

Phonemic Awareness: identify and blend sounds

Syllables

One vowel sound makes one syllable. Our mouth opens on the vowel sounds.

★ Power Skill 1: Blending

Blending Syllables

- Say gar – bage. What’s the word? (garbage)
- I will say syllables and you blend them to make a word.
Giv – ing, match – ing, col – lect – ing, u – ni – forms

★ Power Skill 2: Segmenting

Segmenting Syllables

- How many syllables are in “garbage?” (2, gar-bage)
- How many syllables are in “bags?” (1, bags)

Deleting Syllables

- Say “nametags.” Now say “nametags,” but don’t say name (tags)
Say “garbage.” Now say “garbage,” but don’t say gar (bage)
Say “uniform.” Now say “uniform,” but don’t say uni (form)

Sounds

Power Skill 1: Blending

Blending Sounds (phonemes)

- Say /b/ /a/ /g/? What’s the word? (bag) If students are struggling, hold and blend the sounds without pauses in the middle /baagg/
- I will say sounds and you blend them to make a word.
/t/ /r/ /a/ /sh/ (trash), /s/ /u/ /m/ (some)

Power Skill 2: Segmenting

Segmenting Sounds (phonemes)

- Say “bag.” How many sounds are in “bag?” (3, /b/ /a/ /g/)
- Say “trash.” How many sounds are in “trash?” (4, /t/ /r/ /a/ /sh/)

Beginning Sound

What’s the beginning sound in “cat?” (/k/)

Can you find a word with the beginning sound /k/? (cleaning, collecting, carrying)

★ Can you find a word with the same beginning sound as “cat?” (cleaning, collecting, carrying)

What sound is the same in “clean, collect, carry?” (/k/)

Which word is different? “clean, carry, bag” (“bag”)

Ending Sound

What’s the ending sound in “bad?” (/d/)

Can you find a word with the ending sound /d/? (behind, ground)

★ Can you find a word with the same ending sound as “bad?” (behind, ground)

Adapted from the PAST test questions

<https://thepasttest.com/wp-content/uploads/2022/04/PAST-with-test-corrections-May-2021.pdf>

Where is the sound?

In the word "white," where is the /t/ sound? (ending)

In the word "white," where is the /i/ sound? (middle)

In the word "white," where is the /w/ sound? (beginning)

Delete first sound

Say "park." Now say "park," but don't say /p/. (ark)

Say "leaves." Now say "leaves," but don't say /l/. (eaves)

Delete first sound in initial blend

Say "trash." Now say "trash," but don't say /t/. (rash)

Say "clean." Now say "clean," but don't say /k/. (lean)

Substitute first sound

Say "bags." Now say "bags," but change /b/ to /t/. (tags)

Variation: Say "bags." Take away the /b/, and add /t/. (tags)

Say "dead." Now say "dead," but change /d/ to /h/. (head)

Delete ending sound

Say "white." Now say "white," but don't say /t/. (why)

Say "park." Now say "park," but don't say /k/. (par)

Substitute ending sound

Say "bag." Now say "bag," but change /g/ to /k/. (back)

Variation: Say "bag." Take away the /g/, and add /k/. (back)

Say "five." Now say "five," but change /v/ to /t/. (fight)

Advanced Sound Level

Substitute vowels (capital letters = long vowel sounds, lower case letters = short vowel sounds)

Say "some." Now say "some," but change /u/ to /A/. (same)

Say "bag." Now say "bag," but change /a/ to /u/. (bug)

Say "group." Now say "group," but change /U/ to /i/. (grip)

Rhyming

Can you find a word that rhymes with "rags"? (bags)

Can you find a word that rhymes with "head"? (dead)

Adapted from the PAST test questions

<https://thepasttest.com/wp-content/uploads/2022/04/PAST-with-test-corrections-May-2021.pdf>

Onset-Rime Division (Moats & Tolman, 2019, p143)

- a. "Let's say some words in parts. I'll say the whole word. Then you say the whole word and divide it into two parts. Touch a box for each part, like this."

/s/ – /ock/ /sh/ – /ip/ /d/ – /esk/ /c/ – /at/ /f/ – /eet/



- b. If I change /r/ – /ip/, to /l/ – /ip/, which box needs to change?
c. If I change /r/ – /ip/, to /r/ – /at/, which box needs to change?

Comprehension

Draw attention to text features

Talk about the title, headings, pictures. What do you think this text will be about?

Connect to learners' lives

Have you seen people picking up trash in a park or next to a street? Have you volunteered to pick up trash before?

Yes/No statements

Write statements based on the text. Students circle yes or no AND THEN write the sentence number from the story that gives them that information. (Gonzalves, 2018)

Information questions (oral and written)

Who, What, When, Where, Why, How

Antecedents

Read the sentences, "People in the community are cleaning the park. They are wearing matching shirts."

What does "they" refer to?

Read the sentences, "They are picking up trash. They are putting it in white garbage bags."

What does "it" refer to?

Cloze

Create cloze activities for sentences or text.

What do you think will happen next?

Sample ideas: They will put the garbage bags in a dumpster. They will wash their hands. They will go out for ice cream.

Connect to learners' lives

Is there an area near you that has a lot of trash? How might you organize a group of people to clean it up?

Retell

Cover the story, tell your neighbor what happened.

Cover the sentences, tell your neighbor about the picture.

Fluency

Reread, reread, reread, reread! Up to 4 times! (Fisher et al., 2022)

Use with text that is familiar to the students and easy for them to decode (Bow Valley College, 2018)

Teacher reads, students chorally repeat (Fisher et al., 2022)

For dialogues, instruct half the class to read chorally, then the other half reads chorally.

Students read in pairs, alternating sentences (Fisher et al., 2022)

Students read in pairs, one student echoing the other student (Fisher et al., 2022)

Explicitly teach punctuation, and why it's there. (Bow Valley College, 2018)

Act out a dialogue based on the text (Echelberger, 2020)

Vocabulary

Match

- What: Match words with pictures
Match words with definitions
Match words with synonyms
Match words with uses
Match 1st half of sentence with 2nd half of sentence
- How: worksheet – individually
index cards – individually
index cards – walk around room and find match (mingle) encourage students to read card aloud

Rapid fire questions (from a set list of words or pictures of words)

Students call out answers or write on individual white boards

- Which word holds things? (bag)
- Which word is something you wear? (shirt)
- Which word means that things are the same? (match)
- Which word rhymes with glue? (blue)
- Which word has five letters? (shirt, match)
- Which word is the longest? (environment)
- Which word protects your hands? (gloves)
- Which words mean good job? (high five)
- Which word is an identification you wear? (nametag)

Sort (pictures or words)

- Beginning sound, vowel sound
- Syllables
- Singular/plural
- Spelling patterns
- Noun/verb
- Verb forms

Word families

Choose meaningful words for students to build vocabulary and decoding skills. (Bow Valley College, 2018)

Word forms

Practice recognizing a word in its various forms. (Bow Valley College, 2018)

Ex. study, studying, studied, studies, student and play, player, playing, plays, played.

Start with regular verbs. Underline the base (root) word and talk about the meaning of the endings.

Make cards with the root word. Make separate cards for each of the word endings. Practice changing the word endings to make new words.

Look, Say, Cover, Write, Check (Education and Training Foundation, 2019)

Create a grid with vocabulary list or picture vocabulary list to aid students in independent practice.

Phonics

Letter names AND sounds

Go through alphabet, ask for the letter name AND the letter sound. Ask students if they can find that sound in that day's text. Remember "C" and "G" have two sounds. "Y" has a consonant sound at the beginning of syllables and a vowel sound when it is in the middle or at the end of syllables.

Give students vowel cards. Say the vowel name, students raise the correct card. Say the long sound, students raise the correct card. Say the short vowel sound. Say a word that contains a long sound. Say a word that contains a short sound.

Elkonin boxes help students learn that sometimes 2 or more letters make only one sound.

ch	ea	p
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Spelling tests – teacher dictates words or short sentences for students to write. For true beginners, students can write the first letter of each word. For more proficient readers, include irregular sight words.

Notice differences

After initial reading of text, teacher reads one line and students identify which line was read. (number each sentence or line of text before starting this activity)

Create cards with two words printed. Students sort the cards into same and different piles. (Vinogradov, 2009)

Create sets of cards that contain a first consonant on one card and many word endings on other cards. For example, one card is "m" and other cards say "oney," "an," "ain," "ilk," "onth," "ail," "ore," "ake," etc.

Create worksheet that contains words from the text and other words. Teacher says a word, students circle the correct word. (Vinogradov, 2009) Variations: display choices on the board ex. 1. mop 2. map. Teacher says a word, and students hold up one or two fingers. Or Teacher says a word, students write the correct word on white boards.

Create bingo cards with words from the text. (Vinogradov, 2009)

Number empty bingo boxes. Have student complete a bingo card. 1. Say a letter sound, students write the letter, 2. Say a word from the text, students choose the correct word from slips of words on their desk. 3. Say a word from the text, students write the word. (Vinogradov, 2009)

Underline/circle each word that has "ch," "oa," etc. (Vinogradov, 2009)

Circle the word "are" in the text.

Find a word in the text that rhymes with "right." (Vinogradov, 2009)

Read aloud for decoding practice

Point to the words as the student reads aloud. If the student makes a mistake, keep your finger on the incorrect word and wait for the student to self correct. If they have trouble, guide the student in sounding out the word. Do not give the word to the student to keep moving. The process is more important than the product.

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Write 4 sentences about the picture.

Write how many vowels are in each word. Circle the correct sound.

1. clean How many vowel letters? _____ long e short e
2. blue How many vowel letters? _____ long u short u
3. trash How many vowel letters? _____ long a short a
4. bags How many vowel letters? _____ long a short a
5. white How many vowel letters? _____ long i short i
6. five How many vowel letters? _____ long i short i
7. grass How many vowel letters? _____ long a short a
8. match How many vowel letters? _____ long a short a

Read the syllables.

- | | | | | | |
|----------------|-------|------|-------|------|-------------|
| 1. community | com | mu | ni | ty | community |
| 2. environment | en | vi | ron | ment | environment |
| 3. volunteers | vol | un | teers | | volunteers |
| 4. matching | match | ing | | | matching |
| 5. garbage | gar | bage | | | garbage |
| 6. nametags | name | tags | | | nametags |
| 7. carrying | car | ry | ing | | carrying |
| 8. cleaning | clean | ing | | | cleaning |
| 9. collecting | col | lect | ing | | collecting |

Sort. Write the words under the correct syllable pattern.

boots gloves goggles safety mitt brace
hairnet back glasses oven apron harness

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Listen. Circle the word you hear.




- | | | | |
|----------|--------|-----------|------|
| 1. hot | help | 7. sleep | need |
| 2. fan | can | 8. cook | cool |
| 3. free | feet | 9. thinks | this |
| 4. home | have | 10. green | gets |
| 5. sees | breeze | 11. very | vest |
| 6. feels | feet | 12. man | fan |

Listen. Circle the word you hear.

- | | | |
|-------------|-----------|----------|
| 1. glass | gloves | glasses |
| 2. rest | vest | chest |
| 3. earmuffs | earphones | earplugs |
| 4. mask | mark | mast |
| 5. google | goggles | good |
| 6. race | lace | face |
| 7. boots | books | boats |
| 8. heart | hard | had |

Listen. Circle the word you hear.

- | | | |
|--------------|----------|---------|
| 1. hih | high | hie |
| 2. clean | cleen | clin |
| 3. govs | gives | gloves |
| 4. garbuj | garbage | garbig |
| 5. community | comunity | commuty |
| 6. with | white | wit |
| 7. graund | grand | ground |

<p>Long e</p> 	<p>Long i</p> 	<p>Short a</p> 

Write the words in the correct box. Sort by vowel sound.



5



Write the words in the correct box. Sort by vowel sound.

trash

white

clean

high

match

have

bags

five

leaves

trees

Write the missing vowels.

1. t r ____ s h

6. h ____ v ____

2. w h ____ t ____

7. b ____ g s

3. c l ____ ____ n

8. f ____ v ____

4. h ____ g h

9. l ____ ____ v ____ s

5. m ____ t c h

10. t r ____ ____ s

Listen. Write the word you hear.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Put the words in the correct order.

1. wearing They are gloves.

subject	verb	object	Where?

2. the trash are ground. picking up People from

subject	verb	object	Where?

3. They bags. carrying trash are white

subject	verb	object	Where?

4. nametags. wearing are They

subject	verb	object	Where?

5. are trash the the They garbage bags. in putting

subject	verb	object	Where?

Put the words in the correct order.

1. wearing They are gloves.

2. the trash are ground. picking up People from

3. They bags. carrying trash are white

4. nametags. wearing are They

5. are trash the the They garbage bags. in putting

Complete the words from above.

1. ____ r ____ s ____

2. ____ ____ o v ____ ____

3. ____ i ____ k ____ ____ ____

4. ____ ____ o u ____ ____

5. ____ ____ ____ e ____ a ____ ____

Put the letters in the correct order to make words from above.

1. rhats _____

2. esogvl _____

3. nicipkg _____

4. nrdugo _____

5. asgmanet _____

Match the synonyms.

- | | |
|--------------------|-----------------|
| _____ 1. manager | a. plant |
| _____ 2. employees | b. work clothes |
| _____ 3. hard hat | c. workers |
| _____ 4. factory | d. supervisor |
| _____ 5. uniform | e. helmet |

Match the PPE with the body part.

- | | |
|---------------------|----------|
| _____ 1. gloves | a. feet |
| _____ 2. hairnet | b. eyes |
| _____ 3. boots | c. head |
| _____ 4. respirator | d. hands |
| _____ 5. goggles | e. lungs |

Look at the story.

1. Find and write 4 words with silent "e."
2. Find 2 words that begin with the letter "g" and have sound #1 (gum).
3. Find 1 word that begins with the letter "g" and has sound #2 (gem).
4. Find 4 words in the text with the /u/ sound (unicorn).
5. Find 5 plural words.
6. Find 5 words that have one syllable (Trish).
7. Find 5 words that have two syllables (prepare).

Complete the sentences with words from the list.

is tight nice size did in
right time time try price

1. Jack wanted a _____ jacket.
2. Jack _____ not have much _____ to shop.
3. Jack got a jacket at a good _____.
4. But Jack did not _____ the jacket on.
5. He did not check the _____.
6. The jacket _____ too _____.
7. Jack got the jacket _____ the _____ size.
8. Jack has _____ to go back to the store on Wednesday.

Categorize the words from the list in the chart below.

Short i	Long i VCe	Long i igh	Long i y

Put the story in the correct order.

- _____ Jack goes to the men's store.
- _____ Jack buys a jacket.
- _____ Jack did not have much time.
- _____ Jack will go back to the men's store.
- _____ Jack finds out the jacket is too tight.



Sort. Write the words in the correct box.

office computers job hands garage
cars children child people worker
day patients friends hospital doctors

Singular 1	Plural 2+

Sort. Write the words in the correct box.

teach paint serve bake write driver sing
teacher writer drive singer baker painter server

Action (verb) 	Person (noun) 

Sort. Write the words in the correct box.

delivering

manage

serve

clean

help



fixing

painting

plant

Base verb	-ing verb

Look, Say, Copy, Cover, Check

Look and Say	Copy	Cover and Write	Cover and Write	Cover and Write
				
				

Look and Say	Copy	Cover and Write	Cover and Write	Cover and Write
trash				
bags				

Sample lesson

Day 1 Meaning-based – vocabulary and writing the text

Phonics – syllables practice

Day 2 Vocabulary – label pictures we talked about on day 1

Meaning-based – read the story again, cloze activity

Phonics – listen and circle, write the vowels, categorize by syllables

Meaning-based – read the story again, repeat after teacher for fluency

curtains
picture
lamps
table
queen beds
windows
table
chairs
carpet
light
window
curtains
radio
picture
headboard
table
table
chair
sofa
king bed
pillow
pillow case
flowers
vacuum
dust
clean
sheets — 1 fitted sheet
2 flat sheet
blanket — 3 blanket
4 flat sheet
big room = suite

bedroom
dresser
pillows
sofa
carpet
rug
living room
coffee table

mirror
shower
light
cup
counter
faucet
bath mat
toilet paper
trash can
toilet
kleenex

Identifying Items

I asked her questions and wrote what she said.
I corrected any mistakes.

First, I knock on the door, and
I say, "Housekeeping!"
If the guest did not check out,
I ask, "Do you need anything?"
If the guest checked out, I
clean the room. I open the hotel app.
I press "cleaning."
I take off the sheets and pillow cases.
I put the dirty sheets in a cart.
I vacuum the carpet.

I mop the floor. I dust the tables
and the TV.
I clean the bathroom. I clean
the toilet, shower, and sink.
I make the bed with clean sheets.
I put clean towels and soap in the bathroom.

I put coffee, tea, cups, and sugar
next to the TV.
I open the hotel app again.
I press "Done."
My supervisor will check the room.

She had trouble pronouncing
some words, so we did some
syllables practice. I started with
her name to introduce her to
the idea of syllables.

Re	gi	na	Regina
house	keep	ing	housekeeping
an	y	thing	anything
pil	low		pillow
bath	room		bathroom
su	per	vi	supervisor

king bed

sofa

light

lamp

pillows

curtains

chair

picture

window

table



sink

shower

bathtub

faucet

cup

hand towels

bath mat

soap

mirror



First, I knock on the door, and I say, "Housekeeping!" If the guest did not check out, I ask, "Do you need anything?" If the guest checked out, I clean the room. I open the hotel app. I press "Cleaning." I take off the sheets and pillow cases. I put the dirty sheets in a cart. I vacuum the carpet. I mop the floor. I dust the tables and the TV. I clean the bathroom. I clean the toilet, shower, and sink. I make the bed with clean sheets. I put clean towels and soap in the bathroom. I put coffee, tea, cups, and sugar next to the TV. I open the hotel app again. I press, "Done." My supervisor will check the room.

Write the missing words.

First, I knock on the _____, and I say, "Housekeeping!" If the _____ did not _____ out, I ask, "Do you _____ anything?" If the guest checked out, I _____ the room. I open the _____ app. I press "Cleaning." I _____ the sheets and pillow _____. I put the _____ sheets in a _____. I vacuum the _____. I mop the _____. I _____ the tables and the TV. I clean the bathroom. I clean the _____, _____, and _____. I make the bed with _____ sheets. I put clean _____ and soap in the _____. I put _____, tea, cups, and sugar next to the TV. I _____ the hotel app again. I press, "_____." My _____ will check the room.

Listen. Circle the word you hear.

- | | | | |
|-------------|---------|-----------|--------|
| 1. mop | map | 7. floor | door |
| 2. check | clean | 8. cart | carpet |
| 3. bathroom | bedroom | 9. toilet | table |
| 4. bust | dust | 10. soap | sink |
| 5. room | broom | 11. hotel | towels |
| 6. sheets | shower | 12. press | put |

Write the missing vowels.

- | | |
|--------------------|--------------------|
| 1. s h _ _ _ t s | 6. r _ _ _ m |
| 2. h _ _ t _ _ l | 7. c _ _ r p _ _ t |
| 3. c l _ _ _ n | 8. s h _ _ w _ _ r |
| 4. d _ _ s t | 9. t _ _ w _ _ l s |
| 5. t _ _ _ l _ _ t | 10. t _ _ b l _ _ |

Sort. Write the words under the correct syllable pattern.

- | | | | | | |
|-------|--------|--------|-------|-------|--------|
| dust | carpet | pillow | sofa | clean | coffee |
| check | shower | sheets | table | guest | bed |

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