SOUND CHART — FOR REFERENCE ONLY

A .... Apple   I .... Itchy   U .... Upper
E .... Eddy   O .... Olive

Be sure to make a clean, pure consonant sound. Avoid adding an /u/ sound to the end of a consonant sound. Use these words to practice making the pure consonant sound.

b .... tab	l .... pill	v .... have
c .... Mac	m .... Jim	w .... wit
d .... sad	n .... tin	x* .... box
f .... cliff	p .... tap	y .... yes
g .... tug	qu* .... queen	z .... fizz
h .... happy	r .... her	ch .... itch
j .... huge	s .... hiss	th .... with
k* .... Mac	t .... hit	sh .... wish

*These sounds are not made during Phonemic Awareness training

Fast Sounds

Fast sounds are usually the hardest for our students to hear: b, c, d, g, h, j, k, p, qu, t, w, y, and ch. If your student is struggling, avoid fast sounds totally. Then use words with fast sounds only at the end. Eventually, bring in words that have fast sounds at the beginning.

Students often attach an /uh/ sound to the 'fast' consonants. You must teach them to clip it off and make JUST the consonant sound. Do NOT let their chin drop down after making the sound.

Quiet & Vibrating Sounds

Quiet sounds can be difficult for our students because they are just air. Quiet sounds include: c, f, h, k, p, s, t, x, th, and sh. If you can feel your throat vibrate while making these sounds, you're adding an /uh/ sound. Clip off that /uh/ sound.

By contrast, all vowel sounds are slow and are *not* quiet—they vibrate.

Sounds that are both fast and vibrate are usually the most difficult: b, d, g, j, w, and y.

Dictate Words

AK

OP

USH

OM

ITH

OJ

ACH

STEPS:

Tutor:
Dictate word.

Student:
Repeat word.

Say word SLOWLY.
(** critical step)

Pull down tiles.

Touch-and-say.

Wash off tiles.

TIP:

Make sure you do make the swoop in the air during the "say very slowly" step from your STUDENT's left to right, the same direction he will eventually read. Also enforce the left-to-right direction during the touch-and-say step.

A-1: Break Apart VC Words

Say this only once, to explain the task:

> **"When you listen to a word, it's hard to hear each sound . . . because the sounds run together. So I'll teach you a trick to make it easier to hear the sounds."**

> **Forget about letters right now. Just listen to the sounds."**

> **"First I'll say a nonsense word, (a word you've never heard before), like this—AK. AK."**

> **"Repeat that word."** AK

> **"Now say it again, very slowly, like this. /aaaa/-/k/. Now you do it."** /aaaa/-/k/

> **"How many sounds did you hear?"** 2

> **"Good listening. Were they the same sound or different sounds?"** Different

> **"Right. So to show me what you heard, pull down 2 tiles (one for each sound) that are different colors . . . because the sounds were different."**

- *Tutor brings down 2 tiles of different colors and puts them in a row. Leave space between the tiles.*

> **"Then you'd touch-and-say each sound, separately, like this."**

- *Tutor touches the first tile and says /a/, then touches the second tile and says /k/.*

> **"You do it."**

- *Student touches the first tile and says /a/, then touches the second tile and says /k/.*

> **"That's all I want you to do, so go ahead and wash the sound off those tiles . . . by pushing them back into the pile."**

- *Student pushes the 2 tiles back into the pile.*

> **"Now that you know what to do, let's try another one."**

- *Tutor dictates each word in the narrow column.*

EXTRA PRACTICE WORDS

EASIEST WORDS:

OV	AV	IV
UZ	ITH	USH
OSH	UF	OS
ATH	IS	ISH
AF	OTH	UTH

HARDEST WORDS:

UT	UN	UT
IB	AP	OCH
IM	ID	UJ
AJ	UG	AB
UCH	IK	UD
OK	UM	AG
UB	IJ	UK
OG	IG	IP

TIP:

Be sure younger students do each step using the hand they write with. This helps establish dominance.

TIP:

During the Slow Down step, the student is not required to do the Swoop in the Air motion. But some students will mimic that motion with their own hand, and that's fine.

Dictate Words

SA

FI

CHO

BA

PI

VA

STEPS:

Tutor:
Dictate word.

Student:
Repeat word.

Say word SLOWLY.
(** critical step)

Pull down tiles.

Touch-and-say.

Wash off tiles.

A-2: Break Apart CV Words

TUTOR NOTE: This step is just like the last one, only now the consonant will come first, then the vowel (CV). Continue to use <u>SHORT</u> vowel sounds when pronouncing these nonsense words.

"Let's do the same thing, only these nonsense words might be a little bit harder. Ready?"

• *Tutor dictates each word in the narrow column.*

EXTRA PRACTICE WORDS

EASIEST WORDS:

ZA	ZI	ZO
THI	RA	VI
SHO	FO	THO
LA	LI	FI
NI	SI	SHA
MA	FA	MI
THA	RI	VO
NA	SHI	NO

HARDEST WORDS:

CHA	TA	DO
DI	GI	GA
TO	PA	WI
KA	CHI	TO
BO	DA	BI
JA	RI	YA
KI	KO	TI
WO	WA	RA
JI	PI	

B: Break-Replace

Say this only once, to explain the task:

"We're going to start the same way, but I'll add a step at the end. Ready? The first word is AB."

"Repeat that word." AB

"Say it again . . . very slowly." /aaaa/-/b/

"Pull down the tiles."

- *Student pulls down two different color tiles.*

"Touch-and-say."

- *Student touches first tile and says /a/, touches second tile and says /b/.*

"Here's the new step. Watch carefully."

- *Tutor changes the first tile while saying:*

"I'm going to change this sound to /i/."

"To figure out the new word, first touch-and-say those sounds."

- *Student touches the first tile and says /i/, touches the second tile and says /b/.*

"Slowly blend those sounds into a word." /iiii/-/b/

"Now say it fast like a word." IB

"Beautiful. Go ahead and wash off those tiles."

- *Student pushes those 2 tiles back into the pile.*

"Here's the next one."

- *Tutor gives each set of words in the narrow column.*

EXTRA PRACTICE WORDS

EASIEST WORDS:	HARDEST WORDS:
IM . . . **O**M	OG . . . O**B**
UN . . . U**SH**	AP . . . **I**P
ITH . . . **A**TH	UJ . . . U**K**
MI . . . **V**I	TI . . . **P**I
	RA . . . **L**A

Dictate Words

AB . . . **I**B

MO . . . M**I**

JA . . . **SH**A

IG . . . **O**G

DA . . . **L**A

STEPS:

Tutor:
Dictate word.

Student:
Repeat word.

Say word SLOWLY.

Pull down tiles.

Touch-and-say.

Tutor:
"I'M GOING TO CHANGE THIS TILE TO /xxx/."

Student:
Touch-and-say.

Slowly blend.

Fast like a word.

Wash off tiles.

TIP:

If student has trouble letting go of sounds, use your hand to partially cover up the sound you're about to remove. Have him touch-and-say just the sound that *won't* change, *then* bring in the new sound and have him touch-and-say both sounds.

<u>**Build Two Rows**</u>

UK	IP	MA
AK	I**M**	M**I**

OB	ISH	JO
O**G**	I**TH**	**P**O

AJ	CHI
IJ	**TH**I

STEPS:

Tutor:
Build two identical rows.

"THE FIRST WORD IS XX1."

Student:
Repeat word.

Say word SLOWLY.
    (** critical step)

Touch-and-say in first row.

Tutor:
"THE SECOND WORD IS XX2."

Student:
Repeat word.

Say word SLOWLY.
    (** critical step)

Touch-and-say in second row.

Tutor:
"TOUCH-AND-SAY UNTIL YOU FIND THE SOUND THAT'S DIFFERENT. XX1. XX2."

Student:
Touch-and-say each word.

Change a tile.

Wash off the tiles.

C: Compare Two Words

"Now we're going to compare two words."

• *Tutor lays out two tiles in a row, then builds another row beneath it using exactly the same colored tiles.*

"The first word is UK."

"Repeat that word." UK

"Say it slowly." /uuuu/-/k/

"Touch-and-say using the first row."

• *Student touches first tile and says /u/, touches second tile and says /k/*

"Good. The second word is AK."

"Repeat that word." AK

"Slowly." /aaaa/-/k/

"Touch-and-say using the second row."

• *In the second row, student touches first tile and says /a/, touches second tile and says /k/*

"Here's the tough part. I'll have you touch-and-say to figure out if these two sounds are different, or if these two sounds are different. Touch and say UK."

• *Student touches-and-says first word.*

"Touch and say AK."

• *Student touches-and-says second word.*

"Are these two different, or these two different? UK. AK. "

• *Student touches-and-says first word, then touches-and-says second word. "The first sounds are different."*

"Good listening. So go ahead and change one of the tiles in that column . . . to show that those two sounds are different."

• *Student changes the first tile in the second row.*

"Since these two tiles are different colors, you've shown me that they are different sounds. "

"That's perfect. So go ahead and wash off those tiles."

• *Student pushes the tiles back into the pile.*

Dictate Words

KOV

BIP

VASH

SHOSH

THAJ

RIN

ZOF

STEPS:

Tutor:
Dictate word.

Student:
Repeat word.

Say word SLOWLY.
(** critical step)

Pull down tiles.

Touch-and-say.

Wash off tiles.

TIP:

Make sure you do make the swoop in the air during the "say very slowly" step from your STUDENT's left to right, the same direction he will eventually read. Also enforce the left-to-right direction during the touch-and-say step.

A: Break Apart CVC Words

Say this only once, to explain the task:

"Now you're going to break apart slightly longer words.

"Ready? The first word is KOV."

"Repeat that word." KOV

"Now say it very slowly." /k/-/oooo/-/vvvv/

> **TUTOR NOTE**: Use your hand gesture for slowly.

"How many sounds did you hear in that word?" 3

"Good listening. So pull down the tiles."

- *Student pulls down 3 different colored tiles and puts them in a row.*

"Now touch-and-say each sound."

- *Student touches the first tile and says /k/, touches the second tile and says /o/, then touches the third tile and says /v/.*

"That's all I want you to do, so wash the sound off those tiles."

- *Student pushes the 3 tiles back into the pile.*

- *Tutor dictates each word in the narrow column.*

<u>**Dictate Words**</u>

FIM . . . F**A**M . . .FA

THAP . . .TH**I**P . . .THI

LOM . . . **D**OM . . . DO

DAV . . . DA**P** . . . AP

MISH . . . M**O**SH . . . OSH

STEPS:

Tutor:
Dictate word.

Student:
Repeat word.

Say word SLOWLY.

Pull down tiles.

Touch-and-says

Tutor:
"I'M GOING TO CHANGE THIS TILE TO /xxx/."

Student:
Touch-and-say.

Slowly blend.

Fast like a word.

Tutor:
"I'M GOING TO REMOVE THIS SOUND."

Student:
Touch-and-say.

Slowly blend.

Fast like a word.

Wash off tiles.

B: Break-Replace-Remove

Say this only once, to explain the task:

"This time, after you break a word, I'll change a sound. Then we'll do a new step. The first word is FIM."

"Repeat that word." FIM

"Say it again . . . very slowly." /fffff/-/iiii/-/mmmm/

"Pull down the tiles."

- *Student pulls down three different colored tiles.*

"Touch-and-say."

- *Student touches first tile and says /f/, touches second tile and says /i/, touches third tile and says /m/.*

"Now watch carefully."

- *Tutor changes the second tile while saying:*

"I'm going to change this sound to /a/."

"To figure out the new word, touch-and-say those sounds."

- *Student touches first tile and says /f/, touches second tile and says /a/, touches third tile and says /m/*

"Slowly blend them into a word." /fffff/-/aaaa/-/mmmm/

"Now say it fast like a word." FAM

"Here's the new step. Watch carefully."

- *Tutor removes the last tile while saying:*

"I'm going to remove this tile."

"Touch-and-say the sounds just those sounds."

- *Student touches first tile and says /f/, touches second tile and says /a/.*

"Slowly blend." /fffff/-/aaaa/

"Fast like a word." FA

"Great. Go ahead and wash off those tiles."

- *Student puts those 2 tiles back into the pile.*

"Ready for another one?"

- *Tutor dictates the sets in the narrow column.*

<u>**Build Two Rows**</u>

THOP	LIB
THO**K**	L**O**B
PIV	NIM
DIV	NI**SH**
KOV	RAJ
TOV	RA**B**

STEPS:

Tutor:
Build two identical rows.

"THE FIRST WORD IS XX1."

Student:
Repeat word.

Say word SLOWLY.
(** critical step)

Touch-and-say in first row.

Tutor:
"THE SECOND WORD IS XX2."

Student:
Repeat word.

Say word SLOWLY.
(** critical step)
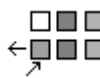
Touch-and-say in 2nd row.

Tutor:
"TOUCH-AND-SAY UNTIL YOU FIND THE SOUND THAT'S DIFFERENT. XX1. XX2."

Student:
Touch-and-say each word.

Change a tile.

Wash off tiles.

C: Compare Two Words

"**Now we're going to compare two words.**"

- *Tutor lays out three tiles in a row, then builds another row beneath it using exactly the same colored tiles.*

"**The first word is THOP.**"

"**Repeat that word.**" THOP

"**Say it slowly.**" /thhhh/-/oooo/-/p/

"**Touch-and-say using the first row.**"

- *Student touches first tile and says /th/, touches second tile and says /o/, touches the third tile and says /p/*

"**Good. The second word is THOK.**"

"**Repeat that word.**" THOK

"**Slowly.**" /thhh/-/oooo/-/k/

"**Touch-and-say using the second row.**"

- *In the second row, student touches first tile and says /th/, touches second tile and says /o/, touches third tile and says /k/*

"**Here's the tough part. Touch-and-say until you know whether these two are different, these two are different, or these two are different. THOP. THOK.**"

- *Student touches-and-says first word, then touches-and-says second word.*

- *Student changes the last tile in the second row.*

"**Perfect. Now go ahead and wash off those tiles.**"

- *Student puts the tiles back into the pile.*

"**Let me build two more rows.**"

- *Tutor builds two identical rows of tiles and dictates the sets in the narrow column.*

Make Sounds

/a/ /t/ (AT)

/u/ /v/ (OF)

/i/ /t/ (IT)

/u/ /p/ (UP)

/i/ /ch/ (ITCH)

/e/ /j/ (EDGE)

/a/ /z/ (AS)

/m/ /o/ /p/ (MOP)

/th/ /i/ /n/ (THIN)

/h/ /a/ /m/ (HAM)

/k/ /a/ /sh/ (CASH)

/sh/ /e/ /d/ (SHED)

STEPS:

Tutor:

✎ Pull down tiles.

◻◼ Touch-and-say each sound.
↑ ↑

Student:

◻◼ Touch-and-say.
↑ ↑
‿ Slowly blend.
— Fast like a word.
↗ Wash off tiles.

A: Blend 2 and 3 Sounds into Real Words

TUTOR NOTE: be sure to make only <u>SHORT</u> vowel sounds.

"Last time, you broke words into sounds. This time, we're going to do the opposite. I'll give you some sounds. You'll blend them together to create a *real* word."

"Let me show you what I mean."

✎ • *Tutor pulls down 2 tiles, each a different color. Tutor touches each tile while saying:*

◻◼ **"This tile says /a/, this tile says /t/. Now you touch-and-say those sounds."**
↑ ↑

◻◼ • *Student touches the first tile while saying /a/, then touches the second tile while saying /t/.*
↑ ↑

‿ **"Slowly blend them together."** /aaaaa/-/t/

— **"Say it fast like a word."** AT

↗ **"Perfect. And notice that's a real word. Go ahead and wash off those tiles."**

• *Student returns the tiles to the pile.*

• *Tutor dictates the sounds in the narrow column.*

EXTRA PRACTICE SOUNDS

/d/ /u/ /k/ (DUCK)

/w/ /i/ /th/ (WITH)

/ch/ /e/ /k/ (CHECK)

/s/ /o/ /b/ (SOB)

/p/ /a/ /ch/ (PATCH)

/ch/ /o/ /p/ (CHOP)

/m/ /e/ /t/ (MET)

/th/ /i/ /k/ (THICK)

Make Sounds, change 1	**B: Blend-Change-Change-Change**

Make Sounds, change 1

/m/ /e/ /t/   (MET)

PET

PE**N**

P**A**N

FAN

TAN

T**E**N

TEN**T**

SENT

SEN**D**

S**A**ND

STEPS:

Tutor: (one time only)

✎   Pull down tiles.

□■□
↑ ↑ ↑   Touch-and-say each sound.

Student: (one time only)

□■□
↑ ↑ ↑   Touch-and-say.

‿   Slowly blend.

——   Fast like a word.

Tutor:

↖
□■□   "**I'M GOING TO**
↙   **CHANGE THIS**
      SOUND TO /xxx/."

Student:

□■□
↑ ↑ ↑   Touch-and-say.

‿   Slowly blend.

——   Fast like a word.

B: Blend-Change-Change-Change

"This time, after I give you the sounds and you've come up with the word, we'll do something a little different."

"But we'll start the same way. Ready?" Yes

✎ • *Tutor brings down three tiles and touches each one while saying:*

□■□
↑ ↑ ↑   **"Here are the sounds—/m/ /e/ /t/. Touch-and-say."**

□■□
↑ ↑ ↑   • *Student touches the first tile and says /m/, touches the second tile and says /e/, then touches the third tile and says /t/.*

‿   **"Slowly blend."** /mmmm/-/eeee/-/t/

——   **"Fast like a word."** MET

"Good. Now I'm going to change one of these sounds. Watch carefully."

• *Tutor changes the first tile while saying:*

↖
□■□   **"I'm going to change this sound to /p/."**
↙

"Touch-and-say."

□■□
↑ ↑ ↑   • *Student touches the first tile and says /p/, touches the second tile and says /e/, then touches the third tile and says /t/.*

‿   **"Slowly blend."** /p/-/eeee/-/t/

——   **"Fast like a word."** PET

• *Tutor continues to change one tile as listed in the narrow column.*

Make Sounds

/k/   /a/   /t/   (CAT)

STEPS:

Tutor: (one time only)

✎   Pull down tiles.

☐◼☐   Touch-and-say each sound.
↑ ↑ ↑

Student: (one time only)

☐◼☐   Touch-and-say.
↑ ↑ ↑

‿‿‿   Slowly blend.

────   Fast like a word.

Tutor: (one time only)

☐◼☐   Explain rhyming means
◼   change only first sound.

Student:

Change first tile.

☐◼☐   Makes its new sound.
◼

────   Says the rhyming word.

C: Rhyme Words

> **"Now you're ready for the last step in this book—the last step before we start using letters."**

> **"You might already know how to rhyme words. But if not, I want to teach you how to rhyme."**

✎ • *Tutor brings down 3 tiles, then touches each while saying:*

☐◼☐
↑ ↑ ↑   **"Here are the sounds: /k/ /a/ /t/. What is the word?"**

☐◼☐ • *Student should touch-and-say each tile, slowly blend*
↑ ↑ ↑   *sounds into a word, then say it like a word.* CAT
‿‿

────   **"Now let me show you with tiles . . how you can tell . . . if a word rhymes with cat."**

• *Tutor removes the first tile while saying:*

> **"Rhyming means . . . you change just the first sound."**

☐◼☐ *Tutor puts a new tile at the beginning*

> **"That sound is /m/."**

────   **"What does that word say now?"** MAT

• *Tutor lowers the /m/ tile a bit and puts the /k/ tile over top of it. Tutor uses finger to illustrate the following:*

☐◼☐
◼   **"Right. So CAT and MAT rhyme—because only the first sound changed. The rest of the word wasthe same."**

• *Tutor removes /k/ tile, scoots the /m/ tile up into the row.*

☐◼☐   **"So if that says mat, which tile would you change to create a word that rhymes?"** The first one

> **"Go ahead and change it to a different sound."**

☐◼☐ • *Student changes the first tile, says the new word.*

> **"What does it say?"**

> **"Create another one."**

☐◼☐ • *Student changes the first tile, says the new word.*

> TUTOR NOTE: Each time your student creates a rhyming word, praise him, then remove that first tile and encourage him to make another one. Expect words like RAT, SAT, FAT, BAT, HAT, NAT, PAT, CHAT etc.