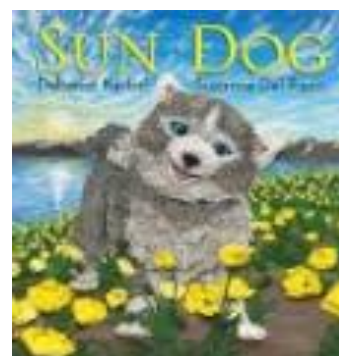
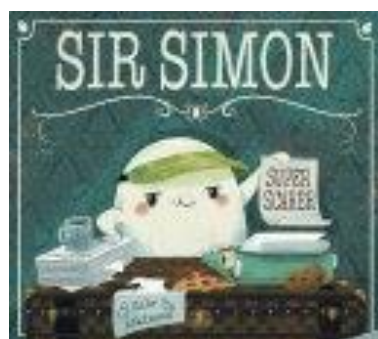
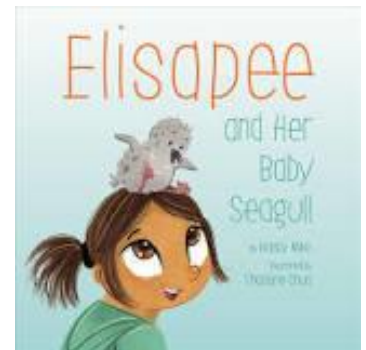
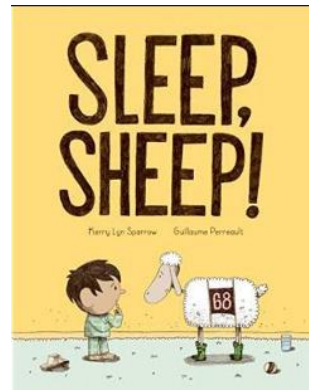
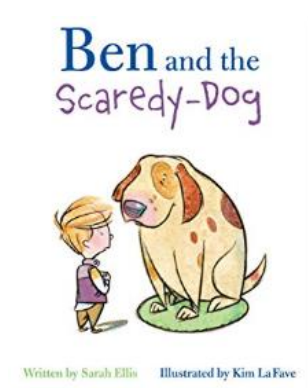
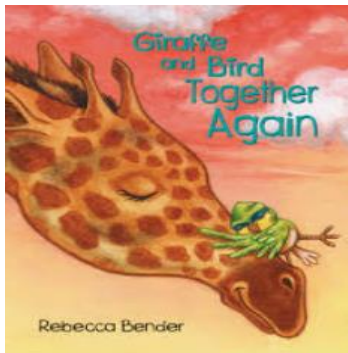
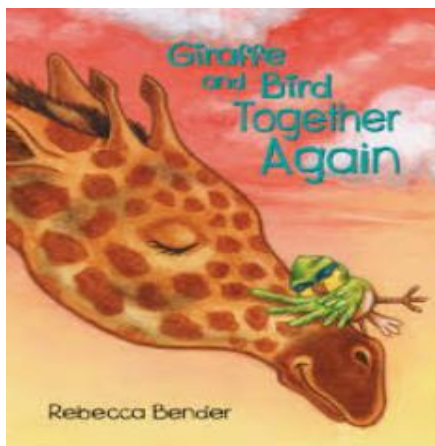


# 2019 Shining Willow Finalists

## A Plan for the Development of Phonological Awareness Skills using Mentor Texts





Giraffe and Bird Together Again- by Rebecca Bender

## Instructional Plan & Daily Format

Instructional plan is flexible. Take the opportunity to re-read the story every day before Phonological Awareness skills.

Day 1	10-15 minutes	Read Aloud: the read aloud format you choose is up to you. Model comprehension strategies through talk-alouds.
Day 2	10-15 minutes	Skill 1: Counting Words in a Spoken Sentence Skill 2: Rhyme Recognition Skill 3: Rhyme Production
Day 3	10-15 minutes	Skill 4: Syllable Onset-Rime Blending Skill 5: Syllable Onset-Rime Segmenting Skill 6: Syllable Blending & Pronouncing
Day 4	10-15 minutes	Skill 7: Syllable Segmenting & Counting Skill 8: Syllable Deletion Skill 9: Phoneme Blending
Day 5	10-15 minutes	Skill 10: Phoneme Segmenting Skill 11: Phoneme Addition Skill 12: Phoneme Substitution Skill 13: Initial Phoneme Deletion

## 1. Skill: Counting Words in a Spoken Sentence

Say: "How many words are in this sentence?"

He feels alive in new places. (6)	He always hides in the same spot. (7)
Where is Bird? (3)	He decides to follow the feathers. (6)
Time to turn back. (4)	But what if Bird is in trouble? (7)
But this is no time to give up. (8)	Step after step, Giraffe climbs. (5)
Giraffe is determined. (3)	Bird cheers him on. (4)

## 2. Skill: Rhyme Recognition

Say: "Give me a thumbs-up if these words rhyme."

feats/treats (yes)	help/yelp (yes)
right/fright (yes)	find/look (no)
deal/dog (no)	feather/weather (yes)
pep/bird (no)	climb/round (no)
time/dime (yes)	spot/dot (yes)

## 3. Skill: Rhyme Production

Say: "What rhymes with \_\_\_?" (student-generated acceptable answers)

crunch	bump
vine	head
small	dig
daze	side
feat	deal

## 4. Skill: Onset-Rime Blending

Say: "What word is this?"

b-ird (bird)	g-aze (gaze)
h-appy (happy)	sw-oop (swoop)
gr-aze (graze)	s-EEK (seek)
cr-unch (crunch)	t-elling (telling)
h-ide (hide)	gr-eens (greens)

## 5. Skill: Onset-Rime Segmenting

Say: "Say the first part (onset) and then the last part (rime)."

bump (b-ump)	vines (v-ines)
dark (d-ark)	snort (sn-ort)
slope (sl-ope)	swat (sw-at)
peak (p-eak)	happy (h-appy)
hops (h-ops)	deeper (d-eeper)

## 6. Skill: Syllable Blending & Pronouncing

Say: "What word is this \_\_\_\_ - \_\_\_\_?"

a-r-rive (arrive)	dis-tract (distract)
ev-ery-one (everyone)	Gir-affe (Giraffe)
stru-g-gle (struggle)	per-i-lous (perilous)
for-est (forest)	him-self (himself)
cra-g-gy (craggy)	yu-cky (yucky)

## 7. Skill: Syllable Segmenting & Counting

Say: "Say the parts of each word. How many syllables do you hear?"

exhausted (3)	utterly (3)
pooped (1)	adventures (3)
explore (2)	feathers (2)
slope (1)	rocky (2)
tumbles (2)	forest (2)

## 8. Skill: Syllable Deletion

Say: "Say \_\_\_\_\_. Say it again but don't say \_\_\_\_\_."

for(est)- for	de(cides)- de
(un)til- til	moun(tain)- moun
back(ward)- back	(some)one- one
some(thing)- some	pic(ture)- pic
feel(ing)-feel	(near)by-by

## 9. Skill: Phoneme Blending

Say: "What word do these sounds make?"

/s/ /ē/ (see)	/h/ /a/ /v/ (have)
/f/ /ī/ /n/ /d/ (find)	/c/ /l/ /ō/ /s/ (close)
/s/ /o/ /f/ /t/ (soft)	/m/ /ī/ /t/ (might)
/p/ /e/ /p/ (pep)	/s/ /t/ /i/ /l/ (still)
/f/ /l/ /o/ /p/ /s/ (flops)	/l/ /i/ /t/ /l/ (little)

## 10. Skill: Phoneme Segmenting

Say: "Tell me the sounds in the word \_\_\_\_\_."

much- /m/ /u/ /k/	hand- /h/ /a/ /n/ /d/
happy- /h/ /a/ /p/ /ē/	glide- /g/ /l/ /ī/ /d/
soar- /s/ /ō/ /r/	day- /d/ /ā/
spot- /s/ /p/ /o/ /t/	bugs- /b/ /u/ /g/ /s/
bump- /b/ /u/ /m/ /p/	free- /f/ /r/ /ē/

## 11. Skill: Phoneme Addition

Say: "Say 'lane'. Add /p/ to the beginning of 'lane'. What's the word?"

lope, add /s/ (slope)	lain, add /p/ (plain)
mall, add /s/ (small)	lumps, add /s/ (slumps)
uck, add /m/ (muck)	alls, add /c/ (calls)
lops, add /f/ (flops)	eats, add /f/ (feats)
ever, add /n/ (never)	reens, add /g/ (greens)

## 12. Skill: Phoneme Substitution

Say: "Say 'rope'. Change /r/ to /s/. What's the new word?"

dusty, change the /d/ to /r/ (rusty)	muck, change the /m/ to /d/ (duck)
hand, change the /h/ to /b/ (band)	soar, change the /s/ to /d/ (door)
gaze, change the /g/ to /h/ (haze)	head, change the /h/ to /s/ (said)
vines, change the /v/ to /l/ (lines)	free, change the /f/ to /t/ (tree)
top, change the /t/ to /p/ (pop)	daze, change the /d/ to /g/ (gaze)

13. Skill: Initial Phoneme Deletion

Say: "Say \_\_\_\_\_. Say \_\_\_\_\_ without the /\_\_\_/."

slope, without the /s/ (lope)	slumps, without the /s/ (lumps)
knows, without the /n/ (owes)	cheers, without the /ch/ (ears)
feats, without the /f/ (eats)	small, without the /s/ (mall)
spots, without the /s/ (pots)	forest, without the /f/ (orest)
tangled, without the /t/ (angled)	hand, without the /h/ (and)

## Vocabulary Activities

Building Oral Language Through  
Explicit Vocabulary Instruction



## Sample Instructional Plan

Choose a mentor text and identify 4-6 words for explicit vocabulary instruction. Read the story.

- Read the sentence from the story that contains the targeted vocabulary word.
- Children repeat the word.
- Teacher provides a student friendly explanation of the word.
- Provide examples of the word used in contexts **different** from the story. Invite students to provide examples of the word used in context.
- Students repeat the targeted word.

Repeat process for each vocabulary word.

Engage in vocabulary activities to deepen word meanings throughout the week.

Bringing Words to Life- Beck, McKeown, and Kucan 2013

Sample Instructional Plan for:

**gaze, tumbles, gleams, determined**

Day 1

**gaze:**

- *(read the sentence from the story)* **Gaze, graze, swat flies.**
- *(have children repeat the word)* **gaze**
- *(teacher provides definition)* **To gaze means to look or to stare at something.**
- *(different contexts)* **I followed her gaze to see what she was looking at. I gazed at the beautiful flower.**
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **gaze**

**tumbles:**

- *(read the sentence from the story)* **His hooves slip on the rocky slope until he tumbles backward.**
- *(have children repeat the word)* **tumbles**
- *(teacher provides definition)* **When you tumble it means you fall or lose your balance.**
- *(different contexts)* **I tumbled down the hill because I was running too fast.**
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **tumbles**

**gleams:**

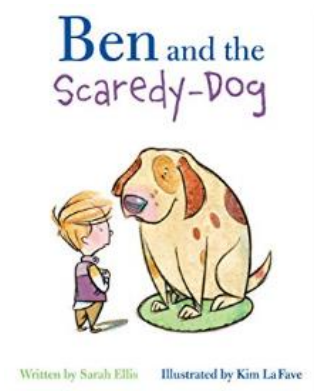
- *(read the sentence from the story)* **A shiny something gleams in the dusty plain below, and he spots a small and beaky someone next to it.**
- *(have children repeat the word)* **gleams**
- *(teacher provides definition)* **When something gleams it is very shiny and bright.**
- *(different contexts)* **The stars gleamed in the sky. I polished the stone until it gleamed.**
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **gleams**

**determined:**

- *(read the sentence from the story)* **Giraffe is determined.**
- *(have children repeat the word)* **determined**
- *(teacher provides definition)* **To be determined means you try really hard and you really want to do something.**
- *(different contexts)* **He was determined to win the race.**
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **determined**

Day 2	<p><b>Questions, Reasons, and Examples:</b></p> <p>What is something you are <b>determined</b> to do? Why?  Which of these things might <b>gleam</b>? Why or why not?</p> <ul style="list-style-type: none"> <li>• a window</li> <li>• a diamond</li> <li>• a book</li> <li>• a treasure chest full of jewels</li> </ul> <p>If you were in an art gallery, you would <b>gaze</b> at the paintings. Why? What are some other things you would <b>gaze</b> at?  Which of these might cause you to <b>tumble</b>? Why or why not?</p> <ul style="list-style-type: none"> <li>• walking down the sidewalk</li> <li>• skipping down a hill</li> <li>• climbing a mountain</li> </ul>
Day 3	<p><b>Find the Missing Word</b>  <i>(tell the students they need to find the missing word. It will either be tumble, determined, gaze or gleam)</i></p> <p>If you were walking to the edge of a mountain, you would not want to _____.</p> <p>I scrubbed the bathtub so it would _____.</p> <p>The cat was _____ to catch the mouse.</p> <p>I tried not to _____ off my bike.</p> <p>If we go fishing, I will _____ at the beautiful lake.</p>
Day 4	<p><b>Yes/No</b>  <i>(if the sentence makes sense, say 'yes'. If it doesn't, say 'no')</i></p> <p>Walking on the rocks near the water's edge might make you <b>tumble</b>. (yes)</p> <p>The dull rock <b>gleamed</b>. (no)</p> <p>Athletes in the Olympics are <b>determined</b> to lose. (no)</p> <p>Runners hope they will trip and <b>tumble</b>. (no)</p> <p>Many people <b>gaze</b> at the sunset. (yes)</p>
Day 5	<p><b>Example/Non-Example Variation 3</b></p> <p>Which would <b>gleam</b>: a gold coin or a cardboard box -Why?</p> <p>Which would cause you to <b>tumble</b>: a paved road or tree roots on a path -Why?</p> <p>Which would <b>gaze</b>: a lioness looking at a zebra or an ant crawling on the sidewalk -Why?</p> <p>Which is <b>determination</b>: a hockey player scoring the winning goal or going to sleep -Why?</p>





Ben and the Scaredy-Dog- by Sarah Ellis

## Instructional Plan & Daily Format

Instructional plan is flexible. Take the opportunity to re-read the story every day before Phonological Awareness skills.

Day 1	10-15 minutes	Read Aloud: the read aloud format you choose is up to you. Model comprehension strategies through talk-alouds.
Day 2	10-15 minutes	Skill 1: Counting Words in a Spoken Sentence Skill 2: Rhyme Recognition Skill 3: Rhyme Production
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### 1. Skill: Counting Words in a Spoken Sentence

Say: "How many words are in this sentence?"

Jaws and teeth. (3)	That's a dog to Ben. (5)
A kid his age. (4)	Maybe a friend? (3)
They all sat in Ben's backyard. (6)	Ben liked Erv right away. (5)
Ben didn't want to go. (5)	Give it a try. (4)
Why's he sitting there? (4)	Ben almost forgot about the dog. (6)

### 2. Skill: Rhyme Recognition

Say: "Give me a thumbs-up if these words rhyme."

talk/walk (yes)	Max/Ben (no)
eye/try (yes)	humming/drumming (yes)
tickety/rickety (yes)	teeth/tooth (no)
think/wink (yes)	sound/ground (yes)
Erv/swerve (yes)	brave/scared (no)

### 3. Skill: Rhyme Production

Say: "What rhymes with \_\_\_\_?" (student-generated acceptable answers)

dog	look
tail	pat
brave	tug
floppy	bubble
play	loud

### 4. Skill: Onset-Rime Blending

Say: "What word is this?"

l-eash (leash)	m-ust (must)
B-en (Ben)	h-ouse (house)
br-ave (brave)	th-ink (think)
sh-iny (shiny)	sc-ared (scared)
b-ath (bath)	k-issed (kissed)

## 5. Skill: Onset-Rime Segmenting

Say: "Say the first part (onset) and then the last part (rime)."

space (sp-ace)	dragon (dr-agon)
voice (v-oice)	room (r-oom)
smell (sm-ell)	squinted (squ-inted)
shut (sh-ut)	tick (t-ick)
dash (d-ash)	teeth (t-eeth)

## 6. Skill: Syllable Blending & Pronouncing

Say: "What word is this \_\_\_ - \_\_\_?"

hum-ing (humming)	birth-day (birthday)
tick-e-ty (tickety)	bi-ting (biting)
friend-ly (friendly)	a-maz-ing (amazing)
may-be (maybe)	bro-ther (brother)
flo-ppy (floppy)	sis-ter (sister)

## 7. Skill: Syllable Segmenting & Counting

Say: "Say the parts of each word. How many syllables do you hear?"

jaws (1)	family (3)
hello (2)	street (1)
perfect (2)	cartwheel (2)
backyard (2)	slobber (2)
unpacking (3)	Lotsablox (3)

## 8. Skill: Syllable Deletion

Say: "Say \_\_\_\_\_. Say it again but don't say \_\_\_\_\_."

(o)ver- over	(un)pack- pack
your(self)- your	(de)cide- side
play(room)- play	(shi)ny- knee
be(tween)- be	smell(y)- smell
(mis)take- take	bark(ing)- bark

## 9. Skill: Phoneme Blending

Say: "What word do these sounds make?"

/t/ /i/ /k/ (tick)	/b/ /r/ /ā/ /v/ (brave)
/b/ /i/ /g/ (big)	/b/ /r/ /e/ /th/ (breath)
/w/ /ā/ /g/ /d/ (wagged)	/t/ /ā/ /l/ (tail)
/r/ /o/ /b/ /i/ /n/ (Robin)	/f/ /l/ /o/ /p/ /ē/ (floppy)
/s/ /t/ /r/ /ē/ /t/ (street)	/h/ /e/ /l/ /ō/ (hello)

## 10. Skill: Phoneme Segmenting

Say: "Tell me the sounds in the word \_\_\_\_\_."

kid- /k/ /i/ /d/	short- /sh/ /or/ /t/
whistle- /w/ /i/ /s/ /l/	bubble- /b/ /u/ /b/ /l/
name- /n/ /ā/ /m/	cat- /k/ /a/ /t/
leash- /l/ /ē/ /sh/	play- /p/ /l/ /ā/
big- /b/ /i/ /g/	shiny- /sh/ /ī/ /n/ /ē/

## 11. Skill: Phoneme Addition

Say: "Say 'lane'. Add /p/ to the beginning of 'lane'. What's the word?"

cared, add /s/ (scared)	lay, add /p/ (play)
at, add /m/ (mat)	air, add /th/ (there)
pace, add /s/ (space)	orgot, add /f/ (forgot)
or, add /d/ (door)	ash, add /d/ (dash)
ace, add /ch/ (chase)	topped, add /s/ (stopped)

## 12. Skill: Phoneme Substitution

Say: "Say 'rope'. Change /r/ to /s/. What's the new word?"

Ben, change the /b/ to /wh/ (when)	sound, change the /s/ to /p/ (pound)
wrapped, change the /r/ to /t/ (tapped)	dog, change the /d/ to /l/ (log)
look, change the /l/ to /t/ (took)	bed, change the /b/ to /r/ (red)
kid, change the /k/ to /r/ (rid)	try, change the /t/ to /d/ (dry)
told, change the /t/ to /s/ (sold)	sitting, change the /s/ to /f/ (fitting)

13. Skill: Initial Phoneme Deletion

Say: "Say \_\_\_\_\_. Say \_\_\_\_\_ without the /\_\_\_/."

there, without the /th/ (air)	space, without the /s/ (pace)
mat, without the /m/ (at)	alone, without the /a/ (lone)
door, without the /d/ (or)	sharp, without the /sh/ (arp)
think, without the /th/ (ink)	still, without the /s/ (till)
biting, without the /b/ (iting)	time, without the /t/ (I'm)

## Vocabulary Activities

Building Oral Language Through  
Explicit Vocabulary Instruction



## Sample Instructional Plan

Choose a mentor text and identify 4-6 words for explicit vocabulary instruction. Read the story.

- Read the sentence from the story that contains the targeted vocabulary word.
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Repeat process for each vocabulary word.

Engage in vocabulary activities to deepen word meanings throughout the week.

Bringing Words to Life- Beck, McKeown, and Kucan 2013

Sample Instructional Plan for:

**bursting, floppy, escape, spotted**

Day 1

**bursting:**

- *(read the sentence from the story)* Erv and her mom came bursting into the room.
- *(have children repeat the word)* **bursting**
- *(teacher provides definition)* Bursting means to come in suddenly.
- *(different contexts)* The balloon burst because it had too much air. I burst into tears when I stubbed my toe.
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **bursting**

**floppy:**

- *(read the sentence from the story)* Ben's big sister Robin sees fun, fetch, floppy ears, sit, stay, and tug-of-war.
- *(have children repeat the word)* **floppy**
- *(teacher provides definition)* If something is floppy it is soft and flexible.
- *(different contexts)* I used a floppy pillow for the pillow fight.
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **floppy**

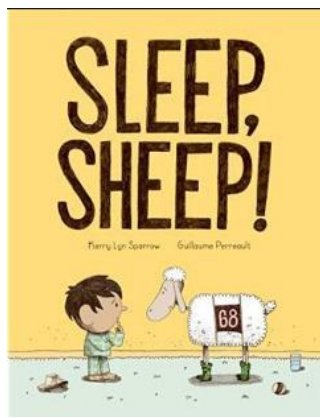
**escape:**

- *(read the sentence from the story)* There was no escape.
- *(have children repeat the word)* **escape**
- *(teacher provides definition)* Escape means to get away from something you don't like.
- *(different contexts)* The dog tried to escape the fence by digging a hole under it. The air escaped out of the balloon.
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **escape**

**spotted:**

- *(read the sentence from the story)* Max left dog-slobber on Ben's hand, and he gave a big, loud bark when he spotted Ben's cat.
- *(have children repeat the word)* **spotted**
- *(teacher provides definition)* When you spot something it means you see it.
- *(different contexts)* I spotted the owl in the tree. The cat's fur was spotted.
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **spotted**

Day 2	<p><b>Word Association Variation 1</b></p> <p>Which comment goes with the target word: (<i>bursting, floppy, escape, spotted</i>)</p> <ul style="list-style-type: none"> <li>• When I added the baking soda to the volcano, the liquid came out.</li> <li>• I was so tired I fell into bed.</li> <li>• I found the toy I was looking for.</li> <li>• The baby wanted out of the playpen.</li> <li>• My heart was so happy when I saw the baby kittens.</li> <li>• The cow was black and white.</li> </ul>
Day 3	<p><b>Finish the Sentence</b></p> <p>(How can you end the sentence? Who can think of another way to end the sentence?)</p> <p>The bubblegum <b>burst</b>ed when...</p> <p>The dog's <b>floppy</b> ears made him...</p> <p>I tried to <b>escape</b> the room because...</p> <p>When the girl <b>spotted</b> the squirrel she...</p>
Day 4	<p><b>Example/ Non-Example Variation 2</b></p> <p>If any of the things I say could <b>burst</b> say 'pop'. If not, don't say anything.</p> <p>-bubbles -computer -dog -tire -joy -energy <b>*ask why after each response</b></p> <p>If any of the things I say might be <b>floppy</b> say 'floppy droppy'. If not, don't say anything.</p> <p>-arms -chair -ears -spaghetti <b>*ask why after each response</b></p>
Day 5	<p><b>Word Relationships Variation 3</b></p> <ul style="list-style-type: none"> <li>• A dog's ears that are <b>floppy</b> might touch the ground, while a dog's ears that are <i>stiff</i> might...</li> <li>• If you see something, you could say you <b>spotted</b> it, but if you don't see it you might say...</li> <li>• If someone runs into a room, you could say they <b>burst</b>ed in, but if they <i>slip</i> into the room they...</li> <li>• In the story, the boy <b>escaped</b> from the jungle. On the other hand, if he was <i>captured</i>, he...</li> </ul>



Sleep, Sheep!- by Kerry Lyn Sparrow

## Instructional Plan & Daily Format

Instructional plan is flexible. Take the opportunity to re-read the story every day before Phonological Awareness skills.

Day 1	10-15 minutes	Read Aloud: the read aloud format you choose is up to you. Model comprehension strategies through talk-alouds.
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## 1. Skill: Counting Words in a Spoken Sentence

Say: "How many words are in this sentence?"

Box of tissues. (3)	But I'm not sleepy! (4)
They all wore numbers, like race cars. (7)	He waited and waited and waited. (6)
Is there something else you need? (6)	Again, nothing happened. (3)
Maybe he should stretch first. (5)	What if he put his socks back on? (8)
Why don't you just join them? (6)	But Duncan was fast asleep. (5)

## 2. Skill: Rhyme Recognition

Say: "Give me a thumbs-up if these words rhyme."

suit/boot (yes)	teeth/tooth (no)
sleep/sheep (yes)	mom/dad (no)
night/light (yes)	toys/boys (yes)
box/fox (yes)	room/house (no)
waited/mailed (yes)	race/run (no)

## 3. Skill: Rhyme Production

Say: "What rhymes with \_\_\_\_?" (student-generated acceptable answers)

sheep	jump
hall	stare
run	bed
bar	flash
need	door

## 4. Skill: Onset-Rime Blending

Say: "What word is this?"

b-ed (bed)	sn-acks (snacks)
t-eeth (teeth)	tr-icks (tricks)
l-ight (light)	f-ound (found)
j-ug (jug)	d-oor (door)
st-ory (story)	sw-eet (sweet)

## 5. Skill: Onset-Rime Segmenting

Say: "Say the first part (onset) and then the last part (rime)."

wailed (w-ailed)	sleep (sl-leep)
deep (d-leep)	sheep (sh-leep)
bed (b-ed)	race (r-ace)
well (w-ell)	jump (j-ump)
stare (st-are)	hall (h-all)

## 6. Skill: Syllable Blending & Pronouncing

Say: "What word is this \_\_\_ - \_\_\_?"

bath-room (bathroom)	re-turned (returned)
six-ty (sixty)	Dun-can (Duncan)
may-be (maybe)	ex-as-per-a-ted (exasperated)
sheep-ish (sheepish)	in-stead (instead)
borr-ow (borrow)	fin-a-lly (finally)

## 7. Skill: Syllable Segmenting & Counting

Say: "Say the parts of each word. How many syllables do you hear?"

pointed (2)	sleekest (2)
exhausting (3)	stories (2)
pajamas (3)	toothpaste (2)
foreseeable (4)	tricks (1)
granola (3)	pillow (2)

## 8. Skill: Syllable Deletion

Say: "Say \_\_\_\_\_. Say it again but don't say \_\_\_\_\_."

(Dun)can- can	cool(er)- cool
sleep(y)- sleep	every(thing)- every
(sur)prise- prize	(hand)some- some
wear(ing)- wear	read(y)- red
(six)ty- tea	(sheep)ish- ish

## 9. Skill: Phoneme Blending

Say: "What word do these sounds make?"

/b/ /e/ /d/ (bed)	/t/ /ī/ /m/ (time)
/s/ /l/ /ē/ /p/ (sleep)	/n/ /ī/ /t/ (night)
/l/ /e/ /f/ /t/ (left)	/sh/ /ē/ /p/ (sheep)
/g/ /r/ /ē/ /n/ (green)	/f/ /l/ /u/ /f/ /t/ (fluffed)
/j/ /u/ /m/ /p/ (jump)	/r/ /e/ /d/ /ē/ (ready)

## 10. Skill: Phoneme Segmenting

Say: "Tell me the sounds in the word \_\_\_\_\_."

him- /h/ /i/ /m/	like- /l/ /ī/ /k/
run- /r/ /u/ /n/	last- /l/ /a/ /s/ /t/
way- /w/ /ā/	trick- /t/ /r/ /i/ /k/
try- /t/ /r/ /ī/	sweet- /s/ /w/ /ē/ /t/
sheepy- /sh/ /ē/ /p/ /ē/	pillow- /p/ /i/ /l/ /ō/

## 11. Skill: Phoneme Addition

Say: "Say 'lane'. Add /p/ to the beginning of 'lane'. What's the word?"

leep, add /s/ (sleep)	ox, add /b/ (box)
ink, add /th/ (think)	ailed, add /w/ (waited)
ide, add /s/ (side)	ump, add /j/ (jump)
or, add /d/ (door)	rakes, add /b/ (brakes)
ack, add /b/ (back)	ed, add /b/ (bed)

## 12. Skill: Phoneme Substitution

Say: "Say 'rope'. Change /r/ to /s/. What's the new word?"

bed, change the /b/ to /r/ (red)	glass, change the /g/ to /k/ (class)
there, change the /th/ to /sh/ (share)	night, change the /n/ to /l/ (light)
found, change the /f/ to /p/ (pound)	room, change the /r/ to /d/ (doom)
sheep, change the /sh/ to /b/ (beep)	kiss, change the /k/ to /m/ (miss)
race, change the /r/ to /p/ (pace)	well, change the /w/ to /b/ (bell)

### 13. Skill: Initial Phoneme Deletion

Say: "Say \_\_\_\_\_. Say \_\_\_\_\_ without the /\_\_\_/."

hall, without the /h/ (all)	brakes, without the /b/ (rakes)
stool, without the /s/ (tool)	made, without the /m/ (aid)
door, without the /d/ (or)	teeth, without the /t/ (eeth)
sleeve, without the /s/ (leave)	box, without the /b/ (ox)
hug, without the /h/ (ug)	think, without the /th/ (ink)

## Vocabulary Activities

Building Oral Language Through  
Explicit Vocabulary Instruction



## Sample Instructional Plan

Choose a mentor text and identify 4-6 words for explicit vocabulary instruction. Read the story.

- Read the sentence from the story that contains the targeted vocabulary word.
- Children repeat the word.
- Teacher provides a student friendly explanation of the word.
- Provide examples of the word used in contexts *different* from the story. Invite students to provide examples of the word used in context.
- Students repeat the targeted word.

Repeat process for each vocabulary word.

Engage in vocabulary activities to deepen word meanings throughout the week.

Bringing Words to Life- Beck, McKeown, and Kucan 2013

Sample Instructional Plan for:

**wailed, determined, exhausting, avoid**

Day 1

**wailed:**

- *(read the sentence from the story)* "But I'm not sleepy!" Duncan wailed.
- *(have children repeat the word)* **wailed**
- *(teacher provides definition)* **Wailed** means to whine or groan.
- *(different contexts)* **I wailed** when I stubbed my toe on the rock.
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **wailed**

**determined:**

- *(read the sentence from the story)* When sheep #68 returned, Duncan fixed him with a **determined stare** and said, "Sixty-eight..."
- *(have children repeat the word)* **determined**
- *(teacher provides definition)* **Determined** means to be sure you will do something.
- *(different contexts)* **He was determined** to finish the race.
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **determined**

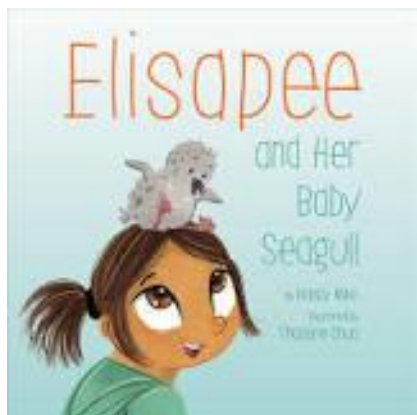
**exhausting:**

- *(read the sentence from the story)* Who knew that bedtime could be so **exhausting**?
- *(have children repeat the word)* **exhausting**
- *(teacher provides definition)* **Exhausting** means very tiring.
- *(different contexts)* **She was exhausted** after playing at the park all day. The dog was **exhausted** after playing fetch.
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **exhausting**

**avoid:**

- *(read the sentence from the story)* Duncan was pretty sure he knew enough tricks to **avoid going to sleep** for the foreseeable future.
- *(have children repeat the word)* **avoid**
- *(teacher provides definition)* When you **spot** something you try to stay away from it.
- *(different contexts)* **I swerved my bike** to avoid the hole in the road.
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **avoid**

Day 2	<p><b>Questions, Reasons, and Examples</b></p> <p>Which of these might you <b>avoid</b>? Why or why not?</p> <ul style="list-style-type: none"> <li>• broccoli or broccoli with melted cheese</li> <li>• a snake in the grass or a snake at the zoo</li> </ul> <p>You might <b>wail</b> if you don't get to go to a birthday party. Why? What are some other times you might <b>wail</b>?</p> <p>What is something you are <b>determined</b> to do? Why?</p> <p>When do you feel <b>exhausted</b>? Why?</p>
Day 3	<p><b>Find the Missing Word</b></p> <p>(Tell students they will use either: <b>wailed, determined, exhausting, or avoid</b> to complete the sentence)</p> <ul style="list-style-type: none"> <li>• I pretended I was sick to <u>blank</u> going to school.</li> <li>• The baby <u>blank</u> when she was hungry.</li> <li>• Swimming at the pool was <u>blank</u>.</li> <li>• Mom gave me a <u>blank</u> look when she said it was time to leave the park.</li> </ul>
Day 4	<p><b>Yes/No</b></p> <p>(Some sentences make sense, others don't. If it makes sense, say 'yes'; if it doesn't, say 'no')</p> <p><b>Ask 'why' after each response</b></p> <ul style="list-style-type: none"> <li>• A dog would <b>avoid</b> getting a treat. (no)</li> <li>• A hockey team would be <b>determined</b> to win the game. (yes)</li> <li>• It is <b>exhausting</b> to watch tv. (no)</li> <li>• Babies <b>wail</b> when they are hungry. (yes)</li> </ul>
Day 5	<p><b>Example/Non-Example Variation 3</b></p> <ul style="list-style-type: none"> <li>• Which would you want to <b>avoid</b>: -doing an hour of homework or watching an hour of tv <b>*ask why</b></li> <li>• Which is <b>exhausting</b>: -telling a joke or having to repeat something over and over <b>*ask why</b></li> <li>• Which requires <b>determination</b>: -writing your name or writing a book <b>*ask why</b></li> <li>• Which would <b>wail</b>: -wind blowing on a stormy day or rain on a cloudy day <b>*ask why</b></li> </ul>



Elisapee and her Baby Seagull- by Nancy Mike

## Instructional Plan & Daily Format

Instructional plan is flexible. Take the opportunity to re-read the story every day before Phonological Awareness skills.

Day 1	10-15 minutes	Read Aloud: the read aloud format you choose is up to you. Model comprehension strategies through talk-alouds.
Day 2	10-15 minutes	Skill 1: Counting Words in a Spoken Sentence Skill 2: Rhyme Recognition Skill 3: Rhyme Production
Day 3	10-15 minutes	Skill 4: Syllable Onset-Rime Blending Skill 5: Syllable Onset-Rime Segmenting Skill 6: Syllable Blending & Pronouncing
Day 4	10-15 minutes	Skill 7: Syllable Segmenting & Counting Skill 8: Syllable Deletion Skill 9: Phoneme Blending
Day 5	10-15 minutes	Skill 10: Phoneme Segmenting Skill 11: Phoneme Addition Skill 12: Phoneme Substitution Skill 13: Initial Phoneme Deletion

## 1. Skill: Counting Words in a Spoken Sentence

Say: "How many words are in this sentence?"

Nau was always hungry. (4)	Elisapee was impressed. (3)
Nau was loved by Elisapee. (5)	She fed Nau and hugged her. (6)
Nau fluttered her wings. (4)	She landed on the tundra. (5)
Nau was flying! (3)	Nau was one brave seagull. (5)
Where could my beautiful bird be? (6)	She taught you many things. (5)

## 2. Skill: Rhyme Recognition

Say: "Give me a thumbs-up if these words rhyme."

shed/bed (yes)	play/may (yes)
bow/pink (no)	air/fair (yes)
boating/floating (yes)	baby/birds (no)
short/shiny (no)	pretty/box (no)
house/mouse (yes)	blubber/blue (no)

## 3. Skill: Rhyme Production

Say: "What rhymes with \_\_\_?" (student-generated acceptable answers)

eat	krill
beak	grew
shore	tide
safe	down
ponds	care

## 4. Skill: Onset-Rime Blending

Say: "What word is this?"

sch-ool (school)	t-aught (taught)
h-ome (home)	pl-ay (play)
gr-ew (grew)	fl-y (fly)
thr-ow (throw)	l-ights (lights)
p-et (pet)	r-ight (right)



## 5. Skill: Onset-Rime Segmenting

Say: "Say the first part (onset) and then the last part (rime)."

size (s-ize)	heavy (h-eavy)
moment (m-oment)	stars (st-ars)
wings (w-ings)	tundra (t-undra)
scared (sc-ared)	second (s-econd)
landed (l-anded)	back (b-ack)

## 6. Skill: Syllable Blending & Pronouncing

Say: "What word is this \_\_\_ - \_\_\_?"

long-er (longer)	ex-cit-ed (excited)
fi-nall-y (finally)	re-al-ized (realized)
fly-ing (flying)	quick-ly (quickly)
glid-ing (gliding)	start-ed (started)
a-bove (above)	re-lieved (relieved)

## 7. Skill: Syllable Segmenting & Counting

Say: "Say the parts of each word. How many syllables do you hear?"

Elisapee (4)	flight (1)
shoreline (2)	seagulls (2)
idea (3)	ribbon (2)
beautiful (3)	wherever (3)
exactly (3)	travelled (2)

## 8. Skill: Syllable Deletion

Say: "Say \_\_\_\_\_. Say it again but don't say \_\_\_\_\_."

(some)times- times	re(turned)- re
(com)ing- ing	(for)ever- ever
out(side)- out	(dis)tance- tance
watch(ing)- watch	hear(ing)- hear
(spir)it-it	(ba)by- be

## 9. Skill: Phoneme Blending

Say: "What word do these sounds make?"

/b/ /ir/ /d/ /s/ (birds)	/d/ /a/ /d/ (dad)
/sh/ /ō/ /r/ /t/ (short)	/s/ /m/ /ō/ /l/ (small)
/f/ /e/ /l/ (fell)	/w/ /ē/ /k/ (week)
/h/ /ou/ /s/ (house)	/b/ /o/ /x/ (box)
/f/ /oo/ /d/ /s/ (foods)	/b/ /ē/ /k/ (beak)

## 10. Skill: Phoneme Segmenting

Say: "Tell me the sounds in the word \_\_\_\_\_."

tide- (/t/ /ī/ /d/)	krill- (/k/ /r/ /i/ /l/)
hop- (/h/ /o/ /p/)	rock- (/r/ /o/ /ck/)
shed- (/sh/ /e/ /d/)	just- (/j/ /u/ /s/ /t/)
street- (/s/ /t/ /r/ /ē/ /t/)	swim- (/s/ /w/ /i/ /m/)
pond- (/p/ /o/ /n/ /d/)	care- (/c/ /ā/ /r/)

## 11. Skill: Phoneme Addition

Say: "Say 'lane'. Add /p/ to the beginning of 'lane'. What's the word?"

eed, add /f/ (feed)	ushed, add /r/ (rushed)
ugged, add /h/ (hugged)	rought, add /b/ (brought)
lay, add /p/ (play)	rew, add /g/ (grew)
row, add /th/ (throw)	orthern, add /n/ (northern)
tars, add /s/ (stars)	pent, add /s/ (spent)

## 12. Skill: Phoneme Substitution

Say: "Say 'rope'. Change /r/ to /s/. What's the new word?"

right, change the /r/ to /m/ (might)	picked, change the /p/ to /k/ (kicked)
then, change the /th/ to /wh/ (when)	wings, change the /w/ to /r/ (rings)
same, change the /s/ to /t/ (tame)	threw, change the /thr/ to /n/ (new)
higher, change the /h/ to /l/ (liar)	bit, change the /b/ to /m/ (mitt)
back, change the /b/ to /p/ (pack)	third, change the /th/ to /b/ (bird)

### 13. Skill: Initial Phoneme Deletion

Say: "Say \_\_\_\_\_. Say \_\_\_\_\_ without the /\_\_\_/."

longer, without the /l/ (onger)	gust, without the /g/ (ust)
large, without the /l/ (arge)	flapping, without the /f/ (lapping)
quickly, without the /qu/ (ickly)	climbed, without the /c/ (limbed)
wind, without the /w/ (ind)	feel, without the /f/ (eel)
shed, without the /sh/ (ed)	flight, without the /f/ (light)

## Vocabulary Activities

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## Sample Instructional Plan

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Repeat process for each vocabulary word.

Engage in vocabulary activities to deepen word meanings throughout the week.

Bringing Words to Life- Beck, McKeown, and Kucan 2013

Sample Instructional Plan for:

**impressed, gathered, replied, glided**

Day 1

**impressed:**

- *(read the sentence from the story)* Elisapee was **impressed**.
- *(have children repeat the word)* **impressed**
- *(teacher provides definition)* **Impressed** means to be happy or to admire something or someone.
- *(different contexts)* **The presentation impressed the teacher. The coach impressed upon us how important it was to win the game.**
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **impressed**

**gathered:**

- *(read the sentence from the story)* **There, they gathered sculpins and krill for Nau to eat.**
- *(have children repeat the word)* **gathered**
- *(teacher provides definition)* **To gather** means to collect or come together.
- *(different contexts)* **The kids gathered around the puppies. We gathered twigs to start the campfire.**
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **gathered**

**replied:**

- *(read the sentence from the story)* Livee replied, "If you throw her into the air – toward those northern lights and stars – she will fly."
- *(have children repeat the word)* **replied**
- *(teacher provides definition)* **Replied** means to answer or respond
- *(different contexts)* **Please reply to the invitation to the birthday party.**
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **replied**

**glided:**

- *(read the sentence from the story)* **"Woooooow!" Elisapee screamed, a Nau flapped her wings and glided a little bit in the air.**
- *(have children repeat the word)* **glided**
- *(teacher provides definition)* **Glided** means to move in a smooth motion.

	<ul style="list-style-type: none"> <li>• (different contexts) <b>The boats glided along the river.</b></li> <li>• (have students use the word in a sentence)</li> <li>• (have students repeat the word) <b>glided</b></li> </ul>
Day 2	<p><b>Making Choices</b></p> <p>If something I say could <b>glide</b>, say '<b>glide</b>'. If not, don't say anything.  -snowboarder -rabbit -eagle -airplane -snake</p> <p>If something I say would be <b>impressive</b>, say '<b>whoo hoo</b>'! If not, don't say anything.  -winning a contest -going to bed -a dog learning a new trick -walking to school</p>
Day 3	<p><b>Finish the Sentence</b>  (How can you end the sentence? Who can think of another way to end the sentence?)</p> <p>The crowd <b>gathered</b>...</p> <p>The fish <b>glided</b> in the water but...</p> <p>I was <b>impressed</b> when the singer...</p> <p>My teacher's <b>reply</b> surprised me when she said...</p>
Day 4	<p><b>Word Association</b></p> <p>The words are: <b>replied, impressed, glided, gathered</b></p> <p>Which word does fly make you think of? (glided) Why did fly make you think of glided?</p> <p>Which word does answer make you think of? (replied) Why did answer make you think of replied?</p> <p>Which word does collect make you think of? (gathered) Why did collect make you think of gathered?</p> <p>Which word does wow make you think of? (impressed) Why did wow make you think of impressed?</p>
Day 5	<p><b>Word Association Variation 1</b></p> <p>Which word goes with the following comments? (<b>replied, impressed, glided, gathered</b>)</p> <ul style="list-style-type: none"> <li>• The teacher called us over to sit on the carpet for the story (gathered)</li> <li>• I sent grandma a thank you card for the birthday gift (replied)</li> <li>• My baby sister got dressed all by herself! (impressed)</li> <li>• I skipped the rock across the top of the water (glided)</li> </ul>



The Origin of Day and Night- by Paula Ikuutaq Rumbolt

## Instructional Plan & Daily Format

Instructional plan is flexible. Take the opportunity to re-read the story every day before Phonological Awareness skills.

Day 1	10-15 minutes	Read Aloud: the read aloud format you choose is up to you. Model comprehension strategies through talk-alouds.
Day 2	10-15 minutes	Skill 1: Counting Words in a Spoken Sentence Skill 2: Rhyme Recognition Skill 3: Rhyme Production
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## 1. Skill: Counting Words in a Spoken Sentence

Say: "How many words are in this sentence?"

Darkness surrounded everything. (3)	This was a time of magic words. (7)
Tiri's vision began to dull. (5)	I can't see anything. (4)
I'm not done eating yet. (5)	The darkness came back. (4)
He began eating. (3)	The sky grew brighter. (4)
How about we take turns? (5)	Next time look faster. (4)

## 2. Skill: Rhyme Recognition

Say: "Give me a thumbs-up if these words rhyme."

eat/feet (yes)	food/dude (yes)
dark/light (no)	fair/hare (yes)
sky/sun (no)	meal/feel (yes)
plants/places (no)	day/play (yes)
night/fright (yes)	power/flower (yes)

## 3. Skill: Rhyme Production

Say: "What rhymes with \_\_\_?" (student-generated acceptable answers)

place	sleep
real	hours
home	snow
fluffy	fox
bright	friends

## 4. Skill: Onset-Rime Blending

Say: "What word is this?"

f-ox (fox)	h-are (hare)
h-unting (hunting)	pr-esence (presence)
f-ood (food)	m-unching (munching)
m-oss (moss)	sm-all (small)
h-ungry (hungry)	b-ack (back)

## 5. Skill: Onset-Rime Segmenting

Say: "Say the first part (onset) and then the last part (rime)."

perked (p-erked)	twisted (tw-isted)
noise (n-oise)	chase (ch-ase)
scent (sc-ent)	smell (sm-ell)
lemming (l-emming)	secret (s-ecret)
humans (h-umans)	winter (w-inter)

## 6. Skill: Syllable Blending & Pronouncing

Say: "What word is this \_\_\_ - \_\_\_?"

ru-in (ruin)	whis-pered (whispered)
grate-ful (grateful)	blind-ing (blinding)
care-full-y (carefully)	burr-ow (burrow)
de-cid-ed (decided)	hu-mans (humans)
deep-er (deeper)	pow-er-ful (powerful)

## 7. Skill: Syllable Segmenting & Counting

Say: "Say the parts of each word. How many syllables do you hear?"

enough (2)	distance (2)
concentrated (4)	hidden (2)
meat (1)	hare (1)
suggested (3)	agreed (2)
caribou (3)	squirrel (2)

## 8. Skill: Syllable Deletion

Say: "Say \_\_\_\_\_. Say it again but don't say \_\_\_\_\_."

some(thing)- some	see(ing)- see
(im)patient- patient	a(nnoyed)- a
fast(er)- fast	(sniff)ing- ing
(e)nough- nough	de(cent)- de
pow(er)- pow	(dark)ness- ness



## 9. Skill: Phoneme Blending

Say: "What word do these sounds make?"

/n/ /ī/ /t/ (night)	/t/ /ī/ /m/ (time)
/h/ /u/ /n/ /t/ (hunt)	/s/ /t/ /ē/ /l/ (steal)
/f/ /oo/ /d/ (food)	/w /er/ /d/ /s/ (words)
/d/ /ar/ /k/ (dark)	/l/ /i/ /t/ /l/ (little)
/s/ /o/ /f/ /t/ (soft)	/m/ /ou/ /th/ (mouth)

## 10. Skill: Phoneme Segmenting

Say: "Tell me the sounds in the word \_\_\_\_\_."

heard- (/h/ /er/ /d/)	hare- (/h/ /ā/ /r/)
bright- (/b/ /r/ /ī/ /t/)	dull- (/d/ /u/ /l/)
fox- (/f/ /o/ /x/)	moss- (/m/ /o/ /s/)
small- (/s/ /m/ /ō/ /l/)	back- (/b/ /a/ /k/)
noise- (/n/ /oi/ /s/)	chase- (/ch/ /ā/ /s/)

## 11. Skill: Phoneme Addition

Say: "Say 'lane'. Add /p/ to the beginning of 'lane'. What's the word?"

ent, add /s/ (scent)	mell, add /s/ (smell)
tash, add /s/ (stash)	eat, add /m/ (meat)
lan, add /p/ (plan)	alley, add /v/ (valley)
leep, add /s/ (sleep)	ime, add /t/ (time)
all, add /b/ (ball)	idden, add /h/ (hidden)

## 12. Skill: Phoneme Substitution

Say: "Say 'rope'. Change /r/ to /s/. What's the new word?"

meat, change the /m/ to /tr/ (treat)	dig, change the /d/ to /f/ (fig)
hare, change the /h/ to /b/ (bare)	find, change the /f/ to /k/ (kind)
said, change the /s/ to /b/ (bed)	turns, change the /t/ to /l/ (learns)
food, change the /f/ to /m/ (mood)	dug, change the /d/ to /b/ (bug)
hole, change the /h/ to /b/ (bowl)	yet, change the /y/ to /l/ (let)

### 13. Skill: Initial Phoneme Deletion

Say: "Say \_\_\_\_\_. Say \_\_\_\_\_ without the /\_\_\_/."

frozen, without the /f/ (rozen)	food, without the /f/ (ood)
fair, without the /f/ (air)	changes, without the /ch/ (anges)
plants, without the /p/ (lants)	power, without the /p/ (ower)
sky, without the /s/ (ky)	night, without the /n/ (ight)
why, without the /wh/ (l)	humans, without the /h/ (umans)

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## Sample Instructional Plan

Choose a mentor text and identify 4-6 words for explicit vocabulary instruction. Read the story.

- Read the sentence from the story that contains the targeted vocabulary word.
- Children repeat the word.
- Teacher provides a student friendly explanation of the word.
- Provide examples of the word used in contexts *different* from the story. Invite students to provide examples of the word used in context.
- Students repeat the targeted word.

Repeat process for each vocabulary word.

Engage in vocabulary activities to deepen word meanings throughout the week.

Bringing Words to Life- Beck, McKeown, and Kucan 2013

Sample Instructional Plan for:

**dull, prancing, scent, ruin**

Day 1

**dull:**

- (read the sentence from the story) *Tiri's vision began to dull.*
- (have children repeat the word) **dull**
- (teacher provides definition) **Dull means to lessen or decrease.**
- (different contexts) **The movie was dull so we stopped watching.**
- (have students use the word in a sentence)
- (have students repeat the word) **dull**

**prancing:**

- (read the sentence from the story) **Prancing around on the soft snow as quietly as he could.**
- (have children repeat the word) **prancing**
- (teacher provides definition) **Prancing means to move with springy steps.**
- (different contexts) **The little girl pranced around the living room pretending she was dancing on a stage.**
- (have students use the word in a sentence)
- (have students repeat the word) **prancing**

**scent:**

- (read the sentence from the story) **Tiri was about to chase the hare, but as he moved toward her, he caught the scent of another animal.**
- (have children repeat the word) **scent**
- (teacher provides definition) **Scent means a smell.**
- (different contexts) **The scent of flowers filled the room.**
- (have students use the word in a sentence)
- (have students repeat the word) **scent**

**ruin:**

- (read the sentence from the story) **The people had planned to eat that caribou meat during the long winter, but Tiri was about to ruin their plan.**
- (have children repeat the word) **ruin**
- (teacher provides definition) **Ruin means to wreck or destroy.**

	<ul style="list-style-type: none"> <li>• (different contexts) One rotten apple ruined the rest of the apples in the bag. The house was in a state of ruin.</li> <li>• (have students use the word in a sentence)</li> <li>• (have students repeat the word) ruin</li> </ul>
Day 2	<p><b>Word Association Variation 1</b></p> <p>Which comment goes with the target word: (dull, prancing, scent, ruin)</p> <ul style="list-style-type: none"> <li>• The students were skipping down the hallway.</li> <li>• The smell was so strong that I thought my mom burnt supper.</li> <li>• We polished the silver because it wasn't shiny anymore.</li> <li>• My dog chewed the slipper so I couldn't wear them anymore.</li> <li>• We watched the horses trotting in the parade.</li> <li>• Fresh baked cookies have the most wonderful smell.</li> </ul>
Day 3	<p><b>Yes/No</b></p> <p>(If the sentence makes sense, say 'yes'. If it doesn't, say 'no'.) <b>*ask why</b></p> <p>Many flowers have a beautiful <b>scent</b>...</p> <p>The bear was <b>prancing</b> down the trail...</p> <p>The beautiful diamond was so <b>dull</b> ...</p> <p>The rickety house was in a pile of <b>ruins</b>...</p>
Day 4	<p><b>Example/ Non-Example Variation 1</b></p> <p>If any of the things I say would have a <b>scent</b> say 'mmmmm scent'. If not, don't say anything.</p> <p>-wet dog -computer -warm apple pie -water <b>*ask why after each response</b></p> <p>If any of the things I say might <b>prance</b> say 'prance'. If not, don't say anything.</p> <p>-cat -pony -train -baby <b>*ask why after each response</b></p>
Day 5	<p><b>Word Relationships Variation 3</b></p> <ul style="list-style-type: none"> <li>• When lights are low the room might be <b>dull</b>, but if lots of lights are on the room might be...</li> <li>• If you are happy you might <b>prance</b> around the room, but if you are sad you might...</li> <li>• The burnt cookies were <b>ruined</b>. On the other hand, the cookies baked just right were...</li> <li>• A strong <b>scent</b> might be lovely, but a strong <b>scent</b> might also be...</li> </ul>



The Reptile Club- by Maureen Fergus

## Instructional Plan & Daily Format

Instructional plan is flexible. Take the opportunity to re-read the story every day before Phonological Awareness skills.

Day 1	10-15 minutes	Read Aloud: the read aloud format you choose is up to you. Model comprehension strategies through talk-alouds.
Day 2	10-15 minutes	Skill 1: Counting Words in a Spoken Sentence Skill 2: Rhyme Recognition Skill 3: Rhyme Production
Day 3	10-15 minutes	Skill 4: Syllable Onset-Rime Blending Skill 5: Syllable Onset-Rime Segmenting Skill 6: Syllable Blending & Pronouncing
Day 4	10-15 minutes	Skill 7: Syllable Segmenting & Counting Skill 8: Syllable Deletion Skill 9: Phoneme Blending
Day 5	10-15 minutes	Skill 10: Phoneme Segmenting Skill 11: Phoneme Addition Skill 12: Phoneme Substitution Skill 13: Initial Phoneme Deletion

## 1. Skill: Counting Words in a Spoken Sentence

Say: "How many words are in this sentence?"

Why don't you start your own club? (7)	Rory loved reptiles. (3)
No one seemed interested. (4)	He couldn't wait to meet them. (6)
I sweat through my mouth. (5)	Nice to meet you all. (5)
Everybody laughed. (2)	I sat on your glasses. (5)
They settled on a cactus. (5)	They played games like Hide and Shriek. (7)

## 2. Skill: Rhyme Recognition

Say: "Give me a thumbs-up if these words rhyme."

well/tell (yes)	south/mouth (yes)
cold/warm (no)	hand/help (no)
tight/might (yes)	licked/liked (no)
winter/splinter (yes)	friends/lends (yes)
club/tub (yes)	idea/eyesight (no)

## 3. Skill: Rhyme Production

Say: "What rhymes with \_\_\_?" (student-generated acceptable answers)

school	right
math	love
shower	care
meet	lunch
bake	heart

## 4. Skill: Onset-Rime Blending

Say: "What word is this?"

th-ump (thump)	m-oment (moment)
g-ecko (gecko)	R-ory (Rory)
m-eeting (meeting)	thr-oat (throat)
m-outh (mouth)	p-ounds (pounds)
sw-allow (swallow)	cl-ean (clean)

## 5. Skill: Onset-Rime Segmenting

Say: "Say the first part (onset) and then the last part (rime)."

meet (m-eet)	hotdog (h-otdog)
laughed (l-oughed)	club (cl-ub)
reptiles (r-eptiles)	hatched (h-atched)
presents (pr-esents)	joker (j-okker)
ripped (r-ipped)	tail (t-ail)

## 6. Skill: Syllable Blending & Pronouncing

Say: "What word is this \_\_\_ - \_\_\_?"

for-gave (forgave)	mem-bers (members)
in-ter-est-ing (interesting)	grouch-i-est (grouchiest)
tor-toise (tortoise)	ro-dent (rodent)
li-zard (lizard)	fell-ow (fellow)
play-ing (playing)	cook-ies (cookies)

## 7. Skill: Syllable Segmenting & Counting

Say: "Say the parts of each word. How many syllables do you hear?"

returned (2)	lunch (1)
Miriam (3)	mammals (2)
pointed (2)	regulate (3)
temperature (4)	welcome (2)
forelimbs (2)	wonderful (3)

## 8. Skill: Syllable Deletion

Say: "Say \_\_\_\_\_. Say it again but don't say \_\_\_\_\_."

(crea)tures- tures	meet(ing)- meet
mon(ey)- mon	slim(y)- slime
(cac)tus- tus	pass(word)- pass
se(cret)- see	(sig)nal- nal
wild(life)- wild	a(long)- a

## 9. Skill: Phoneme Blending

Say: "What word do these sounds make?"

/l/ /ā/ /t/ (late)	/r/ /e/ /s/ /t/ (rest)
/h/ /e/ /d/ (head)	/c/ /ō/ /l/ /d/ (cold)
/t/ /ī/ /t/ (tight)	/h/ /u/ /g/ /d/ (hugged)
/a/ /d/ /m/ /i/ /t/ (admit)	/s/ /ā/ /m/ (same)
/s/ /p/ /r/ /i/ /ng/ (spring)	/s/ /t/ /ar/ /t/ (start)

## 10. Skill: Phoneme Segmenting

Say: "Tell me the sounds in the word \_\_\_\_\_."

clubs- (/c/ /l/ /u/ /b/ /s/)	school- (/s/ /k/ /oo/ /l/)
frilly- (/f/ /r/ /i/ /l/ /ē/)	extra- (/e/ /x/ /t/ /r/ /a/)
fun- (/f/ /u/ /n/)	math- (/m/ /a/ /th/)
love- (/l/ /u/ /v/)	care- (/c/ /ā/ /r/)
lunch- (/l/ /u/ /n/ /ch/)	dad- (/d/ /a/ /d/)

## 11. Skill: Phoneme Addition

Say: "Say 'lane'. Add /p/ to the beginning of 'lane'. What's the word?"

ellow, add /f/ (fellow)	rrive, add /a/ (arrive)
ink, add /th/ (think)	umping, add /th/ (thumping)
oment, add /m/ (moment)	leared, add /c/ (cleared)
ite, add /b/ (bite)	lean, add /c/ (clean)
lub, add /c/ (club)	ortly, add /sh/ (shortly)

## 12. Skill: Phoneme Substitution

Say: "Say 'rope'. Change /r/ to /s/. What's the new word?"

tried, change the /t/ to /f/ (fried)	hatched, change the /h/ to /l/ (latched)
ripped, change the /r/ to /t/ (tipped)	grew, change the /g/ to /t/ (true)
back, change the /b/ to /t/ (tack)	cream, change the /c/ to /d/ (dream)
fellow, change the /f/ to /m/ (mellow)	join, change the /j/ to /c/ (coin)
first, change the /f/ to /b/ (burst)	hair, change the /h/ to /b/ (bear)



### 13. Skill: Initial Phoneme Deletion

Say: "Say \_\_\_\_\_. Say \_\_\_\_\_ without the /\_\_\_/."

welcome, without the /w/ (elcome)	mammals, without the /m/ (ammals)
strange, without the /s/ (trange)	trip, without the /t/ (rip)
arachnids, without the /a/ (rachnids)	cactus, without the /c/ (actus)
secret, without the /s/ (ecret)	signal, without the /s/ (ignal)
chomp, without the /ch/ (omp)	wildlife, without the /w/ (ildlife)

## Vocabulary Activities

Building Oral Language Through  
Explicit Vocabulary Instruction



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Bringing Words to Life- Beck, McKeown, and Kucan 2013

Sample Instructional Plan for:

intimidating, grouchiest, adore, observe

Day 1

**intimidating:**

- *(read the sentence from the story)* The Astronaut Club was too intimidating.
- *(have children repeat the word)* intimidating
- *(teacher provides definition)* Intimidating means scary or frightening.
- *(different contexts)* I was intimidated by all of the people in the room.
- *(have students use the word in a sentence)*
- *(have students repeat the word)* intimidating

**grouchiest:**

- *(read the sentence from the story)* "It is a fact that the grouchiest tortoise I ever met was 174 years old," said Raoul.
- *(have children repeat the word)* grouchiest
- *(teacher provides definition)* Grouchy means grumpy or moody.
- *(different contexts)* The baby was grouchy and tired.
- *(have students use the word in a sentence)*
- *(have students repeat the word)* grouchiest

**adore:**

- *(read the sentence from the story)* "It is a fact that I adore Rocky Rodent ice cream," sighed Miriam.
- *(have children repeat the word)* adore
- *(teacher provides definition)* Adore means to love something.
- *(different contexts)* She looked at the art with adoration.
- *(have students use the word in a sentence)*
- *(have students repeat the word)* adore

**observe:**

- *(read the sentence from the story)* They went on hikes to observe the local wildlife.
- *(have children repeat the word)* observe
- *(teacher provides definition)* When you observe something it means you see it or notice it.
- *(different contexts)* I would rather observe the swimming lesson than participate in it.
- *(have students use the word in a sentence)*

	<ul style="list-style-type: none"> <li>• (have students repeat the word) <b>observe</b></li> </ul>
Day 2	<p><b>Questions, Reasons, and Examples</b></p> <p>You might find jumping off a tall diving board <b>intimidating</b>. Why? What else might you find <b>intimidating</b>?</p> <p>Which of these events might make you <b>grouchy</b>? Why or why not?</p> <ul style="list-style-type: none"> <li>• having a lot of homework</li> <li>• going to the zoo</li> <li>• shoveling the driveway</li> <li>• going to a sleepover</li> </ul> <p>What are some things you might <b>observe</b> outside?</p> <p>A puppy is <b>adorable</b>. Why? What is something else that is <b>adorable</b>?</p>
Day 3	<p><b>Find the Missing Word</b></p> <p>(Which of these words will fit in the blank? <b>adore, observe, grouchiest, intimidating</b>)</p> <p>My baby brother is the <u>blank</u> person in the family.</p> <p>I <u>blank</u> eating spaghetti and meatballs.</p> <p>Thinking about riding a unicycle is very <u>blank</u>.</p> <p>I looked outside to <u>blank</u> the weather to see if I should wear a jacket.</p>
Day 4	<p><b>Word Association Variation 1</b></p> <p>(Which comment goes with the target word: <b>adoration, observe, grouchy, intimidating</b>)</p> <ul style="list-style-type: none"> <li>• I think you are just so amazing!</li> <li>• This cold weather is making me miserable.</li> <li>• The younger students watched the older ones play basketball.</li> <li>• I am so nervous about presenting in front of my class!</li> </ul>
Day 5	<p><b>Finish the Sentence</b></p> <ul style="list-style-type: none"> <li>• The bodyguard was <b>intimidating</b> because...</li> <li>• I think the <b>grouchiest</b> animal is... because...</li> <li>• I know the puppy <b>adores</b> its... because...</li> <li>• The owl was <b>observing</b> the mouse because...</li> </ul>



The Magician's Secret- by Zachary Hyman

## Instructional Plan & Daily Format

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## 1. Skill: Counting Words in a Spoken Sentence

Say: "How many words are in this sentence?"

Be a good boy tonight. (5)	No more hocus-pocus. (4)
They were after the pharaoh's gold. (6)	I couldn't wait to hear more. (6)
Hope you like to swim! (5)	I'll take that! (3)
I'm not very yummy. (4)	Thank you very much! (4)
Grandpa's stories made my heart race. (6)	I went to find Grandpa. (5)

## 2. Skill: Rhyme Recognition

Say: "Give me a thumbs-up if these words rhyme."

real/feel (yes)	space/earth (no)
moon/soon (yes)	lip/tip (yes)
hand/band (yes)	young/old (no)
stone/bone (yes)	rock/feather (no)
tree/plant (no)	night/light (yes)

## 3. Skill: Rhyme Production

Say: "What rhymes with \_\_\_?" (student-generated acceptable answers)

pillow	sleep
dizzy	cold
bed	kid
candy	hat
story	chest

## 4. Skill: Onset-Rime Blending

Say: "What word is this?"

m-agic (magic)	tr-unk (trunk)
c-orner (corner)	st-ory (story)
h-eavy (heavy)	cr-eak (creak)
p-icked (picked)	gl-istening (glistening)
s-and (sand)	cl-oser (closer)

## 5. Skill: Onset-Rime Segmenting

Say: "Say the first part (onset) and then the last part (rime)."

mighty (m-ighty)	sun (s-un)
deep (d-eep)	relics (r-elics)
stumbled (st-umbled)	groaned (gr-oaned)
open (o-pen)	light (l-ight)
riches (r-iches)	dance (d-ance)

## 6. Skill: Syllable Blending & Pronouncing

Say: "What word is this \_\_\_ - \_\_\_?"

ha-ppi-ness (happiness)	to-ward (toward)
sand-storm (sandstorm)	be-fore (before)
topp-led (toppled)	hea-vy (heavy)
bowl-ing (bowling)	grubb-y (grubby)
rich-es (riches)	e-ven-ing (evening)

## 7. Skill: Syllable Segmenting & Counting

Say: "Say the parts of each word. How many syllables do you hear?"

stories (2)	pilot (2)
dogfight (2)	skies (1)
shouted (2)	squeezed (1)
followed (2)	shimmering (3)
escaping (3)	steamy (2)

## 8. Skill: Syllable Deletion

Say: "Say \_\_\_\_\_. Say it again but don't say \_\_\_\_\_."

(base)ball- ball	doz(ing)- doze
un(der)- un	(loom)ing- ing
(gi)ant- ant	mass(ive)- mass
yumm(y)- yum	al(ways)- all
im(pressed)- im	(war)plane- plane

## 9. Skill: Phoneme Blending

Say: "What word do these sounds make?"

/t/ /ā/ /l/ /s/ (tales)	/r/ /oo/ /m/ (room)
/d/ /ē/ /p/ (deep)	/d/ /r/ /ē/ /m/ (dream)
/s/ /p/ /ā/ /s/ (space)	/m/ /a/ /j/ /i/ /c/ (magic)
/k/ /i/ /d/ /ō/ (kiddo)	/a/ /ch/ /ē/ /v/ (achieve)
/p/ /r/ /e/ /s/ /t/ /ō/ (presto)	/h/ /a/ /n/ /d/ (hand)

## 10. Skill: Phoneme Segmenting

Say: "Tell me the sounds in the word \_\_\_\_\_."

rock- (/r/ /o/ /k/)	stone- (/s/ /t/ /ō/ /n/)
rich- (/r/ /i/ /ch/)	speak- (/s/ /p/ /ē/ /k/)
close- (/c/ /l/ /ō/ /s/)	land- (/l/ /a/ /n/ /d/)
cliff- (/c/ /l/ /i/ /f/)	dizzy- (/d/ /i/ /z/ /ē/)
help- (/h/ /e/ /l/ /p/)	fist- (/f/ /i/ /s/ /t/)

## 11. Skill: Phoneme Addition

Say: "Say 'lane'. Add /p/ to the beginning of 'lane'. What's the word?"

old, add /c/ (cold)	oy, add /b/ (boy)
ink, add /w/ (wink)	ocus, add /p/ (pocus)
ream, add /c/ (cream)	andy, add /c/ (candy)
ricks, add /t/ (tricks)	ales, add /t/ (tales)
low, add /b/ (blow)	reak, add /c/ (creak)

## 12. Skill: Phoneme Substitution

Say: "Say 'rope'. Change /r/ to /s/. What's the new word?"

dust, change the /d/ to /r/ (rust)	lid, change the /l/ to /h/ (hid)
reach, change the /r/ to /t/ (teach)	night, change the /n/ to /fr/ (fright)
look, change the /l/ to /b/ (book)	heat, change the /h/ to /m/ (meat)
door, change the /d/ to /m/ (more)	light, change the /l/ to /k/ (kite)
mad, change the /m/ to /s/ (sad)	mouse, change the /m/ to /h/ (house)

### 13. Skill: Initial Phoneme Deletion

Say: "Say \_\_\_\_\_. Say \_\_\_\_\_ without the /\_\_\_/."

plane, without the /p/ (lane)	plunged, without the /p/ (lunged)
lucky, without the /l/ (ucky)	scarf, without the /s/ (carf)
clouds, without the /c/ (louds)	grin, without the /g/ (rin)
summer, without the /s/ (ummer)	showed, without the /sh/ (owed)
coconut, without the /c/ (oconut)	towering, without the /t/ (owering)



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Sample Instructional Plan for:

**pleaded, glistening, massive, impressed**

Day 1

**pleaded:**

- *(read the sentence from the story)* “Dad, please make sure he gets to bed early this time,” she pleaded.
- *(have children repeat the word)* pleaded
- *(teacher provides definition)* Pleaded means to beg or ask for.
- *(different contexts)* The children pleaded for a kitten for Christmas.
- *(have students use the word in a sentence)*
- *(have students repeat the word)* pleaded

**glistening:**

- *(read the sentence from the story)* That night, Grandpa reached way down into the chest and pulled out an hourglass filled with glistening sand.
- *(have children repeat the word)* glistening
- *(teacher provides definition)* Glistening means shining.
- *(different contexts)* The stars were glistening in the night sky.
- *(have students use the word in a sentence)*
- *(have students repeat the word)* glistening

**massive:**

- *(read the sentence from the story)* The snarling, slobbering dinosaur inched closer and closer, licking his lips and snapping his massive jaws.
- *(have children repeat the word)* massive
- *(teacher provides definition)* Massive means very big.
- *(different contexts)* Mom said she has a massive headache.
- *(have students use the word in a sentence)*
- *(have students repeat the word)* massive

**impressed:**

- *(read the sentence from the story)* But Father wasn’t impressed.
- *(have children repeat the word)* impressed
- *(teacher provides definition)* Impressed means to admire.
- *(different contexts)* I was impressed by your effort. The stamp impressed the seal on the envelope.

	<ul style="list-style-type: none"> <li>• (have students use the word in a sentence)</li> <li>• (have students repeat the word) <b>impressed</b></li> </ul>
Day 2	<p><b>Yes/No</b>          (Some sentences make sense, some do not. You decide. If you think it makes sense, say 'yes'. If not, say 'no') <b>*explain why</b></p> <ul style="list-style-type: none"> <li>• Everyone was impressed by the magic tricks.</li> <li>• She pleaded for less time on the computer.</li> <li>• The mouse was massive in size.</li> <li>• In the early morning, the leaves were glistening with dew.</li> <li>• I want to eat a massive amount of cupcakes.</li> <li>• I pleaded not guilty when mom asked if I broke the plate.</li> </ul>
Day 3	<p><b>Example/Non-Example Variation 3</b>          Which would be <b>massive</b>:          -a pile of garbage at the dump or the garbage under your sink          What would you <b>plead</b> for:          -to go to bed at night or to sleep in late in the morning          What would make your eyes <b>glisten</b>:          -looking at gold or looking at dirt          Which would be <b>impressive</b>:          -running down the street or running in a marathon</p>
Day 4	<p><b>Generating Situations, Contexts, and Examples Variation 1</b>          What would make a teacher say this to the class?:</p> <ul style="list-style-type: none"> <li>• I am so <b>impressed</b> with all of you!</li> <li>• I am <b>pleading</b> with all of you!</li> </ul> <p>What would make a scientist say this?:</p> <ul style="list-style-type: none"> <li>• This is a <b>massive</b> discovery!</li> <li>• This is a <b>glistening</b> discovery!</li> </ul>
Day 5	<p><b>Word Relationships Variation 3</b></p> <ul style="list-style-type: none"> <li>• A dog's ears that are <b>massive</b> might touch the ground, while a dog's ears that are <i>tiny</i> might...</li> <li>• You might <b>impress</b> your mom when you clean your room. However, you might <i>disappoint</i> your mom if...</li> <li>• If someone <b>pleads</b> for forgiveness, you could say they are very sorry, but if they <i>refuse</i> to apologize, they...</li> <li>• You could describe sand as <b>glistening</b> if it sparkles. On the other hand, you could describe sand as <i>dull</i> if...</li> </ul>



Putuquq & Kublu and the Qalupalik!- by Roselynn Akulukjuk and Danny Christopher

## Instructional Plan & Daily Format

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Day 1	10-15 minutes	Read Aloud: the read aloud format you choose is up to you. Model comprehension strategies through talk-alouds.
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## 1. Skill: Counting Words in a Spoken Sentence

Say: "How many words are in this sentence?"

Lulu's feet are cold. (4)	Fine, you can come! (4)
Off they headed to the shoreline. (6)	Be careful at the shore. (5)
It worked. (2)	I am not worried. (4)
I can see the shore. (5)	I am getting a bad feeling. (6)
Look at these tracks. (4)	I think you mean very strange. (6)

## 2. Skill: Rhyme Recognition

Say: "Give me a thumbs-up if these words rhyme."

looks/books (yes)	second/minute (no)
bad/sad (yes)	sound/round (yes)
rock/stone (no)	paper/pencil (no)
fine/shine (yes)	hero/zero (yes)
scare/scant (no)	legs/begs (yes)

## 3. Skill: Rhyme Production

Say: "What rhymes with \_\_\_?" (student-generated acceptable answers)

funny	faces
house	down
time	cold
shore	snow
friend	worry

## 4. Skill: Onset-Rime Blending

Say: "What word is this?"

b-etter (better)	w-orry (worry)
c-areful (careful)	th-at (that)
str-ange (strange)	s-earch (search)
ch-ildren (children)	sc-ary (scary)
st-ory (story)	bl-ind (blind)

## 5. Skill: Onset-Rime Segmenting

Say: "Say the first part (onset) and then the last part (rime)."

heard (h-ear-d)	tent (t-ent)
family (f-am-ily)	creature (cr-ea-ture)
gone (g-one)	home (h-ome)
shore (sh-ore)	Grandpa (Gr-andpa)
creepy (cr-ee-py)	scare (sc-are)

## 6. Skill: Syllable Blending & Pronouncing

Say: "What word is this \_\_\_ - \_\_\_?"

mon-ster (monster)	wait-ing (waiting)
un-der (under)	a-tten-tion (attention)
worr-ied (worried)	qal-u-pa-liit (qalupaliit)
pro-ba-bly (probably)	sen-ses (senses)
dan-ger (danger)	ser-i-ous (serious)

## 7. Skill: Syllable Segmenting & Counting

Say: "Say the parts of each word. How many syllables do you hear?"

tracks (1)	little (2)
knapsack (2)	spooky (2)
definitely (4)	scissors (2)
usual (3)	surprise (2)
idea (3)	understand (3)

## 8. Skill: Syllable Deletion

Say: "Say \_\_\_\_\_. Say it again but don't say \_\_\_\_\_."

(do)ing- ing	shore(line)- shore
lat(er)- late	(pro)mise- miss
(re)gret- gret	quick(ly)- quick
(care)ful- full	lurk(ing)- lurk
a(ppears)- a	Grand(pa)- grand

## 9. Skill: Phoneme Blending

Say: "What word do these sounds make?"

/sh/ /ō/ /r/ (shore)	/b/ /ī/ (bye)
/c/ /r/ /ē/ /p/ /ē/ (creepy)	/s/ /c/ /ā/ /r/ (scare)
/ī/ /s/ (ice)	/k/ /ē/ /n/ (keen)
/l/ /o/ /ng/ (long)	/g/ /i/ /v/ (give)
/b/ /a/ /d/ (bad)	/t/ /r/ /a/ /k/ /s/ (tracks)

## 10. Skill: Phoneme Segmenting

Say: "Tell me the sounds in the word \_\_\_\_\_."

weird- (/w/ /ē/ /r/ /d/)	mean- (/m/ /ē/ /n/)
like- (/l/ /ī/ /k/)	that- (/th/ /a/ /t/)
rock- (/r/ /o/ /k/)	luck- (/l/ /u/ /k/)
good- (/g/ /oo/ /d/)	legs- (/l/ /e/ /g/ /s/)
funny- (/f/ /u/ /n/ /ē/)	shaky- (/sh/ /ā/ /k/ /ē/)

## 11. Skill: Phoneme Addition

Say: "Say 'lane'. Add /p/ to the beginning of 'lane'. What's the word?"

ack, add /b/ (back)	ouse, add /h/ (house)
ink, add /th/ (think)	ants, add /p/ (pants)
ice, add /n/ (nice)	topped, add /s/ (stopped)
rozen, add /f/ (frozen)	old, add /c/ (cold)
eeting, add /m/ (meeting)	ine, add /f/ (fine)

## 12. Skill: Phoneme Substitution

Say: "Say 'rope'. Change /r/ to /s/. What's the new word?"

shore, change the /sh/ to /r/ (roar)	led, change the /l/ to /f/ (fed)
snow, change the /sn/ to /b/ (bow)	meet, change the /m/ to /f/ (feet)
hello, change the /h/ to /m/ (mellow)	that, change the /th/ to /m/ (mat)
sea, change the /s/ to /b/ (be)	hair, change the /h/ to /b/ (bear)
boy, change the /b/ to /t/ (toy)	heard, change the /h/ to /b/ (bird)

### 13. Skill: Initial Phoneme Deletion

Say: "Say \_\_\_\_\_. Say \_\_\_\_\_ without the /\_\_\_/."

open, without the /o/ (pen)	keep, without the /k/ (eep)
careful, without the /c/ (areful)	shore, without the /sh/ (ore)
okay, without the /o/ (kay)	creepy, without the /c/ (reepy)
scare, without the /s/ (care)	paying, without the /p/ (aying)
senses, without the /s/ (enses)	nearby, without the /n/ (earby)

## Vocabulary Activities

Building Oral Language Through  
Explicit Vocabulary Instruction



## Sample Instructional Plan

Choose a mentor text and identify 4-6 words for explicit vocabulary instruction. Read the story.

- Read the sentence from the story that contains the targeted vocabulary word.
- Children repeat the word.
- Teacher provides a student friendly explanation of the word.
- Provide examples of the word used in contexts *different* from the story. Invite students to provide examples of the word used in context.
- Students repeat the targeted word.

Repeat process for each vocabulary word.

Engage in vocabulary activities to deepen word meanings throughout the week.

Bringing Words to Life- Beck, McKeown, and Kucan 2013

Sample Instructional Plan for:

regret, lurking, realized, creepy

Day 1

regret:

- *(read the sentence from the story)* I have a feeling that I am going to regret this.
- *(have children repeat the word)* **regret**
- *(teacher provides definition)* **Regret means to feel sad about.**
- *(different contexts)* I **regret** not going to the circus when it was in town.
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **regret**

lurking:

- *(read the sentence from the story)* You know, a qalupalik could be lurking in the **water.**
- *(have children repeat the word)* **lurking**
- *(teacher provides definition)* To **lurk** would be to sneak around or hide.
- *(different contexts)* The **fox** was **lurking** in the bushes, waiting for its prey.
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **lurking**

realized:

- *(read the sentence from the story)* By the time she realized it was a qalupalik, the **creature and the baby were gone.**
- *(have children repeat the word)* **realized**
- *(teacher provides definition)* **Realized means to understand.**
- *(different contexts)* He **realized** he was late because the kids were already playing on the **playground.**
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **realized**

creepy:

- *(read the sentence from the story)* Qalupaliit sound **creepy.**
- *(have children repeat the word)* **creepy**
- *(teacher provides definition)* **Creepy means spooky or scary.**
- *(different contexts)* We **walked** by the **creepy** house on the corner of the street.
- *(have students use the word in a sentence)*



	<ul style="list-style-type: none"> <li>• (have students repeat the word) <b>creepy</b></li> </ul>
Day 2	<p><b>Find the Missing Word</b> Use <b>regret, lurking, realize, or creepy</b> to complete the sentence.</p> <ul style="list-style-type: none"> <li>• My brother was <u>blank</u> behind the door, trying to scare me.</li> <li>• I <u>blank</u> not trying out for the basketball team.</li> <li>• The squeaky floor in the old house was <u>blank</u>.</li> <li>• I didn't <u>blank</u> the flowers bloomed in the spring.</li> </ul>
Day 3	<p><b>Word Association</b> (I will say a word and you need to tell me which target word it makes you think of) <b>regret, lurking, realize, creepy</b></p> <ul style="list-style-type: none"> <li>• Which word does <i>disappointed</i> make you think of? (<b>regret</b>). Why?</li> <li>• Which word does <i>terrifying</i> make you think of? (<b>creepy</b>) Why?</li> <li>• Which word does <i>slinking</i> make you think of? (<b>lurking</b>) Why?</li> <li>• Which word does <i>notice</i> make you think of? (<b>realize</b>) Why?</li> </ul>
Day 4	<p><b>Finish the Sentence</b> Who can think of a way to end this sentence?</p> <ul style="list-style-type: none"> <li>• I <b>regretted</b> missing school today because...</li> <li>• I was <b>lurking</b> behind the tree when...</li> <li>• I <b>realized</b> my dog was sick when...</li> <li>• This place is <b>creepy</b> because...</li> </ul>
Day 5	<p><b>Example/ Non-Example Variation 3</b></p> <p>Which would <b>lurk</b>: -a fish in the weeds or a fish in a fishbowl</p> <p>Which would make a house <b>creepy</b>: -colourful banners hanging outside or having all of the lights off</p> <p>Which would you <b>regret</b>: -missing a field trip or missing a math quiz</p>



Sir Simon- by Cale Atkinson

## Instructional Plan & Daily Format

Instructional plan is flexible. Take the opportunity to re-read the story every day before Phonological Awareness skills.

Day 1	10-15 minutes	Read Aloud: the read aloud format you choose is up to you. Model comprehension strategies through talk-alouds.
Day 2	10-15 minutes	Skill 1: Counting Words in a Spoken Sentence Skill 2: Rhyme Recognition Skill 3: Rhyme Production
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## 1. Skill: Counting Words in a Spoken Sentence

Say: "How many words are in this sentence?"

It's OK to be scared. (5)	Check out my business card. (5)
Flushing the toilets. (3)	I'm into a bunch of things. (6)
I've got to get a closer look. (7)	We can totally slack off. (5)
Can you fly through walls? (5)	I can tell these things. (5)
Don't touch anything! (3)	You're so lucky! (3)

## 2. Skill: Rhyme Recognition

Say: "Give me a thumbs-up if these words rhyme."

chores/bores (yes)	spooky/scary (no)
vent/went (yes)	time/tent (no)
chop/change (no)	jumps/pumps (yes)
sounds/mounds (yes)	flush/floppy (no)
wave/cave (yes)	pots/pans (no)

## 3. Skill: Rhyme Production

Say: "What rhymes with \_\_\_?" (student-generated acceptable answers)

more	chain
nap	stair
job	rad
ghost	fine
night	head

## 4. Skill: Onset-Rime Blending

Say: "What word is this?"

l-aundry (laundry)	cr-azy (crazy)
t-ough (tough)	tr-ash (trash)
d-ishes (dishes)	w-alls (walls)
v-acuum (vacuum)	S-imon (Simon)
Ch-ester (Chester)	fr-iends (friends)

## 5. Skill: Onset-Rime Segmenting

Say: "Say the first part (onset) and then the last part (rime)."

freak (fr-eak)	card (c-ard)
things (th-ings)	forest (f-orest)
bear (b-ear)	hard (h-ard)
stop (st-op)	worst (w-orst)
strict (str-ict)	toilets (t-oilets)

## 6. Skill: Syllable Blending & Pronouncing

Say: "What word is this \_\_\_ - \_\_\_?"

a-ny-thing (anything)	pro-fess-ion-al (professional)
most-est (mostest)	haunt-ed (haunted)
trans-ferred (transferred)	creak-ing (creaking)
flick-er (flicker)	them-selves (themselves)
sched-u-le (schedule)	stomp-ing (stomping)

## 7. Skill: Syllable Segmenting & Counting

Say: "Say the parts of each word. How many syllables do you hear?"

attic (2)	clothes (1)
finish (2)	pyramid (3)
grandparents (3)	totally (3)
imagination (5)	float (1)
Spookington (3)	secondly (3)

## 8. Skill: Syllable Deletion

Say: "Say \_\_\_\_\_. Say it again but don't say \_\_\_\_\_."

min(ute)- min	Chest(er)- Chest
(sens)es- es	pic(tures)- pick
(feel)ings- ings	pro(gress)- pro
spook(y)- spook	(luck)y- y
(a)voids- voids	class(ic)- class

## 9. Skill: Phoneme Blending

Say: "What word do these sounds make?"

/l/ /ā/ /s/ /r/ (laser)	/j/ /u/ /m/ /p/ /s/ (jumps)
/t/ /ī/ /m/ (time)	/a/ /t/ /i/ /c/ (attic)
/f/ /l/ /u/ /sh/ (flush)	/w/ /ā/ /v/ (wave)
/p/ /o/ /t/ /s/ (pots)	/l/ /u/ /v/ (love)
/ch/ /ā/ /n/ (chain)	/n/ /a/ /p/ (nap)

## 10. Skill: Phoneme Segmenting

Say: "Tell me the sounds in the word \_\_\_\_\_."

job- (/j/ /o/ /b/)	cool- (/c/ /oo/ /l/)
bad- (/b/ /a/ /d/)	ghost- (/g/ /ō/ /s/ /t/)
haunt- (/h/ /o/ /n/ /t/)	head- (/h/ /e/ /d/)
trash- (/t/ /r/ /a/ /sh/)	walls- (/w/ /o/ /l/ /s/)
tidy- (/t/ /ī/ /d/ /ē/)	best- (/b/ /e/ /s/ /t/)

## 11. Skill: Phoneme Addition

Say: "Say 'lane'. Add /p/ to the beginning of 'lane'. What's the word?"

reak, add /f/ (freak)	cared, add /s/ (scared)
ard, add /c/ (card)	ings, add /th/ (things)
top, add /s/ (stop)	ouse, add /h/ (house)
lam, add /s/ (slam)	trict, add /s/ (strict)
reepy, add /c/ (creepy)	loat, add /f/ (float)

## 12. Skill: Phoneme Substitution

Say: "Say 'rope'. Change /r/ to /s/. What's the new word?"

think, change the /th/ to /r/ (rink)	bunch, change the /b/ to /l/ (lunch)
gig, change the /g/ to /j/ (jig)	tops, change the /t/ to /m/ (mops)
here, change the /h/ to /d/ (dear)	look, change the /l/ to /cr/ (crook)
slack, change the /sl/ to /t/ (tack)	right, change the /r/ to /fl/ (flight)
kid, change the /k/ to /l/ (lid)	ghost, change the /gh/ to /m/ (most)

### 13. Skill: Initial Phoneme Deletion

Say: "Say \_\_\_\_\_. Say \_\_\_\_\_ without the /\_\_\_/."

Chester, without the /Ch/ (ester)	grandma, without the /g/ (randma)
float, without the /f/ (loat)	monsters, without the /m/ (onsters)
minute, without the /m/ (inute)	tangling, without the /t/ (angling)
animal, without the /a/ (nimal)	stomping, without the /s/ (tompng)
toilets, without the /t/ (oilets)	tricking, without the /t/ (ricking)

## Vocabulary Activities

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## Sample Instructional Plan

Choose a mentor text and identify 4-6 words for explicit vocabulary instruction. Read the story.

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Repeat process for each vocabulary word.

Engage in vocabulary activities to deepen word meanings throughout the week.

Bringing Words to Life- Beck, McKeown, and Kucan 2013

Sample Instructional Plan for:

**creaking, flicker, strict, generous**

Day 1

**creaking:**

- *(read the sentence from the story)* Have you ever woken up late at night to stairs **creaking**?
- *(have children repeat the word)* **creaking**
- *(teacher provides definition)* **Creaking** means making a high-pitched sound.
- *(different contexts)* **My old bones were creaking.**
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **creaking**

**flicker:**

- *(read the sentence from the story)* Ever seen a light **flicker** or maybe heard a door **slam**?
- *(have children repeat the word)* **flicker**
- *(teacher provides definition)* To **flicker** means to shine on and off.
- *(different contexts)* **The teacher flickered the lights.**
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **flicker**

**strict:**

- *(read the sentence from the story)* Us Ghosts have a **strict** schedule for chores.
- *(have children repeat the word)* **strict**
- *(teacher provides definition)* **Strict** means rigid or having rules.
- *(different contexts)* **My mom is strict. My bedtime is 8pm sharp.**
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **strict**

**generous:**

- *(read the sentence from the story)* The award for most **generous** Ghost.
- *(have children repeat the word)* **generous**
- *(teacher provides definition)* **Generous** means giving.
- *(different contexts)* **I had a generous portion of cake.**
- *(have students use the word in a sentence)*
- *(have students repeat the word)* **generous**

Day 2	<p><b>Word Association Variation 1</b></p> <p>Which comment goes with the target word: (<i>creaking, flicker, strict, generous</i>)</p> <ul style="list-style-type: none"> <li>• I was not allowed to go out to play.</li> <li>• Dad needs to repair the squeaky floorboards.</li> <li>• The candle light is making shadows on the wall!</li> <li>• My swim coach gave me so much of her time so I could feel better about diving into the water.</li> </ul>
Day 3	<p><b>Finish the Sentence</b></p> <p>(How can you end the sentence? Who can think of another way to end the sentence?)</p> <p>The roof <b>creaked</b> when...</p> <p>We had a <b>strict</b> rule about...</p> <p>I felt <b>generous</b> when I...</p> <p>Thoughts were <b>flickering</b> in my mind when...</p>
Day 4	<p><b>Yes/No</b></p> <p>(If the sentence makes sense, say 'yes'. If it doesn't, say 'no'.) <b>*ask why</b></p> <ul style="list-style-type: none"> <li>• I had a <b>strict</b> routine for going to bed. Sometimes I had milk first, sometimes I didn't.</li> <li>• The stars were <b>flickering</b> in the sky.</li> <li>• My brother was <b>generous</b> when he said I couldn't play with his toys.</li> <li>• My knees <b>creaked</b> when I stood up.</li> </ul>
Day 5	<p><b>Example/Non-Example Variation 1</b></p> <p>If something is <b>creaky</b> say 'creak', if not don't say anything. <b>*ask why</b></p> <ul style="list-style-type: none"> <li>• a swing</li> <li>• a rocking chair</li> <li>• a door</li> </ul> <p>If something can <b>flicker</b> say 'flickering', if not don't say anything. <b>*ask why</b></p> <ul style="list-style-type: none"> <li>• a candle</li> <li>• lights</li> <li>• a fire</li> <li>• a tv</li> </ul>





Sun Dog- by Deborah Kerbel

## Instructional Plan & Daily Format

Instructional plan is flexible. Take the opportunity to re-read the story every day before Phonological Awareness skills.

Day 1	10-15 minutes	Read Aloud: the read aloud format you choose is up to you. Model comprehension strategies through talk-alouds.
Day 2	10-15 minutes	Skill 1: Counting Words in a Spoken Sentence Skill 2: Rhyme Recognition Skill 3: Rhyme Production
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## 1. Skill: Counting Words in a Spoken Sentence

Say: "How many words are in this sentence?"

Snowdrifts are melting. (3)	Day are growing longer. (4)
She doesn't want to settle down. (6)	Hours drag by. (3)
Her puppy legs are itching to play. (7)	Juno's tail dances with excitement. (5)
What will she do now? (5)	She wanders through town. (4)
Juno left the back door open. (6)	His hungry eyes spot the puppy. (6)

## 2. Skill: Rhyme Recognition

Say: "Give me a thumbs-up if these words rhyme."

Juno/Bruno (yes)	danger/ranger (yes)
fast/first (no)	move/groove (yes)
spring/sprung (no)	shatters/tatters (yes)
shore/shallow (no)	nose/goes (yes)
tired/tiny (no)	rest/test (yes)

## 3. Skill: Rhyme Production

Say: "What rhymes with \_\_\_?" (student-generated acceptable answers)

sleep	house
town	top
tall	spring
hugs	ground
boy	games

## 4. Skill: Onset-Rime Blending

Say: "What word is this?"

sl-ed (sled)	y-ard (yard)
l-ittle (little)	l-augh (laugh)
d-inner (dinner)	b-oundless (boundless)
s-ummer (summer)	wh-ines (whines)
gr-ow (grow)	dr-ag (drag)

## 5. Skill: Onset-Rime Segmenting

Say: "Say the first part (onset) and then the last part (rime)."

listen (l-isten)	puppy (p-uppy)
sneaking (sn-eaking)	nose (n-ose)
slinks (sl-inks)	dances (d-ances)
yellow (y-ellow)	bouncing (b-ouncing)
sand (s-and)	whisper (wh-isper)

## 6. Skill: Syllable Blending & Pronouncing

Say: "What word is this \_\_\_ - \_\_\_?"

out-side (outside)	ex-cite-ment (excitement)
mount-ains (mountains)	no-body (nobody)
rabb-its (rabbits)	nar-whals (narwhals)
wat-er-y (watery)	min-utes (minutes)
ice-berg (iceberg)	gi-ant (giant)

## 7. Skill: Syllable Segmenting & Counting

Say: "Say the parts of each word. How many syllables do you hear?"

dashes (2)	polar (2)
circling (3)	bear (1)
desperate (3)	echoes (2)
neighboring (3)	lumbers (2)
nose (1)	nestles (2)

## 8. Skill: Syllable Deletion

Say: "Say \_\_\_\_\_. Say it again but don't say \_\_\_\_\_."

stretch(es)- stretch	(snow)drifts- drifts
gold(en)- gold	(shad)ows- ows
be(tween)- be	din(ner)- din
(summ)er- er	itch(ing)- itch
out(side)- out	yell(ow)- yell

## 9. Skill: Phoneme Blending

Say: "What word do these sounds make?"

/b/ /o/ /l/ (ball)	/s/ /o/ /f/ /t/ (soft)
/t/ /ow/ /n/ (town)	/d/ /ē/ /p/ (deep)
/s/ /ē/ /l/ /s/ (seals)	/b/ /e/ /d/ /s/ (beds)
/f/ /l/ /a/ /sh/ (flash)	/h/ /e/ /d/ (head)
/w/ /i/ /th/ (with)	/d/ /u/ /k/ /s/ (ducks)

## 10. Skill: Phoneme Segmenting

Say: "Tell me the sounds in the word \_\_\_\_\_."

breath- (/b/ /r/ /e/ /th/)	giant- (/j/ /ī/ /a/ /n/ /t/)
safe- (/s/ /ā/ /f/)	puppy- (/p/ /u/ /p/ /ē/)
yard- (/y/ /ar/ /d/)	barks- (/b/ /ar/ /k/ /s/)
spot- (/s/ /p/ /o/ /t/)	smells- (/s/ /m/ /e/ /l/ /s/)
leave- (/l/ /ē/ /v/)	grows- (/g/ /r/ /ō/ /s/)

## 11. Skill: Phoneme Addition

Say: "Say 'lane'. Add /p/ to the beginning of 'lane'. What's the word?"

akes, add /w/ (wakes)	pring, add /s/ (spring)
angs, add /f/ (fangs)	torm, add /s/ (storm)
atters, add /sh/ (shatters)	reezes, add /f/ (freezes)
lance, add /g/ (glance)	umbers, add /l/ (lumbers)
led, add /s/ (sled)	ittle, add /l/ (little)

## 12. Skill: Phoneme Substitution

Say: "Say 'rope'. Change /r/ to /s/. What's the new word?"

room, change the /r/ to /b/ (boom)	town, change the /t/ to /g/ (gown)
top, change the /t/ to /b/ (bop)	melting, change the /m/ to /p/ (pelting)
dawn, change the /d/ to /f/ (fawn)	basks, change the /b/ to /t/ (tasks)
paints, change the /p/ to /f/ (faints)	yard, change the /y/ to /l/ (lard)
dinner, change the /d/ to /w/ (winner)	days, change the /d/ to /r/ (rays)

### 13. Skill: Initial Phoneme Deletion

Say: "Say \_\_\_\_\_. Say \_\_\_\_\_ without the /\_\_\_/."

playing, without the /p/ (laying)	sleep, without the /s/ (leep)
drag, without the /d/ (rag)	puppy, without the /p/ (uppy)
sneaking, without the /s/ (neaking)	slinks, without the /s/ (links)
yellow, without the /y/ (ellow)	beach, without the /b/ (each)
whisper, without the /wh/ (isper)	rabbits, without the /r/ (abbits)

## Vocabulary Activities

Building Oral Language Through  
Explicit Vocabulary Instruction



## Sample Instructional Plan

Choose a mentor text and identify 4-6 words for explicit vocabulary instruction. Read the story.

- Read the sentence from the story that contains the targeted vocabulary word.
- Children repeat the word.
- Teacher provides a student friendly explanation of the word.
- Provide examples of the word used in contexts *different* from the story. Invite students to provide examples of the word used in context.
- Students repeat the targeted word.

Repeat process for each vocabulary word.

Engage in vocabulary activities to deepen word meanings throughout the week.

Bringing Words to Life- Beck, McKeown, and Kucan 2013

Sample Instructional Plan for:

**slinks, snuggled, shatters, glance**

Day 1

**slinks:**

- *(read the sentence from the story)* Sneaking out of the tiny room, she pushes the back door open with the tip of her nose, and slinks into the outside.
- *(have children repeat the word)* slinks
- *(teacher provides definition)* To slink means to move smoothly and quietly.
- *(different contexts)* I tried to slink out of the room to avoid having to wash the dishes.
- *(have students use the word in a sentence)*
- *(have students repeat the word)* slinks

**snuggled:**

- *(read the sentence from the story)* The rabbits are snuggled deep in their burrows.
- *(have children repeat the word)* snuggled
- *(teacher provides definition)* Snuggled means to curl up cozily.
- *(different contexts)* The puppy snuggled up to the sleeping boy.
- *(have students use the word in a sentence)*
- *(have students repeat the word)* snuggled

**shatters:**

- *(read the sentence from the story)* A storm of barking shatters the midnight sun.
- *(have children repeat the word)* shatters
- *(teacher provides definition)* Shatters means to disrupt or break.
- *(different contexts)* The plate shattered into pieces on the floor.
- *(have students use the word in a sentence)*
- *(have students repeat the word)* shatters

**glance:**

- *(read the sentence from the story)* With one last glance at Juno, he turns away and lumbers off toward the shore.
- *(have children repeat the word)* glance
- *(teacher provides definition)* To glance means to briefly look.
- *(different contexts)* I glanced at my watch to make sure I was on time.
- *(have students use the word in a sentence)*
- *(have students repeat the word)* glance

Day 2	<p><b>Word Association Variation 1</b></p> <p>Which comment goes with the target word: (<b>slinks, snuggled, shatters, glance</b>)</p> <ul style="list-style-type: none"> <li>• The baby was sleeping with his teddy bear.</li> <li>• The hammer broke all of the glass.</li> <li>• I looked over my shoulder to see if you were following me.</li> <li>• The snake creeped into the hole.</li> </ul>
Day 3	<p><b>Finish the Sentence</b></p> <p>(How can you end the sentence? Who can think of another way to end the sentence?)</p> <p>Before the villain could <b>slink</b> away, I...</p> <p>I <b>snuggled</b> under the blanket when...</p> <p>The rock <b>shattered</b> the window when...</p> <p>I should have <b>glanced</b> at the sidewalk because...</p>
Day 4	<p><b>Example/ Non-Example Variation 2</b></p> <p>If any of the things I say could <b>slink</b> say 'slinky'. If not, don't say anything.</p> <p>-dog -snake -person -mosquito <b>*ask why after each response</b></p> <p>If any of the things I say might <b>shatter</b> say 'shatter'. If not, don't say anything.</p> <p>-baseball -vase -banana -stuffy <b>*ask why after each response</b></p>
Day 5	<p><b>Word Relationships Variation 3</b></p> <ul style="list-style-type: none"> <li>• Someone who <b>slinks</b> into a room might be trying to go unnoticed, while someone who <b>bursts</b> into a room might...</li> <li>• If you see something, you could say you <b>glanced</b> at it, but if you don't see it you might say...</li> <li>• If something <b>shatters</b> it breaks into many pieces, but if something <b>cracks</b> it...</li> <li>• You might <b>snuggle</b> with a puppy, but you would <b>avoid</b>...</li> </ul>