b> <i>cartwheel</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <i>Eat the PB&amp;J sandwich.</i> <b>S:</b> Repeat <b>T:</b> <i>sand</i> (place palm face up)... <i>wich</i> (place palm face up) <b>T:</b> <i>sandwich</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the first sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first sound of the first bolded word. Close hand in fist to “snatch” the first sound of the word.
4. Say the word again, moving the hand forward in the shape of a curve as you say the word.
5. Repeat with two other words.

<b>T:</b> <i>The <b>bird sat</b> close to my leg.</i> <b>S:</b> Repeat	<b>T:</b> <i>bird</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /b/ (snatch, close fist) <b>T:</b> <i>bird</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat	<b>T:</b> <i>sat</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /s/ (snatch, close fist) <b>T:</b> <i>sat</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat	<b>T:</b> <i>leg</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> // (snatch, close fist) <b>T:</b> <i>leg</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat
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**Final Sound Fluency:** “Snatch the Sound.”

Support students’ ability to recognize the final sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first bolded word again, moving the hand forward in the shape of a curve as you say the word.
4. Say the last sound of the first bolded word. Close hand in fist to “snatch” the final sound of the word.
5. Repeat with two other words.

<b>T:</b> <i>The <b>bird</b> sat close to my leg.</i> <b>S:</b> Repeat	<b>T:</b> <i>bird</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>bird</i> (with stretched sound and curving arm movement) <b>T:</b> /d/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>sat</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>sat</i> (with stretched sound and curving arm movement) <b>T:</b> /t/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>leg</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>leg</i> (with stretched sound and curving arm movement) <b>T:</b> /g/ (snatch, close fist) <b>S:</b> Repeat
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**Alliteration:** Silly Sentences.

Support students’ ability to recognize the repeated initial sound in two or more words in a phrase.

**Directions:** Tell students to repeat after you, using the same body movements.

1. Say alliterative sentences aloud, and make a movement to show action.
2. Say each bolded word.

3. Say the shared initial sound three times.

<b>T:</b> <i>Quincy can quilt quickly.</i> <b>S:</b> Repeat (with movement)	<b>T:</b> <i>Quincy, quilt, quickly</i> <b>S:</b> Repeat	<b>T:</b> /qu/, /qu/, /qu/ <b>S:</b> Repeat
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### Week 3, Day 3

#### Rhyme Activity: Find the Rhyme.

Support students' ability to recognize rhyming words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence with expression.
2. Say the two rhyming words, clapping after each to emphasize that the words rhyme.

<b>T:</b> <i>Don't <b>rake</b> over the <b>snake</b>.</i> <b>S:</b> Repeat. <b>T:</b> <i>rake (clap), snake (clap)</i> <b>S:</b> Repeat.	<b>T:</b> <i>I <b>sat</b> down to <b>chat</b>.</i> <b>S:</b> Repeat. <b>T:</b> <i>sat (clap), chat (clap)</i> <b>S:</b> Repeat	<b>T:</b> <i>I need a <b>book</b> to <b>cook</b>.</i> <b>S:</b> Repeat <b>T:</b> <i>book (clap), cook (clap)</i> <b>S:</b> Repeat	<b>T:</b> <i>The <b>treat</b> was <b>sweet</b>.</i> <b>S:</b> Repeat <b>T:</b> <i>treat (clap), sweet (clap)</i> <b>S:</b> Repeat	<b>T:</b> <i>The pretty <b>drink</b> was <b>pink</b>.</i> <b>S:</b> Repeat <b>T:</b> <i>drink (clap), pink (clap)</i> <b>S:</b> Repeat
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#### Manipulating Syllables: Break it Up.

Support students' ability to recognize each word in a compound word and blend together to make a brand-new word.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the compound word, pause between each syllable while placing palms face-up out in front of you.
3. Say the compound word again without pausing between each syllable. Overlap palms, face down, on belly.

**Extension** → At the end of the exercise, ask students what the action was in the sentence, "Throw the softball." Throughout the day, encourage students to "throw" you the answer to a question when they say it.

<b>T: My bangs cover my forehead.</b> <b>S:</b> Repeat <b>T:</b> <i>fore</i> (place palm face up)... <i>head</i> (place palm face up) <b>T:</b> <i>forehead</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T: Throw the <i>softball</i>.</b> <b>S:</b> Repeat <b>T:</b> <i>soft</i> (place palm face up)... <i>ball</i> (place palm face up) <b>T:</b> <i>softball</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T: Stay <i>indoors</i> when it rains.</b> <b>S:</b> Repeat <b>T:</b> <i>in</i> (place palm face up)... <i>doors</i> (place palm face up) <b>T:</b> <i>indoors</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T: Run to the top of the <i>hilltop</i>.</b> <b>S:</b> Repeat <b>T:</b> <i>hill</i> (place palm face up)... <i>top</i> (place palm face up) <b>T:</b> <i>hilltop</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T: Eat <i>grapefruit</i> for breakfast.</b> <b>S:</b> Repeat <b>T:</b> <i>grape</i> (place palm face up)... <i>fruit</i> (place palm face up) <b>T:</b> <i>grapefruit</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the first sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first sound of the first bolded word. Close hand in fist to “snatch” the first sound of the word.
4. Say the word again, moving the hand forward in the shape of a curve as you say the word.
5. Repeat with two other words.

<b>T: The <i>cab</i> made a <i>loud honk</i>.</b> <b>S:</b> Repeat	<b>T:</b> <i>cab</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /c/ (snatch, close fist) <b>T:</b> <i>cab</i> (with stretched sound and curving arm movement)	<b>T:</b> <i>loud</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> // (snatch, close fist) <b>T:</b> <i>loud</i> (with stretched	<b>T:</b> <i>honk</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /h/ (snatch, close fist) <b>T:</b> <i>honk</i> (with stretched
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	<b>S:</b> Repeat	sound and curving arm movement) <b>S:</b> Repeat	sound and curving arm movement) <b>S:</b> Repeat
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### Final Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the final sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first bolded word again, moving the hand forward in the shape of a curve as you say the word.
4. Say the last sound of the first bolded word. Close hand in fist to “snatch” the final sound of the word.
5. Repeat with two other words.

<b>T:</b> <i>The <b>cab</b> made a <b>loud honk</b>.</i> <b>S:</b> Repeat	<b>T:</b> <i>cab</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>cab</i> (with stretched sound and curving arm movement) <b>T:</b> /b/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>loud</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>loud</i> (with stretched sound and curving arm movement) <b>T:</b> /d/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>honk</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>honk</i> (with stretched sound and curving arm movement) <b>T:</b> /k/ (snatch, close fist) <b>S:</b> Repeat
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**Alliteration:** Silly Sentences.

Support students’ ability to recognize the repeated initial sound in two or more words in a phrase.

**Directions:** Tell students to repeat after you, using the same body movements.

- 1. Say alliterative sentences aloud and make a movement to show action.
- 2. Say each bolded word.
- 3. Say the shared initial sound three times.

<b>T:</b> <i><b>Peter</b> knows <b>practice</b> makes <b>perfect</b>.</i> <b>S:</b> Repeat (with movement)	<b>T:</b> <i>Peter, practice, perfect</i> <b>S:</b> Repeat	<b>T:</b> /p/, /p/, /p/ <b>S:</b> Repeat
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### Week 3, Day 4

#### Rhyme Activity: Find the Rhyme.

Support students' ability to recognize rhyming words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence with expression.
2. Say the two rhyming words, clapping after each to emphasize that the words rhyme.

<p><b>T:</b> <i>The <b>queen</b> was mean.</i></p> <p><b>S:</b> Repeat.</p> <p><b>T:</b> <i>queen (clap), mean (clap)</i></p> <p><b>S:</b> Repeat.</p>	<p><b>T:</b> <i>Please don't sneeze on me.</i></p> <p><b>S:</b> Repeat.</p> <p><b>T:</b> <i>please (clap), sneeze (clap)</i></p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> <i>The <b>paste</b> does not taste good.</i></p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>paste (clap), taste (clap)</i></p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> <i>I see a number <b>four</b> on the <b>door</b>.</i></p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>four (clap), door (clap)</i></p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> <i>A small <b>goose</b> and large <b>moose</b> were in the park.</i></p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>goose (clap), moose (clap)</i></p> <p><b>S:</b> Repeat</p>
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#### Manipulating Syllables: Break it Up.

Support students' ability to recognize each word in a compound word and blend together to make a brand-new word.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the compound word, pause between each syllable while placing palms face-up out in front of you.
3. Say the compound word again without pausing between each syllable. Overlap palms, face down, on belly.

**Extension** → At the end of the exercise, ask students what the action was in the sentence, "Go outside and ride your bike." Encourage students to "ride" to activities throughout the day.

<b>T:</b> Go <b>outside</b> and ride your bike. <b>S:</b> Repeat <b>T:</b> <i>out</i> (place palm face up)... <i>side</i> (place palm face up) <b>T:</b> <i>outside</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> Stay awake until <b>midnight</b> . <b>S:</b> Repeat <b>T:</b> <i>mid</i> (place palm face up)... <i>night</i> (place palm face up) <b>T:</b> <i>midnight</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> The plane is an <b>aircraft</b> . <b>S:</b> Repeat <b>T:</b> <i>air</i> (place palm face up)... <i>craft</i> (place palm face up) <b>T:</b> <i>aircraft</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> The <b>icebox</b> is a freezer. <b>S:</b> Repeat <b>T:</b> <i>ice</i> (place palm face up)... <i>box</i> (place palm face up) <b>T:</b> <i>icebox</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> The astronaut works in a <b>spacecraft</b> . <b>S:</b> Repeat <b>T:</b> <i>space</i> (place palm face up)... <i>craft</i> (place palm face up) <b>T:</b> <i>spacecraft</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the first sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first sound of the first bolded word. Close hand in fist to “snatch” the first sound of the word.
4. Say the word again, moving the hand forward in the shape of a curve as you say the word.
5. Repeat with two other words.

<b>T:</b> <b>Can</b> you catch the <b>fish</b> with your <b>bait</b> ? <b>S:</b> Repeat	<b>T:</b> <i>can</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /c/ (snatch, close fist) <b>T:</b> <i>can</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat	<b>T:</b> <i>fish</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /f/ (snatch, close fist) <b>T:</b> <i>fish</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat	<b>T:</b> <i>bait</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /b/ (snatch, close fist) <b>T:</b> <i>bait</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat
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**Final Sound Fluency:** “Snatch the Sound.”

Support students’ ability to recognize the final sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first bolded word again, moving the hand forward in the shape of a curve as you say the word.
4. Say the last sound of the first bolded word. Close hand in fist to “snatch” the final sound of the word.
5. Repeat with two other words.

<b>T:</b> <i><b>Can</b> you catch the <b>fish</b> with your <u>bait</u>?</i> <b>S:</b> Repeat	<b>T:</b> <i>can</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>can</i> (with stretched sound and curving arm movement) <b>T:</b> /n/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>fish</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>fish</i> (with stretched sound and curving arm movement) <b>T:</b> /sh/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>bait</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>bait</i> (with stretched sound and curving arm movement) <b>T:</b> /t/ (snatch, close fist) <b>S:</b> Repeat
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**Alliteration:** Silly Sentences.

Support students’ ability to recognize the repeated initial sound in two or more words in a phrase.

**Directions:** Tell students to repeat after you, using the same body movements.

1. Say alliterative sentences aloud and make a movement to show action.
2. Say each bolded word.

3. Say the shared initial sound three times.

<b>T:</b> I see <i><b>two tasty tacos</b></i> for lunch. <b>S:</b> Repeat (with movement)	<b>T:</b> two, tasty, tacos <b>S:</b> Repeat	<b>T:</b> /t/, /t/, /t/ <b>S:</b> Repeat
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# Week 3, Day 5

**Rhyme Activity:** Find the Rhyme.

Support students' ability to recognize rhyming words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence with expression.
2. Say the two rhyming words, clapping after each to emphasize that the words rhyme.

**Extension** → At the end of the exercise, ask students what the action was in the sentence “See the flock fly around the block.” Encourage students to “fly” to their next activity, with their arms out like a flock of geese.

<p><b>T:</b> <i><b>Yell</b> for me at the <b>bell</b>.</i></p> <p><b>S:</b> Repeat.</p> <p><b>T:</b> <i>yell (clap), bell (clap)</i></p> <p><b>S:</b> Repeat.</p>	<p><b>T:</b> <i>I am <b>right</b>, you are <b>bright</b>.</i></p> <p><b>S:</b> Repeat.</p> <p><b>T:</b> <i>right (clap), bright (clap)</i></p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> <i>Get the <b>duck</b> off the <b>truck</b>.</i></p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>duck (clap), truck (clap)</i></p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> <i>See the <b>flock</b> fly around the <b>block</b>.</i></p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>flock (clap), block (clap)</i></p> <p><b>S:</b> Repeat</p>	<p><b>T:</b> <i>The <b>game</b> is not the <b>same</b>.</i></p> <p><b>S:</b> Repeat</p> <p><b>T:</b> <i>game (clap), same (clap)</i></p> <p><b>S:</b> Repeat</p>
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**Manipulating Syllables:** Break it Up.

Support students' ability to recognize each word in a compound word and blend together to make a brand-new word.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the compound word, pause between each syllable while placing palms face-up out in front of you.
3. Say the compound word again without pausing between each syllable. Overlap palms, face down, on belly.

<b>T:</b> <i>I see trees in the <b>background</b>.</i> <b>S:</b> Repeat <b>T:</b> <i>back</i> (place palm face up)... <i>ground</i> (place palm face up) <b>T:</b> <i>background</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <i>The baby plays in the <b>playpen</b>.</i> <b>S:</b> Repeat <b>T:</b> <i>play</i> (place palm face up)... <i>pen</i> (place palm face up) <b>T:</b> <i>playpen</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <i>You will <b>outgrow</b> your clothes.</i> <b>S:</b> Repeat <b>T:</b> <i>out</i> (place palm face up)... <i>grow</i> (place palm face up) <b>T:</b> <i>outgrow</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <i>He wore a <b>necktie</b> and a suit.</i> <b>S:</b> Repeat <b>T:</b> <i>neck</i> (place palm face up)... <i>tie</i> (place palm face up) <b>T:</b> <i>necktie</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat	<b>T:</b> <i>The <b>bulldog</b> barked.</i> <b>S:</b> Repeat <b>T:</b> <i>bull</i> (place palm face up)... <i>dog</i> (place palm face up) <b>T:</b> <i>bulldog</i> (place palms face down on belly, hands overlap) <b>S:</b> Repeat
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the first sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first sound of the first bolded word. Close hand in fist to “snatch” the first sound of the word.
4. Say the word again, moving the hand forward in the shape of a curve as you say the word.
5. Repeat with two other words.

<b>T:</b> <i>The <b>kid</b> is <b>sad</b> at the <b>end</b>.</i> <b>S:</b> Repeat	<b>T:</b> <i>kid</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /k/ (snatch, close fist) <b>T:</b> <i>kid</i> (with stretched sound	<b>T:</b> <i>sad</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /s/ (snatch, close fist) <b>T:</b> <i>sad</i> (with stretched sound	<b>T:</b> <i>end</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> /e/ (snatch, close fist) <b>T:</b> <i>end</i> (with stretched sound
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	and curving arm movement) <b>S:</b> Repeat	and curving arm movement) <b>S:</b> Repeat	and curving arm movement) <b>S:</b> Repeat
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### Final Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the final sound of one-syllable words.

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

1. Say the sentence.
2. Say the first bolded word. Place your hand at chin level and move the hand forward in the shape of a curve as you say the word.
3. Say the first bolded word again, moving the hand forward in the shape of a curve as you say the word.
4. Say the last sound of the first bolded word. Close hand in fist to “snatch” the final sound of the word.
5. Repeat with two other words.

<b>T:</b> <i>The <b>kid</b> is <b>sad</b> at the <b>end</b>.</i> <b>S:</b> Repeat	<b>T:</b> <i>kid</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>kid</i> (with stretched sound and curving arm movement) <b>T:</b> /d/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>sad</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>sad</i> (with stretched sound and curving arm movement) <b>T:</b> /d/ (snatch, close fist) <b>S:</b> Repeat	<b>T:</b> <i>end</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>end</i> (with stretched sound and curving arm movement) <b>T:</b> /d/ (snatch, close fist) <b>S:</b> Repeat
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### Alliteration: Silly Sentences.

Support students’ ability to recognize the repeated initial sound in two or more words in a phrase.

**Directions:** Tell students to repeat after you, using the same body movements.

- 1. Say alliterative sentences aloud and make a movement to show action.
- 2. Say each bolded word.
- 3. Say the shared initial sound three times.

<b>T:</b> <i>I <b>cook</b> <b>crunchy</b> cookies and creamy <b>cupcakes</b>.</i> <b>S:</b> Repeat (with movement)	<b>T:</b> <i>cook, crunchy, cupcakes</i> <b>S:</b> Repeat	<b>T:</b> /c/, /c/, /c/ <b>S:</b> Repeat
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**Week 4, Day 1****Rhyme Activity:** Find the Rhyme.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *I **wish** for a sweet **dish**.***S:** Repeat.**T:** *wish (clap), dish (clap).***S:** Repeat.

Repeat with the following sentences:

1. He is **cool**, not a **fool**.
2. Keep your room **neat** to get a **treat**.
3. Grab the **flat hat**.
4. I heard a **thump** and a **bump**.

**Manipulating Syllables:** Break it Up.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *Ring the **doorbell** (choose motion for ring).***S:** Repeat**T:** *door (place palm face up)...bell (place palm face up)***T:** *doorbell (place palms face down on belly, hands overlap)***S:** Repeat

Repeat with the following sentences:

1. The **bobcat** lives in the forest.
2. Eat rice with **chopsticks**.
3. I got **soaked** in the **downpour**.
4. Put sprinkles on the **doughnut**.



### Initial Sound Fluency: “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

<b>T: <i>Lick the cold soup.</i></b> <b>S:</b> Repeat.	<b>T:</b> <i>Lick</i> (with movement) <b>S:</b> Repeat. <b>T:</b> // (snatch, close fist) <b>T:</b> <i>lick</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>cold</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /k/ (snatch, close fist) <b>T:</b> <i>cold</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>soup</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /s/ (snatch, close fist) <b>T:</b> <i>soup</i> (with movement) <b>S:</b> Repeat.
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### Final Sound Fluency: “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

<b>T: <i>Lick the cold soup.</i></b> <b>S:</b> Repeat.	<b>T:</b> <i>lick</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>lick</i> (with stretched sound and curving arm movement) <b>T:</b> /k/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>cold</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>cold</i> (with stretched sound and curving arm movement) <b>T:</b> /d/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>soup</i> (with stretched sound and curving arm movement) <b>S:</b> Repeat. <b>T:</b> <i>soup</i> (with stretched sound and curving arm movement) <b>T:</b> /p/ (snatch, close fist) <b>S:</b> Repeat.
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** *Kim's **kids** can **keep** **kicking***



**Week 4, Day 2****Rhyme Activity:** Find the Rhyme.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *I used a **big** shovel to **dig**.***S:** Repeat.**T:** *big (clap), dig (clap).***S:** Repeat.

Repeat with the following sentences:

1. *Throw the **ball** at the **wall**.*
2. ***Bow** to the **cow**.*
3. ***Flush** the slush.*
4. *Put the **pin** in the **tin**.*

**Manipulating Syllables:** Break it Up.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *She is a **copycat**. (choose motion for *ring*).***S:** Repeat.**T:** *copy (place palm face up)...cat (place palm face up)***T:** *copycat (place palms face down on belly, hands overlap)***S:** Repeat.

Repeat with the following sentences:

1. *Shop at the **drugstore**.*
2. *Play a game with the horseshoe.*
3. *Chew the **gumball**.*
4. *Go **inside** for dinner.*



**Initial Sound Fluency:** “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

<b>T: <i>Keep the geese in the pond.</i></b> <b>S:</b> Repeat.	<b>T: <i>keep</i> (with movement)</b> <b>S:</b> Repeat. <b>T: /k/</b> (snatch, close fist) <b>T: <i>keep</i> (with movement)</b> <b>S:</b> Repeat.	<b>T: <i>geese</i> (with movement)</b> <b>S:</b> Repeat. <b>T: /g/</b> (snatch, close fist) <b>T: <i>geese</i> (with movement)</b> <b>S:</b> Repeat.	<b>T: <i>pond</i> (with movement)</b> <b>S:</b> Repeat. <b>T: /p/</b> (snatch, close fist) <b>T: <i>pond</i> (with movement)</b> <b>S:</b> Repeat.
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**Final Sound Fluency:** “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

<b>T: <i>Keep the geese in the pond.</i></b> <b>S:</b> Repeat.	<b>T: <i>keep</i> (with movement)</b> <b>S:</b> Repeat. <b>T: <i>keep</i> (with movement)</b> <b>T: /p/</b> (snatch, close fist) <b>S:</b> Repeat.	<b>T: <i>geese</i> (with movement)</b> <b>S:</b> Repeat. <b>T: <i>geese</i> (with movement)</b> <b>T: /s/</b> (snatch, close fist) <b>S:</b> Repeat.	<b>T: <i>pond</i> (with movement)</b> <b>S:</b> Repeat. <b>T: <i>pond</i> (with movement)</b> <b>T: /d/</b> (snatch, close fist) <b>S:</b> Repeat.
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** *The **tool** is a **toy** for **tiny** **tots**.*



**Week 4, Day 3****Rhyme Activity:** Find the Rhyme.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *Don't trip on the mole in the **hole**.***S:** Repeat.**T:** *mole (clap), hole (clap).***S:** Repeat.

Repeat with the following sentences:

1. Look at the bling on the **ring**.
2. I can hear you **munch** on your **lunch**.
3. Don't run **fast** with your cast.
4. The flea is in the **tree**.

**Manipulating Syllables:** Break it Up.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *Follow a recipe from the **cookbook**.***S:** Repeat**T:** *cook (place palm face up)...book (place palm face up)***T:** *cookbook (place palms face down on belly, hands overlap)***S:** Repeat.

Repeat with the following sentences:

1. I feel **raindrops** on my face.
2. Walk on the **sidewalk**.
3. Make a tea party with **teacups**.
4. Paint with **watercolors**.



### Initial Sound Fluency: “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

<b>T:</b> <i>Pet the <b>sheep</b> on the <b>farm</b>.</i> <b>S:</b> Repeat.	<b>T:</b> <i>pet</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /p/ (snatch, close fist) <b>T:</b> <i>pet</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>sheep</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /sh/ (snatch, close fist) <b>T:</b> <i>sheep</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>farm</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /f/ (snatch, close fist) <b>T:</b> <i>farm</i> (with movement) <b>S:</b> Repeat.
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### Final Sound Fluency: “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

<b>T:</b> <i><b>Pet</b> the <b>sheep</b> on the <b>farm</b>.</i> <b>S:</b> Repeat.	<b>T:</b> <i>pet</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>pet</i> (with movement) <b>T:</b> /t/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>sheep</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>sheep</i> (with movement) <b>T:</b> /p/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>farm</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>farm</i> (with movement) <b>T:</b> /m/ (snatch, close fist) <b>S:</b> Repeat.
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** *The cuddly cat is **carrying** a **carrot**.*



**Week 4, Day 4****Rhyme Activity:** Find the Rhyme.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *Fit the **cap** over the **gap**.***S:** Repeat.**T:** *cap (clap), gap (clap).***S:** Repeat.

Repeat with the following sentences:

1. *Get the **good wood**.*
2. *Don't **bite** at **night**.*
3. *The **kid hid** under the bed.*
4. *Eat a **peach** at the **beach**.*

**Manipulating Syllables:** Break it Up.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *Eat a **cheeseburger** for lunch (choose motion for **eat**).***S:** Repeat.**T:** *cheese (place palm face up)...burger (place palm face up)***T:** *cheeseburger (place palms face down on belly, hands overlap)***S:** Repeat.

Repeat with the following sentences:

1. *The **sunflower** blooms.*
2. *My **underarm** has an itch.*
3. *Write an **uppercase A**.*
4. *Cross the street at the **crosswalk**.*





### Initial Sound Fluency: “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

<b>T: <i>Have fun and be safe.</i></b> <b>S:</b> Repeat.	<b>T:</b> <i>have</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /h/ (snatch, close fist) <b>T:</b> <i>have</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>fun</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /f/ (snatch, close fist) <b>T:</b> <i>fun</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>safe</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /s/ (snatch, close fist) <b>T:</b> <i>safe</i> (with movement) <b>S:</b> Repeat.
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### Final Sound Fluency: “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

<b>T: <i>Have fun and be safe.</i></b> <b>S:</b> Repeat.	<b>T:</b> <i>have</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>have</i> (with movement) <b>T:</b> /v/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>fun</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>fun</i> (with movement) <b>T:</b> /n/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>safe</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>safe</i> (with movement) <b>T:</b> /f/ (snatch, close fist) <b>S:</b> Repeat.
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** ***Henry** is a happy, **hungry** hippo.*



**Week 4, Day 5****Rhyme Activity:** Find the Rhyme.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *I **woke** up to a **joke**.***S:** Repeat.**T:** *woke (clap), joke (clap).***S:** Repeat.

Repeat with the following sentences:

1. *Be careful of the **nail** by the **mail**.*
2. *Give the puzzle **piece** to my **niece**.*
3. *There is a **mouse** in the **house**.*
4. ***Hum** some tunes.*

**Manipulating Syllables:** Break it Up.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *The **wallpaper** is colorful.***S:** Repeat**T:** *wall (place palm face up)...paper (place palm face up)***T:** *wallpaper (place palms face down on belly, hands overlap)***S:** Repeat.

Repeat with the following sentences:

1. *Tie your **shoelace**.*
2. *It's dark at **nighttime**.*
3. *Make a **sandcastle** at the beach.*
4. *Spaghetti and **meatballs** are my favorite.*



**Initial Sound Fluency:** “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

<b>T: <i>Ride your bike on the road.</i></b> <b>S:</b> Repeat.	<b>T:</b> <i>ride</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /r/ (snatch, close fist) <b>T:</b> <i>ride</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>bike</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /b/ (snatch, close fist) <b>T:</b> <i>bike</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>road</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /r/ (snatch, close fist) <b>T:</b> <i>road</i> (with movement) <b>S:</b> Repeat.
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**Final Sound Fluency:** “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

<b>T: <i>Ride your bike on the road.</i></b> <b>S:</b> Repeat.	<b>T:</b> <i>ride</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>ride</i> (with movement) <b>T:</b> /d/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>bike</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>bike</i> (with movement) <b>T:</b> /k/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>road</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>road</i> (with movement) <b>T:</b> /d/ (snatch, close fist) <b>S:</b> Repeat.
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** *I love **jiggly jelly** and juicy **juice**!*



**Week 5, Day 1****Rhyme Activity:** Find the Rhyme.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *Mice don't eat ice.***S:** Repeat.**T:** *mice* (clap), *ice* (clap).**S:** Repeat.

Repeat with the following sentences:

1. The **seal** and **eel** live at the Zoo.
2. Open the **door** of the **store**.
3. **Stuck** in the **truck**.
4. Don't **block** the **clock**.

**Manipulating Syllables:** Break it Up.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *Pick the **blackberry*** (choose motion for *pick*).**S:** Repeat.**T:** *black* (place palm face up)...*berry* (place palm face up)**T:** *blackberry* (place palms face down on belly, hands overlap)**S:** Repeat.

Repeat with the following sentences:

1. I like to **daydream**.
2. She likes to eat **eggplant**.
3. Come over **anytime**.
4. I have a **firm handshake**.



### Initial Sound Fluency: “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

<b>T: <i>Paint a book a color.</i></b> <b>S:</b> Repeat.	<b>T:</b> <i>paint</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /p/ (snatch, close fist) <b>T:</b> <i>paint</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>book</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /b/ (snatch, close fist) <b>T:</b> <i>book</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>color</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /k/ (snatch, close fist) <b>T:</b> <i>color</i> (with movement) <b>S:</b> Repeat.
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### Final Sound Fluency: “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

<b>T: <i>Paint a book a color.</i></b> <b>S:</b> Repeat	<b>T:</b> <i>paint</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>paint</i> (with movement) <b>T:</b> /t/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>book</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>book</i> (with movement) <b>T:</b> /k/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>color</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>color</i> (with movement) <b>T:</b> /r/ (snatch, close fist) <b>S:</b> Repeat.
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** ***Allie** the **alligator** won't eat **alphabet** soup.*





**Week 5, Day 2****Rhyme Activity:** Find the Rhyme.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *Eat **twice** as much **rice**.***S:** Repeat.**T:** *twice* (clap), *rice* (clap).**S:** Repeat.

Repeat with the following sentences:

1. Wear your **coat** on the **boat**.
2. **Share** your **bear** with your sister.
3. Does the **whale** have a **tail**?
4. **Greet** and **meet** your friends.

**Manipulating Syllables:** Break it Up.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *Open the **cardboard** box.* (choose motion for *open*).**S:** Repeat.**T:** *card* (place palm face up)...*board* (place palm face up)**T:** *cardboard* (place palms face down on belly, hands overlap)**S:** Repeat.

Repeat with the following sentences:

1. Push the **lawnmower**.
2. Stay **overnight**.
3. I have a **headache**.
4. My mom is a **grownup**.



**Initial Sound Fluency:** “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

<b>T: <i>Mop the dirt on the wood floor.</i></b> <b>S:</b> Repeat.	<b>T:</b> <i>mop</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /m/ (snatch, close fist) <b>T:</b> <i>mop</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>dirt</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /d/ (snatch, close fist) <b>T:</b> <i>dirt</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>wood</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /w/ (snatch, close fist) <b>T:</b> <i>wood</i> (with movement) <b>S:</b> Repeat.
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**Final Sound Fluency:** “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

<b>T: <i>Mop the dirt on the wood floor.</i></b> <b>S:</b> Repeat.	<b>T:</b> <i>mop</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>mop</i> (with movement) <b>T:</b> /p/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>dirt</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>dirt</i> (with movement) <b>T:</b> /t/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>wood</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>wood</i> (with movement) <b>T:</b> /d/ (snatch, close fist) <b>S:</b> Repeat.
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** *Dance **daily** with **dotted dinosaurs**.*



**Week 5, Day 3****Rhyme Activity:** Find the Rhyme.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *The **snail** is in the **pail**.***S:** Repeat.**T:** *snail (clap), pail (clap).***S:** Repeat.

Repeat with the following sentences:

1. *The **star** is **far** away.*
2. *The **pot** is **hot**.*
3. *Make a **flower tower**.*
4. *A toy **tank** is at the **bank**.*

**Manipulating Syllables:** Break it Up.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *Put my hair in a **ponytail**.***S:** Repeat**T:** *pony (place palm face up)...tail (place palm face up)***T:** *ponytail (place palms face down on belly, hands overlap)***S:** Repeat.

Repeat with the following sentences:

1. ***Workout** at the gym.*
2. *Cut your **finger**nail.*
3. *Find the **sandpaper**. Or use 'sandbox'*
4. *Stop at the **railroad** tracks.*



**Initial Sound Fluency:** “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

<b>T:</b> <i>I cough and wheeze from the <b>dust</b>.</i> <b>S:</b> Repeat.	<b>T:</b> <i>cough</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /k/ (snatch, close fist) <b>T:</b> <i>cough</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>wheeze</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /w/ (snatch, close fist) <b>T:</b> <i>wheeze</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>dust</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /d/ (snatch, close fist) <b>T:</b> <i>dust</i> (with movement) <b>S:</b> Repeat.
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**Final Sound Fluency:** “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

<b>T:</b> <i>I cough and <u>wheeze</u> from the <b>dust</b>.</i> <b>S:</b> Repeat.	<b>T:</b> <i>cough</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>cough</i> (with movement) <b>T:</b> /f/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>wheeze</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>wheeze</i> (with movement) <b>T:</b> /z/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>dust</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>dust</i> (with movement) <b>T:</b> /t/ (snatch, close fist) <b>S:</b> Repeat.
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** ***Jeremy** **jams** out to **jazz** music.*



## Week 5, Day 4

**Rhyme Activity:** Find the Rhyme.

**Directions:** Tell students to repeat after you, using the same hand motions.

**T:** *Try a piece of pie.*

**S:** Repeat.

**T:** *try* (clap), *pie* (clap).

**S:** Repeat.

Repeat with the following sentences:

1. The **drum** is a **plum** color.
2. Both my **nose** and **toes** tickle.
3. The **rag** is in the **bag**.
4. There are **ten men** in a line.



**Manipulating Syllables:** Break it Up.

**Directions:** Tell students to repeat after you, using the same hand motions.

**T:** *Jump on top of the **haystack**.* (choose motion for *jump*).

**S:** Repeat

**T:** *hay* (place palm face up)...*stack* (place palm face up)

**T:** *haystack* (place palms face down on belly, hands overlap)

**S:** Repeat.

Repeat with the following sentences:

1. *Eat **seafood**.*
2. *Measure with the **yardstick**.*
3. *The theater is in the **playhouse**.*
4. *I see the cat in the **moonlight**.*



**Initial Sound Fluency:** “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

<b>T: <i>Learn to read and write.</i></b> <b>S:</b> Repeat.	<b>T:</b> <i>learn</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /l/ (snatch, close fist) <b>T:</b> <i>learn</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>read</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /r/ (snatch, close fist) <b>T:</b> <i>read</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>write</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /r/ (snatch, close fist) <b>T:</b> <i>write</i> (with movement) <b>S:</b> Repeat.
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**Final Sound Fluency:** “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

<b>T: <i>Learn to read and write.</i></b> <b>S:</b> Repeat.	<b>T:</b> <i>learn</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>learn</i> (with movement) <b>T:</b> /n/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>read</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>read</i> (with movement) <b>T:</b> /d/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>write</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>write</i> (with movement) <b>T:</b> /t/ (snatch, close fist) <b>S:</b> Repeat.
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** *I have a **cavity** after too many **candy** canes and **cookies**.*



**Week 5, Day 5****Rhyme Activity:** Find the Rhyme.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *It is **fun** to **run** fast.***S:** Repeat.**T:** ***fun** (clap), **run** (clap).***S:** Repeat.

Repeat with the following sentences:

1. **Scan** the **van**.
2. All **eight** kids **skate**.
3. I'm all **set** to get **wet**.
4. I can't see the **frog** through the **fog**.

**Manipulating Syllables:** Break it Up.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *Pack your **suitcase** for the trip.***S:** Repeat**T:** ***suit** (place palm face up)...**case** (place palm face up)***T:** ***suitcase** (place palms face down on belly, hands overlap)***S:** Repeat.

Repeat with the following sentences:

1. I love to visit the **seashore**.
2. Look through the **keyhole**.
3. Smell the **cornbread** in the oven.
4. She has red **lipstick**.



**Initial Sound Fluency:** “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

<b>T: <i>Pick up the rice with the fork.</i></b> <b>S:</b> Repeat.	<b>T: <i>pick</i> (with movement)</b> <b>S:</b> Repeat. <b>T: /p/ (snatch, close fist)</b> <b>T: <i>pick</i> (with movement)</b> <b>S:</b> Repeat.	<b>T: <i>rice</i> (with movement)</b> <b>S:</b> Repeat. <b>T: /r/ (snatch, close fist)</b> <b>T: <i>rice</i> (with movement)</b> <b>S:</b> Repeat.	<b>T: <i>fork</i> (with movement)</b> <b>S:</b> Repeat. <b>T: /f/ (snatch, close fist)</b> <b>T: <i>fork</i> (with movement)</b> <b>S:</b> Repeat.
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**Final Sound Fluency:** “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

<b>T: <i>Stir the rice with the fork.</i></b> <b>S:</b> Repeat.	<b>T: <i>stir</i> (with movement)</b> <b>S:</b> Repeat. <b>T: <i>stir</i> (with movement)</b> <b>T: /r/ (snatch, close fist)</b> <b>S:</b> Repeat.	<b>T: <i>rice</i> (with movement)</b> <b>S:</b> Repeat. <b>T: <i>rice</i> (with movement)</b> <b>T: /s/ (snatch, close fist)</b> <b>S:</b> Repeat.	<b>T: <i>fork</i> (with movement)</b> <b>S:</b> Repeat. <b>T: <i>fork</i> (with movement)</b> <b>T: /k/ (snatch, close fist)</b> <b>S:</b> Repeat.
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** *They played **basketball** at the **backyard** **barbeque**.*



**Week 6, Day 1****Rhyme Activity:** Find the Rhyme.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** ***Fill** it with ice to **chill** the drink.***S:** Repeat.**T:** *fill* (clap), *chill* (clap).**S:** Repeat.

Repeat with the following sentences:

1. ***Stash** the **cash**.*
2. *The **boss** sat on **moss**.*
3. *The **goat** does not **float**.*
4. *My **niece** chased the **geese**.*

**Manipulating Syllables:** Break it Up.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *I wake up to the **sunrise**.* (choose motion for *wake up*).**S:** Repeat.**T:** *sun* (place palm face up)...*rise* (place palm face up)**T:** *sunrise* (place palms face down on belly, hands overlap)**S:** Repeat.

Repeat with the following sentences:

1. *The **starfish** lives in the ocean.*
2. *Listen to music on **headphones**.*
3. *I see with my **eyeball**.*
4. *The **cowgirl** loves her horse.*



**Initial Sound Fluency:** “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

<b>T:</b> <i>Catch the <b>ball</b> with your <u>mit</u>.</i> <b>S:</b> Repeat.	<b>T:</b> <i>ball</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /b/ (snatch, close fist) <b>T:</b> <i>ball</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>with</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /w/ (snatch, close fist) <b>T:</b> <i>with</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>mit</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /m/ (snatch, close fist) <b>T:</b> <i>mit</i> (with movement) <b>S:</b> Repeat.
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**Final Sound Fluency:** “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

<b>T:</b> <i>Catch the <b>ball</b> with your <u>mit</u>.</i> <b>S:</b> Repeat.	<b>T:</b> <i>ball</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>ball</i> (with movement) <b>T:</b> // (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>with</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>with</i> (with movement) <b>T:</b> /th/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>mit</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>mit</i> (with movement) <b>T:</b> /t/ (snatch, close fist) <b>S:</b> Repeat.
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** ***Wacky, wild** Willy wants **watermelon**.*



**Week 6, Day 2****Rhyme Activity:** Find the Rhyme.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *The dog **shed** on the **bed**.***S:** Repeat.**T:** *shed (clap), bed (clap).***S:** Repeat.

Repeat with the following sentences:

1. *The **tot** sat on the **cot**.*
2. *The **bug** is in the **rug**.*
3. ***Nab** the **cab** before it leaves.*
4. *The singer has a **big gig***

**Manipulating Syllables:** Break it Up.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** I sleep in a **nightgown**. (choose motion for *sleep*).**S:** Repeat.**T:** *night* (place palm face up)...*gown* (place palm face up)**T:** *nightgown* (place palms face down on belly, hands overlap)**S:** Repeat.

Repeat with the following sentences:

1. *I see a **woodchuck** in the forest.*
2. *Park the car in the **driveway**.*
3. *Turn the **doorknob** to open the door.*
4. *Read the **newspaper**.*





**Initial Sound Fluency:** “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

<b>T:</b> <i>The <b>dog</b> sits on the rug.</i> <b>S:</b> Repeat.	<b>T:</b> <i>dog</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /d/ (snatch, close fist) <b>T:</b> <i>dog</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>sits</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /s/ (snatch, close fist) <b>T:</b> <i>sits</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>rug</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /r/ (snatch, close fist) <b>T:</b> <i>rug</i> (with movement) <b>S:</b> Repeat.
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**Final Sound Fluency:** “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

<b>T:</b> <i>The <b>dog</b> sits on the rug.</i> <b>S:</b> Repeat.	<b>T:</b> <i>dog</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>dog</i> (with movement) <b>T:</b> /g/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>sits</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>sits</i> (with movement) <b>T:</b> /s/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>rug</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>rug</i> (with movement) <b>T:</b> /g/ (snatch, close fist) <b>S:</b> Repeat.
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** ***Creepy, crawly critters** keep crying.*



**Week 6, Day 3****Rhyme Activity:** Find the Rhyme.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *Pick the **stick** up.***S:** Repeat.**T:** *pick (clap), stick (clap).***S:** Repeat.

Repeat with the following sentences:

1. *I **ran** to the **van**.*
2. *The **pug** has a mean **mug**.*
3. *Wear a **smock** and a **sock**.*
4. *I don't **feel** you have to **steal**.*

**Manipulating Syllables:** Break it Up.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *Clip the papers to the **clipboard**.***S:** Repeat.**T:** *clip (place palm face up)...board (place palm face up)***T:** *clipboard (place palms face down on belly, hands overlap)***S:** Repeat.

Repeat with the following sentences:

1. *Drive fast on the **highway**.*
2. *Don't fall in the **pothole**.*
3. *Did you feel the **earthquake**?*
4. *Put a hat on the **scarecrow**.*



### Initial Sound Fluency: “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

<b>T: <i>Pop up, dance and jump.</i></b> <b>S:</b> Repeat.	<b>T:</b> <i>pop</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /p/ (snatch, close fist) <b>T:</b> <i>pop</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>dance</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /d/ (snatch, close fist) <b>T:</b> <i>dance</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>jump</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /j/ (snatch, close fist) <b>T:</b> <i>jump</i> (with movement) <b>S:</b> Repeat.
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### Final Sound Fluency: “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

<b>T: <i>Pop up, dance and jump.</i></b> <b>S:</b> Repeat.	<b>T:</b> <i>pop</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>pop</i> (with movement) <b>T:</b> /p/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>dance</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>dance</i> (with movement) <b>T:</b> /s/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>jump</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>jump</i> (with movement) <b>T:</b> /p/ (snatch, close fist) <b>S:</b> Repeat.
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** ***Beautiful** flowers blossom in the **bright** sun.*



**Week 6, Day 4****Rhyme Activity:** Find the Rhyme.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *Drink from the **sink**.***S:** Repeat.**T:** *drink (clap), sink (clap).***S:** Repeat.

Repeat with the following sentences:

1. *Put your **hand** in the **sand**.*
2. ***Stop** and **drop** during the drill.*
3. *Can I have my **snack back**?*
4. *The **vest** fits across his **chest**.*
5. *The **soap** is on the **rope**.*

**Manipulating Syllables:** Break it Up.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *The singer stood under the **spotlight**.* (choose motion for *stood*).**S:** Repeat.**T:** *spot* (place palm face up)...*light* (place palm face up)**T:** *spotlight* (place palms face down on belly, hands overlap)**S:** Repeat.

Repeat with the following sentences:

1. *She is a **bookworm**.*
2. *There is a heavy **rainfall**.*

- 3. The boy is feeling homesick.
- 4. He did tricks on the skateboard.



**Initial Sound Fluency:** “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

<b>T:</b> <i>Flash, zoom, whiz, went the racer.</i> <b>S:</b> Repeat.	<b>T:</b> <i>flash</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /f/ (snatch, close fist) <b>T:</b> <i>flash</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>zoom</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /z/ (snatch, close fist) <b>T:</b> <i>zoom</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>whiz</i> (with movement) <b>S:</b> Repeat. <b>T:</b> /w/ (snatch, close fist) <b>T:</b> <i>whiz</i> (with movement) <b>S:</b> Repeat.
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**Final Sound Fluency:** “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

<b>T:</b> <i>Flash, zoom, whiz, went the racer.</i> <b>S:</b> Repeat.	<b>T:</b> <i>flash</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>flash</i> (with movement) <b>T:</b> /sh/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>zoom</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>zoom</i> (with movement) <b>T:</b> /m/ (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>whiz</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>whiz</i> (with movement) <b>T:</b> /z/ (snatch, close fist) <b>S:</b> Repeat.
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** ***Dunk*** the ***delicious*** ***doughnut*** in milk.





**Week 6, Day 5****Rhyme Activity:** Find the Rhyme.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *I **wish** for a big **dish**.***S:** Repeat.**T:** *wish (clap), dish (clap).***S:** Repeat.

Repeat with the following sentences:

1. *There is a **flea** on my **knee**.*
2. *Don't **frown**, we're going to **town**.*
3. *The **mut** ate the **nut**.*
4. *Don't be **mad**, be **glad**.*

**Manipulating Syllables:** Break it Up.**Directions:** Tell students to repeat after you, using the same hand motions.**T:** *The **hairstyle** is curly.***S:** Repeat.**T:** *hair (place palm face up)...style (place palm face up)***T:** *hairstyle (place palms face down on belly, hands overlap)***S:** Repeat.

Repeat with the following sentences:

1. *The **sunflower** is bright yellow.*
2. *The **wildcat** is large.*
3. *A loud **thunderstorm** woke her up.*
4. *He wore a **headlight** in the dark.*



**Initial Sound Fluency:** “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *first* sound they hear with their hand.

<b>T:</b> <i>I live in the <b>room</b> on the <b>right</b>.</i> <b>S:</b> Repeat.	<b>T:</b> <i>live</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>//</i> (snatch, close fist) <b>T:</b> <i>live</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>room</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>/r/</i> (snatch, close fist) <b>T:</b> <i>room</i> (with movement) <b>S:</b> Repeat.	<b>T:</b> <i>right</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>/r/</i> (snatch, close fist) <b>T:</b> <i>right</i> (with movement) <b>S:</b> Repeat.
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**Final Sound Fluency:** “Snatch the Sound.”

**Directions:** Tell students to imagine a word coming out of their mouth. Their job will be to snatch the *last* sound they hear with their hand.

<b>T:</b> <i>I live in the <b>room</b> on the <b>right</b>.</i> <b>S:</b> Repeat.	<b>T:</b> <i>live</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>live</i> (with movement) <b>T:</b> <i>/v/</i> (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>room</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>room</i> (with movement) <b>T:</b> <i>/m/</i> (snatch, close fist) <b>S:</b> Repeat.	<b>T:</b> <i>right</i> (with movement) <b>S:</b> Repeat. <b>T:</b> <i>right</i> (with movement) <b>T:</b> <i>/t/</i> (snatch, close fist) <b>S:</b> Repeat.
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** My ***monster*** made a ***mess*** in the ***mansion***.



**Week 7, Day 1**

**Rhyme Activity:** Find the Rhyme.

**Directions:** Tell students to repeat after you, using the same hand motions.

**T:** *Get the **good wood** to build.*

**S:** repeat.

**T:** *good (clap), wood (clap).*

**S:** repeat.

Repeat with the following sentences:

1. *There is no **pool** at **school**.*
2. *He said **boo** at the **zoo**.*
3. *Do you **care** about the **bear**?*
4. ***Stay** and **play** please.*



**Manipulating Syllables:** Break it Up.

Support students' ability to segment two syllable words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the two syllable word, overlap palms face down on belly.
3. Say the two syllable word again, pause between each syllable while placing palms face up in front of you.

<b>T:</b> <i>Put your <b>napkin</b> on your lap (choose motion).</i>	<b>T:</b> <i>Don't eat all the <b>candy</b> (choose motion).</i>	<b>T:</b> <i>The fork was <b>silver</b> (choose motion).</i> <b>S:</b> repeat.	<b>T:</b> <i>The <b>monkey</b> ate a banana (choose motion).</i>	<b>T:</b> <i>The runner jumped over the <b><u>hurdle</u></b> (choose motion).</i>
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<b>S:</b> repeat. <b>T:</b> <i>napkin</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>nap</i> (place palm face up)... <i>kin</i> (place palm face up) <b>S:</b> repeat.	<b>S:</b> repeat. <b>T:</b> <i>candy</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>can</i> (place palm face up)... <i>dy</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>silver</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>sil</i> (place palm face up)... <i>ver</i> (place palm face up) <b>S:</b> repeat.	<b>S:</b> repeat. <b>T:</b> <i>monkey</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>mon</i> (place palm face up)... <i>key</i> (place palm face up) <b>S:</b> repeat.	<b>S:</b> repeat. <b>T:</b> <i>hurdle</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>hur</i> (place palm face up)... <i>dle</i> (place palm face up) <b>S:</b> repeat.
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**Initial Sound Fluency:** “Snatch the Sound.”

Support students’ ability to isolate the first sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

**Directions:**

- 1. Tell students to repeat after you, using the same arm movements.
- 2. After saying the words, tell students to say the initial sound of each word (with snatching motion).
- 3. Confirm their response by repeating the word and the initial sound of each word.

<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <u>seam</u> (curve), <u>sum</u> (curve) <b>S:</b> seam (curve), sum (curve), /s/ (snatch) <b>T:</b> Yes! seam, sum, /s/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>tape</i> (curve), <i>tap</i> (curve) <b>S:</b> tape (curve), tap (curve), /t/ (snatch) <b>T:</b> Yes! tape, tap, /t/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <u>cuff</u> (curve), <i>kiff</i> * (curve) <b>S:</b> cuff (curve), kiff (curve), /k/ (snatch) <b>T:</b> Yes! cuff, ciff /k/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>rice</i> (curve), <i>race</i> (curve) <b>S:</b> rice (curve), race (curve), /r/ (snatch) <b>T:</b> Yes! rice, race /r/
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### Final Sound Fluency: “Snatch the Sound.”

Support students’ ability to isolate the final sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

#### Directions:

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the final sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the final sound of each word.

<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> <u>seam</u> (curve), <u>sum</u> (curve)</p> <p><b>S:</b> seam (curve), sum (curve), /m/ (snatch)</p> <p><b>T:</b> Yes! seam, sum, /m/</p>	<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> tape (curve), tap (curve)</p> <p><b>S:</b> tape (curve), tap (curve), /p/ (snatch)</p> <p><b>T:</b> Yes! tape, tap, /p/</p>	<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> <u>cuff</u> (curve), kiff* (curve)</p> <p><b>S:</b> cuff (curve), kiff (curve), /f/ (snatch)</p> <p><b>T:</b> Yes! cuff, ciff /f/</p>	<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> rice (curve), race (curve)</p> <p><b>S:</b> rice (curve), race (curve), /s/ (snatch)</p> <p><b>T:</b> Yes! rice, race /s/</p>
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### Alliteration: Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** ***Slippery** snakes slid through the **swamp**.*



# Week 7, Day 2

## **Rhyme Activity:** Find the Rhyme.

**Directions:** Tell students to repeat after you, using the same hand motions.

**T:** *I **took** a **look** outside.*

**S:** repeat.

**T:** *took (clap), look (clap).*

**S:** repeat.

Repeat with the following sentences:

1. *A plate of **fish** is the **dish**.*
2. *She was **told** to get the **gold**.*
3. ***Pick** up the long **stick** from the ground.*
4. ***Jack** said to **pack** my lunch.*



## **Manipulating Syllables:** Break it Up.

Support students' ability to segment two syllable words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the two syllable word, overlap palms face down on belly.
3. Say the two syllable word again, pause between each syllable while placing palms face up in front of you.

<p><b>T:</b> <i>Give a high-five for a <b>super</b> job! (choose motion).</i></p> <p><b>S:</b> repeat.</p>	<p><b>T:</b> <i>He is a <b>member</b> of the club (choose motion).</i></p> <p><b>S:</b> repeat.</p>	<p><b>T:</b> <i>They heard <b>laughter</b> from the other room (choose motion).</i></p>	<p><b>T:</b> <i>I shop at the <b>market</b> for food (choose motion).</i></p> <p><b>S:</b> repeat.</p>	<p><b>T:</b> <i>The <b>dancer</b> <b>twirled</b> around the room (choose motion).</i></p> <p><b>S:</b> repeat.</p>
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<b>T:</b> <i>super</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>su</i> (place palm face up)... <i>per</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>member</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>mem</i> (place palm face up)... <i>ber</i> (place palm face up) <b>S:</b> repeat.	<b>S:</b> repeat. <b>T:</b> <i>laughter</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>laugh</i> (place palm face up)... <i>ter</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>market</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>mar</i> (place palm face up)... <i>ket</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>dancer</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>dan</i> (place palm face up)... <i>cer</i> (place palm face up) <b>S:</b> repeat.
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**Initial Sound Fluency:** “Snatch the Sound.”

Support students’ ability to isolate the first sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

**Directions:**

- 1. Tell students to repeat after you, using the same arm movements.
- 2. After saying the words, tell students to say the initial sound of each word (with snatching motion).
- 3. Confirm their response by repeating the word and the initial sound of each word.

<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>dime</i> (curve), <u><i>dim</i></u> (curve) <b>S:</b> dime(curve), dim (curve), /d/ (snatch) <b>T:</b> Yes! <i>dime, dim, /d/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>road</i> (curve), <i>read</i> (curve) <b>S:</b> road (curve), read (curve), /r/ (snatch) <b>T:</b> Yes! <i>road, read, /r/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>cute</i> (curve), <i>cut</i> (curve) <b>S:</b> cute (curve), cut (curve), /k/ (snatch) <b>T:</b> Yes! <i>cute, cut /k/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <u><i>peak</i></u> (curve), <i>poke</i> (curve) <b>S:</b> peak (curve), poke (curve), /p/ (snatch) <b>T:</b> Yes! <i>peak, poke /p/</i>
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**Final Sound Fluency: “Snatch the Sound.”**

Support students’ ability to isolate the last sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

**Directions:**

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the final sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the final sound of each word.

<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>dime (curve), <u>dim</u> (curve)</i> <b>S:</b> <i>dime (curve), dim (curve), /m/ (snatch)</i> <b>T:</b> <i>Yes! dime, dim, /m/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>road (curve), read (curve)</i> <b>S:</b> <i>road (curve), read (curve), /d/ (snatch)</i> <b>T:</b> <i>Yes! road, read, /d/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>cute (curve), cut (curve)</i> <b>S:</b> <i>cute (curve), cut (curve), /t/ (snatch)</i> <b>T:</b> <i>Yes! cute, cut /t/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i><u>peak</u> (curve), poke (curve)</i> <b>S:</b> <i>peak (curve), poke (curve), /k/ (snatch)</i> <b>T:</b> <i>Yes! peak, poke /k/</i>
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**Alliteration: Silly Sentences.**

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** ***Crazy kangaroos crawled like kittens.***



Week 7, Day 3

**Rhyme Activity:** Find the Rhyme.

**Directions:** Tell students to repeat after you, using the same hand motions.

**T:** *Yes, I like the **dress**.*

**S:** repeat.

**T:** *yes (clap), **dress** (clap).*

**S:** repeat.

Repeat with the following sentences:

- 1. *Watch the dancer **dip** and **flip**.*
- 2. *Use the **pail** on the **trail**.*
- 3. *I wore my **crown** around the **town**.*
- 4. *I **saw** the artist **draw**.*



**Manipulating Syllables:** Break it Up.

Support students' ability to segment two syllable words.

**Directions:** Tell students to repeat after you, using the same hand motions.

- 1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
- 2. Say the two syllable word, overlap palms face down on belly.
- 3. Say the two syllable word again, pause between each syllable while placing palms face up in front of you.

<b>T:</b> <i>The <b>monster</b> went to bed (choose motion).</i>	<b>T:</b> <i>He had a long <b>mustache</b> (choose motion).</i>	<b>T:</b> <i>The <b>number</b> is five (choose motion).</i> <b>S:</b> repeat.	<b>T:</b> <i>The <b>husband</b> talked to his <b>wife</b> (choose motion).</i>	<b>T:</b> <i>The sun is a bright, <b>golden</b> color (choose motion).</i>
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<b>S:</b> repeat. <b>T:</b> <i>monster</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>mon</i> (place palm face up)... <i>ster</i> (place palm face up) <b>S:</b> repeat.	<b>S:</b> repeat. <b>T:</b> <i>mustache</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>mus</i> (place palm face up)... <i>tache</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>number</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>num</i> (place palm face up)... <i>ber</i> (place palm face up) <b>S:</b> repeat.	<b>S:</b> repeat. <b>T:</b> <i>husband</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>hus</i> (place palm face up)... <i>band</i> (place palm face up) <b>S:</b> repeat.	<b>S:</b> repeat. <b>T:</b> <i>golden</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>gol</i> (place palm face up)... <i>den</i> (place palm face up) <b>S:</b> repeat.
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**Initial Sound Fluency:** “Snatch the Sound.”

Support students’ ability to isolate the first sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

**Directions:**

- 1. Tell students to repeat after you, using the same arm movements.
- 2. After saying the words, tell students to say the initial sound of each word (with snatching motion).
- 3. Confirm their response by repeating the word and the initial sound of each word.

<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <u>code</u> (curve), card (curve) <b>S:</b> code (curve), card (curve), /k/ (snatch) <b>T:</b> Yes! code, card, /k/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <u>rise</u> (curve), raise (curve) <b>S:</b> rise (curve), raise (curve), /r/ (snatch) <b>T:</b> Yes! rise, raise, /r/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <u>grill</u> (curve), girl (curve) <b>S:</b> grill (curve), girl (curve), /g/ (snatch) <b>T:</b> Yes! grill, girl /g/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> home (curve), hum (curve) <b>S:</b> home (curve), hum (curve), /h/ (snatch) <b>T:</b> Yes! home, hum /h/
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**Final Sound Fluency:** “Snatch the Sound.”

Support students’ ability to isolate the last sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

**Directions:**

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the final sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the final sound of each word.

<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <u>code</u> (curve), card (curve) <b>S:</b> code (curve), card (curve), /d/ (snatch) <b>T:</b> Yes! code, card, /d/	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <u>rise</u> (curve), raise (curve) <b>S:</b> rise (curve), raise (curve), /s/ (snatch) <b>T:</b> Yes! rise, raise, /s/	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <u>grill</u> (curve), girl (curve) <b>S:</b> grill (curve), girl (curve), /l/ (snatch) <b>T:</b> Yes! grill, girl /l/	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> home (curve), hum (curve) <b>S:</b> home (curve), hum (curve), /m/ (snatch) <b>T:</b> Yes! home, hum /m/
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** ***Silly** Sally ate spaghetti with a **smile**.*



## Week 7, Day 4

### Rhyme Activity: Find the Rhyme.

**Directions:** Tell students to repeat after you, using the same hand motions.

**T:** Use the ***tan pan*** to cook breakfast.

**S:** repeat.

**T:** *tan* (clap), *pan* (clap).

**S:** repeat.

Repeat with the following sentences:

1. The ***chain*** got wet in the ***rain***.
2. I was ***late*** to the ***gate***.
3. I ***hope*** I have enough ***soap*** to wash my clothes.
4. The ***boat*** will ***float*** on water.



### Manipulating Syllables: Break it Up.

Support students' ability to segment two syllable words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the two syllable word, overlap palms face down on belly.
3. Say the two syllable word again, pause between each syllable while placing palms face up in front of you.

<b>T:</b> <b><i>Insects</i></b> scatter on the ground (choose motion).	<b>T:</b> The <b><i>caboose</i></b> is the last car of the train (choose motion).	<b>T:</b> <b><i>Kindly</i></b> tell them thank you (choose motion).	<b>T:</b> Zip your <b><i>parka</i></b> up in the cold (choose motion).	<b>T:</b> Sleep in the <b><i>camper</i></b> on the <b><i>road trip</i></b> (choose motion).
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<b>S:</b> repeat. <b>T:</b> <i>insects</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>in</i> (place palm face up)... <i>sects</i> (place palm face up) <b>S:</b> repeat.	<b>S:</b> repeat. <b>T:</b> <i>caboose</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>ca</i> (place palm face up)... <i>boose</i> (place palm face up) <b>S:</b> repeat.	<b>S:</b> repeat. <b>T:</b> <i>kindly</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>kind</i> (place palm face up)... <i>ly</i> (place palm face up) <b>S:</b> repeat.	<b>S:</b> repeat. <b>T:</b> <i>parka</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>par</i> (place palm face up)... <i>ka</i> (place palm face up) <b>S:</b> repeat.	<b>S:</b> repeat. <b>T:</b> <i>camper</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>cam</i> (place palm face up)... <i>per</i> (place palm face up) <b>S:</b> repeat.
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**Initial Sound Fluency:** “Snatch the Sound.”

Support students’ ability to isolate the first sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

**Directions:**

- 1. Tell students to repeat after you, using the same arm movements.
- 2. After saying the words, tell students to say the initial sound of each word (with snatching motion).
- 3. Confirm their response by repeating the word and the initial sound of each word.

<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>chase</i> (curve), <i>cheese</i> (curve) <b>S:</b> <i>chase</i> (curve), <i>cheese</i> (curve), /ch/ (snatch) <b>T:</b> Yes! <i>chase, cheese</i> /ch/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <u><i>soak</i></u> (curve), <u><i>seek</i></u> (curve) <b>S:</b> <i>soak</i> (curve), <i>seek</i> (curve), /s/ (snatch) <b>T:</b> Yes! <i>soak, seek, /s/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>rope</i> (curve), <u><i>ripe</i></u> (curve) <b>S:</b> <i>rope</i> (curve), <i>ripe</i> (curve), /r/ (snatch) <b>T:</b> Yes! <i>rope, ripe</i> /r/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>zebra</i> (curve), <i>zimbra</i> * (curve) <b>S:</b> <i>zebra</i> (curve), <i>zimbra</i> (curve), /z/ (snatch) <b>T:</b> Yes! <i>zebra, zimbra</i> /z/
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### Final Sound Fluency: “Snatch the Sound.”

Support students’ ability to isolate the last sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

#### Directions:

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the final sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the final sound of each word.

<p><b>T:</b> Listen to each word and snatch the first sound.</p> <p><b>T:</b> chase (curve), cheese (curve)</p> <p><b>S:</b> chase (curve), cheese (curve), /s/ (snatch)</p> <p><b>T:</b> Yes! chase, cheese /s/</p>	<p><b>T:</b> Listen to each word and snatch the first sound.</p> <p><b>T:</b> <u>soak</u> (curve), <u>seek</u> (curve)</p> <p><b>S:</b> soak (curve), seek (curve), /k/ (snatch)</p> <p><b>T:</b> Yes! soak, seek, /k/</p>	<p><b>T:</b> Listen to each word and snatch the first sound.</p> <p><b>T:</b> rope (curve), <u>ripe</u> (curve)</p> <p><b>S:</b> rope (curve), ripe (curve), /p/ (snatch)</p> <p><b>T:</b> Yes! rope, ripe /p/</p>	<p><b>T:</b> Listen to each word and snatch the first sound.</p> <p><b>T:</b> zebra (curve), zimbra* (curve)</p> <p><b>S:</b> zebra (curve), zimbra (curve), /ă/ (snatch)</p> <p><b>T:</b> Yes! zebra, zimbra /ă/</p>
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### Alliteration: Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** ***Willy** waved at the **wild** waves.*



Week 7, Day 5

**Rhyme Activity:** Find the Rhyme.

**Directions:** Tell students to repeat after you, using the same hand motions.

**T:** *Stay for the **day**.*

**S:** repeat.

**T:** *stay (clap), day (clap).*

**S:** repeat.

Repeat with the following sentences:

1. The **hen** lives in the **pen**.
2. Look in your **purse**, **nurse**.
3. **Plan** to ride in the **van**.
4. **How** does the **cow** say moo?



**Manipulating Syllables:** Break it Up.

Support students' ability to segment two syllable words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence
2. Say the two syllable word, overlap palms face down on belly.
3. Say the two syllable word again, pause between each syllable while placing palms face up in front of you.

<b>T:</b> <i>I can't understand you when you <b>mumble</b> (choose motion).</i>	<b>T:</b> <i><b>Order</b> food from the <b>menu</b> (choose motion).</i> <b>S:</b> repeat.	<b>T:</b> <i>Light the <b>candle</b> (choose motion).</i> <b>S:</b> repeat. <b>T:</b> <i><b>candle</b> (place</i>	<b>T:</b> <i>Point to the <b>center</b> of the circle (choose motion).</i> <b>S:</b> repeat.	<b>T:</b> <i>The <b>actor</b> stars in the movie (choose motion).</i> <b>S:</b> repeat.
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<b>S:</b> repeat. <b>T:</b> <i>mumble</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>mum</i> (place palm face up)... <i>ble</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>order</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>or</i> (place palm face up)... <i>der</i> (place palm face up) <b>S:</b> repeat.	palms face down on belly, hands overlap) <b>T:</b> <i>can</i> (place palm face up)... <i>dle</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>center</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>cen</i> (place palm face up)... <i>ter</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>actor</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>ac</i> (place palm face up)... <i>tor</i> (place palm face up) <b>S:</b> repeat.
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**Initial Sound Fluency:** “Snatch the Sound.”

Support students’ ability to isolate the first sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

**Directions:**

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the initial sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the initial sound of each word.

<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <u>bone</u> (curve), barn (curve) <b>S:</b> bone (curve), barn(curve), /b/ (snatch) <b>T:</b> Yes! bone, barn /b/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> made (curve), mud (curve) <b>S:</b> made (curve), mud (curve), /m/ (snatch) <b>T:</b> Yes! made, mud /m/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <u>tube</u> (curve), tub (curve) <b>S:</b> tube (curve), tub (curve), /t/ (snatch) <b>T:</b> Yes! tube, tub /t/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> lamb (curve), <u>limb</u> (curve) <b>S:</b> lamb (curve), limb (curve), /l/ (snatch) <b>T:</b> Yes! lamb, limb /l/
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# Final Sound Fluency: “Snatch the Sound.”

Support students’ ability to recognize the last sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

## Directions:

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the final sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the final sound of each word.

<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> <u>bone</u> (curve), barn (curve)</p> <p><b>S:</b> bone (curve), barn(curve), /n/ (snatch)</p> <p><b>T:</b> Yes! bone, barn /n/</p>	<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> made (curve), mud (curve)</p> <p><b>S:</b> made (curve), mud (curve), /d/ (snatch)</p> <p><b>T:</b> Yes! made, mud /d/</p>	<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> <u>tube</u> (curve), tub(curve)</p> <p><b>S:</b> tube (curve), tub (curve), /b/ (snatch)</p> <p><b>T:</b> Yes! tube, tub /b/</p>	<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> lamb (curve), <u>limb</u> (curve)</p> <p><b>S:</b> lamb (curve), limb (curve), /m/ (snatch)</p> <p><b>T:</b> Yes! lamb, limb /m/</p>
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## Alliteration: Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** Pat **played** with his **plate** of **peas**.



Week 8, Day 1

**Rhyme Activity:** Find the Rhyme.

**Directions:** Tell students to repeat after you, using the same hand motions.

**T:** *I **like** my red **bike**.*

**S:** repeat.

**T:** *like (clap), bike (clap).*

**S:** repeat.

Repeat with the following sentences:

1. ***Bake** before you go to the **lake**.*
2. *Look at the **dog** on the **log**.*
3. *I am the **best** of all the **rest**.*
4. ***Some** of them will **come**.*



**Manipulating Syllables:** Break it Up.

Support students' ability to segment two syllable words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the two syllable word, overlap palms face down on belly.
3. Say the two syllable word again, pause between each syllable while placing palms face up in front of you.

<b>T:</b> <i>My cup is <b>plastic</b></i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>plastic</i> (place	<b>T:</b> <i>Pick apples at the <b>orchard</b></i> (choose motion). <b>S:</b> repeat.	<b>T:</b> <i>Wave at the <b>person</b></i> (choose motion). <b>S:</b> repeat.	<b>T:</b> <i>Paint a <b>picture</b> with paint</i> (choose motion). <b>S:</b> repeat.	<b>T:</b> <i>Flip the paper <b>over</b></i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>over</i> (place palms
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palms face down on belly, hands overlap) <b>T:</b> <i>plas</i> (place palm face up)... <i>tic</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>orchard</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>or</i> (place palm face up)... <i>chard</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>person</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>per</i> (place palm face up)... <i>son</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>picture</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>pic</i> (place palm face up)... <i>ture</i> (place palm face up) <b>S:</b> repeat.	face down on belly, hands overlap) <b>T:</b> <i>o</i> (place palm face up)... <i>ver</i> (place palm face up) <b>S:</b> repeat.
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to isolate the first sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

#### Directions:

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the initial sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the initial sound of each word.

<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <u><i>mash</i></u> (curve), <i>mush</i> (curve) <b>S:</b> <i>mash</i> (curve), <i>mush</i> (curve), /m/ (snatch) <b>T:</b> Yes! <i>mash</i> , <i>mush</i> /m/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>punch</i> (curve), <i>pinch</i> (curve) <b>S:</b> <i>punch</i> (curve), <i>pinch</i> (curve), /p/ (snatch) <b>T:</b> Yes! <i>punch</i> , <i>pinch</i> /p/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <u><i>clinch</i></u> (curve), <u><i>clutch</i></u> (curve) <b>S:</b> <i>clinch</i> (curve), <i>clutch</i> (curve), /k/ (snatch) <b>T:</b> Yes! <i>clinch</i> , <i>clutch</i> /k/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>bath</i> (curve), <i>both</i> (curve) <b>S:</b> <i>bath</i> (curve), <i>both</i> (curve), /b/ (snatch) <b>T:</b> Yes! <i>bath</i> , <i>both</i> /b/
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# Final Sound Fluency: “Snatch the Sound.”

Support students’ ability to isolate the final sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

## Directions:

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the final sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the final sound of each word.

<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> <u>mash</u> (curve), mush (curve)</p> <p><b>S:</b> mash (curve), mush (curve), /sh/ (snatch)</p> <p><b>T:</b> Yes! mash, mush /sh/</p>	<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> punch (curve), pinch (curve)</p> <p><b>S:</b> punch (curve), pinch (curve), /ch/ (snatch)</p> <p><b>T:</b> Yes! punch, pinch /ch/</p>	<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> <u>clinch</u> (curve), <u>clutch</u> (curve)</p> <p><b>S:</b> clinch (curve), clutch (curve), /ch/ (snatch)</p> <p><b>T:</b> Yes! clinch, clutch /ch/</p>	<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> bath (curve), both (curve)</p> <p><b>S:</b> bath (curve), both (curve), /th/ (snatch)</p> <p><b>T:</b> Yes! bath, both /th/</p>
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## Alliteration: Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** Gerry the **goat** grazed on **green** grass.



# Week 8, Day 2

**Rhyme Activity:** Find the Rhyme.

**Directions:** Tell students to repeat after you, using the same hand motions.

**T:** *Open the **door**, don't stomp on the **floor**.*

**S:** repeat.

**T:** *door (clap), floor (clap).*

**S:** repeat.

Repeat with the following sentences:

1. The **fox** wore **socks**.
2. I saw a momma deer and **fawn** on the **lawn**.
3. I hit my **knee** on the branch of a **tree**.
4. There is a **dove** on the **glove**.



**Manipulating Syllables:** Break it Up.

Support students' ability to segment two syllable words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the two syllable word, overlap palms face down on belly.
3. Say the two syllable word again, pause between each syllable while placing palms face-up in front of you.

<b>T:</b> <i>The cat went <b>meow</b></i> (choose motion).	<b>T:</b> <i>Swim in the <b>ocean</b></i> (choose motion). <b>S:</b> repeat.	<b>T:</b> <i>He was the team <u><b>captain</b></u></i> (choose motion).	<b>T:</b> <i>Make your neck stretch like an <u><b>ostrich</b></u></i> (choose motion).	<b>T:</b> <i>My brother is <b>older</b> than I am</i> (choose motion).
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<b>S:</b> repeat. <b>T:</b> <i>meow</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>me</i> (place palm face up)... <i>ow</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>ocean</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>o</i> (place palm face up)... <i>cean</i> (place palm face up) <b>S:</b> repeat.	<b>S:</b> repeat. <b>T:</b> <i>captain</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>cap</i> (place palm face up)... <i>tain</i> (place palm face up) <b>S:</b> repeat.	<b>S:</b> repeat. <b>T:</b> <i>ostrich</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>os</i> (place palm face up)... <i>trich</i> (place palm face up) <b>S:</b> repeat.	<b>S:</b> repeat. <b>T:</b> <i>older</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>ol</i> (place palm face up)... <i>der</i> (place palm face up) <b>S:</b> repeat.
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**Initial Sound Fluency:** “Snatch the Sound.”

Support students’ ability to isolate the first sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

**Directions:**

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the initial sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the initial sound of each word.

<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>went</i> (curve), <i>want</i> (curve) <b>S:</b> <i>went</i> (curve), <i>want</i> (curve), /w/ (snatch) <b>T:</b> Yes! <i>went</i> , <i>want</i> /w/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>mind</i> (curve), <u><i>mend</i></u> (curve) <b>S:</b> <i>mind</i> (curve), <i>mend</i> (curve), /m/ (snatch) <b>T:</b> Yes! <i>mind</i> , <i>mend</i> /m/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>fish</i> (curve), <i>fash</i> * (curve) <b>S:</b> <i>fish</i> (curve), <i>fash</i> (curve), /f/ (snatch) <b>T:</b> Yes! <i>fish</i> , <i>fash</i> /f/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>pat</i> (curve), <i>pot</i> (curve) <b>S:</b> <i>pat</i> (curve), <i>pot</i> (curve), /p/ (snatch) <b>T:</b> Yes! <i>pat</i> , <i>pot</i> /p/
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# Final Sound Fluency: “Snatch the Sound.”

Support students’ ability to isolate the last sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

## Directions:

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the final sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the final sound of each word.

<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> went (curve), want (curve)</p> <p><b>S:</b> went (curve), want (curve), /t/ (snatch)</p> <p><b>T:</b> Yes! went, want /t/</p>	<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> mind (curve), <u>mend</u> (curve)</p> <p><b>S:</b> mind (curve), mend (curve), /d/ (snatch)</p> <p><b>T:</b> Yes! mind, mend /d/</p>	<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> fish (curve), fash* (curve)</p> <p><b>S:</b> fish (curve), fash (curve), /sh/ (snatch)</p> <p><b>T:</b> Yes! fish, fash /sh/</p>	<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> pat (curve), pot (curve)</p> <p><b>S:</b> pat (curve), pot (curve), /t/ (snatch)</p> <p><b>T:</b> Yes! pat, pot /t/</p>
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## Alliteration: Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** *Henry heard a herd of hippos.*





Week 8, Day 3

**Rhyme Activity:** Find the Rhyme.

**Directions:** Tell students to repeat after you, using the same hand motions.

**T:** *It is **true**, his hand turned **blue**.*

**S:** repeat.

**T:** *true (clap), blue (clap).*

**S:** repeat.

Repeat with the following sentences:

1. *I **dream** of chocolate and **cream**.*
2. *The **child** ran around **wild**.*
3. *The **tent** had a big **dent**.*
4. ***Chad** is not **sad**.*



**Manipulating Syllables:** Break it Up.

Support students' ability to segment two syllable words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the two syllable word, overlap palms face down on belly.
3. Say the two syllable word again, pause between each syllable while placing palms face up in front of you.

<b>T:</b> <i><b>Invent</b> something new to solve a problem (choose motion).</i>	<b>T:</b> <i>The sun is bright in the <b>morning</b> (choose motion).</i> <b>S:</b> repeat.	<b>T:</b> <i>The <b>lady</b> sings loudly (choose motion).</i> <b>S:</b> repeat.	<b>T:</b> <i>The <b>cactus</b> is prickly (choose motion).</i> <b>S:</b> repeat.	<b>T:</b> <i>The present is <b>perfect</b> (choose motion).</i> <b>S:</b> repeat.
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<b>S:</b> repeat. <b>T:</b> <i>invent</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>in</i> (place palm face up)... <i>vent</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>morning</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>mor</i> (place palm face up)... <i>ning</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>lady</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>la</i> (place palm face up)... <i>dy</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>cactus</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>cac</i> (place palm face up)... <i>tus</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>perfect</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>per</i> (place palm face up)... <i>fect</i> (place palm face up) <b>S:</b> repeat.
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to isolate the first sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

#### Directions:

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the initial sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the initial sound of each word.

<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>bag</i> (curve), <i>big</i> (curve) <b>S:</b> <i>bag</i> (curve), <i>big</i> (curve), /b/ (snatch) <b>T:</b> Yes! <i>bag</i> , <i>big</i> /b/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>far</i> (curve), <i>for</i> (curve) <b>S:</b> <i>far</i> (curve), <i>for</i> (curve), /f/ (snatch) <b>T:</b> Yes! <i>far</i> , <i>for</i> /f/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>bop</i> (curve), <i>bip</i> (curve) <b>S:</b> <i>bop</i> (curve), <i>bip</i> (curve), /b/ (snatch) <b>T:</b> Yes! <i>blip</i> , <i>blip</i> /b/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>dad</i> (curve), <i>did</i> (curve) <b>S:</b> <i>dad</i> (curve), <i>did</i> (curve), /d/ (snatch) <b>T:</b> Yes! <i>dad</i> , <i>did</i> /d/
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# Final Sound Fluency: “Snatch the Sound.”

Support students’ ability to isolate the last sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

## Directions:

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the final sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the final sound of each word.

<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> bag (curve), big (curve)</p> <p><b>S:</b> bag (curve), big (curve), /g/ (snatch)</p> <p><b>T:</b> Yes! bag, big /g/</p>	<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> far (curve), for (curve)</p> <p><b>S:</b> far (curve), for (curve), /r/ (snatch)</p> <p><b>T:</b> Yes! far, for /r/</p>	<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> bop (curve), bip (curve)</p> <p><b>S:</b> bop (curve), bip (curve), /p/ (snatch)</p> <p><b>T:</b> Yes! blop, blip /p/</p>	<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> dad (curve), did (curve)</p> <p><b>S:</b> dad (curve), did (curve), /d/ (snatch)</p> <p><b>T:</b> Yes! dad, did /d/</p>
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## Alliteration: Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** Seals saw seagulls flying over the sea.



Week 8, Day 4

Rhyme Activity: Find the Rhyme.

Directions: Tell students to repeat after you, using the same hand motions.

T: “Open the **lid**,” said the **kid**.

S: repeat.

T: *lid* (clap), *kid* (clap).

S: repeat.

Repeat with the following sentences:

- 1. I saw a **toad** on the **road**.
- 2. There is **tar** on the **bar**.
- 3. I slid on the **floor** at the **store**.
- 4. I **beg** you to crack the **egg**.



Manipulating Syllables: Break it Up.

Support students’ ability to segment two syllable words.

Directions: Tell students to repeat after you, using the same hand motions.

- 1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
- 2. Say the two syllable word, overlap palms face down on belly.
- 3. Say the two syllable word again, pause between each syllable while placing palms face up in front of you.

T: The black <b>panther</b> runs fast (choose motion).	T: Spread the blanket for the <b>picnic</b> (choose motion).	T: The <b>hamster</b> lives in a cage (choose motion).	T: My <b>sister</b> is nice (choose motion). S: repeat.	T: Flowers grow in the <b>garden</b> (choose motion).
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<b>S:</b> repeat. <b>T:</b> <i>panther</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>pan</i> (place palm face up)... <i>ther</i> (place palm face up) <b>S:</b> repeat.	<b>S:</b> repeat. <b>T:</b> <i>picnic</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>pic</i> (place palm face up)... <i>nic</i> (place palm face up) <b>S:</b> repeat.	<b>S:</b> repeat. <b>T:</b> <i>hamster</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>ham</i> (place palm face up)... <i>ster</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>sister</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>sis</i> (place palm face up)... <i>ter</i> (place palm face up) <b>S:</b> repeat.	<b>S:</b> repeat. <b>T:</b> <i>garden</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>gar</i> (place palm face up)... <i>den</i> (place palm face up) <b>S:</b> repeat.
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**Initial Sound Fluency:** “Snatch the Sound.”

Support students’ ability to isolate the first sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

**Directions:**

- 1. Tell students to repeat after you, using the same arm movements.
- 2. After saying the words, tell students to say the initial sound of each word (with snatching motion).
- 3. Confirm their response by repeating the word and the initial sound of each word.

<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <u>grip</u> (curve), gap (curve) <b>S:</b> grip (curve), gap (curve), /g/ (snatch) <b>T:</b> Yes! grip, gap /g/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <u>flap</u> (curve), flip (curve) <b>S:</b> flap (curve), flip (curve), /f/ (snatch) <b>T:</b> Yes! flap, flip /f/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> got (curve), get (curve) <b>S:</b> got (curve), get (curve), /g/ (snatch) <b>T:</b> Yes! got, get /g/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> foam (curve), fame (curve) <b>S:</b> foam (curve), <u>fame</u> (curve), /f/ (snatch) <b>T:</b> Yes! foam, fame /f/
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**Final Sound Fluency:** “Snatch the Sound.”

Support students’ ability to isolate the last sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

**Directions:**

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the final sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the final sound of each word.

<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <u>grip</u> (curve), gap (curve) <b>S:</b> grip (curve), gap (curve), /p/ (snatch) <b>T:</b> Yes! grip, gap /p/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <u>flap</u> (curve), flip curve) <b>S:</b> flap (curve), flip (curve), /p/ (snatch) <b>T:</b> Yes! flap, flip /p/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> got (curve), get (curve) <b>S:</b> got (curve), get (curve), /t/ (snatch) <b>T:</b> Yes! got, get /t/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> foam (curve), <u>fame</u> (curve) <b>S:</b> foam (curve), fame (curve), /m/ (snatch) <b>T:</b> Yes! foam, fame /m/
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** Fearless **Freddy** went **fishing** with a **fork**.



**Week 8, Day 5**

**Rhyme Activity:** Find the Rhyme.

**Directions:** Tell students to repeat after you, using the same hand motions.

**T:** The **bun** is not **done** cooking.

**S:** repeat.

**T:** *bun* (clap), *done* (clap).

**S:** repeat.

Repeat with the following sentences:

1. **Lug** the **rug** upstairs.
2. Be **brave** in the **cave**.
3. **Did** the **kid** win the race?
4. The **class** sat in the **grass**.



**Manipulating Syllables:** Break it Up.

Support students' ability to segment two syllable words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence
2. Say the two syllable word, overlap palms face down on belly.
3. Say the two syllable word again, pause between each syllable while placing palms face up in front of you.

<b>T:</b> The <b>carpet</b> is soft (choose motion). <b>S:</b> repeat. <b>T:</b> <i>carpet</i> (place palms	<b>T:</b> I look at a <b>menu</b> at the restaurant (choose motion). <b>S:</b> repeat.	<b>T:</b> I wore a <b>fancy</b> dress to the party (choose motion). <b>S:</b> repeat.	<b>T:</b> There is a <b>poster</b> on the wall (choose motion). <b>S:</b> repeat.	<b>T:</b> I have a <b>nickel</b> in my pocket (choose motion). <b>S:</b> repeat.
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face down on belly, hands overlap) <b>T:</b> <i>car</i> (place palm face up)... <i>pet</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>menu</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>men</i> (place palm face up)... <i>u</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>fancy</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>fan</i> (place palm face up)... <i>cy</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>poster</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>pos</i> (place palm face up)... <i>ter</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>nickel</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>nick</i> (place palm face up)... <i>e/</i> (place palm face up) <b>S:</b> repeat.
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to isolate the first sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

#### Directions:

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the initial sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the initial sound of each word.

<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>watch</i> (curve), <i>witch</i> (curve) <b>S:</b> <i>watch</i> (curve), <i>witch</i> (curve), /w/ (snatch) <b>T:</b> Yes! <i>witch</i> , <i>watch</i> /w/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>sit</i> (curve), <i>sat</i> (curve) <b>S:</b> <i>sit</i> (curve), <i>sat</i> (curve), /s/ (snatch) <b>T:</b> Yes! <i>sit</i> , <i>sat</i> /s/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>win</i> (curve), <i>won</i> (curve) <b>S:</b> <i>win</i> (curve), <i>won</i> (curve), /w/ (snatch) <b>T:</b> Yes! <i>win</i> , <i>won</i> /w/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>red</i> (curve), <i>rid</i> (curve) <b>S:</b> <i>red</i> (curve), <i>rid</i> (curve), /r/ (snatch) <b>T:</b> Yes! <i>red</i> , <i>rid</i> /r/
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# Final Sound Fluency: “Snatch the Sound.”

Support students’ ability to isolate the last sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

## Directions:

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the final sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the final sound of each word.

<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> <i>witch (curve), watch (curve)</i></p> <p><b>S:</b> <i>witch (curve), watch (curve), /ch/ (snatch)</i></p> <p><b>T:</b> Yes! <i>witch, watch /ch/</i></p>	<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> <i>sit (curve), sat (curve)</i></p> <p><b>S:</b> <i>sit (curve), sat (curve), /t/ (snatch)</i></p> <p><b>T:</b> Yes! <i>sit, sat /t/</i></p>	<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> <i>win (curve), won (curve)</i></p> <p><b>S:</b> <i>win (curve), won (curve), /n/ (snatch)</i></p> <p><b>T:</b> Yes! <i>win, won /n/</i></p>	<p><b>T:</b> Listen to each word and snatch the last sound.</p> <p><b>T:</b> <i>red (curve), <u>rid</u> (curve)</i></p> <p><b>S:</b> <i>red (curve), rid (curve), /d/ (snatch)</i></p> <p><b>T:</b> Yes! <i>red, rid /d/</i></p>
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## Alliteration: Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** ***Wilma** wants **watermelon** while watching **whales**.*



**Week 9, Day 1****Rhyme Activity:** Pair the Rhyme.

Support students' ability to recognize rhyming words.

**Directions:**

1. Tell students to listen to word pairs and identify which words rhyme.
2. Tell them to respond with the American Sign Language (ASL) symbol for yes when the words rhyme, and show the ASL symbol for no when the words don't rhyme.

<b>T:</b> <i>fun, run</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>rip, bag</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for no)	<b>T:</b> <i>tall, wall</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>flat, jet</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for no)	<b>T:</b> <i>big, pig</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)
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**Manipulating Syllables:** Break it Up.

Support students' ability to segment two syllable words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the two syllable word, overlap palms face down on belly.
3. Say the two syllable word again, pause between each syllable while placing palms face up in front of you.

<b>T:</b> <i>Sit in a <u>circle</u></i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>circle</i> (place palms face down on belly,	<b>T:</b> <i>She had a <b>slumber</b> party</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>slumber</i> (place palms face down on	<b>T:</b> <i><b>Sharpen</b> your pencil</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>sharpen</i> (place palms face down on	<b>T:</b> <i>The snow felt like <u>powder</u></i> (choose motion). <b>S:</b> repeat <b>T:</b> <i>powder</i> (place	<b>T:</b> <i>Play the <b>trumpet</b></i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>trumpet</i> (place palms face down on
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hands overlap) <b>T:</b> <i>cir</i> (place palm face up)... <i>cle</i> (place palm face up) <b>S:</b> repeat.	belly, hands overlap) <b>T:</b> <i>slum</i> (place palm face up)... <i>ber</i> (place palm face up) <b>S:</b> repeat.	belly, hands overlap) <b>T:</b> <i>shar</i> (place palm face up)... <i>pen</i> (place palm face up) <b>S:</b> repeat.	palms face down on belly, hands overlap) <b>T:</b> <i>pow</i> (place palm face up)... <i>der</i> (place palm face up) <b>S:</b> repeat.	belly, hands overlap) <b>T:</b> <i>trum</i> (place palm face up)... <i>pet</i> (place palm face up) <b>S:</b> repeat.
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to isolate the first sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

#### Directions:

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the initial sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the initial sound of each word.

<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>bib</i> (curve), <i>beb*</i> (curve) <b>S:</b> <i>bib</i> (curve), <i>beb</i> (curve), /b/ (snatch) <b>T:</b> <i>Yes! bib, beb /b/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>cat</i> (curve), <i>cot</i> (curve) <b>S:</b> <i>cat</i> (curve), <i>cot</i> (curve), /k/ (snatch) <b>T:</b> <i>Yes! cat, cot /k/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>nap</i> (curve), <i>nip</i> (curve) <b>S:</b> <i>nap</i> (curve), <i>nip</i> (curve), /n/ (snatch) <b>T:</b> <i>Yes! nap, nip /n/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>bad</i> (curve), <i>bed</i> (curve) <b>S:</b> <i>bad</i> (curve), <i>bed</i> (curve), /b/ (snatch) <b>T:</b> <i>Yes! bad, bed /b/</i>
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**Final Sound Fluency:** “Snatch the Sound.”

Support students’ ability to isolate the final sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

**Directions:**

- 1. Tell students to repeat after you, using the same arm movements.
- 2. After saying the words, tell students to say the final sound of each word (with snatching motion).
- 3. Confirm their response by repeating the word and the final sound of each word.

<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>bib (curve), beb* (curve)</i> <b>S:</b> <i>bib (curve), beb (curve), /b/ (snatch)</i> <b>T:</b> <i>Yes! bib, beb /b/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>cat (curve), cot (curve)</i> <b>S:</b> <i>cat (curve), cot (curve), /t/ (snatch)</i> <b>T:</b> <i>Yes! cat, cot /t/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>nap (curve), <u>n</u>ip (curve)</i> <b>S:</b> <i>nap (curve), <u>n</u>ip (curve), /p/ (snatch)</i> <b>T:</b> <i>Yes! nap, nip /p/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>bad (curve), bed (curve)</i> <b>S:</b> <i>bad (curve), bed (curve), /d/ (snatch)</i> <b>T:</b> <i>Yes! bad, bed /d/</i>
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** *Billie the **ballet** dancer **baked** bread.*



## Week 9, Day 2

### Rhyme Activity: Pair the Rhyme

Support students' ability to recognize rhyming words.

#### Directions:

1. Tell students to listen to word pairs and identify which words rhyme.
2. Tell them to respond with the American Sign Language (ASL) symbol for yes when the words rhyme, and show the ASL symbol for no when the words don't rhyme.

<b>T:</b> <i>shop, stop</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>run, fun</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>go, no</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>cow, part</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for no)	<b>T:</b> <i>mouse, house</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)
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### Manipulating Syllables: Break it Up.

Support students' ability to segment two syllable words.

#### Directions:

Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the two syllable word, overlap palms face down on belly.
3. Say the two syllable word again, pause between each syllable while placing palms face-up in front of you.

<b>T:</b> <i>He was <u>absent</u> from school</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>absent</i> (place palms	<b>T:</b> <i>The kitten was cute</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>kitten</i> (place palms face down on belly,	<b>T:</b> <i>I happen to be first in line</i> (choose motion). <b>S:</b> repeat <b>T:</b> <i>happen</i> (place palms face down on	<b>T:</b> <i>Red velvet cupcakes taste good</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>velvet</i> (place palms	<b>T:</b> <i>Go to the dentist</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>dentist</i> (place palms face down on belly,
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face down on belly, hands overlap) <b>T:</b> <i>ab</i> (place palm face up)... <i>sent</i> (place palm face up) <b>S:</b> repeat.	hands overlap) <b>T:</b> <i>kit</i> (place palm face up)... <i>ten</i> (place palm face up) <b>S:</b> repeat.	belly, hands overlap) <b>T:</b> <i>hap</i> (place palm face up)... <i>pen</i> (place palm face up) <b>S:</b> repeat.	face down on belly, hands overlap) <b>T:</b> <i>vel</i> (place palm face up)... <i>vet</i> (place palm face up) <b>S:</b> repeat.	hands overlap) <b>T:</b> <i>den</i> (place palm face up)... <i>tist</i> (place palm face up) <b>S:</b> repeat.
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to isolate the first sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

#### Directions:

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the initial sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the initial sound of each word.

<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>Tom (curve), Tim (curve)</i> <b>S:</b> <i>Tom (curve), Tim (curve), /t/ (snatch)</i> <b>T:</b> <i>Yes! Tom, Tim /t/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>lunch (curve), <u>launch</u> (curve)</i> <b>S:</b> <i>lunch (curve), launch (curve), /l/ (snatch)</i> <b>T:</b> <i>Yes! lunch, launch /l/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>pet (curve), <u>pit</u> (curve)</i> <b>S:</b> <i>pet (curve), pit (curve), /p/ (snatch)</i> <b>T:</b> <i>Yes! pet, pit /p/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i><u>vroom</u> (curve), vrim* (curve)</i> <b>S:</b> <i>vroom (curve), vrim (curve), /v/ (snatch)</i> <b>T:</b> <i>Yes! vroom, vrim /v/</i>
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**Final Sound Fluency:** “Snatch the Sound.”

Support students’ ability to isolate the final sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

**Directions:**

- 1. Tell students to repeat after you, using the same arm movements.
- 2. After saying the words, tell students to say the final sound of each word (with snatching motion).
- 3. Confirm their response by repeating the word and the final sound of each word.

<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> Tom (curve), Tim (curve) <b>S:</b> Tom (curve), Tim (curve), /m/ (snatch) <b>T:</b> Yes! Tom, Tim /m/	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> lunch (curve), <u>launch</u> (curve) <b>S:</b> lunch (curve), launch(curve), /ch/ (snatch) <b>T:</b> Yes! lunch, launch /ch/	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> pet (curve), <u>pit</u> (curve) <b>S:</b> pet (curve), pit (curve), /t/ (snatch) <b>T:</b> Yes! pet, pit /t/	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <u>vroom</u> (curve), vrim* (curve) <b>S:</b> vroom (curve), vrim (curve), /m/ (snatch) <b>T:</b> Yes! vroom, vrim /m/
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** A *family* of **foxes** found a family of **ferrets**.



**Week 9, Day 3****Rhyme Activity:** Pair the Rhyme.

Support students' ability to recognize rhyming words.

**Directions:**

1. Tell students to listen to word pairs and identify which words rhyme.
2. Tell them to respond with the American Sign Language (ASL) symbol for yes when the words rhyme, and show the ASL symbol for no when the words don't rhyme.

<b>T:</b> <i>duck, truck</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>seen, queen</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>zip, got</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for no)	<b>T:</b> <i>free, will</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for no)	<b>T:</b> <i>goose, moose</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)
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**Manipulating Syllables:** Break it Up.

Support students' ability to segment two syllable words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the two syllable word, overlap palms face down on belly.
3. Say the two syllable word again, pause between each syllable while placing palms face-up in front of you.

<b>T:</b> <i>Lay back and <u>relax</u></i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>relax</i> (place palms face down on belly,	<b>T:</b> <i>Stay in a <u>hotel</u> overnight</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>hotel</i> (place palms	<b>T:</b> <i>Wear an <u>apron</u> to cook</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>apron</i> (place palms face down on belly,	<b>T:</b> <i>I found a four leaf <u>clover!</u></i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>clover</i> (place palms	<b>T:</b> <i>I made a <u>mistake</u></i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>mistake</i> (place palms face down on
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hands overlap) <b>T:</b> <i>re</i> (place palm face up)... <i>ax</i> (place palm face up) <b>S:</b> repeat.	face down on belly, hands overlap) <b>T:</b> <i>ho</i> (place palm face up)... <i>te/</i> (place palm face up) <b>S:</b> repeat.	hands overlap) <b>T:</b> <i>a</i> (place palm face up)... <i>pron</i> (place palm face up) <b>S:</b> repeat.	face down on belly, hands overlap) <b>T:</b> <i>clo</i> (place palm face up)... <i>ver</i> (place palm face up) <b>S:</b> repeat.	belly, hands overlap) <b>T:</b> <i>mis</i> (place palm face up)... <i>take</i> (place palm face up) <b>S:</b> repeat.
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to isolate the first sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

#### Directions:

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the initial sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the initial sound of each word.

<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <u>fool</u> (curve), <u>fail</u> (curve) <b>S:</b> fool (curve), fail (curve), /f/ (snatch) <b>T:</b> Yes! fool, fail /f/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> sat (curve), sit (curve) <b>S:</b> sat (curve), sit (curve), /s/ (snatch) <b>T:</b> Yes! sat, sit /s/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> wet (curve), wat* (curve) <b>S:</b> wet (curve), wat (curve), /w/ (snatch) <b>T:</b> Yes! wet, wat /w/	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <u>hive</u> (curve), have (curve) <b>S:</b> hive (curve), have (curve), /h/ (snatch) <b>T:</b> Yes! hive, have /h/
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### Final Sound Fluency: “Snatch the Sound.”

Support students’ ability to isolate the final sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

**Directions:**

- 1. Tell students to repeat after you, using the same arm movements.
- 2. After saying the words, tell students to say the final sound of each word (with snatching motion).
- 3. Confirm their response by repeating the word and the final sound of each word.

<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <u>fool</u> (curve), <u>fail</u> (curve) <b>S:</b> fool (curve), fail (curve), /l/ (snatch) <b>T:</b> Yes! fool, fail /l/	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> sat (curve), sit (curve) <b>S:</b> sat (curve), sit (curve), /t/ (snatch) <b>T:</b> Yes! sat, sit /t/	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> wet (curve), wat (curve) <b>S:</b> wet (curve), wat (curve), /t/ (snatch) <b>T:</b> Yes! wet, wat /t/	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <u>hive</u> (curve), have (curve) <b>S:</b> hive (curve), have (curve), /v/ (snatch) <b>T:</b> Yes! hive, have /v/
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** *Walter **Williams** wanted to **whisper**.*



## Week 9, Day 4

### Rhyme Activity: Pair the Rhyme.

Support students' ability to recognize rhyming words.

#### Directions:

1. Tell students to listen to word pairs and identify which words rhyme.
2. Tell them to respond with the American Sign Language (ASL) symbol for yes when the words rhyme, and show the ASL symbol for no when the words don't rhyme.

<b>T:</b> <i>neck, deck</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>glad, sad</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>rack, tack</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>cute, time</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for no)	<b>T:</b> <i>long, joy</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for no)
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### Manipulating Syllables: Break it Up.

Support students' ability to segment two syllable words.

#### Directions:

Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the two syllable word, overlap palms face down on belly.
3. Say the two syllable word again, pause between each syllable while placing palms face-up in front of you.

<b>T:</b> <i><b>Enjoy</b> the party</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>enjoy</i> (place palms face down on belly,	<b>T:</b> <i>Play on the <b>scooter</b> <u>orchard</u></i> (choose motion). <b>S:</b> repeat <b>T:</b> <i>scooter</i> (place	<b>T:</b> <i>The wind made it <b>chilly</b></i> (choose motion). <b>S:</b> repeat <b>T:</b> <i>chilly</i> (place palms face down on belly,	<b>T:</b> <i>She reached for the <b>highest</b> shelf</i> (choose motion). <b>S:</b> repeat <b>T:</b> <i>highest</i> (place	<b>T:</b> <i>Hit the nail with the <b>hammer</b></i> (choose motion). <b>S:</b> repeat <b>T:</b> <i>hammer</i> (place
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hands overlap) <b>T:</b> <i>en</i> (place palm face up)... <i>joy</i> (place palm face up) <b>S:</b> repeat.	palms face down on belly, hands overlap) <b>T:</b> <i>scoo</i> (place palm face up)... <i>ter</i> (place palm face up) <b>S:</b> repeat.	hands overlap) <b>T:</b> <i>chill</i> (place palm face up)... <i>y</i> (place palm face up) <b>S:</b> repeat.	palms face down on belly, hands overlap) <b>T:</b> <i>high</i> (place palm face up)... <i>est</i> (place palm face up) <b>S:</b> repeat.	palms face down on belly, hands overlap) <b>T:</b> <i>ham</i> (place palm face up)... <i>mer</i> (place palm face up) <b>S:</b> repeat.
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to isolate the first sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

#### Directions:

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the initial sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the initial sound of each word.

<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <u>hip</u> (curve), <i>hop</i> (curve) <b>S:</b> <i>hip</i> (curve), <i>hop</i> (curve), /h/ (snatch) <b>T:</b> <i>Yes! hip, hop /h/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>yet</i> (curve), <i>yat*</i> (curve) <b>S:</b> <i>yet</i> (curve), <i>yat</i> (curve), /y/ (snatch) <b>T:</b> <i>Yes! yet, yat /y/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <u>slop</u> (curve), <u>slip</u> (curve) <b>S:</b> <i>slop</i> (curve), <i>slip</i> (curve), /s/ (snatch) <b>T:</b> <i>Yes! slop, slip /s/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <u>wed</u> (curve), <i>wod</i> (curve) <b>S:</b> <i>wed</i> (curve), <i>wod</i> (curve), /w/ (snatch) <b>T:</b> <i>Yes! wed, wod /w/</i>
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### Final Sound Fluency: “Snatch the Sound.”

Support students’ ability to isolate the final sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

# **Directions:**

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the final sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the final sound of each word.

<p><b>T:</b> <i>Listen to each word and snatch the last sound.</i></p> <p><b>T:</b> <u>hip</u> (curve), hop (curve)</p> <p><b>S:</b> hip (curve), hop (curve), /p/ (snatch)</p> <p><b>T:</b> Yes! hip, hop /p/</p>	<p><b>T:</b> <i>Listen to each word and snatch the last sound.</i></p> <p><b>T:</b> yet (curve), yat* (curve)</p> <p><b>S:</b> yet (curve), yat (curve), /t/ (snatch)</p> <p><b>T:</b> yes! yet, yat /t/</p>	<p><b>T:</b> <i>Listen to each word and snatch the last sound.</i></p> <p><b>T:</b> <u>slop</u> (curve), <u>slip</u> (curve)</p> <p><b>S:</b> slop (curve), slip (curve), /p/ (snatch)</p> <p><b>T:</b> Yes! slop, slip /p/</p>	<p><b>T:</b> <i>Listen to each word and snatch the last sound.</i></p> <p><b>T:</b> <u>wed</u> (curve), wod* (curve)</p> <p><b>S:</b> wed (curve), wod (curve), /d/ (snatch)</p> <p><b>T:</b> Yes! wed, wod /d/</p>
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## **Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** ***Ding dong the doorbell rang.***



**Week 9, Day 5****Rhyme Activity:** Pair the Rhyme.

Support students' ability to recognize rhyming words.

**Directions:**

1. Tell students to listen to word pairs and identify which words rhyme.
2. Tell them to respond with the American Sign Language (ASL) symbol for yes when the words rhyme, and show the ASL symbol for no when the words don't rhyme.

<b>T:</b> <i>slow, know</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>base, dog</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for no)	<b>T:</b> <i><u>slick</u>, trick</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>green, sky</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for no)	<b>T:</b> <i>gum, yum</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)
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**Manipulating Syllables:** Break it Up.

Support students' ability to segment two syllable words.

**Directions:** Tell students to repeat after you, using the same hand motions.

1. Say the sentence aloud. If possible, make movement to mime the action of the sentence.
2. Say the two syllable word, overlap palms, face down, on belly.
3. Say the two syllable word again, pause between each syllable while placing palms face-up in front of you.

<b>T:</b> <i>The magician performed <b>magic</b></i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>magic</i> (place palms	<b>T:</b> <i>The dog had a <b>lazy</b> afternoon</i> (choose motion). <b>S:</b> repeat <b>T:</b> <i>lazy</i> (place palms	<b>T:</b> <i><b>Prepare</b> for school</i> (choose motion). <b>S:</b> repeat <b>T:</b> <i>prepare</i> (place palms face down on	<b>T:</b> <i>The <b>chicken</b> lived at the farm</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>chicken</i> (place	<b>T:</b> <i>The <b>rocket</b> went to outer space</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>rocket</i> (place palms
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face down on belly, hands overlap) <b>T:</b> mag (place palm face up)... <i>ic</i> (place palm face up) <b>S:</b> repeat.	face down on belly, hands overlap) <b>T:</b> <i>laz</i> (place palm face up)... <i>y</i> (place palm face up) <b>S:</b> repeat.	belly, hands overlap) <b>T:</b> <i>pre</i> (place palm face up)... <i>pare</i> (place palm face up) <b>S:</b> repeat.	palms face down on belly, hands overlap) <b>T:</b> <i>chick</i> (place palm face up)... <i>en</i> (place palm face up) <b>S:</b> repeat.	face down on belly, hands overlap) <b>T:</b> <i>rock</i> (place palm face up)... <i>et</i> (place palm face up) <b>S:</b> repeat.
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### Initial Sound Fluency: “Snatch the Sound.”

Support students’ ability to isolate the first sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

#### Directions:

1. Tell students to repeat after you, using the same arm movements.
2. After saying the words, tell students to say the initial sound of each word (with snatching motion).
3. Confirm their response by repeating the word and the initial sound of each word.

<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>met</i> (curve), <i>meet</i> (curve) <b>S:</b> met (curve), meet (curve), /m/ (snatch) <b>T:</b> <i>Yes! met, meet /m/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>bunch</i> (curve), <i>bench</i> (curve) <b>S:</b> bunch (curve), bench (curve), /b/ (snatch) <b>T:</b> <i>Yes! bunch, bench /b/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>got</i> (curve), <i>gut</i> (curve) <b>S:</b> got (curve), gut (curve), /g/ (snatch) <b>T:</b> <i>Yes! got, gut /g/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>jet</i> (curve), <i>jat*</i> (curve) <b>S:</b> jet (curve), jat (curve), /j/ (snatch) <b>T:</b> <i>Yes! jet, jat /j/</i>
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### Final Sound Fluency: “Snatch the Sound.”

Support students’ ability to isolate the final sound of one-syllable words. Introduce the concept of nonsense words, words that have no meaning.

**Directions:**

- 1. Tell students to repeat after you, using the same arm movements.
- 2. After saying the words, tell students to say the final sound of each word (with snatching motion).
- 3. Confirm their response by repeating the word and the final sound of each word.

<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>met (curve), meet (curve)</i> <b>S:</b> <i>met (curve), meet (curve), /t/ (snatch)</i> <b>T:</b> <i>Yes! met, meet /t/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i><u>bunch</u> (curve), bench (curve)</i> <b>S:</b> <i>bunch (curve), bench (curve), /ch/ (snatch)</i> <b>T:</b> <i>Yes! bunch, bench, /ch/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>got (curve), <u>gut</u> (curve)</i> <b>S:</b> <i>got (curve), gut (curve), /t/ (snatch)</i> <b>T:</b> <i>Yes! got, gut /t/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i><u>jet</u> (curve), <i>jat</i>* (curve)</i> <b>S:</b> <i>jet (curve), jat (curve), /t/ (snatch)</i> <b>T:</b> <i>Yes! jet, jat /t/</i>
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**Alliteration:** Silly Sentences.

**Directions:** Tell students to repeat after you, using the same body movements. Say alliterative sentences aloud and make a movement to show action. Next, say each bolded word. Finally, say the shared sound three times.

**Sentence:** *Sweet **sisters sang songs** on Saturday.*





## Week 10, Day 1

### Rhyme Activity: Pair the Rhyme.

See directions in previous lessons if necessary.

<b>T:</b> <i>cat, mat</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>pad, sub</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for no)	<b>T:</b> <i>rock, lock</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>fox, pup</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for no)	<b>T:</b> <i>sell, well</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)
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### Manipulating Syllables: Break it Up.

See directions in previous lessons if necessary.

<b>T:</b> <i>She wore a <b>purple</b> hat</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>purple</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>pur</i> (place palm face up)... <i>ple</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>Hike up the <b>mountain</b></i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>mountain</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>moun</i> (place palm face up)... <i>tain</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>Watch the <b>walrus</b> swim</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>walrus</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>wal</i> (place palm face up)... <i>rus</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i><b>Kidney</b> beans come in a can</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>kidney</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>kid</i> (place palm face up)... <i>ney</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>Dinosaurs are <b>extinct</b></i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>extinct</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>ex</i> (place palm face up)... <i>inct</i> (place palm face up) <b>S:</b> repeat.
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**Initial Sound Fluency:** “Snatch the Sound.”

See directions in previous lessons.

<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>bag (curve), big (curve)</i> <b>S:</b> <i>bag (curve), big (curve), /b/ (snatch)</i> <b>T:</b> <i>Yes! bag, big /b/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>beat (curve), bat (curve)</i> <b>S:</b> <i>beat (curve), bat (curve), /b/ (snatch)</i> <b>T:</b> <i>Yes! beat, bat /b/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>land (curve), <u>lend</u> (curve)</i> <b>S:</b> <i>land (curve), lend (curve), /l/ (snatch)</i> <b>T:</b> <i>Yes! land, lend /l/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>sand (curve), send (curve)</i> <b>S:</b> <i>sand (curve), send (curve), /s/ (snatch)</i> <b>T:</b> <i>Yes! sand, send /s/</i>
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**Final Sound Fluency:** “Snatch the Sound.”

See directions in previous lessons if necessary.

<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>bag (curve), big (curve)</i> <b>S:</b> <i>bag (curve), big (curve), /g/ (snatch)</i> <b>T:</b> <i>Yes! bag, big /g/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>beat (curve), bat (curve)</i> <b>S:</b> <i>beat (curve), bat (curve), /t/ (snatch)</i> <b>T:</b> <i>Yes! beat, bat /t/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>land (curve), <u>lend</u> (curve)</i> <b>S:</b> <i>land (curve), lend (curve), /d/ (snatch)</i> <b>T:</b> <i>Yes! land, lend /d/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>sand curve), send (curve)</i> <b>S:</b> <i>sand (curve), send (curve), /d/ (snatch)</i> <b>T:</b> <i>Yes! sand, send /d/</i>
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**Alliteration:** Silly Sentences.

See directions in previous lessons if necessary.

**Sentence:** *Please pick **Penny** to **play patty**cake.*

## Week 10, Day 2

### Rhyme Activity: Pair the Rhyme.

See directions in previous lessons if necessary.

<b>T:</b> <i>hug, bug</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>hid, kid</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>met, net</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>wag, mess</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for no)	<b>T:</b> <i>box, fox</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)
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### Manipulating Syllables: Break it Up.

See directions in previous lessons if necessary.

<b>T:</b> There are <b><u>fewer</u></b> snacks today (choose motion). <b>S:</b> repeat. <b>T:</b> <i>fewer</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>few</i> (place palm face up)... <i>er</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i><u>Flex</u> your <u>muscle</u></i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>muscle</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>mus</i> (place palm face up)... <i>cle</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i><u>Relax</u> in the chair</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>relax</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>re</i> (place palm face up)... <i>lax</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i><u>Pollen</u> makes me sneeze</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>pollen</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>poll</i> (place palm face up)... <i>len</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i><u>Crackle</u> and pop went the cereal</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>crackle</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>crack</i> (place palm face up)... <i>le</i> (place palm face up) <b>S:</b> repeat.
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**Initial Sound Fluency:** “Snatch the Sound.”

See directions in previous lessons if necessary.

<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>sunny (curve), Sammy (curve)</i> <b>S:</b> <i>sunny (curve), Sammy (curve), /s/ (snatch)</i> <b>T:</b> <i>Yes! sunny, Sammy /s/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>fix (curve), <u>fa</u>x (curve)</i> <b>S:</b> <i>fix (curve), fax (curve), /f/ (snatch)</i> <b>T:</b> <i>Yes! fix, fax /f/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>mom (curve), mam (curve)</i> <b>S:</b> <i>mom (curve), mam (curve), /m/ (snatch)</i> <b>T:</b> <i>Yes! mom, mam /m/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>fell (curve), fill (curve)</i> <b>S:</b> <i>fell (curve), fill (curve), /f/ (snatch)</i> <b>T:</b> <i>Yes! fell, fill /f/</i>
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**Final Sound Fluency:** “Snatch the Sound.”

See directions in previous lessons if necessary.

<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>sunny (curve), Sammy (curve)</i> <b>S:</b> <i>sunny (curve), Sammy (curve), /ē/ (snatch)</i> <b>T:</b> <i>Yes! sunny, Sammy /ē/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>fix (curve), <u>fa</u>x (curve)</i> <b>S:</b> <i>fix (curve), fax (curve), /ks/ (snatch)</i> <b>T:</b> <i>Yes! fix, fax /ks/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>mom (curve), mam (curve)</i> <b>S:</b> <i>mom (curve), mam (curve), /m/ (snatch)</i> <b>T:</b> <i>Yes! mom, mam /m/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>fell (curve), fill (curve)</i> <b>S:</b> <i>fell (curve), fill (curve), /l/ (snatch)</i> <b>T:</b> <i>Yes! fell, fill /l/</i>
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**Alliteration:** Silly Sentences.

See directions in previous lessons if necessary.

**Sentence:** *Waffles are waiting for Willy and Wanda.*

# Week 10, Day 3

## Rhyme Activity: Pair the Rhyme.

See directions in previous lessons if necessary.

<b>T:</b> <i>joke, poke</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>cup, pup</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>hop, set</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for no)	<b>T:</b> <i>hut, cut</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>tub, pad</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for no)
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## Manipulating Syllables: Break it Up.

See directions in previous lessons if necessary.

<b>T:</b> <u><b>Nearly</b></u> <i>all the cookies are gone</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>nearly</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>near</i> (place palm face up)... <i>ly</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>I was <b>playing</b> outside when it began to rain</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>playing</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>play</i> (place palm face up)... <i>ing</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>I was playing outside when it <b>began</b> to rain</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>began</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>be</i> (place palm face up)... <i>gan</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>We live on <b>planet</b> Earth</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>planet</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>plan</i> (place palm face up)... <i>et</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>Each city has a <b>mayor</b> who is in charge</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>mayor</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>may</i> (place palm face up)... <i>or</i> (place palm face up) <b>S:</b> repeat.
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**Initial Sound Fluency:** “Snatch the Sound.”

See directions in previous lessons if necessary.

<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>dug (curve), dog (curve)</i> <b>S:</b> <i>dog (curve), dog (curve), /d/ (snatch)</i> <b>T:</b> <i>Yes! dug, dog /d/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>knock (curve), <u>nick</u> (curve)</i> <b>S:</b> <i>knock (curve), nick (curve), /n/ (snatch)</i> <b>T:</b> <i>Yes! knock, nick /n/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>bat (curve), bit (curve)</i> <b>S:</b> <i>bat (curve), bit (curve), /b/ (snatch)</i> <b>T:</b> <i>Yes! bat, bit /b/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>pan (curve), pin (curve)</i> <b>S:</b> <i>pan (curve), pin (curve), /p/ (snatch)</i> <b>T:</b> <i>Yes! pan, pin /p/</i>
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**Final Sound Fluency:** “Snatch the Sound.”

See directions in previous lessons if necessary.

<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>dug (curve), dog (curve)</i> <b>S:</b> <i>dug (curve), dog (curve), /g/ (snatch)</i> <b>T:</b> <i>Yes! dug, dog /g/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>knock (curve), <u>nick</u> (curve)</i> <b>S:</b> <i>knock (curve), nick (curve), /k/ (snatch)</i> <b>T:</b> <i>Yes! knock, nick /k/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>bat (curve), bit (curve)</i> <b>S:</b> <i>bat (curve), bit (curve), /t/ (snatch)</i> <b>T:</b> <i>Yes! bat, bit /t/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>pan (curve), pin (curve)</i> <b>S:</b> <i>pan (curve), pin (curve), /n/ (snatch)</i> <b>T:</b> <i>Yes! pan, pin /n/</i>
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**Alliteration:** Silly Sentences.

See directions in previous lessons if necessary.

**Sentence:** Do you **dibble** and **dabble** with David the **doodler**?

## Week 10, Day 4

### Rhyme Activity: Pair the Rhyme.

See directions in previous lessons if necessary.

<b>T:</b> <i>way, day</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>noon, soon</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>breeze, sneeze</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>smile, horn</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for no)	<b>T:</b> <i>game, save</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for no)
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### Manipulating Syllables: Break it Up.

See directions in previous lessons if necessary.

<b>T:</b> <i>The <u>duckling</u> followed his mother</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>duckling</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>duck</i> (place palm face up)... <i>ling</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i><u>Funnel</u> the water through the opening</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>funnel</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>fun</i> (place palm face up)... <i>nel</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>Spread <u>butter</u> on your toast</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>butter</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>but</i> (place palm face up)... <i>ter</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>What is for <u>supper</u>?</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>supper</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>supp</i> (place palm face up)... <i>er</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>The volcano might <u>explode</u></i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>explode</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>ex</i> (place palm face up)... <i>plode</i> (place palm face up) <b>S:</b> repeat.
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**Initial Sound Fluency: “Snatch the Sound.”**

See directions in previous lessons if necessary.

<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>race (curve), rice (curve)</i> <b>S:</b> <i>race (curve), rice (curve), /r/ (snatch)</i> <b>T:</b> <i>Yes! race, rice /r/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>like (curve), lake (curve)</i> <b>S:</b> <i>like (curve), lake (curve), /l/ (snatch)</i> <b>T:</b> <i>Yes! like, lake /l/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>dump (curve), <u>damp</u> (curve)</i> <b>S:</b> <i>dump (curve), damp (curve), /d/ (snatch)</i> <b>T:</b> <i>Yes! dump, damp /d/</i>	<b>T:</b> <i>Listen to each word and snatch the first sound.</i> <b>T:</b> <i>beep (curve), boop (curve)</i> <b>S:</b> <i>beep (curve), boop (curve), /b/ (snatch)</i> <b>T:</b> <i>Yes! beep, boop /b/</i>
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**Final Sound Fluency: “Snatch the Sound.”**

See directions in previous lessons if necessary.

<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>race (curve), rice (curve)</i> <b>S:</b> <i>race (curve), rice (curve), /s/ (snatch)</i> <b>T:</b> <i>Yes! race, rice /s/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>like (curve), lake (curve)</i> <b>S:</b> <i>like (curve), lake (curve), /k/ (snatch)</i> <b>T:</b> <i>Yes! like, lake /k/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>dump (curve), <u>damp</u> (curve)</i> <b>S:</b> <i>dump (curve), damp (curve), /p/ (snatch)</i> <b>T:</b> <i>Yes! dump, damp /p/</i>	<b>T:</b> <i>Listen to each word and snatch the last sound.</i> <b>T:</b> <i>beep (curve), boop (curve)</i> <b>S:</b> <i>beep (curve), boop (curve), /p/ (snatch)</i> <b>T:</b> <i>Yes! beep, boop /p/</i>
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**Alliteration: Silly Sentences.**

See directions in previous lessons if necessary.

**Sentence:** *The **broom broke** because it **bent** in the basement.*



Week 10, Day 5

**Rhyme Activity:** Pair the Rhyme.

See directions in previous lessons if necessary.

<b>T:</b> <i>high, by</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>new, net</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for no)	<b>T:</b> <i>would, should</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)	<b>T:</b> <i>goat, <u>coal</u></i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for no)	<b>T:</b> <i>hoop, soup</i> <b>S:</b> repeat. <b>S:</b> respond (ASL symbol for yes)
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**Manipulating Syllables:** Break it Up.

See directions in previous lessons if necessary.

<b>T:</b> <i>The mechanic will <b>repair</b> the car</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>repair</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>re</i> (place palm face up)... <i>pair</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i><b>Prepare</b> to get ready for bed</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>prepare</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>pre</i> (place palm face up)... <i>pare</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>I fell and skinned my knee on the <u>concrete</u></i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>concrete</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>con</i> (place palm face up)... <i>crete</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>A <b>waitress</b> works at a restaurant</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>waitress</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>wai</i> (place palm face up)... <i>tress</i> (place palm face up) <b>S:</b> repeat.	<b>T:</b> <i>A <u>badger</u> dug a hole in the yard</i> (choose motion). <b>S:</b> repeat. <b>T:</b> <i>badger</i> (place palms face down on belly, hands overlap) <b>T:</b> <i>badge</i> (place palm face up)... <i>er</i> (place palm face up) <b>S:</b> repeat.
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**Initial Sound Fluency:** “Snatch the Sound.”

See directions in previous lessons if necessary.

<b>T:</b> Listen to each word and snatch the first sound. <b>T:</b> bell (curve), <u>bill</u> (curve) <b>S:</b> bell (curve), bill (curve), /b/ (snatch) <b>T:</b> Yes! bell, bill /b/	<b>T:</b> Listen to each word and snatch the first sound. <b>T:</b> fat (curve), fit (curve) <b>S:</b> fat (curve), fit (curve), /f/ (snatch) <b>T:</b> Yes! fat, fit /f/	<b>T:</b> Listen to each word and snatch the first sound. <b>T:</b> sack (curve), sick (curve) <b>S:</b> sack (curve), sick (curve), /s/ (snatch) <b>T:</b> Yes! sack, sick /s/	<b>T:</b> Listen to each word and snatch the first sound. <b>T:</b> hat (curve), hot (curve) <b>S:</b> hat (curve), hot (curve), /h/ (snatch) <b>T:</b> Yes! hat, hot /h/
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**Final Sound Fluency:** “Snatch the Sound.”

See directions in previous lessons if necessary.

<b>T:</b> Listen to each word and snatch the last sound. <b>T:</b> bell (curve), <u>bill</u> (curve) <b>S:</b> bell (curve), bill (curve), /l/ (snatch) <b>T:</b> Yes! bell, bill /l/	<b>T:</b> Listen to each word and snatch the last sound. <b>T:</b> fat (curve), fit (curve) <b>S:</b> fat (curve), fit (curve), /t/ (snatch) <b>T:</b> Yes! fat, fit /t/	<b>T:</b> Listen to each word and snatch the last sound. <b>T:</b> sack (curve), sick (curve) <b>S:</b> sack (curve), sick (curve), /k/ (snatch) <b>T:</b> Yes! sack, sick /k/	<b>T:</b> Listen to each word and snatch the last sound. <b>T:</b> hat (curve), hot (curve) <b>S:</b> hat (curve), hot (curve), /t/ (snatch) <b>T:</b> Yes! hat, hot /t/
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**Alliteration:** Silly Sentences.

See directions in previous lessons if necessary.

**Sentence:** Sue sews Sam's **socks** for Sally.