mCLASS® Intervention
Phon. Aware. and Blending Burst #1

Julie Stewart
Created January 31, 2020

> ⚠ One or more students in the group did not have complete profiles when this two-week plan, focused on **Phonological Awarenessand Sounding Out & Blending**, was generated. As a result, the instruction may not meet the needs of each student in the group. Go to the **Prepare for Next Burst tab** to see the measures you should administer before you create a new Burst for this group. Create your next Burst one day after progress monitoring is complete.

Snapshot when Burst was created on January 31, 2020

Students	Teacher	Phono. Aware.	Letter Sounds	Blending	Reg. Words	Irreg. Words	Letter Combos	Adv. Phonics	Reading Flu.	Vocab.	Comp. Skills
👤 Betty Anderson	Julie Stewart	⬡	⬢	⬡	⬡	⬡	⬡	⬡	⬢	⬡	⬡
⚠ Clayton Crawford	Julie Stewart	⬡	⬢	⬡	⬡	⬡	⬡	⬡	⬡❗	⬡	⬡
👤 Annalise Lowell	Julie Stewart	⬡	⬢	⬡	⬡	⬡	⬡	⬡	⬢	⬡	⬡
👤 Ava Sharp	Julie Stewart	⬡	⬢	⬡	⬡	⬡	⬡	⬡	⬢	⬡	⬡

Key

⬡ Beginner
⬭ Showing Progress
⬢ Proficient
⬡ No Results

❗ Needs Monitoring Learn More
⚠ Incomplete Placement Test

If you need assistance or have any questions or comments, please send us an email at edsupport@amplify.com.

Materials for Burst #1

Julie Stewart

BurstBase materials can be downloaded from **https://burstbase.net/dibels-8/intervention-lessons-materials** .
All other Burst-specific materials can be found in the Supplemental Resources and your Burst kit.

DAY 1

A Puppet.

B None.

C Board to write on.

D Board to write on.

E None.

DAY 2

A Picture Cards: *box, cow, door, hat, goat, lamp, lock, nest, nut, queen, rat, zoo.*

B Puppet. Picture Cards: *bag, cow, dog, fire, hand, key, lock, mop, run, tie, well, zoo.*

C Regular Word Cards: *VC/CVC: am, mat, Sam, sat, sit.* Board to write on.

D Regular Word Cards: VC/CVC: am, it, mat, Sam, sat. Magnifying glass or toilet paper roll as alternative.

E Board to write on. Chalk/marker.

DAY 3

A Picture Cards: *bag, box, door, duck, fish, king, moon, nine, nut, six, watch, yard.*

B Puppet. Picture Cards: *bag, cup, egg, foot, goat, jump, lamb, nine, socks, sun, wave, yarn.*

C Paper or whiteboard to write directions on.

D Board to write on.

E Picture cards.

DAY 4

A Picture Cards: *bird, dog, fox, game, girl, jar, kite, nose, pen, rock, van, watch.*

B Puppet. Picture Cards: *bird, duck, fish, gate, kite, moon, nut, pen, rock, up, van, watch.*

C Regular Word Cards: *VC/CVC: at, fit, mat, Sam, sit.* Board to write on.

D Regular Word Cards: VC/CVC: am, at, fit, it, mat, Sam, sat, sit. Magnifying glass or toilet paper roll as alternative.

E Regular Word Cards. Bag or basket.

DAY 5

A Puppet. Picture cards: *dog, duck, leg, mop, nut, pen, rock, run, sun, van, vet, well.*

B None.

C Board to write on.

D Regular Word Cards: *VC/CVC: fit, mat, ram, rat, sat.* Board to write on.

E None.

DAY 6

A Puppet. Picture Cards: *cat, foot, game, hat, king, lamb, nest, pen, sun, van, vet, wave.*

B None.

C Board to write on.

D Regular Word Cards: *VC/CVC: at, it, mat, ram, rat.* Board to write on.

E Blank index cards.

DAY 7

A Picture Cards: *cat, gate, leg, mop, rat, ring, six, sun, tire, vet, wave, well*.

B None.

C Regular Word Cards: VC/CVC: am, at, fit, if, mat, ram, rat, sat, sit. Magnifying glass or toilet paper roll as alternative.

D Board to write on.

E None.

DAY 8

A Puppet. Picture Cards: *box, coat, gate, hay, juice, leg, moon, nose, socks, tire, wood, yarn*.

B None.

C Board to write on.

D Board to write on.

E Regular Word Cards. Bag or basket.

DAY 9

A Picture Cards: *cow, dice, dog, fire, foot, game, hat, kite, lamp, nest, well, wood.*

B None.

C Regular Word Cards: *VC/CVC: am, fit, mad, mat, sit.* Board to write on.

D Board to write on.

E None.

DAY 10

Progress monitoring can be conducted starting Day 7. Sync your results by Day 10 so you can request the new Burst and keep this group on schedule.

Mobile Device

Allow other students to work on skills activities as you assess.

Phon. Aware. and Blending Burst #1

10-day lesson plan (30 minutes per day)

Julie Stewart

Created January 31, 2020

Students	**Skills**	**Progress Monitor: PSF, NWF**
Betty A, Clayton C, Annalise L, Ava S	Phonological Awareness, Sounding Out & Blending	Note: you may need to administer additional measures if your students haven't demonstrated proficiency in earlier reading skills. [Learn more](#)

Day 1

A Blending Syllables

B Segmenting Syllables

C Introduce Sounding Out

D Sounding Out Accuracy (*am, at, mat, Sam, sat, it, sit*)

E Say It, Rhyme It: Phonological Awareness Game

Day 2

A Pick-a-Card: Onset-Rime Blending Accuracy (*box, cow … zoo*)

B Onset-Rime Blending Accuracy (*bag, cow … zoo*)

C Who's Got It? Sounding Out Accuracy (*am, mat, Sam, sat, sit*)

D Word Detectives: Sounding Out Accuracy (*am, it, mat, Sam, sat*)

E Lasso a Word: Sounding Out Game

Day 3

A Pick-a-Card: Onset-Rime Blending Accuracy (*bag, box … yard*)

B Onset-Rime Blending Accuracy (*bag, cup … yarn*)

C Read It, Do It: Sounding Out Accuracy

D Sounding Out Accuracy (*fat, fit, if, mat, sat*)

E Guess My Word: Phonological Awareness Game

Day 4

A Pick-a-Card: Onset-Rime Blending Accuracy (*bird, dog … van*)

B Onset-Rime Blending Accuracy (*bird, duck … watch*)

C Who's Got It? Sounding Out Accuracy (*at, fit, mat, Sam, sit*)

D Word Detectives: Sounding Out Accuracy (*am, at, fit… sit*)

E Read and Rhyme: Sounding Out Game

Day 5

A Introduce Phoneme Blending (*dog, duck … well*)

B Phoneme Blending Accuracy (*bag, cut … pit*)

C Sounding Out Accuracy (*fat, if, it, rim, Sam*)

D Who's Got It? Sounding Out Accuracy (*fit, mat, ram, rat, sat*)

E Telephone Rhyme Time: Phonological Awareness Game

Day 6

A Onset-Rime Blending Accuracy (*cat, foot … wave*)

B Phoneme Blending Accuracy (*coat, dice … wave*)

C Same or Different: Sounding Out Accuracy

D Who's Got It? Sounding Out Accuracy (*at, it, mat, ram, rat*)

E Mix, Mix, Match: Sounding Out Game

Day 7*

A Pick-a-Card: Onset-Rime Blending Accuracy (*cat, gate … well*)

B Squeeze: Phoneme Blending Accuracy (*bag, bed … well*)

C Word Detectives: Sounding Out Accuracy (*am, at, fit… sit*)

D Sounding Out Accuracy (*mom, rat, rim, rot, Sam*)

E See and Sound: Phonological Awareness Game

Day 8*

A Onset-Rime Blending Accuracy (*box, coat … yarn*)

B Phoneme Blending Accuracy (*cup, dad … wash*)

C Whispering: Sounding Out Accuracy (*mom, ram, rot, sad, Sid*)

D Whispering: Sounding Out Accuracy (*it, mom, ram, rim, sat*)

E Read and Rhyme: Sounding Out Game

Day 9*

A Pick-a-Card: Onset-Rime Blending Accuracy (*cow, dice … wood*)

B Squeeze: Phoneme Blending Accuracy (*back, box … run*)

C Who's Got It? Sounding Out Accuracy (*am, fit, mad, mat, sit*)

D Sounding Out Accuracy (*fad, mad, rat, rim, Sid*)

E Up and Down: Phonological Awareness Game

Day 10*

Progress Monitor: PSF, NWF

Note: you may need to administer additional measures if your students haven't demonstrated proficiency in earlier reading skills. [Learn more](#)

Have students play a game you've already played with them while you progress monitor one student. [Learn more](#)

Blending Syllables

Goal: Given two or three spoken syllables, the student can say the whole word.

In a Nutshell: (5–8 minutes)

After hearing their names and the names of common objects segmented into syllables, students blend the syllables to say the word.

MATERIALS	PREPARE
• Puppet.	Prepare a list of common objects visible in the room for you to reference.

Support

For students who struggle blending syllables together to identify the word as a whole, have them use counters and place a counter on the ground for each syllable. Then push the counters together to blend the word back together.

Challenge

Have a student in the group be the "leader." He or she can say the names of different objects broken down into syllables, and have the other students identify the objects.

MODEL

1   **Mico is going to call your name. Listen carefully because he's going to say your name in syllables. He might say your middle or even your last name. When you hear your name, stand up and blend the syllables together to say your name correctly. If you hear your name again, sit back down and blend your name again. Ready?** *Jen…ny*.

Pause for one second between each syllable.

PRACTICE

2   Continue until you have called everyone's name twice. For students with one-syllable first names, use their middle name or their last name so they have to blend the syllables to respond correctly.

3   If a student you call does not respond, glance over at them. In a few moments, call their name again. Make sure all students are sitting before moving on.

4   **Now we'll continue, but Mico is going to add another word after he calls your name. You will stand up, point to the object he says, and blend the syllables to say the whole word. Ready?** *Ju…lie,…win…dow*.

Julie should stand, point to the window, and tell you the blended word.

5   Continue until everyone has participated.

Segmenting Syllables

Goal: Given a spoken word, the student can segment it into syllables.

In a Nutshell: (5–8 minutes)

Students clap the syllables in their names and other words.

MATERIALS

None.

Support

If students have difficulty hearing the syllables of the word (for instance, they try to clap for individual sounds instead of syllables), have them put their hands under their chin; each time their chins go down, they should clap their fingers. Also, have them watch you as you do this so they can visualize each syllable.

Challenge

Students choose words from a single category, such as animals or food. Have the students tell you the number of syllables they clap for each word.

PREPARE

Prepare a list of one-, two-, and three-syllable words for you to refer to.

MODEL

1 **I'm going to clap out the syllables in someone's name. Listen carefully. Let's try the name _Simone. Si...mone_. Now use just your fingers to clap out the syllables of the name _Simone_ with me. _Si...mone_. How many times did you clap your fingers? How many syllables are in the name _Simone_?**

2 Continue around the group until everyone has clapped out the syllables in their names with you and on their own. For students who struggle, model the correct response and have them repeat it with you and then on their own. Then ask them to try the same for one of their friend's names.

PRACTICE

3 **Now I am going to give each one of you a word to clap out. For example, if I give you the word _carpet_, you would clap _car...pet_.** Continue until everyone has had a chance to clap out several words.

This Burst was created for Phon. Aware. and Blending, Burst #1

Introduce Sounding Out

Goal: Given a written regular word, the student can sound out and then say it.

In a Nutshell: (2–3 minutes)

Students learn to sound out the word *Sam* and then say it quickly.

MATERIALS

• Board to write on.

PREPARE

Write the word *Sam* on the board.

MODEL

1 Review letter sounds for: a, m, s. Write the letters on the board, point at them in a random order, and call on students individually to say the correct sound.

2 **Today we are going to read our first word! When I touch each letter, you say its sound and keep saying it until I touch the next letter. Don't stop between sounds.**

3 Write the word *Sam* on the board.

Look at this word on the board. Let's sound out this word. My turn first. *Sssaaammm*. Start saying the first sound as you touch beneath the first letter. Hold each sound for about one second.

PRACTICE

4 **Now it's your turn. Ready?**

Make sure everyone is looking at you, then touch just beneath the first letter and sound out with the students: ***sss*. Let's keep going and sound out the next letters: *aaammm*.**

5 Let the students sound out without you. Look for any student who is not sounding out and give him or her an individual turn.

6 **This time we'll sound it out and then say the word fast. Ready? *Sssaaammm*. What's the word?** Students: *Sam*. **Wow! You just read your first real word.**

7 Look for students who pronounce the word incorrectly, perhaps by making a different vowel sound, correct them, and have them repeat the word with the correct pronunciation. It will be easier for students to blend sounds later if they do not pause between sounds as they sound out.

8 Some students will require several repetitions when first sounding out. Provide students with a lot of encouragement.

Support

If students can say the sounds slowly but have difficulty reading the word quickly, review oral blending without the written words.

Challenge

Ask students to sound out other regular words in the book *Green Eggs and Ham* or another big book. Be sure to choose only regular words containing letters that students know.

Sounding Out Accuracy

Goal: Given a written regular word, the student can sound out and then say the word.

In a Nutshell: (5–8 minutes)

Students sound out words containing letter sounds they know and then read each word by saying it fast.

MATERIALS

• Board to write on.

PREPARE

Prepare a list of the following words for you to reference: *am, at, mat, Sam, sat, it, sit.*

MODEL

1 Review letter sounds that students are likely to struggle with in the target words. Focus especially on (a) letter sounds that you know one or more students do not automatically recognize, and (b) the vowels and consonants *d* and *b* (if included in the word list), which students frequently confuse. Write the letters on the board, point at them in a random order, and call on students individually to say the correct sound.

2 **Now let's sound out some words. When I touch each letter, you say its sound and keep saying it until I touch the next letter. Don't stop between sounds. After you sound out the word correctly, say it fast.**

3 Write the word *sat* on the board.

My turn first: *sssaaat*. Start saying the first sound as you touch just beneath the first letter. Hold each sound for about one second. **Now I'll say it fast. What's the word? The word is *sat*.**

PRACTICE

4 **Now it's your turn. Ready?**

Make sure everyone is looking at you, then touch the first letter and let the students sound it out without you. For example, students: *sssaaat*.

What's the word? Students: *sat*.

5 Look for students who pronounce the word incorrectly, perhaps by making a different vowel sound. Correct them and have them repeat the word with the correct pronunciation on their own.

6 Continue with the rest of the words in the list. For words beginning with stop sounds, pause very briefly on the stop sound and slightly longer than usual on the next sound: *caaannn*. Avoid: *cuhaaannn* and *c*-(pause) *aaannn*.

7 Call on each student to sound out the words individually. Point to the words in a random order to prevent students from memorizing a sequence. Continue until every student can sound out and say each word.

Support

If students can say the sounds slowly but have difficulty reading the word quickly, review oral blending without the written words.

Challenge

Find the same words in a big book and have students read them from the page. Ask students to sound out other regular words in the book. Be sure to choose only regular words containing letters that students know.

This Burst was created for Phon. Aware. and Blending, Burst #1

Say It, Rhyme It: Phonological Awareness Game

Goal: Given a spoken word, the student can say another word that rhymes.

In a Nutshell:

The students work in teams to think of rhyming words when given a spoken word.

MATERIALS	PREPARE
None.	Make a list of recently learned CVC, CVCC, or CCVCC words for you to refer to.

MODEL

1 Divide students into two teams and ask the teams to sit facing each other.

> **We are going to play a game called Say It, Rhyme It. I will give the Blue Team a word and finger-clap twice. The Blue Team will have to say another word that rhymes with the word I said and finger-clap twice. Then, the Red Team will give another word that rhymes with the Blue Team's word and finger-clap twice. Each team will take turns until one team cannot think of a word that rhymes. My turn first. Our first word is *cat*.**

2 Say the word *cat* and finger-clap twice.

> **The Blue Team may say *bat* and then finger-clap twice. What rhyming word could the Red Team say? That's right. They could say *pat* and finger-clap twice. Each team will continue the activity until one team can't think of a word or gives a non-word.**

PRACTICE

c-at

3 > **Now it's your turn.**

4 Play several rounds of the rhyming game as time permits. Give the teams a new word after each round.

5 You can increase the difficulty of the game by giving words that are harder to rhyme.

This Burst was created for Phon. Aware. and Blending, Burst #1

Pick-a-Card: Onset-Rime Blending Accuracy

Goal: Given a spoken onset and rime, the student can blend them into a word.

In a Nutshell: (5–8 minutes)

Students will practice blending onset and rime using the Pick-a-Card poem, based on the rhythm from *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.

MATERIALS

Picture cards: *box, cow, door, hat, goat, lamp, lock, nest, nut, queen, rat, zoo*.

—— OR ——

Burst Digital Cards
burst.amplify.com

Support

Use one card at a time without the poem. Have students say the word, the onset-rime, and the word again. You can also have them identify the first sound in the word and then chunk the rest of the word with them.

Challenge

Have a student choose picture cards and create the Pick-a-Card poem while others in the group are the listeners.

PREPARE

Gather appropriate picture cards. The poem used in this lesson follows the rhythm established in the book *Brown Bear, Brown Bear, What Do You See?* Students do not have to be familiar with the book to participate in this activity.

MODEL

1 Select the picture cards *hat, nest, rat*.

2 **Today, we are going to do an activity called Pick-a-Card. I am going to say a poem as part of this activity.**

When I finish the poem, I would like for you to pick the correct card. My turn first.
Pick a card.
Pick a card.
What do you see?
I see a *nnn-est* in front of me.

Now I will find and point to the picture in the poem, and then say the whole word, *nest*.

PRACTICE

3 Select three new picture cards or just replace *nest*.

Now it's your turn. Listen to the poem first, and then point to the picture you think the poem is about and say the word. Call on a student to begin.

4 Continue using the Pick-a-Card poem to have students practice blending onset-rime. Be sure to call on students individually to check for understanding.

5 Once students have mastered the three-card activity, increase the number of picture cards to four, then six, then all 12 pictures.

This Burst was created for Phon. Aware. and Blending, Burst #1

Onset-Rime Blending Accuracy

Goal: Given a spoken onset and rime, the student can blend them into a word.

In a Nutshell: (5–8 minutes)

Students select from a set of pictures the one that matches the onset-rime-segmented word spoken by a puppet.

MATERIALS

Puppet.

Picture cards: *bag, cow, dog, fire, hand, key, lock, mop, run, tie, well, zoo.*

——— OR ———

Burst Digital Cards
burst.amplify.com

Support

When you lay out the picture cards, segment them into onset and rime. If students still have difficulty, start with just two cards instead of three.

Challenge

Have students choose picture cards and identify the onset-rime, and say a word that rhymes with the picture. Then ask students to identify the onset-rime of the rhyming word they chose.

PREPARE

Gather appropriate picture cards.

MODEL

1 Select the picture card *run*.

> **Here's Mico. He likes to separate words into two sounds. So, instead of saying a word like *run*, he says: *rrr-un*.** Hold the onset for two seconds. Do not pause between the onset and rime.

2 Select three picture cards, including *mop*.

> **We're going to point to the pictures Mico wants. My turn first. What picture do you want, Mico?** *mmm-op.* **What word is that?** *mmm-op.* **Now I'll point to the picture, say the word, and separate it into two sounds like Mico:** *mop, mmm-op, mop.*

PRACTICE

3 Select three new cards, including *well*, or just replace *mop*.

> **Now it's your turn. Mico, which picture do you want?** *www-ell.* **What word is that?** *www-ell.* **Which picture does Mico want? Remember to say the word, say the two sounds, and then say the word again.** Call on an individual student to answer.

4 Continue with other sets of three picture cards, calling on students individually.

5 Once students have mastered the three-card activity, repeat it but increase the number of picture cards to four, then six, then all 12 pictures, so they are selecting one card from 12 on Mico's direction.

This Burst was created for Phon. Aware. and Blending, Burst #1

Who's Got It? Sounding Out Accuracy

Goal: Given a written regular word, the student can sound it out in his or her head and then say the word.

In a Nutshell: (5–8 minutes)

Each student gets a word card. When the word is said out loud, the student with that card stands up and reads the word.

MATERIALS

Regular word cards: *VC/CVC: am, mat, Sam, sat, sit.*

— OR —

Burst Digital Cards
burst.amplify.com

• Board to write on.

Support

Point to the word on the board as you read it. Have students point to the word as they read it when it is their turn.

Challenge

Give the targeted word in a sentence, rather than just the isolated word, and encourage your students to do so when it is their turn. When a student hears his or her targeted word in the sentence, he or she will stand up to read the word card.

PREPARE

Gather appropriate word cards. Write all the words on the board.

MODEL

1   **Here are words that we have learned recently. I'm going to run my finger under each word while you sound it out in your head. Then I will point to the word again and you will say it out loud. Ready?**

2   Have students read all the words on the board. Look for students who are not following along and give them an individual turn.

3   Pass out the word cards.

Now I'm going to read a word from the board. If you have the same word on your card, you will stand up and read the word. Then you will go to the board and put a check mark next to your word.

PRACTICE

4   Select a word from the board randomly and read it to the group.

5   Once a student reads his or her word correctly and checks the correct word on the board, that student reads the next word from the board. Continue until all the words have been read.

6   If a student stands up for a word that is not on his or her card or reads the word incorrectly, ask the student to sound out the word aloud. If necessary, model for them and have them repeat after you.

7   Once all the students have read their words, collect the cards, shuffle them, and pass them out again. Erase the words from the board and repeat the activity by just saying the words.

Word Detectives: Sounding Out Accuracy

Goal: Given a written regular word, the student can sound it out in his or her head and then say the word.

In a Nutshell: (5–8 minutes)

Students use a magnifying glass to find, sound out, and read a given word.

MATERIALS

☐ Regular word cards:
VC/CVC: am, it, mat, Sam, sat.

—— OR ——

🖐 Burst Digital Cards
burst.amplify.com
- Magnifying glass or toilet paper roll as alternative.

PREPARE

Gather appropriate word cards and magnifying glass.

MODEL

1 Place all of the word cards on the table faceup.

> **We are going to be Word Detectives. Here are some words on the table. I'm going to say a word. If you have the magnifying glass, you will read all of the words silently and put the magnifying glass on the word I said. Then you will read the word out loud.**

2 > **My turn first. I'm going to find the word *am*.**

3 Model looking for the word, quietly reading or sounding out each word on the table, placing the magnifying glass on *am*, sounding it out, and saying it out loud.

PRACTICE

4 > **Now it's your turn. Remember to read each word closely to find the right word. The next word is *mat*.**

> Call on a student to be the next Word Detective, using the magnifying glass to identify the correct word and reading the next word for the group.

5 Have students take turns being the Word Detective.

6 If a student reads the word incorrectly, ask the student to sound out the word and then read it again. Correct the student's pronunciation as necessary.

Support

For students who have trouble identifying the target word, place only two words on the table at a time.

Challenge

Once students find the target word, have them spell it and use it in a sentence.

Lasso a Word: Sounding Out Game

Goal: Given a spoken word, the student can identify the word within a group of written words.

In a Nutshell:

The students go to the board, lasso (circle) a word, sound it out, and say the word to earn points.

MATERIALS

- Board to write on.
- Chalk/marker.

PREPARE

Write 15 to 25 words on the board. The words can focus on the word patterns learned most recently. Prepare a different color marker for each student.

### MODEL

1 Hand each student a different color chalk/marker.

> **We are going to play Lasso a Word! You are going to pretend you are a cowboy or cowgirl and you are trying to lasso as many words as you can.**
>
> **When it is your turn, I am going to say a word. You will go to the board and circle, or lasso, the word. Then you will sound it out loud and read the word out quickly. If you lasso the right word and sound it out correctly, you get two points. If you lasso the right word and sound it out incorrectly, you get one point.**
>
> **The player with the most points at the end of the game will be our cowboy or cowgirl of the day!**

/p/ /i/ /k/

PRACTICE

2 Allow each student to take their turn, and keep score.

3 Play the game until all the words on the board have been lassoed.

4 Instead of reading a word and asking students to lasso the word, you can ask students to choose a word on the board, read it, and then circle it. Students will get two points.

5 A more challenging version of the game will require the student to lasso the word, sound it out, read it, and use it in a sentence to get three points instead of one.
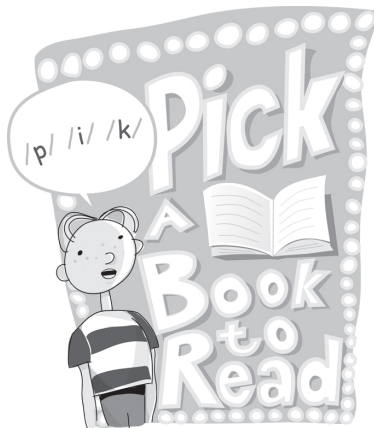
Pick-a-Card: Onset-Rime Blending Accuracy

Goal: Given a spoken onset and rime, the student can blend them into a word.

In a Nutshell: (5–8 minutes)

Students will practice blending onset and rime using the Pick-a-Card poem, based on the rhythm from *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.

MATERIALS

Picture cards: *bag, box, door, duck, fish, king, moon, nine, nut, six, watch, yard*.

— OR —

Burst Digital Cards
burst.amplify.com

PREPARE

Gather appropriate picture cards. The poem used in this lesson follows the rhythm established in the book *Brown Bear, Brown Bear, What Do You See?* Students do not have to be familiar with the book to participate in this activity.

MODEL

1 Select the picture cards *bag, fish, nut*.

2 **Today, we are going to do an activity called Pick-a-Card. I am going to say a poem as part of this activity.**

When I finish the poem, I would like for you to pick the correct card. My turn first.
Pick a card.
Pick a card.
What do you see?
I see a *fff-ish* in front of me.

Now I will find and point to the picture in the poem, and then say the whole word, *fish*.

Support

Use one card at a time without the poem. Have students say the word, the onset-rime, and the word again. You can also have them identify the first sound in the word and then chunk the rest of the word with them.

Challenge

Have a student choose picture cards and create the Pick-a-Card poem while others in the group are the listeners.

PRACTICE

3 Select three new picture cards or just replace *fish*.

Now it's your turn. Listen to the poem first, and then point to the picture you think the poem is about and say the word. Call on a student to begin.

4 Continue using the Pick-a-Card poem to have students practice blending onset-rime. Be sure to call on students individually to check for understanding.

5 Once students have mastered the three-card activity, increase the number of picture cards to four, then six, then all 12 pictures.

This Burst was created for Phon. Aware. and Blending, Burst #1 **14**

Onset-Rime Blending Accuracy

Goal: Given a spoken onset and rime, the student can blend them into a word.

In a Nutshell: (5–8 minutes)

Students select from a set of pictures the one that matches the onset-rime-segmented word spoken by a puppet.

MATERIALS

Puppet.

Picture cards: *bag, cup, egg, foot, goat, jump, lamb, nine, socks, sun, wave, yarn*.

—— OR ——

Burst Digital Cards
burst.amplify.com

Support

When you lay out the picture cards, segment them into onset and rime. If students still have difficulty, start with just two cards instead of three.

Challenge

Have students choose picture cards and identify the onset-rime, and say a word that rhymes with the picture. Then ask students to identify the onset-rime of the rhyming word they chose.

PREPARE

Gather appropriate picture cards.

MODEL

1 Select the picture card *sun*.

> **Here's Mico. He likes to separate words into two sounds. So, instead of saying a word like *sun*, he says: *sss-un*.** Hold the onset for two seconds. Do not pause between the onset and rime.

2 Select three picture cards, including *lamb*.

> **We're going to point to the pictures Mico wants. My turn first. What picture do you want, Mico? *lll-amb*. What word is that? *lll-amb*. Now I'll point to the picture, say the word, and separate it into two sounds like Mico: *lamb, lll-amb, lamb*.**

PRACTICE

3 Select three new cards, including *wave*, or just replace *lamb*.

> **Now it's your turn. Mico, which picture do you want? *www-ave*. What word is that? *www-ave*. Which picture does Mico want? Remember to say the word, say the two sounds, and then say the word again.** Call on an individual student to answer.

4 Continue with other sets of three picture cards, calling on students individually.

5 Once students have mastered the three-card activity, repeat it but increase the number of picture cards to four, then six, then all 12 pictures, so they are selecting one card from 12 on Mico's direction.

Read It, Do It: Sounding Out Accuracy

Goal: Given a decodable written sentence, the student can read it accurately.

In a Nutshell: (5–8 minutes)

After the group silently reads the directions, one student acts them out. Then the rest of the group indicates whether they were followed correctly.

MATERIALS

- Paper or whiteboard to write directions on.

PREPARE

Write these directions on separate pieces of paper or your whiteboard:

- *Lift your leg.*
- *Sit.*

MODEL

1 **We're going to play Read It, Do It. You're going to read and act out directions that use words we've learned.**

2 **I will show you directions.** Hold up the sentence: *Lift your leg.* **Read it in your head like this.** Pause, look at the directions, and make it look like you are reading it in your head by pointing to your head or pointing to each word. **Then, I will call on one of you to act out the directions. The rest of you will give a thumbs up if your friend's acting matches the directions or a thumbs down if it doesn't.**

3 **Watch me.** Quickly act out the directions. **Now let's all read the directions together.** Have the whole group read the directions. **Give a thumbs up because my acting matched the directions.**

Support

List challenging word(s) from the directions on the board. Show students how to sound out the word(s). Then, write the directions and have them read it as a group.

Challenge

Have a student make up new directions. Write the directions on the board, and have other students in the group read and follow them.

PRACTICE

4 Ask students to silently read the directions: *Sit.* Remind them to read silently by pointing to your head while they are reading.

5 Call on one student to act out the directions. Prompt students to give a thumbs up or thumbs down. Then read the directions as a group.

6 If a student does not act out the directions correctly, have the student read the directions out loud. Correct any misread words and have the whole group read the directions again.

Sounding Out Accuracy

Goal: Given a written regular word, the student can sound out and then say the word.

In a Nutshell: (5–8 minutes)

Students sound out words containing letter sounds they know and then read each word by saying it fast.

MATERIALS

- Board to write on.

PREPARE

Prepare a list of the following words for you to reference: *fat, fit, if, mat, sat.*

MODEL

1 Review letter sounds that students are likely to struggle with in the target words. Focus especially on (a) letter sounds that you know one or more students do not automatically recognize, and (b) the vowels and consonants *d* and *b* (if included in the word list), which students frequently confuse. Write the letters on the board, point at them in a random order, and call on students individually to say the correct sound.

2 **Now let's sound out some words. When I touch each letter, you say its sound and keep saying it until I touch the next letter. Don't stop between sounds. After you sound out the word correctly, say it fast.**

3 Write the word *mat* on the board.

My turn first: *mmmaaat.* Start saying the first sound as you touch just beneath the first letter. Hold each sound for about one second. **Now I'll say it fast. What's the word? The word is *mat.***

PRACTICE

4 **Now it's your turn. Ready?**

Make sure everyone is looking at you, then touch the first letter and let the students sound it out without you. For example, students: *mmmaaat.*

What's the word? Students: *mat.*

5 Look for students who pronounce the word incorrectly, perhaps by making a different vowel sound. Correct them and have them repeat the word with the correct pronunciation on their own.

6 Continue with the rest of the words in the list. For words beginning with stop sounds, pause very briefly on the stop sound and slightly longer than usual on the next sound: *caaannn.* Avoid: *cuhaaannn* and *c-*(pause) *aaannn.*

7 Call on each student to sound out the words individually. Point to the words in a random order to prevent students from memorizing a sequence. Continue until every student can sound out and say each word.

Support

If students can say the sounds slowly but have difficulty reading the word quickly, review oral blending without the written words.

Challenge

Find the same words in a big book and have students read them from the page. Ask students to sound out other regular words in the book. Be sure to choose only regular words containing letters that students know.

Guess My Word: Phonological Awareness Game

Goal: Given a spoken onset and rime, the student can say the word.

In a Nutshell:

The students blend a spoken onset-rime to figure out a spoken word to collect as many picture cards as they can.

MATERIALS	PREPARE
• Picture cards.	Make a list of recently learned CVC, CVCC, or CCVCC words for you to refer to.

MODEL

1 Have the students sit in a circle facing you.

> **We are going to play a game called Guess My Word. I have a picture card and I will say the sounds that make up the word for the picture. You will figure out the word I am saying. If you are correct, you get to keep the picture card. If you don't figure out the word correctly after two tries, the next person will get a chance. The goal of the game is to collect as many picture cards as possible. Place a picture card facing downward in the middle of the circle.**

2 > **Listen carefully:** *lll-eg*. **Who can guess my word?** If the student gets the word *leg* correct, tell him or her to keep the picture card. Each student has two chances to guess the word, if he or she does not get the word correct, the next student in the circle gets to guess the word.

PRACTICE

3 Go through all the picture cards with students. When students are done with the stack of picture cards, you can play the game again. This time, students are able to keep the picture card only after they are able to identify the word and use the word accurately in a sentence.

This Burst was created for Phon. Aware. and Blending, Burst #1

Pick-a-Card: Onset-Rime Blending Accuracy

Goal: Given a spoken onset and rime, the student can blend them into a word.

In a Nutshell: (5–8 minutes)

Students will practice blending onset and rime using the Pick-a-Card poem, based on the rhythm from *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.

MATERIALS

Picture cards: *bird, dog, fox, game, girl, jar, kite, nose, pen, rock, van, watch*.

——— OR ———

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PREPARE

Gather appropriate picture cards. The poem used in this lesson follows the rhythm established in the book *Brown Bear, Brown Bear, What Do You See?* Students do not have to be familiar with the book to participate in this activity.

MODEL

1 Select the picture cards *bird, rock, van*.

2 **Today, we are going to do an activity called Pick-a-Card. I am going to say a poem as part of this activity.**

When I finish the poem, I would like for you to pick the correct card. My turn first.
Pick a card.
Pick a card.
What do you see?
I see a *rrr-ock* in front of me.

Now I will find and point to the picture in the poem, and then say the whole word, *rock*.

PRACTICE

3 Select three new picture cards or just replace *rock*.

Now it's your turn. Listen to the poem first, and then point to the picture you think the poem is about and say the word. Call on a student to begin.

4 Continue using the Pick-a-Card poem to have students practice blending onset-rime. Be sure to call on students individually to check for understanding.

5 Once students have mastered the three-card activity, increase the number of picture cards to four, then six, then all 12 pictures.

Support

Use one card at a time without the poem. Have students say the word, the onset-rime, and the word again. You can also have them identify the first sound in the word and then chunk the rest of the word with them.

Challenge

Have a student choose picture cards and create the Pick-a-Card poem while others in the group are the listeners.

This Burst was created for Phon. Aware. and Blending, Burst #1

Onset-Rime Blending Accuracy

Goal: Given a spoken onset and rime, the student can blend them into a word.

In a Nutshell: (5–8 minutes)

Students select from a set of pictures the one that matches the onset-rime-segmented word spoken by a puppet.

MATERIALS

Puppet.

Picture cards: *bird, duck, fish, gate, kite, moon, nut, pen, rock, up, van, watch*.

— OR —

Burst Digital Cards
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Support

When you lay out the picture cards, segment them into onset and rime. If students still have difficulty, start with just two cards instead of three.

Challenge

Have students choose picture cards and identify the onset-rime, and say a word that rhymes with the picture. Then ask students to identify the onset-rime of the rhyming word they chose.

PREPARE

Gather appropriate picture cards.

MODEL

1 Select the picture card *fish*.

> **Here's Mico. He likes to separate words into two sounds. So, instead of saying a word like *fish*, he says: *fff-ish*.** Hold the onset for two seconds. Do not pause between the onset and rime.

2 Select three picture cards, including *moon*.

> **We're going to point to the pictures Mico wants. My turn first. What picture do you want, Mico?** *mmm-oon*. **What word is that?** *mmm-oon*. **Now I'll point to the picture, say the word, and separate it into two sounds like Mico:** *moon, mmm-oon, moon*.

PRACTICE

3 Select three new cards, including *rock*, or just replace *moon*.

> **Now it's your turn. Mico, which picture do you want?** *rrr-ock*. **What word is that?** *rrr-ock*. **Which picture does Mico want? Remember to say the word, say the two sounds, and then say the word again.** Call on an individual student to answer.

4 Continue with other sets of three picture cards, calling on students individually.

5 Once students have mastered the three-card activity, repeat it but increase the number of picture cards to four, then six, then all 12 pictures, so they are selecting one card from 12 on Mico's direction.

This Burst was created for Phon. Aware. and Blending, Burst #1

Who's Got It? Sounding Out Accuracy

Goal: Given a written regular word, the student can sound it out in his or her head and then say the word.

In a Nutshell: (5–8 minutes)

Each student gets a word card. When the word is said out loud, the student with that card stands up and reads the word.

MATERIALS

Regular word cards: *VC/CVC: at, fit, mat, Sam, sit.*

— OR —

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• Board to write on.

Support

Point to the word on the board as you read it. Have students point to the word as they read it when it is their turn.

Challenge

Give the targeted word in a sentence, rather than just the isolated word, and encourage your students to do so when it is their turn. When a student hears his or her targeted word in the sentence, he or she will stand up to read the word card.

PREPARE

Gather appropriate word cards. Write all the words on the board.

MODEL

1 **Here are words that we have learned recently. I'm going to run my finger under each word while you sound it out in your head. Then I will point to the word again and you will say it out loud. Ready?**

2 Have students read all the words on the board. Look for students who are not following along and give them an individual turn.

3 Pass out the word cards.

Now I'm going to read a word from the board. If you have the same word on your card, you will stand up and read the word. Then you will go to the board and put a check mark next to your word.

PRACTICE

4 Select a word from the board randomly and read it to the group.

5 Once a student reads his or her word correctly and checks the correct word on the board, that student reads the next word from the board. Continue until all the words have been read.

6 If a student stands up for a word that is not on his or her card or reads the word incorrectly, ask the student to sound out the word aloud. If necessary, model for them and have them repeat after you.

7 Once all the students have read their words, collect the cards, shuffle them, and pass them out again. Erase the words from the board and repeat the activity by just saying the words.

Word Detectives: Sounding Out Accuracy

Goal: Given a written regular word, the student can sound it out in his or her head and then say the word.

In a Nutshell: (5–8 minutes)

Students use a magnifying glass to find, sound out, and read a given word.

MATERIALS

Regular word cards:
VC/CVC: am, at, fit, it, mat, Sam, sat, sit.

— OR —

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- Magnifying glass or toilet paper roll as alternative.

PREPARE

Gather appropriate word cards and magnifying glass.

MODEL

1 Place all of the word cards on the table faceup.

> **We are going to be Word Detectives. Here are some words on the table. I'm going to say a word. If you have the magnifying glass, you will read all of the words silently and put the magnifying glass on the word I said. Then you will read the word out loud.**

2 > **My turn first. I'm going to find the word *at*.**

3 Model looking for the word, quietly reading or sounding out each word on the table, placing the magnifying glass on *at*, sounding it out, and saying it out loud.

PRACTICE

4 > **Now it's your turn. Remember to read each word closely to find the right word. The next word is *Sam*.**
>
> Call on a student to be the next Word Detective, using the magnifying glass to identify the correct word and reading the next word for the group.

5 Have students take turns being the Word Detective.

6 If a student reads the word incorrectly, ask the student to sound out the word and then read it again. Correct the student's pronunciation as necessary.

Support

For students who have trouble identifying the target word, place only two words on the table at a time.

Challenge

Once students find the target word, have them spell it and use it in a sentence.

Read and Rhyme: Sounding Out Game

Goal: Given word cards, the student can find word matches.

In a Nutshell:

The students read a word and say a word that rhymes with it. The player with the most cards at the end of the game is the winner.

MATERIALS

☐ Regular Word Cards.

◡ Bag or basket.

PREPARE

Gather all regular word cards learned thus far. Have the following word card out for use in modeling: *sad.*

MODEL

1 Place all word cards in a bag or basket.

2 Have students sit in a circle.

> **We are going to play a game called Read and Rhyme. We will pass this bag around our circle. When the bag is passed to you, pull out one card. You can read the word by sounding it out in your head or aloud and then saying the word quickly aloud. When you think you know the word on your card, you will hold it up so everyone can see it and tell us the word.**
>
> **If we think you read the word correctly, we will touch our noses and you will keep the card. If we think you made a mistake, we will help you read the word correctly.**
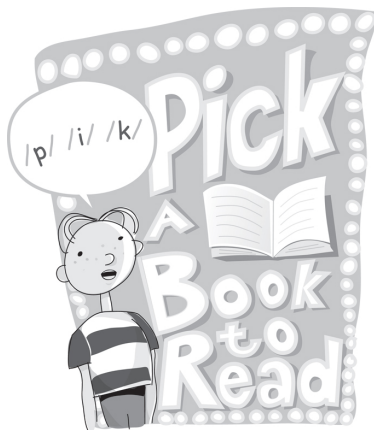>
> **You will then say a word that rhymes with your word. If you say a word that rhymes accurately, you can keep your card. So, if you pull a card and it says *sad*, you will say *sad* and a rhyming word like *mad*.**
>
> **If you can't think of a rhyming word after 15 seconds, the group will help you think of one, and you will put the card in the middle of the circle. When you are done, pass the bag to the next person. The person with the most cards at the end of the game is the winner!**

3 If this is the first time students have played this game, model for the group how to play.

4 Each student should get an equal number of turns. The game ends when there are not enough word cards to play another full round.

PRACTICE

5 Play several rounds of the game.

6 If time allows, add another adjustment to the game. For instance, have students pull a card, read the word, say a rhyming word, and use the word on their card in a sentence.

/p/ /i/ /k/ Pick A Book to Read

Introduce Phoneme Blending

Goal: Given multiple sounds, the student can blend them into a word.

In a Nutshell: (5–8 minutes)

Students select from a set of pictures the one that matches the word segmented by a puppet.

MATERIALS

Puppet.

Picture cards: *dog, duck, leg, mop, nut, pen, rock, run, sun, van, vet, well*.

—— OR ——

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Support

Reduce the number of picture cards to two until students can select the correct picture on three consecutive tries.

Challenge

Write words on the board and have students identify the first sound instead of using picture cards. Add some words that have blends, such as *plan* and *fast*.

PREPARE

Gather appropriate picture cards.

MODEL

1 Select the picture card *dog*.

Here's Mico. He likes to stretch out the sounds in words. For example, instead of saying a word like *dog*, he says: *dooog*. We'll help him blend the word. Hold continuous sounds for about a second. Do not pause between sounds.

2 Select three picture cards, including *rock*.

My turn first. Let's see which of these pictures Mico wants. Mico? *Rrrooock*. What's the word, Mico? *Rrrooock*. Now I'll point to the picture Mico wants, and blend the word: *rock, rrrooock, rock*.

PRACTICE

3 Select three new cards or just replace *rock*.

Now it's your turn. Mico, which picture do you want? Call on an individual student to answer.

4 Continue with other sets of three picture cards, calling on students individually.

5 Once students have mastered the three-card activity, repeat it but increase the number of picture cards to four, then six, then all 12 pictures, so they are selecting one card from 12 on Mico's direction.

This Burst was created for Phon. Aware. and Blending, Burst #1   **24**

Phoneme Blending Accuracy

Goal: Given multiple sounds, the student can blend them into a word.

In a Nutshell: (5–8 minutes)

Students use clues in the song "What Word Is That?" to blend phonemes and identify key words.

MATERIALS	PREPARE
None.	Become familiar with the song "What Word Is That?" sung to the tune of "London Bridge Is Falling Down." Make a list of these words for you to refer to: *bag, cut, dig, fog, gum, jet, nap, net, not, pit.*

Support

As you sing the song, have students move chips or counters each time you sing a phoneme. Then move the chips together as you blend the word slowly, then fast: *fffooog, fog*.

Challenge

Incorporate words with consonant blends such as *trap* and *best*. You may have to stretch your "London Bridge" performance a little to make these words fit.

MODEL

1 This lesson uses a song based on the tune of "London Bridge Is Falling Down."

> **Today we're going to sing a song called "What Word Is That?" This song will help us blend sounds together to make words. Listen to the song.** Sing the song to the group.

2

> **If I say sounds like**
> **/f/ /o/ /g/, /f/ /o/ /g/, /f/ /o/ /g/**
> **If I say sounds like /f/ /o/ /g/**
> **What word is that?**
> Students: *fog*.
> **That's right. /f/ /o/ /g/ is *fog*. Say it with me.**

PRACTICE

3

> **Now it's your turn. I will sing the song and then call on one of you to blend the sounds of the word.** Call on students individually to identify the blended word. Continue through the word list.

This Burst was created for Phon. Aware. and Blending, Burst #1

Sounding Out Accuracy

Goal: Given a written regular word, the student can sound out and then say the word.

In a Nutshell: (5–8 minutes)

Students sound out words containing letter sounds they know and then read each word by saying it fast.

MATERIALS

- Board to write on.

PREPARE

Prepare a list of the following words for you to reference: *fat, if, it, rim, Sam.*

MODEL

1 Review letter sounds that students are likely to struggle with in the target words. Focus especially on (a) letter sounds that you know one or more students do not automatically recognize, and (b) the vowels and consonants *d* and *b* (if included in the word list), which students frequently confuse. Write the letters on the board, point at them in a random order, and call on students individually to say the correct sound.

2 **Now let's sound out some words. When I touch each letter, you say its sound and keep saying it until I touch the next letter. Don't stop between sounds. After you sound out the word correctly, say it fast.**

3 Write the word *fat* on the board.

My turn first: *fffaaat*. Start saying the first sound as you touch just beneath the first letter. Hold each sound for about one second. **Now I'll say it fast. What's the word? The word is *fat*.**

PRACTICE

4 **Now it's your turn. Ready?**

Make sure everyone is looking at you, then touch the first letter and let the students sound it out without you. For example, students: *fffaaat*.

What's the word? Students: *fat*.

5 Look for students who pronounce the word incorrectly, perhaps by making a different vowel sound. Correct them and have them repeat the word with the correct pronunciation on their own.

6 Continue with the rest of the words in the list. For words beginning with stop sounds, pause very briefly on the stop sound and slightly longer than usual on the next sound: *caaannn*. Avoid: *cuhaaannn* and *c*-(pause) *aaannn*.

7 Call on each student to sound out the words individually. Point to the words in a random order to prevent students from memorizing a sequence. Continue until every student can sound out and say each word.

Support

If students can say the sounds slowly but have difficulty reading the word quickly, review oral blending without the written words.

Challenge

Find the same words in a big book and have students read them from the page. Ask students to sound out other regular words in the book. Be sure to choose only regular words containing letters that students know.

This Burst was created for Phon. Aware. and Blending, Burst #1

Who's Got It? Sounding Out Accuracy

Goal: Given a written regular word, the student can sound it out in his or her head and then say the word.

In a Nutshell: (5–8 minutes)

Each student gets a word card. When the word is said out loud, the student with that card stands up and reads the word.

MATERIALS

Regular word cards: *VC/CVC: fit, mat, ram, rat, sat.*

— OR —

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• Board to write on.

Support

Point to the word on the board as you read it. Have students point to the word as they read it when it is their turn.

Challenge

Give the targeted word in a sentence, rather than just the isolated word, and encourage your students to do so when it is their turn. When a student hears his or her targeted word in the sentence, he or she will stand up to read the word card.

PREPARE

Gather appropriate word cards. Write all the words on the board.

MODEL

1 **Here are words that we have learned recently. I'm going to run my finger under each word while you sound it out in your head. Then I will point to the word again and you will say it out loud. Ready?**

2 Have students read all the words on the board. Look for students who are not following along and give them an individual turn.

3 Pass out the word cards.

Now I'm going to read a word from the board. If you have the same word on your card, you will stand up and read the word. Then you will go to the board and put a check mark next to your word.

PRACTICE

4 Select a word from the board randomly and read it to the group.

5 Once a student reads his or her word correctly and checks the correct word on the board, that student reads the next word from the board. Continue until all the words have been read.

6 If a student stands up for a word that is not on his or her card or reads the word incorrectly, ask the student to sound out the word aloud. If necessary, model for them and have them repeat after you.

7 Once all the students have read their words, collect the cards, shuffle them, and pass them out again. Erase the words from the board and repeat the activity by just saying the words.

Telephone Rhyme Time: Phonological Awareness Game

Goal: Given a spoken word, the student can say another word that rhymes.

In a Nutshell:

In a variation of the classic game Telephone, a student hears a word and must tell his or her neighbor a word that rhymes with it.

MATERIALS	PREPARE
None.	Create several lists of one- or two-syllable words that rhyme for your reference.

MODEL

1 Have the students stand or sit in a circle facing you.

> **Today we're going to play a game called Telephone Rhyme Time. I will tell one of you a word. You will think of a word that rhymes with it and tell the rhyming word to the student next to you. Each of you in turn will come up with a new rhyming word until everyone has had at least one turn. If I say *hat*, you could say *bat*, and the next person could say *cat*, and so on.**

PRACTICE

2 > **Let's start the game.** Say a word to the first student. That student tells the next student a word that rhymes with yours. The second student must come up with another word that rhymes with the first two words, and tell it to the third student. Begin a new round of the game when everyone has had a turn, or when a student can't come up with a word that rhymes. You can increase the difficulty of the first word in subsequent rounds of the game.

3 > **Now we're going to play the game differently. I'll whisper a word to the first student. Then that person will tell the next student — in a whisper — a word that rhymes with my word. After everyone has had a turn, the last student will say his or her word out loud, so we can all hear it. Do you think that final word will rhyme with the first word that I whispered? Let's try it and see!**

4 When you play the game with all the words given in whispers, as in the traditional game of Telephone, the final word in the chain might not resemble the first word! If time permits when the game is done, students can say the words they heard and the words they told the next student.

This Burst was created for Phon. Aware. and Blending, Burst #1

Onset-Rime Blending Accuracy

Goal: Given a spoken onset and rime, the student can blend them into a word.

In a Nutshell: (5–8 minutes)

Students select from a set of pictures the one that matches the onset-rime-segmented word spoken by a puppet.

MATERIALS

Puppet.

Picture cards: *cat, foot, game, hat, king, lamb, nest, pen, sun, van, vet, wave*.

— OR —

Burst Digital Cards
burst.amplify.com

Support

When you lay out the picture cards, segment them into onset and rime. If students still have difficulty, start with just two cards instead of three.

Challenge

Have students choose picture cards and identify the onset-rime, and say a word that rhymes with the picture. Then ask students to identify the onset-rime of the rhyming word they chose.

PREPARE

Gather appropriate picture cards.

MODEL

1 Select the picture card *vet*.

> **Here's Mico. He likes to separate words into two sounds. So, instead of saying a word like *vet*, he says: *vvv-et*.** Hold the onset for two seconds. Do not pause between the onset and rime.

2 Select three picture cards, including *nest*.

> **We're going to point to the pictures Mico wants. My turn first. What picture do you want, Mico?** *nnnn-est*. **What word is that?** *nnnn-est*. **Now I'll point to the picture, say the word, and separate it into two sounds like Mico:** *nest, nnnn-est, nest*.

PRACTICE

3 Select three new cards, including *van*, or just replace *nest*.

> **Now it's your turn. Mico, which picture do you want?** *vvv-an*. **What word is that?** *vvv-an*. **Which picture does Mico want? Remember to say the word, say the two sounds, and then say the word again.** Call on an individual student to answer.

4 Continue with other sets of three picture cards, calling on students individually.

5 Once students have mastered the three-card activity, repeat it but increase the number of picture cards to four, then six, then all 12 pictures, so they are selecting one card from 12 on Mico's direction.

This Burst was created for Phon. Aware. and Blending, Burst #1

Phoneme Blending Accuracy

Goal: Given multiple sounds, the student can blend them into a word.

In a Nutshell: (5–8 minutes)

Students use clues in the song "What Word Is That?" to blend phonemes and identify key words.

MATERIALS	PREPARE
None.	Become familiar with the song "What Word Is That?" sung to the tune of "London Bridge Is Falling Down." Make a list of these words for you to refer to: *coat, dice, gate, goat, jump, lamb, lap, nine, nose, pen, sing, wave*.

Support

As you sing the song, have students move chips or counters each time you sing a phoneme. Then move the chips together as you blend the word slowly, then fast: *peeennn, pen*.

Challenge

Incorporate words with consonant blends such as *trap* and *best*. You may have to stretch your "London Bridge" performance a little to make these words fit.

MODEL

1 This lesson uses a song based on the tune of "London Bridge Is Falling Down."

Today we're going to sing a song called "What Word Is That?" This song will help us blend sounds together to make words. Listen to the song. Sing the song to the group.

2 **If I say sounds like
/p/ /e/ /n/, /p/ /e/ /n/, /p/ /e/ /n/
If I say sounds like /p/ /e/ /n/
What word is that?**
Students: *pen*.
That's right. /p/ /e/ /n/ is *pen*. Say it with me.

PRACTICE

3 **Now it's your turn. I will sing the song and then call on one of you to blend the sounds of the word.** Call on students individually to identify the blended word. Continue through the word list.

This Burst was created for Phon. Aware. and Blending, Burst #1

Same or Different: Sounding Out Accuracy

Goal: Given a decodable written sentence, students can read it.

In a Nutshell: (5–8 minutes)

Students decide whether a sentence you write has the same meaning as a sentence you say.

MATERIALS	PREPARE
• Board to write on.	None.

WE DO*

1 **We're going to play Same or Different. I'm going to say a sentence and then write another sentence on the board. You will read the sentence on the board and figure out if it means the same thing as the sentence I say. If the sentence I say and the sentence you read mean the same thing, the answer is: same. If the sentence I say and the sentence you read do not mean the same thing, the answer is: different.**

2 **Listen to what I say:** *It feels like an oven in here!* On the board, write: *It is hot!*

3 **Let's read the sentence together:** *It is hot!* Point to each word as you read, prompting students to read along with you. Underline the irregular word.

4 **Does** *"It is hot!"* **mean the same thing as** *"It feels like an oven in here!"***? If they mean the same thing, the answer is: same. If the sentences don't mean the same thing, the answer is: different.** Before calling on a student, give students up to 10 seconds of silent time to think about their response. Then, call on a student to share his/her answer. Ask the student to explain his/her answer: **Why do you think that?** For this question, the answer is: same.

PRACTICE

5 **Let's keep playing!** *Sam ran to the park.*

6 On the board, write: *Sam sat.*

7 Give students up to 20 seconds to read the sentence independently. Then, have students sound out or read the words in the sentence (one word per student). Reread the sentence together 2-3 times to build fluency.

8 **Does** *"Sam sat."* **mean the same thing as** *"Sam ran to the park."***?** Before calling on a student, give students up to 10 seconds of silent time to think about their response. You can read any irregular words (underlined above) or unfamiliar words for the students. Then, call on a student to share his/her answer. Ask the student to explain his/her answer: **Why do you think that?** For this question, the answer is: different.

If there is disagreement, encourage discussion about the meaning of the sentences.

Support

Review the letter sounds in the written sentence first. If students sound out but have difficulty read the word quickly, review oral blending without the written words (sounds only).

Challenge

Write another decodable sentence on the board. Compare your new written sentence to one of the spoken sentences from this activity. Ask students to tell you if the sentences mean the same thing.

* In this activity, we do not begin with a teacher-led model. Instead, we begin with a "We Do," which means "we work through the question and answer together." We do this to maximize practice opportunities for your students.

This Burst was created for Phon. Aware. and Blending, Burst #1

Who's Got It? Sounding Out Accuracy

Goal: Given a written regular word, the student can sound it out in his or her head and then say the word.

In a Nutshell: (5–8 minutes)

Each student gets a word card. When the word is said out loud, the student with that card stands up and reads the word.

MATERIALS

Regular word cards: *VC/CVC: at, it, mat, ram, rat.*

— OR —

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- Board to write on.

Support

Point to the word on the board as you read it. Have students point to the word as they read it when it is their turn.

Challenge

Give the targeted word in a sentence, rather than just the isolated word, and encourage your students to do so when it is their turn. When a student hears his or her targeted word in the sentence, he or she will stand up to read the word card.

PREPARE

Gather appropriate word cards. Write all the words on the board.

MODEL

1 **Here are words that we have learned recently. I'm going to run my finger under each word while you sound it out in your head. Then I will point to the word again and you will say it out loud. Ready?**

2 Have students read all the words on the board. Look for students who are not following along and give them an individual turn.

3 Pass out the word cards.

Now I'm going to read a word from the board. If you have the same word on your card, you will stand up and read the word. Then you will go to the board and put a check mark next to your word.

PRACTICE

4 Select a word from the board randomly and read it to the group.

5 Once a student reads his or her word correctly and checks the correct word on the board, that student reads the next word from the board. Continue until all the words have been read.

6 If a student stands up for a word that is not on his or her card or reads the word incorrectly, ask the student to sound out the word aloud. If necessary, model for them and have them repeat after you.

7 Once all the students have read their words, collect the cards, shuffle them, and pass them out again. Erase the words from the board and repeat the activity by just saying the words.

Mix, Mix, Match: Sounding Out Game

Goal: Given printed word segments, the student can correctly blend them together to form a regular word.

In a Nutshell:

The students will trade cards with others in their group (Mix) and work together to create words using word cards (Match).

MATERIALS

Blank index cards.

PREPARE

Generate a list of CVC words (or use other word patterns). Copy words onto index cards in parts. For example, if the word was *fit*, you would write *fi* on one card and *t* on another card.

MODEL

1 Hand out one card at a time to each student in the group.

> **Today we're going to play a game called Mix, Mix, Match. I gave each of you a card with letters on it. Some of your cards will have one letter and some will have more than one letter.**
>
> **When I say *Mix,* you will trade cards with someone in the group. You will then say the sound or sounds on your card aloud to the group when I call on you.**
>
> **When I say *Match,* you will all have to work as a team to match as many cards together as you can and sound them out in your heads or aloud to make words. For every word you make as a team, we will write the word on the board. The goal of the game is to have as many words on the board as possible.**

2 Model the game by putting two cards together to form a word before starting the first round of the game.

3 When students make a match, hand them a new card. The game ends when time is up, or when the students have exhausted all the possible combinations of words.

PRACTICE

4 Play several rounds of the game so the group has a chance to match a few different words. Write each word that the group has matched on the board.

5 Have the group read the words they matched from the board. Work together to write a story using as many of the words as you can.
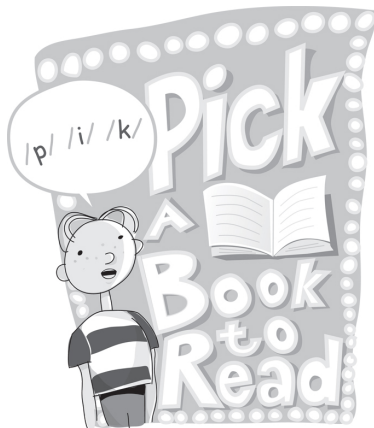
Pick-a-Card: Onset-Rime Blending Accuracy

Goal: Given a spoken onset and rime, the student can blend them into a word.

In a Nutshell: (5–8 minutes)

Students will practice blending onset and rime using the Pick-a-Card poem, based on the rhythm from *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.

MATERIALS

Picture cards: *cat, gate, leg, mop, rat, ring, six, sun, tire, vet, wave, well.*

—— OR ——

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PREPARE

Gather appropriate picture cards. The poem used in this lesson follows the rhythm established in the book *Brown Bear, Brown Bear, What Do You See?* Students do not have to be familiar with the book to participate in this activity.

MODEL

1 Select the picture cards *gate, sun, wave*.

2 **Today, we are going to do an activity called Pick-a-Card. I am going to say a poem as part of this activity.**

When I finish the poem, I would like for you to pick the correct card. My turn first.
Pick a card.
Pick a card.
What do you see?
I see a *sss-un* in front of me.

Now I will find and point to the picture in the poem, and then say the whole word, *sun*.

Support

Use one card at a time without the poem. Have students say the word, the onset-rime, and the word again. You can also have them identify the first sound in the word and then chunk the rest of the word with them.

Challenge

Have a student choose picture cards and create the Pick-a-Card poem while others in the group are the listeners.

PRACTICE

3 Select three new picture cards or just replace *sun*.

Now it's your turn. Listen to the poem first, and then point to the picture you think the poem is about and say the word. Call on a student to begin.

4 Continue using the Pick-a-Card poem to have students practice blending onset-rime. Be sure to call on students individually to check for understanding.

5 Once students have mastered the three-card activity, increase the number of picture cards to four, then six, then all 12 pictures.

This Burst was created for Phon. Aware. and Blending, Burst #1

Squeeze: Phoneme Blending Accuracy

Goal: Given multiple sounds, the student can blend them into a word.

In a Nutshell: (5–8 minutes)

Three students stand several feet apart and are each given a sound to say aloud. Students squeeze closer together and say their sounds closer together until they blend the word.

MATERIALS	PREPARE
None.	Make a list of these words for you to refer to: *bag, bed, cat, cup, kick, lock, nut, rat, rock, sun, van, well*.

MODEL

1 Have three students stand two arm lengths away from one another.

> **Today we are going to do an activity called Squeeze. I'm going to whisper a sound to each of these three students. They will say their sounds out loud when I touch them on the head. Then I'm going to squeeze them closer together and have them say their sounds again. We will keep squeezing them closer until their shoulders are touching and we can blend the sounds together and say the whole word. Ready?**

2 Whisper the /b/ sound to the first student, /a/ to the middle student, and /g/ to the last student.

3 Touch their heads, pausing between each student. Be sure each student says his or her phoneme correctly.

4 Move the students closer together and pause for a shorter period between touching their heads.

5 Once they are touching shoulders, have the group say the word out loud.

> **What's the word?** Students: *bag*.

PRACTICE

6 Choose three other students and whisper the phonemes of a new word.

7 Continue with the rest of the words in the list. Be sure every student has a chance to stand in line and say a phoneme.

Support

Have students hold their sound until the next student begins to say their sound, making the sounds blend together more easily.

Challenge

Have students start out farther apart with a longer pause between the sounds. See if they can say the target word without being squeezed together.

Word Detectives: Sounding Out Accuracy

Goal: Given a written regular word, the student can sound it out in his or her head and then say the word.

In a Nutshell: (5–8 minutes)

Students use a magnifying glass to find, sound out, and read a given word.

MATERIALS

☐ Regular word cards:
VC/CVC: am, at, fit, if, mat, ram, rat, sat, sit.

──── OR ────

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• Magnifying glass or toilet paper roll as alternative.

PREPARE

Gather appropriate word cards and magnifying glass.

MODEL

1 Place all of the word cards on the table faceup.

> **We are going to be Word Detectives. Here are some words on the table. I'm going to say a word. If you have the magnifying glass, you will read all of the words silently and put the magnifying glass on the word I said. Then you will read the word out loud.**

2 > **My turn first. I'm going to find the word *fit*.**

3 Model looking for the word, quietly reading or sounding out each word on the table, placing the magnifying glass on *fit*, sounding it out, and saying it out loud.

PRACTICE

4 > **Now it's your turn. Remember to read each word closely to find the right word. The next word is *am*.**
>
> Call on a student to be the next Word Detective, using the magnifying glass to identify the correct word and reading the next word for the group.

5 Have students take turns being the Word Detective.

6 If a student reads the word incorrectly, ask the student to sound out the word and then read it again. Correct the student's pronunciation as necessary.

Support

For students who have trouble identifying the target word, place only two words on the table at a time.

Challenge

Once students find the target word, have them spell it and use it in a sentence.

This Burst was created for Phon. Aware. and Blending, Burst #1

Sounding Out Accuracy

Goal: Given a written regular word, the student can sound out and then say the word.

In a Nutshell: (5–8 minutes)

Students sound out words containing letter sounds they know and then read each word by saying it fast.

MATERIALS

• Board to write on.

PREPARE

Prepare a list of the following words for you to reference: *mom, rat, rim, rot, Sam* .

MODEL

1 Review letter sounds that students are likely to struggle with in the target words. Focus especially on (a) letter sounds that you know one or more students do not automatically recognize, and (b) the vowels and consonants *d* and *b* (if included in the word list), which students frequently confuse. Write the letters on the board, point at them in a random order, and call on students individually to say the correct sound.

2 **Now let's sound out some words. When I touch each letter, you say its sound and keep saying it until I touch the next letter. Don't stop between sounds. After you sound out the word correctly, say it fast.**

3 Write the word *mom* on the board.

My turn first: *mmmooommm*. Start saying the first sound as you touch just beneath the first letter. Hold each sound for about one second. **Now I'll say it fast. What's the word? The word is *mom*.**

PRACTICE

4 **Now it's your turn. Ready?**

Make sure everyone is looking at you, then touch the first letter and let the students sound it out without you. For example, students: *mmmooommm*.

What's the word? Students: *mom*.

5 Look for students who pronounce the word incorrectly, perhaps by making a different vowel sound. Correct them and have them repeat the word with the correct pronunciation on their own.

6 Continue with the rest of the words in the list. For words beginning with stop sounds, pause very briefly on the stop sound and slightly longer than usual on the next sound: *caaannn*. Avoid: *cuhaaannn* and *c*-(pause) *aaannn*.

7 Call on each student to sound out the words individually. Point to the words in a random order to prevent students from memorizing a sequence. Continue until every student can sound out and say each word.

Support

If students can say the sounds slowly but have difficulty reading the word quickly, review oral blending without the written words.

Challenge

Find the same words in a big book and have students read them from the page. Ask students to sound out other regular words in the book. Be sure to choose only regular words containing letters that students know.

This Burst was created for Phon. Aware. and Blending, Burst #1

See and Sound: Phonological Awareness Game

Goal: Given sounds in a word, the student can blend them together to say the word.

In a Nutshell:

Students work in teams to blend sounds together to form words.

MATERIALS	PREPARE
• None.	Make a list of common objects in the room for you to refer to.

MODEL

1 Have the students sit facing you.

> **Today we are going to play a game called See and Sound. I will say the name of something in the room, breaking the name down sound by sound. You will work in teams and blend the sounds together to make a word. The first team to say the correct word gets a point.**

2 **For example, I see a /ch/ /air/. What am I looking at?** Say each sound slowly and clearly. **I will blend the sounds together: ch-air, *chair*.**

PRACTICE

3 **Now it's your turn. Let's play See and Sound.** Start with simple words of two or three sounds and progress to more complex words as the game proceeds.

4 For a variation of the game, ask students to think of something in the room without revealing the name of the item. Then have students say the word sound by sound. Listen to the segmented sounds spoken by the students and try to blend the sounds together to figure out the words.

This Burst was created for Phon. Aware. and Blending, Burst #1

Onset-Rime Blending Accuracy

Goal: Given a spoken onset and rime, the student can blend them into a word.

In a Nutshell: (5–8 minutes)

Students select from a set of pictures the one that matches the onset-rime-segmented word spoken by a puppet.

MATERIALS

Puppet.

Picture cards: *box, coat, gate, hay, juice, leg, moon, nose, socks, tire, wood, yarn*.

—— OR ——

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Support

When you lay out the picture cards, segment them into onset and rime. If students still have difficulty, start with just two cards instead of three.

Challenge

Have students choose picture cards and identify the onset-rime, and say a word that rhymes with the picture. Then ask students to identify the onset-rime of the rhyming word they chose.

PREPARE

Gather appropriate picture cards.

MODEL

1 Select the picture card *yarn*.

> **Here's Mico. He likes to separate words into two sounds. So, instead of saying a word like *yarn*, he says: *yyy-arn*.** Hold the onset for two seconds. Do not pause between the onset and rime.

2 Select three picture cards, including *wood*.

> **We're going to point to the pictures Mico wants. My turn first. What picture do you want, Mico? *www-ood*. What word is that? *www-ood*. Now I'll point to the picture, say the word, and separate it into two sounds like Mico: *wood, www-ood, wood*.**

PRACTICE

3 Select three new cards, including *nose*, or just replace *wood*.

> **Now it's your turn. Mico, which picture do you want? *nnn-ose*. What word is that? *nnn-ose*. Which picture does Mico want? Remember to say the word, say the two sounds, and then say the word again.** Call on an individual student to answer.

4 Continue with other sets of three picture cards, calling on students individually.

5 Once students have mastered the three-card activity, repeat it but increase the number of picture cards to four, then six, then all 12 pictures, so they are selecting one card from 12 on Mico's direction.

This Burst was created for Phon. Aware. and Blending, Burst #1

Phoneme Blending Accuracy

Goal: Given multiple sounds, the student can blend them into a word.

In a Nutshell: (5–8 minutes)

Students use clues in the song "What Word Is That?" to blend phonemes and identify key words.

MATERIALS	PREPARE
None.	Become familiar with the song "What Word Is That?" sung to the tune of "London Bridge Is Falling Down." Make a list of these words for you to refer to: *cup, dad, doll, hen, mop, nest, pop, run, socks, sun, ten, wash*.

Support

As you sing the song, have students move chips or counters each time you sing a phoneme. Then move the chips together as you blend the word slowly, then fast: *sssuuunnn, sun*.

Challenge

Incorporate words with consonant blends such as *trap* and *best*. You may have to stretch your "London Bridge" performance a little to make these words fit.

MODEL

1 This lesson uses a song based on the tune of "London Bridge Is Falling Down."

> **Today we're going to sing a song called "What Word Is That?" This song will help us blend sounds together to make words. Listen to the song.** Sing the song to the group.

2
> **If I say sounds like**
> **/s/ /u/ /n/, /s/ /u/ /n/, /s/ /u/ /n/**
> **If I say sounds like /s/ /u/ /n/**
> **What word is that?**
> Students: *sun*.
> **That's right. /s/ /u/ /n/ is *sun*. Say it with me.**

PRACTICE

3
> **Now it's your turn. I will sing the song and then call on one of you to blend the sounds of the word.** Call on students individually to identify the blended word. Continue through the word list.

This Burst was created for Phon. Aware. and Blending, Burst #1

Whispering: Sounding Out Accuracy

DAY
8*
A B C D E

Goal: Given a written regular word, the student can sound out the word in a whisper and then say it.

In a Nutshell: (5–8 minutes)

Students sound out a word in a whisper and then say the word in a regular voice.

MATERIALS

- Board to write on.

PREPARE

Prepare a list of the following words for you to reference: *mom, ram, rot, sad, Sid.*

MODEL

1 Review letter sounds that students are likely to struggle with in the target words. Focus especially on (a) letter sounds that one or more students do not automatically recognize and (b) the vowels and consonants *d* and *b* (if included in the word list), which students frequently confuse. Write the letters on the board, point at them in a random order, and call on students individually to say the correct sound.

2 **Now let's sound out some words. We are going to do something a little different when we sound them out. We are going to say the sounds in a whisper! When I touch each letter, say its sound using a whisper voice and keep saying it until I touch the next letter. Don't stop between sounds. After you sound out the word correctly, you will say it fast in a regular voice.**

3 Write the word *mom* on the board.

My turn first: *mmmooommm*. Start saying the first sound in an audible whisper as you touch just beneath the first letter. Hold each sound for about one second. **Now I'll say it fast in a regular voice. What's the word?** *mom*.

PRACTICE

4 Write *sad* on the board.

Now it's your turn. I'll touch the letters and you say the sound. Remember to say the sounds in a whisper. Students: *sssaaad*. **Now let's say it fast in a regular voice. What's the word?** *sad.*

5 Look for students who pronounce the word incorrectly, perhaps by making a different vowel sound, correct them, and have them repeat the word with the correct pronunciation.

6 Continue with the other words in the list.

7 Call on each student to sound out the words individually using a whisper voice. Point to the words in a random order to prevent students memorizing a sequence.

Support

If students can say the sounds slowly but have difficulty reading the word quickly, review oral blending without the written words. If students have difficulty sounding out in a whisper, have them sound out using a regular voice.

Challenge

Have students use a barely audible whisper or just mouth the sounds. Find the same words in a big book and have students read them from the page. Ask students to sound out other regular words in the book. Be sure to choose only regular words containing letters that students know.

This Burst was created for Phon. Aware. and Blending, Burst #1

Whispering: Sounding Out Accuracy

DAY
8 *
A B C D E

Goal: Given a written regular word, the student can sound out the word in a whisper and then say it.

In a Nutshell: (5–8 minutes)

Students sound out a word in a whisper and then say the word in a regular voice.

MATERIALS

- Board to write on.

PREPARE

Prepare a list of the following words for you to reference: *it, mom, ram, rim, sat.*

MODEL

1 Review letter sounds that students are likely to struggle with in the target words. Focus especially on (a) letter sounds that one or more students do not automatically recognize and (b) the vowels and consonants *d* and *b* (if included in the word list), which students frequently confuse. Write the letters on the board, point at them in a random order, and call on students individually to say the correct sound.

2 **Now let's sound out some words. We are going to do something a little different when we sound them out. We are going to say the sounds in a whisper! When I touch each letter, say its sound using a whisper voice and keep saying it until I touch the next letter. Don't stop between sounds. After you sound out the word correctly, you will say it fast in a regular voice.**

3 Write the word *ram* on the board.

My turn first: *rrraaammm*. Start saying the first sound in an audible whisper as you touch just beneath the first letter. Hold each sound for about one second. **Now I'll say it fast in a regular voice. What's the word? *ram*.**

PRACTICE

4 Write *sat* on the board.

Now it's your turn. I'll touch the letters and you say the sound. Remember to say the sounds in a whisper. Students: *sssaaat.* **Now let's say it fast in a regular voice. What's the word? *sat.***

5 Look for students who pronounce the word incorrectly, perhaps by making a different vowel sound, correct them, and have them repeat the word with the correct pronunciation.

6 Continue with the other words in the list.

7 Call on each student to sound out the words individually using a whisper voice. Point to the words in a random order to prevent students memorizing a sequence.

Support

If students can say the sounds slowly but have difficulty reading the word quickly, review oral blending without the written words. If students have difficulty sounding out in a whisper, have them sound out using a regular voice.

Challenge

Have students use a barely audible whisper or just mouth the sounds. Find the same words in a big book and have students read them from the page. Ask students to sound out other regular words in the book. Be sure to choose only regular words containing letters that students know.

This Burst was created for Phon. Aware. and Blending, Burst #1

Read and Rhyme: Sounding Out Game

Goal: Given word cards, the student can find word matches.

In a Nutshell:

The students read a word and say a word that rhymes with it. The player with the most cards at the end of the game is the winner.

MATERIALS

☐ Regular Word Cards.

⌓ Bag or basket.

PREPARE

Gather all regular word cards learned thus far. Have the following word card out for use in modeling: *rag.*

MODEL

1 Place all word cards in a bag or basket.

2 Have students sit in a circle.

> **We are going to play a game called Read and Rhyme. We will pass this bag around our circle. When the bag is passed to you, pull out one card. You can read the word by sounding it out in your head or aloud and then saying the word quickly aloud. When you think you know the word on your card, you will hold it up so everyone can see it and tell us the word.**
>
> **If we think you read the word correctly, we will touch our noses and you will keep the card. If we think you made a mistake, we will help you read the word correctly.**
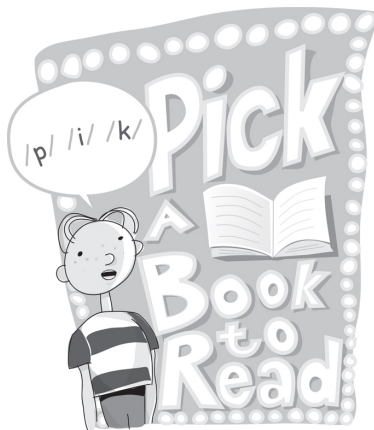>
> **You will then say a word that rhymes with your word. If you say a word that rhymes accurately, you can keep your card. So, if you pull a card and it says *rag*, you will say *rag* and a rhyming word like *bag*.**
>
> **If you can't think of a rhyming word after 15 seconds, the group will help you think of one, and you will put the card in the middle of the circle. When you are done, pass the bag to the next person. The person with the most cards at the end of the game is the winner!**

3 If this is the first time students have played this game, model for the group how to play.

4 Each student should get an equal number of turns. The game ends when there are not enough word cards to play another full round.

PRACTICE

5 Play several rounds of the game.

6 If time allows, add another adjustment to the game. For instance, have students pull a card, read the word, say a rhyming word, and use the word on their card in a sentence.

Pick-a-Card: Onset-Rime Blending Accuracy

Goal: Given a spoken onset and rime, the student can blend them into a word.

In a Nutshell: (5–8 minutes)

Students will practice blending onset and rime using the Pick-a-Card poem, based on the rhythm from *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.

MATERIALS

Picture cards: *cow, dice, dog, fire, foot, game, hat, kite, lamp, nest, well, wood.*

——— OR ———

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PREPARE

Gather appropriate picture cards. The poem used in this lesson follows the rhythm established in the book *Brown Bear, Brown Bear, What Do You See?* Students do not have to be familiar with the book to participate in this activity.

MODEL

1 Select the picture cards *dog, lamp, well*.

2 **Today, we are going to do an activity called Pick-a-Card. I am going to say a poem as part of this activity.**

When I finish the poem, I would like for you to pick the correct card. My turn first.
Pick a card.
Pick a card.
What do you see?
I see a *lll-amp* in front of me.

Now I will find and point to the picture in the poem, and then say the whole word, *lamp*.

Support

Use one card at a time without the poem. Have students say the word, the onset-rime, and the word again. You can also have them identify the first sound in the word and then chunk the rest of the word with them.

Challenge

Have a student choose picture cards and create the Pick-a-Card poem while others in the group are the listeners.

PRACTICE

3 Select three new picture cards or just replace *lamp*.

Now it's your turn. Listen to the poem first, and then point to the picture you think the poem is about and say the word. Call on a student to begin.

4 Continue using the Pick-a-Card poem to have students practice blending onset-rime. Be sure to call on students individually to check for understanding.

5 Once students have mastered the three-card activity, increase the number of picture cards to four, then six, then all 12 pictures.

This Burst was created for Phon. Aware. and Blending, Burst #1

Squeeze: Phoneme Blending Accuracy

Goal: Given multiple sounds, the student can blend them into a word.

In a Nutshell: (5–8 minutes)

Three students stand several feet apart and are each given a sound to say aloud. Students squeeze closer together and say their sounds closer together until they blend the word.

MATERIALS
None.

PREPARE

Make a list of these words for you to refer to: *back, box, dad, dig, fill, fun, ham, mop, nap, pen, pill, run*.

MODEL

1 Have three students stand two arm lengths away from one another.

> **Today we are going to do an activity called Squeeze. I'm going to whisper a sound to each of these three students. They will say their sounds out loud when I touch them on the head. Then I'm going to squeeze them closer together and have them say their sounds again. We will keep squeezing them closer until their shoulders are touching and we can blend the sounds together and say the whole word. Ready?**

2 Whisper the /m/ sound to the first student, /o/ to the middle student, and /p/ to the last student.

3 Touch their heads, pausing between each student. Be sure each student says his or her phoneme correctly.

4 Move the students closer together and pause for a shorter period between touching their heads.

5 Once they are touching shoulders, have the group say the word out loud.

> **What's the word?** Students: *mop*.

PRACTICE

6 Choose three other students and whisper the phonemes of a new word.

7 Continue with the rest of the words in the list. Be sure every student has a chance to stand in line and say a phoneme.

Support

Have students hold their sound until the next student begins to say their sound, making the sounds blend together more easily.

Challenge

Have students start out farther apart with a longer pause between the sounds. See if they can say the target word without being squeezed together.

Who's Got It? Sounding Out Accuracy

Goal: Given a written regular word, the student can sound it out in his or her head and then say the word.

In a Nutshell: (5–8 minutes)

Each student gets a word card. When the word is said out loud, the student with that card stands up and reads the word.

MATERIALS

Regular word cards: *VC/CVC: am, fit, mad, mat, sit.*

— OR —

Burst Digital Cards
burst.amplify.com

• Board to write on.

Support

Point to the word on the board as you read it. Have students point to the word as they read it when it is their turn.

Challenge

Give the targeted word in a sentence, rather than just the isolated word, and encourage your students to do so when it is their turn. When a student hears his or her targeted word in the sentence, he or she will stand up to read the word card.

PREPARE

Gather appropriate word cards. Write all the words on the board.

MODEL

1   **Here are words that we have learned recently. I'm going to run my finger under each word while you sound it out in your head. Then I will point to the word again and you will say it out loud. Ready?**

2   Have students read all the words on the board. Look for students who are not following along and give them an individual turn.

3   Pass out the word cards.

   Now I'm going to read a word from the board. If you have the same word on your card, you will stand up and read the word. Then you will go to the board and put a check mark next to your word.

PRACTICE

4   Select a word from the board randomly and read it to the group.

5   Once a student reads his or her word correctly and checks the correct word on the board, that student reads the next word from the board. Continue until all the words have been read.

6   If a student stands up for a word that is not on his or her card or reads the word incorrectly, ask the student to sound out the word aloud. If necessary, model for them and have them repeat after you.

7   Once all the students have read their words, collect the cards, shuffle them, and pass them out again. Erase the words from the board and repeat the activity by just saying the words.

This Burst was created for Phon. Aware. and Blending, Burst #1

Sounding Out Accuracy

Goal: Given a written regular word, the student can sound out and then say the word.

In a Nutshell: (5–8 minutes)

Students sound out words containing letter sounds they know and then read each word by saying it fast.

MATERIALS
• Board to write on.

PREPARE

Prepare a list of the following words for you to reference: *fad, mad, rat, rim, Sid.*

MODEL

1 Review letter sounds that students are likely to struggle with in the target words. Focus especially on (a) letter sounds that you know one or more students do not automatically recognize, and (b) the vowels and consonants *d* and *b* (if included in the word list), which students frequently confuse. Write the letters on the board, point at them in a random order, and call on students individually to say the correct sound.

2 **Now let's sound out some words. When I touch each letter, you say its sound and keep saying it until I touch the next letter. Don't stop between sounds. After you sound out the word correctly, say it fast.**

3 Write the word *rim* on the board.

My turn first: *rrriiimmm*. Start saying the first sound as you touch just beneath the first letter. Hold each sound for about one second. **Now I'll say it fast. What's the word? The word is *rim*.**

PRACTICE

Support

If students can say the sounds slowly but have difficulty reading the word quickly, review oral blending without the written words.

Challenge

Find the same words in a big book and have students read them from the page. Ask students to sound out other regular words in the book. Be sure to choose only regular words containing letters that students know.

4 **Now it's your turn. Ready?**

Make sure everyone is looking at you, then touch the first letter and let the students sound it out without you. For example, students: *rrriiimmm*.

What's the word? Students: *rim*.

5 Look for students who pronounce the word incorrectly, perhaps by making a different vowel sound. Correct them and have them repeat the word with the correct pronunciation on their own.

6 Continue with the rest of the words in the list. For words beginning with stop sounds, pause very briefly on the stop sound and slightly longer than usual on the next sound: *caaannn*. Avoid: *cuhaaannn* and *c*-(pause) *aaannn.*

7 Call on each student to sound out the words individually. Point to the words in a random order to prevent students from memorizing a sequence. Continue until every student can sound out and say each word.

This Burst was created for Phon. Aware. and Blending, Burst #1

Up and Down: Phonological Awareness Game

Goal: Given two spoken words, the student can identify whether or not they rhyme; given a spoken word, the student can supply a rhyming or non-rhyming word.

In a Nutshell:

Students raise or lower their arms depending on whether or not two words rhyme.

MATERIALS	PREPARE
None.	Create several lists of recently learned words for you to refer to.

MODEL

1 Have the students sit or stand facing you.

> **Today we're going to play a game called Up and Down. I will say two words at a time, and you will tell me if the words rhyme. First, I will show you how to do it. I will say two words. If they rhyme, I will raise my arms. I will keep my arms raised and say the next pair of words. If those two words don't rhyme, I will lower my arms.** Model how you would like the students to raise and lower their arms.

PRACTICE

2 > **Now it's your turn.** Include several pairs of words that rhyme and several that don't. Vary the sequence/pattern. Word pairs could be as follows: *cat/mat* [raise arms], *mat/sat* [keep arms up], *sat/go* [lower arms], *go/show* [raise arms], *show/mow* [keep arms up]. State two words as a pair and pause between pairs, so that there is clearly one pair of words per "action."

3 > **Now we will play the game differently. I'll say a word and then I'll call on one of you to give me another word. You choose if the word will rhyme or not. If your word rhymes with mine, we will all raise our arms. If they don't rhyme, we'll lower our arms. Are you ready? Let's play!**

4 Play the game in this manner until each student has had a chance to create at least two pairs of rhyming and non-rhyming words.

This Burst was created for Phon. Aware. and Blending, Burst #1

Complete Progress Monitoring

PSF **NWF**

Note: when you have students in your group who have not demonstrated proficiency in earlier reading skills, mCLASS Intervention assumes your students are missing those earlier reading skills and may hold the group back. As a result, you may also need to progress monitor earlier skills to ensure your students move on when they are ready. You can see if any of your students need additional measures on the [Prepare for Next Burst tab](#).

If you have not already progress monitored students, complete progress monitoring today so you stay on schedule.
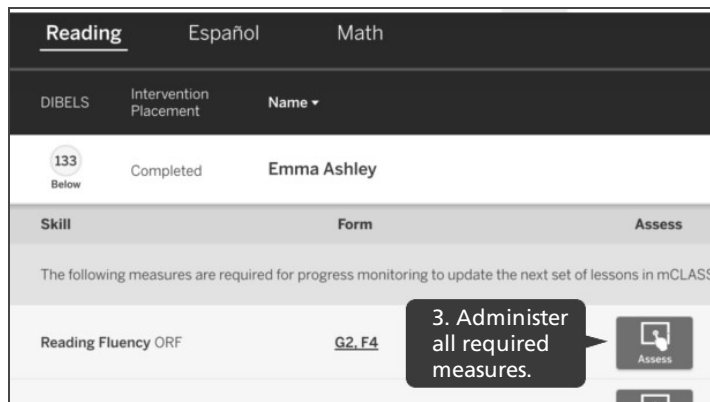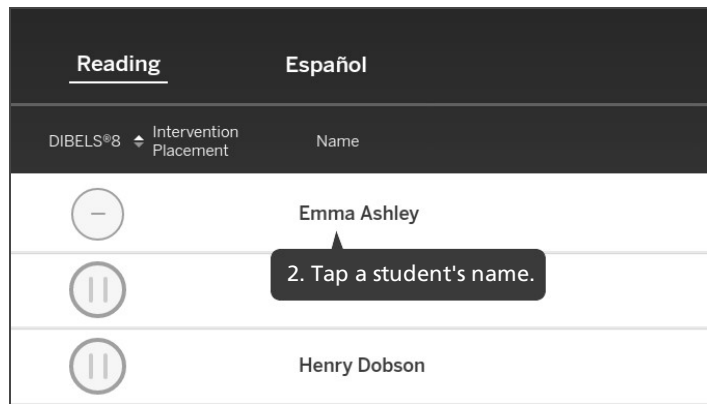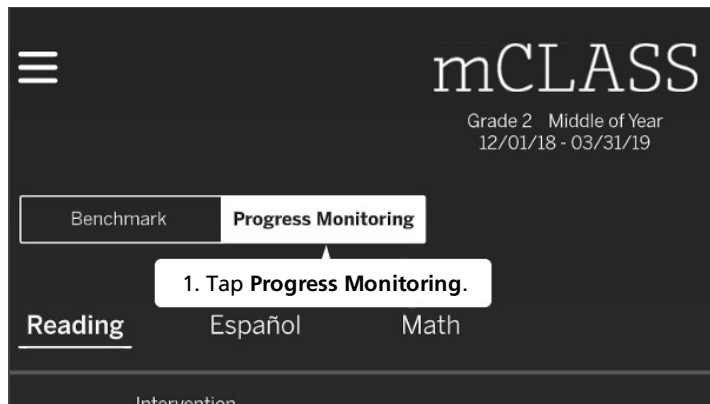
Remember to sync the day before you want to request the next Burst. mCLASS Intervention performs item-level analysis of new student results overnight and will be ready to deliver targeted instruction the next day.

While you are assessing one student, the other students in the group can repeat some of the *Apply the Skills* activities from earlier in this Burst.

If you have already completed progress monitoring, you could use today's session to:

- Review the Burst and complete any activities you ran out of time completing.
- Repeat the activities that students did not master.
- Repeat the *Apply the Skills* activities.
- Select any other activity and use the *Harder* adjustment.

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