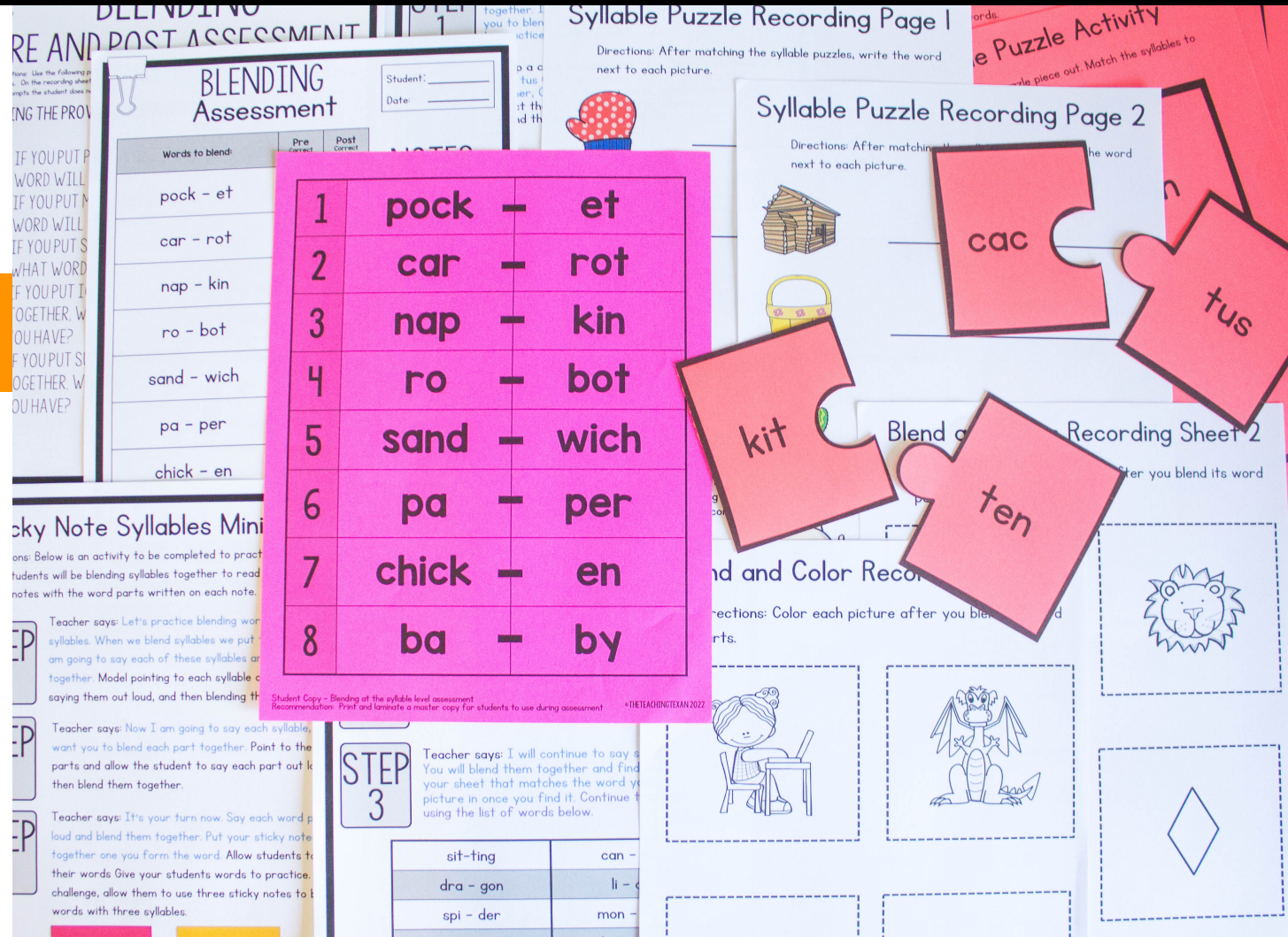


# EXPLORING PHONOLOGICAL AWARENESS

Exploring words at the  
syllable level

Activity types include:

- blending
- segmenting
- deletion
- syllable types



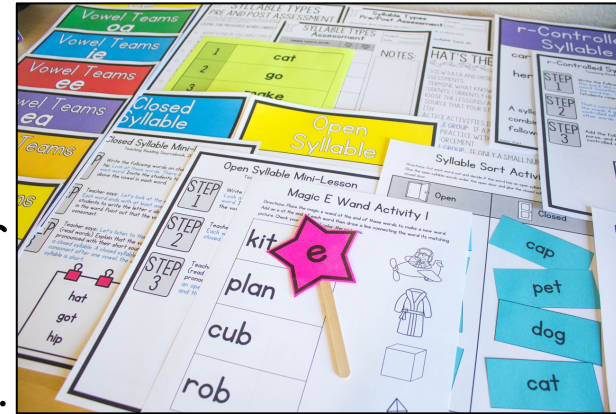


# TEACHER GUIDE Storing Your Materials

Storing this resource in a 3-ring binder is an easy way to quickly access mini-lesson plans, assessments & materials. While not required for effective use of this resource, it definitely helps keep everything organized.



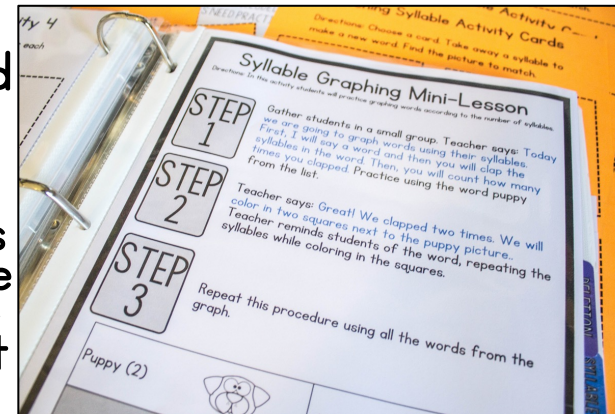
Select binder of your choice. I use a 2 inch binder, but some teachers prefer more space or a smaller footprint. Add the binder cover and spine (I added 2 sheets of paper glued together as a background to my cover).



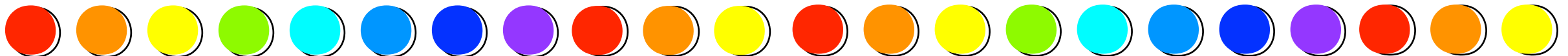
Print all desired components - I recommend printing a master copy of all resources to keep inside your binder.



Laminate divider pages and glue tabs to divider pages. Lay them on top of each other as you go to ensure even spacing. OR glue tabs directly to the divider page then laminate using a large laminator so the end result is one piece.



Add in your printed materials. I like to keep assessment directions, extra assessment recording pages, mats, and anchor charts in page protectors. I keep my letter cards on binder rings near where my binder is stored.



# Each unit includes a **clickable** table of contents and all the materials you'll need for each target skill!

Recommended settings, timeframes, and how to set up

TABLE OF CONTENTS	
Teacher Guide & Binder Cover/Spines	<a href="#">Pg. 9</a>
Terminology	<a href="#">Pg. 11</a>
Blending	<a href="#">Pg. 16</a>
Segmentation	<a href="#">Pg. 38</a>
Deletion	<a href="#">Pg. 88</a>
Syllable Types	<a href="#">Pg. 114</a>

••PAGE NUMBERS ARE CLICKABLE LINKS

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research based terms for each unit

Variety of target skills for each unit with pre assessments, post assessments, activities, lesson plans, and no-prep pages for your students

Everything you need sorted out for easier planning


# Teacher guide and binder materials





# TERMINOLOGY

(TEACHING READING SOURCEBOOK, 2013)



# TERMINOLOGY

(TEACHING READING SOURCEBOOK, 2013)

**Open-a** syllable ending with a long vowel sound spelled with one vowel letter.

**Vowel Combination-a** syllable with a short-vowel, long-vowel, or diphthong sound spelled with a vowel combination (ex: ai, ae, ee, oi, or oo).

**r-Controlled-a** syllable containing a letter combination made up of a vowel followed by the letter r. The vowel combination is one welded sound that cannot be segmented (ex: ar, er, ir, or, or ur)

**Vowel-Consonant e-** a syllable with a long-vowel sound spelled with one vowel letter followed by one consonant and a silent e.

**Consonant-le-a** final, separate syllable containing a consonant followed by the letters le.

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[illegible]

SECTION 2

SEGMENTATION

SECTION 1

BLENDING



BLENDING BENCHMARKS:  
STUDENT HAS THE ABILITY TO...

1. ORALLY BLEND SYLLABLES INTO A WHOLE WORD.

1. CLAP

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# Look at ALL that you get in this unit!

Next steps for after  
each target skill

### WHAT'S THE NEXT STEP?

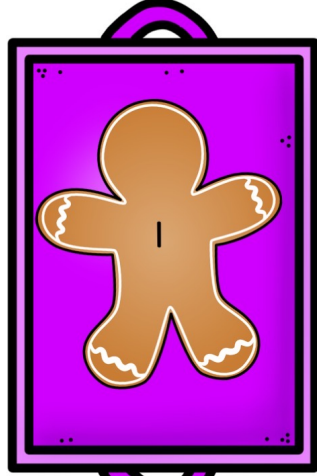
- REVIEW DATA AND OBSERVATIONS FROM PRE-ASSESSMENTS
- DETERMINE WHAT KNOWLEDGE AND SKILLS STUDENTS CURRENTLY HAVE
- CHOOSE THE LESSONS/ACTIVITIES INCLUDED IN THE RESOURCE THAT YOUR STUDENTS NEED PRACTICE WITH
- PRACTICE ACTIVITIES IN:
  - **WHOLE GROUP:** IF A MAJORITY OF STUDENTS NEED PRACTICE WITH A SKILL OR REINFORCEMENT
  - **SMALL GROUP:** IF ONLY A SMALL NUMBER OF STUDENTS NEED PRACTICE OR REINFORCEMENT WITH A SKILL
  - **INDEPENDENTLY:** AS NEEDED/APPROPRIATE
- PROGRESS MONITOR STUDENT GROWTH
- ADMINISTER POST ASSESSMENT TO ENSURE MASTERY

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Activities for use with  
any setting

### Sweet Syllables Activity 15

### Sweet Syllables Activity 11



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Easy to follow mini  
lessons with materials

### Clap & Sort Syllables Mini-Lesson

Teaching Reading Sourcebook, 2013

#### STEP 1

Gather students around the perimeter of the carpet. Place two bags on the center of the carpet. On the outside of the first bag, draw two dots. On the outside of the other bag, draw three dots.

#### STEP 2

Teacher says: *We are going to the grocery store to shop. Look at our two bags. The first bag has one dot, and the other bag has two dots. We are going to clap the syllables in the items we find. If we clap two times, our food will go in the bag with two dots. If we clap three times, our food will go in the bag with three dots.*

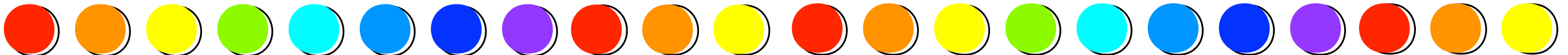
#### STEP 3

Pass out pictures of food cards to each student. Ask the student who has the carrot to hold up their picture. Teacher says: *What is the name of this food?* (carrot) Teacher says: *Everyone, clap the word parts in carrot with me. car-rot. How many word parts did you clap?* (students respond). Correct! Two! We will put it in the grocery bag with two dots. Repeat again with the student holding the potato card.

#### STEP 4

Repeat this procedure with the remaining foods: tomato, pumpkin, turkey, popsicle, hamburger, apple, cherry, candy, donut, pizza, olive, cracker, chocolate, tortilla, lemonade, coffee, salsa, and butter.

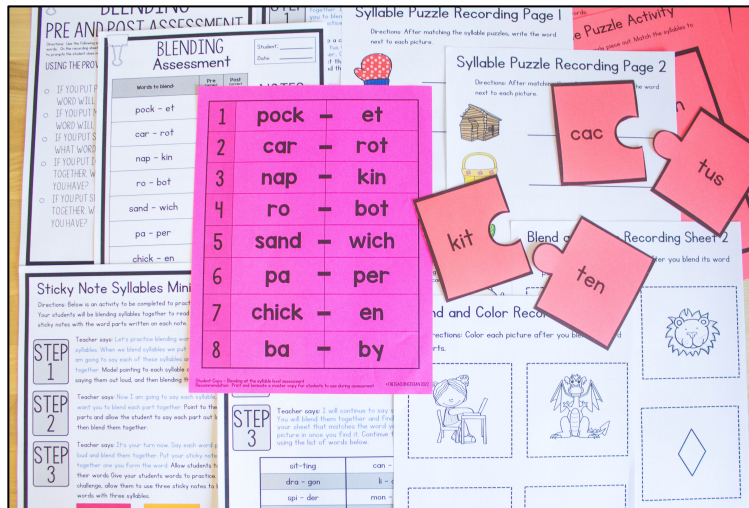
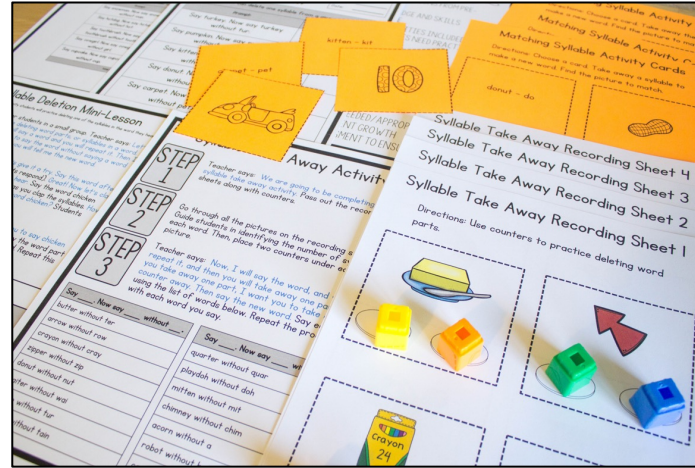
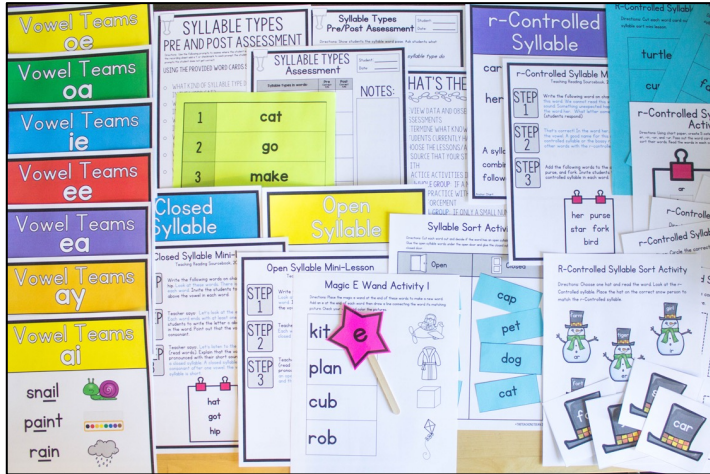
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# Why do you need this?

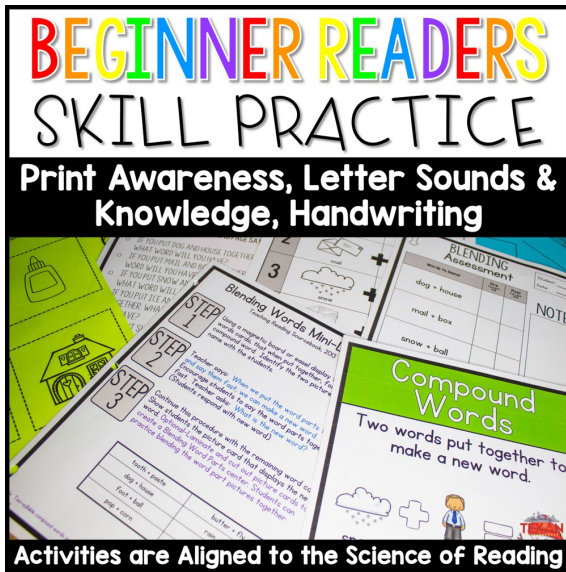
Give your students the  
tools they are needing to  
become skilled readers  
without having to spend  
hours planning

Everything is included for  
you to keep track of useful  
data and easily figure out  
where your students need  
to go next to become  
successful readers.

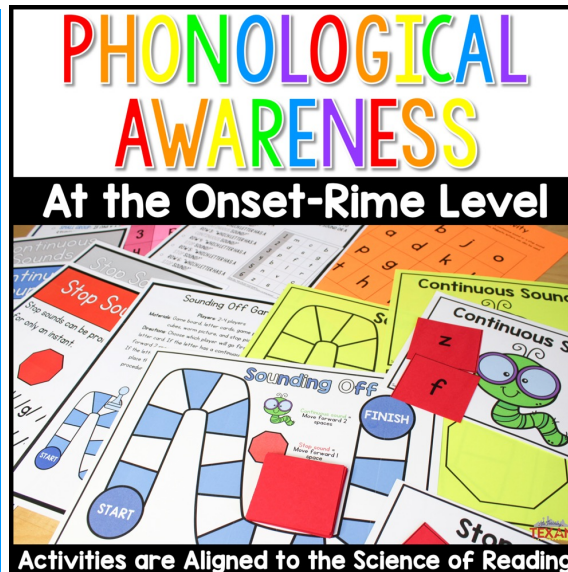




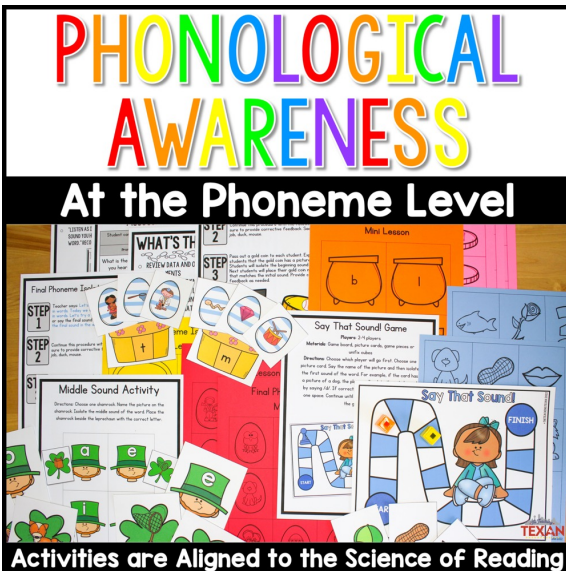
# Looking for **even more** practice?



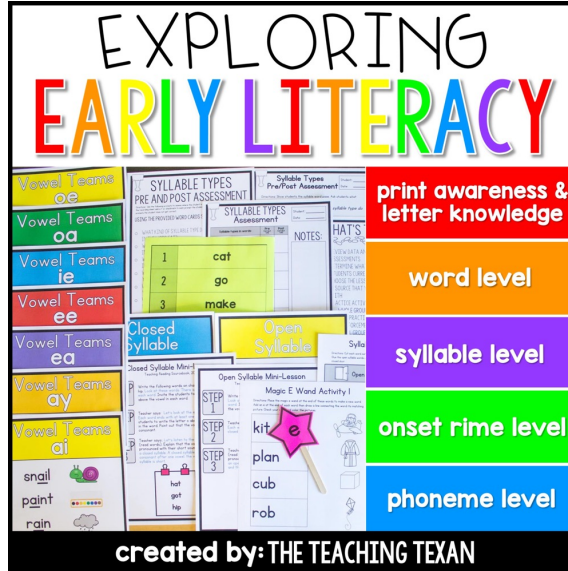
**WORD LEVEL**  
rhyming, blending,  
segmentation and  
deletion



**ONSET-RIME LEVEL**  
Sounds,  
categorization,  
blending, and  
segmentation



**PHONEME LEVEL**  
Blending,  
segmentation,  
deletion, syllable  
types



**GET THE BUNDLE**  
Includes ALL the  
units for ALL the  
reading practice!