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ONE MINUTE  
ACTIVITIES

## LEVEL D

### SYLLABLE LEVEL PROCESSING WITH TWO SYLLABLE WORDS

**D1** Delete one syllable from a two-syllable compound word

*Examples:* sail(boat) → sail  
(toy)box → box

**D2** Delete one syllable from a two-syllable word (not a compound word)

*Examples:* (ham)per → per  
sil(ver) → sil

#### Special Administration Considerations for Level D

- Many of the syllable breaks are arbitrary. They are made to facilitate this activity. For example, it may be awkward at first to see a syllable break like ni-bble (one would expect nib-ble). However, we don't say two /b/ sounds, only one. Consider the words *hoping* and *hopping*. The /p/ sound is identical in both words, even though one has two p's while the other has one. Only the vowel is different. Thus in *ni-bble*, you are separating the syllable before the first consonant sound and including that consonant sound in the second syllable.
- In the *One Minute Activities*, pronounce the syllables that are printed in isolation exactly the way they are pronounced in the context of the word. Do not pronounce them the way they are printed. For example, in *(Mon)day*, "mon" is pronounced "mun," rhyming with *fun* and not "mon," rhyming with *on*. It is important to preserve the *sounds* of the syllables. *The spellings just tell you which syllable is being manipulated, and where the syllable break is for that item.*
- Some of the D1 words are technically not compound words (e.g., *forecast*, *endless*). However, they appear to be phonologically closer to compounds than to the D2 non-compound words.

## One Minute Activities Level D1

Say: (birth)day      Now say (birth)day, but don't say (birth) → day  
 Or: Say: (birth)day      Now say it again, but don't say (birth) → day

1. Say: (birth)day → day (day)time → time (air)port → port (eye)sight → sight (foot)ball → ball (disk)drive → drive (bed)time → time (ice)berg → berg (flash)light → light (door)bell → bell	2. Say: (key)board → board (hay)stack → stack (grey)hound → hound (clock)wise → wise (half)way → way (grand)son → son book(case) → boo (post)mark → mark race(track) → race (sand)box → box
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3. Say: (gold)fish → fish (black)board → board (head)light → light (gum)drop → drop (base)ball → ball (down)town → town mail(box) → mail (cart)wheel → wheel hair(cut) → hair (foot)print → print	4. Say: (sun)set → set life(guard) → life (door)step → step rail(road) → rail (free)way → way sea(shell) → sea (row)boat → boat draw(bridge) → draw (him)self → self in(come) → in
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5. Say: (tad)pole → pole moon(light) → moon (side)walk → walk grass(land) → grass (text)book → book some(thing) → some (leap)frog → frog there(fore) → there (saw)horse → horse grand(stand) → grand	6. Say: (jig)saw → saw sand(wich) → sand (tight)rope → rope door(way) → door (soft)ball → ball fore(head) → fore (pass)port → port home(land) → home (in)doors → doors hill(top) → hill
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7. Say: (grape)fruit → fruit (out)side → side (bill)board → board (out)look → look (mid)night → night (air)craft → craft hill(side) → hill (ice)box → box side(ways) → side (in)field → field	8. Say: (space)craft → craft back(ground) → back (play)pen → pen out(grow) → out (pay)roll → roll hand(ball) → hand (neck)tie → tie bull(dog) → bull (sky)line → line land(slide) → land
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## One Minute Activities Level D2

Say: (can)dy      Now say (can)dy, but don't say (can) → dy  
 Or: Say: (can)dy      Now say it again, but don't say (can) → dy

<p>1. Say: (can)dy → dy            (en)ter → ter            (mem)ber → ber            (hum)ble → ble            (dan)cer → cer            (but)ler → ler            (fab)ric → ric            (laugh)ter → ter            (mar)ket → ket            (hard)ly → ly</p>	<p>2. Say: (sil)ver → ver            (Nep)tune → tune            (mon)key → key            hur(dle) → hur            su(per) → su            (bar)gain → gain            dis(pense) → dis            (men)tal → tal            man(sion) → man            (cor)ner → ner</p>
<p>3. Say: (fen)der → der            (jer)sey → sey            (ca)ble → ble            (mag)net → net            (ig)nite → nite            hus(band) → hus            gen(tle) → gen            laun(dry) → laun            ad(vice) → ad            jour(nal) → jour</p>	<p>4. Say: (nor)mal → mal            Mon(day) → Mon            (jour)ney → ney            mon(ster) → mon            (an)swer → swer            lan(tern) → lan            (mus)tache → tache            num(ber) → num            (fac)tor → tor            ca(boose) → ca</p>
<p>5. Say: (hu)man → man            on(ly) → on            (be)gin → gin            ou(ter) → ou            (gol)den → den            in(sect) → in            (la)zy → zy            mum(ble) → mum            (gob)let → let            nei(ther) → nei</p>	<p>6. Say: (har)bor → bor            nim(ble) → nim            (ac)tor → tor            parch(ment) → parch            (kind)ly → ly            fal(ter) → fal            (par)ka → ka            mol(ding) → mol            (cam)per → per            mar(shal) → mar</p>
<p>7. Say: (cen)ter → ter            (sim)ple → ple            (kin)dle → dle            em(ber) → em            like(ly) → like            (ba)lloon → loon            lum(ber) → lum            (las)ting → ting            hun(dred) → hun            (gin)ger → ger</p>	<p>8. Say: (em)blem → blem            mer(cy) → mer            (or)der → der            hy(brid) → hy            (ig)nore → nore            pan(da) → pan            (can)dle → dle            par(don) → par            (shoul)der → der            (high)ly → ly</p>

# LEVEL E

## SYLLABLE LEVEL PROCESSING WITH THREE SYLLABLE WORDS

**IMPORTANT!** *Do not expect students to master all of Level E before moving on to Levels F and G.* When a student has mastered Level E2, go on to Level F1. Levels E3 through E5 can be done alongside Levels F, G, H, and I.

### *Basic Syllable Level Deletion*

**E1** *E1 can normally be skipped and students can go from D2 to E2.* E1 is normally as easy as D1, but functions as an introduction to three syllable words. This level involves deleting the first or last syllable from a three syllable compound word. I limited the number of E1 exercises to keep teachers from spending too much time at this level.

Samples: (pine)apple → apple                      after(noon) → after

**E2** This involves deleting the first syllable from a three-syllable word. E2 words have their stress (or "accent") on the second syllable, which makes it easier than E3, E4, and E5.

Samples: (im)provement → provement              (sub)scription → scription

### *Advanced Syllable Level Deletion*

**E3** This involves deleting the first syllable from a three-syllable word. E3 words have their stress (or "accent") on the first syllable. The removal of the stressed syllable makes E3 more difficult than E2.

Samples: (ar)chitect → chitect                      (won)derful → derful

**E4** Like E3, the student deletes the first syllable from a three-syllable word, but E4 words are more difficult because not only is the first, stressed syllable removed, the remaining middle syllable is made up of only a vowel sound with no consonant sounds.

Samples: (el)ephant → ephant                      (man)ager → ager

**E5** This involves deleting the last syllable from a three-syllable word. Level E5 uses the E4 words but deletes the last syllable rather than the first syllable. For many students, this may be easier than E4.

Samples: clari(net) → clari                      daffo(dil) → daffo

### **Special Administration Instructions for Level E**

- The syllable breaks are often arbitrary. They are designed to facilitate this activity and are not a guide to pronunciation.
- In the *One Minute Activities*, you are to pronounce the syllables that are printed in isolation exactly the way they are pronounced in the context of the word, not the way the printed form would suggest (see instructions to Level D for further explanation of this).

## One Minute Activities Level E1

	Say: (pine)apple	Now say (pine)apple but don't say (pine)	→	
Or:	Say: (pine)apple	Now say it, but don't say (pine)	→	apple
				apple

  

<p>1. Say: (pine)apple → apple  basket(ball) → basket  after(noon) → after  lady(bug) → lady  motor(boat) → motor  ginger(bread) → ginger  (news)paper → paper  finger(nail) → finger  neighbor(hood) → neighbor  butter(fly) → butter</p>	<p>2. Say: (straw)berry → berry  any(how) → any  (what)ever → ever  water(front) → water  butter(milk) → butter  fire(wood) → fire  over(lap) → over  honey(comb) → honey  country(side) → country  under(line) → under</p>
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<p>3. Say: (sand)paper → paper  every(one) → every  (out)standing → standing  (post)master → master  pocket(book) → pocket  thunder(storm) → thunder  (sky)scraper → scraper  fisher(man) → fisher  volley(ball) → volley  fire(place) → fire</p>	<p>4. Say: (sun)glasses → glasses  over(hear) → over  (air)liner → liner  rattle(snake) → rattle  (black)berry → berry  (wood)worker → worker  water(proof) → water  (loud)speaker → speaker  over(do) → over  dragon(fly) → dragon</p>
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<p>5. Say: (near)sighted → sighted  every(thing) → every  over(coat) → over  meadow(lark) → meadow  honey(bee) → honey  over(look) → over  finger(print) → finger  (grand)mother → mother  police(man) → police  (out)spoken → spoken</p>	<p>6. Say: (sun)flower → flower  (sub)marine → marine  (grand)daughter → daughter  passage(way) → passage  (salt)water → water  arrow(head) → arrow  butter(scotch) → butter  (grass)hopper → hopper  (scout)master → master  express(way) → express</p>
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<p>7. Say: (which)ever → ever  fire(proof) → fire  jelly(fish) → jelly  (wheel)barrow → barrow  master(piece) → master  under(stand) → under  service(man) → service  body(guard) → body  pepper(mint) → pepper  silver(ware) → silver</p>	<p>8. Say: (pace)maker → maker  under(stood) → under  over(hand) → over  minute(man) → minute  auto(graph) → auto  (when)ever → ever  figure(head) → figure  (out)number → number  (hand)writing → writing  (horse)power → power</p>
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## One Minute Activities Level E2

	Say: (De)cember	Now say (De)cember but don't say (De)	→ cember
Or:	Say: (De)cember	Now say it again, but don't say (De)	→ cember
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1. Say:	(De)cember → cember	2. Say:	(ma)gician → gician
	(to)morrow → morrow		(tax)ation → ation
	(fla)mingo → mingo		(i)llusion → lusion
	(pre)vention → vention		(cre)ative → ative
	(im)provement → provement		(sub)scription → scription
	(o)fficial → ficial		(do)nation → nation
	(com)puter → puter		(a)ttendance → ttendance
	(dal)mation → mation		(vol)cano → cano
	(terr)ific → ific		(no)tation → tation
	(lo)cation → cation		(som)brero → brero
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3. Say:	(pro)fession → fession	4. Say:	(re)ception → ception
	(re)public → public		(ad)mission → mission
	(dis)traction → traction		(for)getful → getful
	(for)gotten → gotten		(de)duction → duction
	(tra)dition → dition		(trans)mission → mission
	(mu)sician → sician		(com)panion → panion
	(trans)lation → lation		(de)cided → cided
	(in)vention → vention		(re)bellion → bellion
	(pro)peller → peller		(con)tagious → tagious
	(um)brella → brella		(de)fensive → fensive
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5. Say:	(re)corder → corder	6. Say:	(re)cover → cover
	(de)tergent → tergent		(pe)tition → tition
	(va)nilla → nilla		(be)ginning → ginning
	(con)tinue → tinue		(de)molish → molish
	(de)lightful → lightful		(chi)huahua → huahua
	(i)guana → guana		(per)sistent → sistent
	(chin)chilla → chilla		(e)leven → leven
	(pa)jamas → jamas		(de)partment → partment
	(va)cation → cation		(pro)cedure → cedure
	(par)tition → tition		(re)moval → moval
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7. Say:	(re)action → action	8. Say:	(di)vision → vision
	(quo)tation → tation		(O)lympic → lympic
	(de)cision → cision		(his)toric → toric
	(car)nation → nation		(gym)nastics → nastics
	(sur)vival → vival		(en)durance → durance
	(foun)dation → dation		(lieu)tenant → tenant
	(spa)ghetti → ghetti		(e)lastic → lastic
	(in)formal → formal		(ma)ternal → ternal
	(a)ttention → tention		(com)pletely → pletely
	(mu)seum → seum		(per)spective → spective

## One Minute Activities Level E3

Say: (tri)angle      Now say (tri)angle but don't say (tri) → angle  
 Or: Say: (tri)angle      Now say it again, but don't say (tri) → angle

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|---|--|
| <p>1. Say: (tri)angle → angle<br/>           (spec)tator → tator<br/>           (com)pensate → pensate<br/>           (fur)niture → niture<br/>           (bal)cony → cony<br/>           (tam)bourine → bourine<br/>           (por)cupine → cupine<br/>           (fes)tival → tival<br/>           (vic)tory → tory<br/>           (or)chestra → chestra</p>         | <p>2. Say: (wil)derness → derness<br/>           (xy)lophone → lophone<br/>           (sim)plify → plify<br/>           (ro)deo → deo<br/>           (mic)rophone → rophone<br/>           (wol)verine → verine<br/>           (ad)vertise → vertise<br/>           (en)velope → velope<br/>           (tan)gerine → gerine<br/>           (ul)timate → timate</p>   |
| <p>3. Say: (com)pliment → pliment<br/>           (tur)moil →moil<br/>           (ac)robat → robat<br/>           (won)derful → derful<br/>           (per)manent → manent<br/>           (car)nival → nival<br/>           (mar)garine → garine<br/>           (sub)stitute → stitute<br/>           (stu)dio → dio<br/>           (bar)becue → becue</p>               | <p>4. Say: (sym)phony → phony<br/>           (um)pire → pire<br/>           (ten)dency → dency<br/>           (clean)liness → liness<br/>           (dan)gerous → gerous<br/>           (hi)bernate → bernate<br/>           (quar)terly → terly<br/>           (vi)deo → deo<br/>           (work)manship → manship<br/>           (a)gency → gency</p>             |
| <p>5. Say: (fur)thermore → thermore<br/>           (ar)gument → gument<br/>           (tri)cycle → cycle<br/>           (an)cestor → cestor<br/>           (des)tiny → tiny<br/>           (en)terprise → terprise<br/>           (tech)nical → nical<br/>           (mas)querade → querade<br/>           (dip)lomat → lomat<br/>           (trans)mitter → mitter</p> | <p>6. Say: (com)pany → pany<br/>           (in)terval → terval<br/>           (for)merly → merly<br/>           (per)fectly → fectly<br/>           (live)lihood → lihood<br/>           (or)nement → nament<br/>           (Ger)many → many<br/>           (in)dustry → dustry<br/>           (mer)chandise → chandise<br/>           (car)penter → penter</p>      |
| <p>7. Say: (supp)lement → lement<br/>           (yes)terday → terday<br/>           (al)phabet → phabet<br/>           (per)sonal → sonal<br/>           (Wash)ington → ington<br/>           (com)promise → promise<br/>           (turn)stile → stile<br/>           (har)mony → mony<br/>           (por)table → table<br/>           (cal)culate → culate</p>       | <p>8. Say: (pho)tograph → tograph<br/>           (con)fidencé → fidence<br/>           (like)lihood → lihood<br/>           (sci)entist → entist<br/>           (bra)very → very<br/>           (Af)rica → rica<br/>           (al)ternate → ternate<br/>           (en)ertain → tertain<br/>           (Sat)urday → urday<br/>           (com)plicate → plicate</p> |



## One Minute Activities Level E4

Say: (an)imal Or: Say: (an)imal	Now say (an)imal but don't say (an) → imal Now say it again, but don't say (an) → imal	
1. Say: (an)imal → imal (fab)ulous → ulous (el)ephant → ephant (cat)alog → alog (diff)icult → icult (fin)ally → ally (hurr)icane → icane (ben)efit → efit (luck)ily → ily (par)agraph → agraph	2. Say: (circ)ular → ular (happ)ily → ily (man)ager → ager (bull)etin → etin (med)icine → icine (pyr)amid → amid (tel)escope → escope (ed)itor → itor (vi)olet → olet (qual)ity → ity	
3. Say: (clar)ify → ify (din)osaur → osaur (hol)iday → iday (buff)alo → alo (mag)azine → azine (ed)ucate → ucate (pres)ident → ident (reg)ular → ular (par)akeet → akeet (par)achute → achute	4. Say: (class)ical → ical (heav)ily → ily (lin)ear → ear (mus)ical → ical (hes)itant → itant (sen)ator → ator (doc)ument → ument (ser)ious → ious (char)ity → ity (sal)ary → ary	
5. Say: (class)ify → ify (loll)ipop → ipop (her)itage → itage (aud)io → io (ox)xygen → ygen (clar)ity → ity (dram)atize → atize (cav)ity → ity (rel)ative → ative (ic)icle → icle	6. Say: (flamm)able → able (en)emy → emy (disc)ipline → ipline (acc)urate → urate (di)alogue → alogue (cent)igrade → igrade (dram)atist → atist (terr)ible → ible (nom)inate → inate (vin)egar → egar	
7. Say: (clar)inet → inet (poss)ible → ible (qual)ify → ify (aer)ospace → ospace (par)adise → adise (Id)aho → aho (Mich)igan → igan (cas)ual → ual (par)allel → allel (opp)osite → osite	8. Say: (mag)ical → ical (sim)ilar → ilar (im)itate → itate (lull)aby → aby (def)inite → inite (av)enue → enue (del)icate → icate (rid)icule → icule (ev)idence → idence (carr)ier → ier	

## One Minute Activities Level E5

Say: ani(mal) Now say ani(mal) but don't say (mal) → ani  
 Or: Say: ani(mal) Now say it again, but don't say (mal) → ani

<p>1. Say: ani(mal) → ani            fabu(lous) → fabu            ele(phant) → ele            cata(log) → cata            diffi(cult) → diffi            fina(lly) → fina            hurri(cane) → hurri            bene(fit) → bene            luckil(y) → lucki            para(graph) → para</p>	<p>2. Say: circu(lar) → circu            happi(ly) → happi            mana(ger) → mana            bulle(tin) → bulle            medi(cine) → medi            pyra(mid) → pyra            tele(scope) → tele            edi(tor) → edi            vio(let) → vio            quali(ty) → quali</p>
<p>3. Say: clari(fy) → clari            dino(saur) → dino            happi(ness) → happi            buffa(lo) → buffa            maga(zine) → maga            edu(cate) → edu            presi(dent) → presi            regu(lar) → regu            para(keet) → para            para(chute) → para</p>	<p>4. Say: classi(cal) → classi            heavi(ly) → heavi            line(ar) → line            musi(cal) → musi            hesi(tant) → hesi            sena(tor) → sena            docu(ment) → docu            seri(ous) → seri            chari(ty) → chari            sala(ry) → sala</p>
<p>5. Say: classi(fy) → classi            lolli(pop) → lolli            heri(tage) → heri            audi(o) → audi            oxy(gen) → oxy            clari(ty) → clari            drama(tize) → drama            cavi(ty) → cavi            rela(tive) → rela            ici(cle) → ici</p>	<p>6. Say: flamma(ble) → flamma            ene(my) → ene            disci(pline) → disci            accu(rate) → accu            dia(logue) → dia            centi(grade) → centi            drama(tist) → drama            terri(ble) → terri            nomi(nate) → nomi            vine(gar) → vine</p>
<p>7. Say: clari(net) → clari            possi(ble) → possi            quali(fy) → quali            aero(space) → aero            para(dise) → para            Ida(ho) → Ida            Michi(gan) → Michi            casu(al) → casu            para(llel) → para            oppo(site) → oppo</p>	<p>8. Say: magi(cal) → magi            simi(lar) → simi            imi(tate) → imi            lulla(by) → lulla            defi(nite) → defi            ave(nue) → ave            deli(cate) → deli            ridi(cule) → ridi            evi(dence) → evi            carri(er) → carri</p>

## ONSET-RIME LEVELS

The earliest phonological awareness programs date from the late 1960s and early 1970s. These programs mixed together the activities that involved the first, middle, and ending phonemes in syllables. By the 1980s researchers demonstrated that initial phonemes were much easier to manipulate than middle and ending phonemes. Even though the initial phoneme in a syllable is a true phoneme, it is much simpler to manipulate than phonemes located in the middle or end of a word. Thus, to be truly developmental in our teaching of phonological awareness to children, we must acknowledge that the onset-rime level comes before the phoneme level. There is now ample research to support this.

You may find that this is the level where some students with reading difficulties get "stuck." Children with reading difficulties can do onset-rime level activities but struggle with the true phoneme levels. They may even become automatic with onset-rime activities. Students with the most severe reading problems may even struggle with this level. However, most children without reading difficulties can do onset-rime level activities, if taught, by late kindergarten. For an extensive description of the onset-rime level, see Chapter 3 *Levels of Phonological Awareness*.

Level F1 represents deleting the initial sound in a word. Level G1 involves substituting a new sound in the onset-position. For example:

<i>deletion</i>	Level F1	(s)it → it	(ch)air → air
<i>substitution</i>	Level G1	(t)ied → (r)ide	(t)ask → (m)ask

Levels F2 and G2 approach the onset-rime juncture from the other direction. These levels involve deleting or substituting the rime rather than the onset. For example:

<i>deletion</i>	Level F2	s(ing) → /s/	m(at) → /m/
<i>substitution</i>	Level G2	t(ime) → t(ack)	s(un) → s(ip)

In these cases, the entire rime unit is deleted or exchanged. Like F1 and F2, the split is at the onset-rime juncture. Many children will find F2 and G2 more difficult than F1 and G1 activities. However, they will find the rime deletion and substitution easier than deleting or substituting a middle or ending phoneme.

**Remember: THE FOCUS IS ON THE SOUNDS, NOT SPELLING PATTERNS.**

# LEVEL F

## ONSET-RIME LEVEL PROCESSING DELETION TASK

### *Onset-Rime Level Deletion*

**F1** This level involves deleting a single consonant (the onset) from a single syllable word.

Samples: (t)ap → ap (r)un → un

**F2** This level involves deleting the rime unit from a single syllable word.

Samples: m(an) → /m/ s(ay) → /s/

### *Multisyllabic/Applied Activities*

The *Multisyllabic/Applied* activities are designed to help children apply the phonemic awareness skills that they have learned to multi-syllabic words.

**F1** This activity deletes the first sound of the second syllable in a two syllable word.

Samples: dri(v)er → dryer buil(d)ing → billing

### *Special Administration Instructions for Level F*

- An effort was made to match the sounds rather than the letters to make the activities easier for the teacher. For example, when deleting the onset of the word *here*, the result is not printed as *ere* (a word fragment) but as *ear*, which the teacher can quickly recognize during the activities. Other illustrations include: *love* → *of*; *lone* → *own*; and *pour* → *or*. Because *One Minute Activities* are *oral* students never *see* the words. These adjustments should make administration easier. The reading teachers that have used this for years preferred this way. Note that this differs from the way syllables are represented in Levels D and E (see the introduction to those sections).
- In Level F2, consonants must be isolated. To make this simpler for the teacher, only consonants that can be easily pronounced in isolation were used (*f, l, m, n, r, s, sh, z*). Please note that /m/ is not pronounced "muh." You can say all of these consonants sounds without the "uh" sound at the end. Adding this vowel sound (the "uh") at the end of the consonant sound only makes phonemic awareness and blending more difficult and confusing for children. For help in producing sounds in isolation, see Chapter 12 and Appendix E.
- Starting with F1, *mixed levels* are introduced. For explanation of mixed levels, see Chapter 10. Mixed levels are located in the bottom right corner of each page and combine the current level with levels previously learned. They are designed to sharpen a student's skills and add additional practice in phonemic isolation (for a description of phonemic isolation, see Chapter 7). They also function as a review of previous material.

**Remember: THE FOCUS IS ON THE SOUNDS, NOT SPELLING PATTERNS.**

## One Minute Activities Level F1

Say: **fall**      Now say **fall** again, but don't say /f/ **all**  
 Or: Say: **fall**      Now say it again, but don't say /f/ **all**

1. Say:	fall	don't say /f/	all	2. Say:	peer	don't say /p/	ear
	bad	don't say /b/	add		chair	don't say /ch/	air
	here	don't say /h/	ear		rise	don't say /r/	eyes
	rat	don't say /r/	at		wake	don't say /w/	ache
	pair	don't say /p/	air		game	don't say /g/	aim
	ties	don't say /t/	eyes		chase	don't say /ch/	ace
	birth	don't say /b/	earth		ham	don't say /h/	am
	leaves	don't say /l/	eves		shown	don't say /sh/	own
	call	don't say /k/	all		than	don't say /th/	an
	peg	don't say /p/	egg		con	don't say /k/	on
<hr/>							
3. Say:	meek	don't say /m/	eek	4. Say:	leave	don't say /l/	eve
	hide	don't say /h/	I'd		bit	don't say /b/	it
	love	don't say /l/	of		wheel	don't say /wh/	eel
	lone	don't say /l/	own		coil	don't say /k/	oil
	gate	don't say /g/	ate		seat	don't say /s/	eat
	pour	don't say /p/	or		till	don't say /t/	ill
	shawl	don't say /sh/	all		came	don't say /k/	aim
	paid	don't say /p/	aid		pose	don't say /p/	owes
	she's	don't say /sh/	ease		pouch	don't say /p/	ouch
	nice	don't say /n/	ice		fame	don't say /f/	aim
<hr/>							
5. Say:	wise	don't say /w/	eyes	6. Say:	side	don't say /s/	I'd
	dial	don't say /d/	aisle		whiz	don't say /w/	is
	seal	don't say /s/	eel		pan	don't say /p/	an
	kit	don't say /k/	it		chin	don't say /ch/	in
	hall	don't say /h/	all		lore	don't say /r/	ore
	mice	don't say /m/	ice		Nile	don't say /n/	I'll
	shove	don't say /sh/	of		cheer	don't say /ch/	ear
	neat	don't say /n/	eat		hive	don't say /h/	I've
	sought	don't say /s/	ought		fizz	don't say /f/	is
	rate	don't say /r/	ate		hit	don't say /h/	it
<hr/>							
7. Say:	tear	don't say /t/	ear	<i>Mixed Levels</i>	here	don't say /h/	ear
	fit	don't say /f/	it	(D2)	(can)dy	don't say (can)	dy
	sour	don't say /s/	our	(F1)	gate	don't say /g/	ate
	wheat	don't say /w/	eat	(E2)	(o)fficial	don't say (o)	ficial
	road	don't say /r/	owed	(F1)	fit	don't say /f/	it
	five	don't say /f/	I've	(D2)	(sil)ver	don't say (sil)	ver
	dice	don't say /d/	ice	(F1)	wheat	don't say /w/	eat
	wall	don't say /w/	all	(E2)	(lo)cation	don't say (lo)	cation
	bait	don't say /b/	ate	(F1)	wall	don't say /w/	all
	joke	don't say /j/	oak	(E2)	(vol)cano	don't say (vol)	cano

## One Minute Activities Level F2

	Say: more	Now say more, but don't say /ore/	m				
Or:	Say: more	Now say it again, but don't say /ore/	m				

  

1. Say	more	don't say /ore/	/m/	2. Say	mice	don't say /ice/	/m/
	lake	don't say /ake/	/l/		feet	don't say /eet/	/f/
	news	don't say /ooze/	/n/		ride	don't say /ide/	/r/
	like	don't say /ike/	/l/		lean	don't say /ean/	/l/
	rose	don't say /ose/	/r/		mine	don't say /ine/	/m/
	fall	don't say /all/	/f/		fill	don't say /ill/	/f/
	ledge	don't say /edge/	/l/		leaves	don't say /eaves/	/l/
	mill	don't say /ill/	/m/		fit	don't say /it/	/f/
	sill	don't say /ill/	/s/		last	don't say /ast/	/l/
	fan	don't say /an/	/f/		nice	don't say /ice/	/n/

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3. Say	name	don't say /ame/	/n/	4. Say	foil	don't say /oil/	/f/
	real	don't say /eal/	/r/		zoo	don't say /oo/	/z/
	shed	don't say /ed/	/sh/		thaw	don't say /aw/	/th/
	seat	don't say /eat/	/s/		fan	don't say /an/	/f/
	view	don't say /iew/	/v/		rice	don't say /ice/	/r/
	feat	don't say /eat/	/f/		fox	don't say /ox/	/f/
	fed'	don't say /ed/	/f/		rake	don't say /ake/	/r/
	shout	don't say /out/	/sh/		late	don't say /ate/	/l/
	think	don't say /ink/	/th/		van	don't say /an/	/v/
	race	don't say /ace/	/r/		reach	don't say /each/	/r/

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5. Say:	mall	don't say /all/	/m/	6. Say:	sail	don't say /ail/	/s/
	leave	don't say /eave/	/l/		rum	don't say /um/	/r/
	same	don't say /ame/	/s/		five	don't say /ive/	/f/
	led	don't say /ed/	/l/		lamb	don't say /am/	/l/
	made	don't say /ade/	/m/		nail	don't say /ail/	/n/
	leg	don't say /eg/	/l/		said	don't say /aid/	/s/
	she	don't say /E/	/sh/		mode	don't say /ode/	/m/
	move	don't say /oove/	/m/		nape	don't say /ape/	/n/
	red	don't say /ed/	/r/		near	don't say /ear/	/n/
	lash	don't say /ash/	/l/		neat	don't say /eat/	/n/

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7. Say	zeal	don't say /eal/	/z/	<i>Mixed Levels</i>	more	don't say /ore/	/m/
	like	don't say /ike/	/l/	(D2)	in(dex)	don't say (dex)	in
	vine	don't say /ine/	/v/	(F2)	name	don't say /ame/	/n/
	file	don't say /ile/	/f/	(F1)	shown	don't say /sh/	own
	size	don't say /ize/	/s/	(F2)	vine	don't say /ine/	/v/
	thin	don't say /in/	/th/	(E3)	(stu)dio	don't say (stu)	dio
	shade	don't say /ade/	/sh/	(F2)	feet	don't say /eet/	/f/
	soup	don't say /oup/	/s/	(F1)	than	don't say /th/	an
	fear	don't say /ear/	/f/	(F2)	thaw	don't say /aw/	th
	veil	don't say /eil/	/v/	(F1)	gate	don't say /g/	ate

# LEVEL G

## ONSET-RIME LEVEL PROCESSING SUBSTITUTION TASK

### *Onset-Rime Level Substitution*

**G1** This involves exchanging single-phoneme onsets at the beginning of words.

Samples: (wh)ite → (r)ight (c)ub → (t)ub

**G2** This involves exchanging rime units in words.

Samples: f(it) → f(or) t(ell) → t(ag)

### *Multisyllabic/Applied Activities*

The *Multisyllabic/Applied* activities are designed to help children apply the phonemic awareness skills that they have learned to multi-syllable words.

**G1** This involves substituting the first sound of the second syllable of a multi-syllable word.

Samples: so(d)a → so(f)a cen(t)er → sen(d)er

### Special Administration Instructions for Level G

- An effort was made to match the sounds rather than the letters to make the *One-Minute Activities* easier to administer. For example, in the above illustration (wh)ite → (r)ight, the /w/ sound is represented by a wh, with the h being silent. Also in that same example, ite and ight represent the same sound, even though the spelling is different. Remember, *One Minute Activities* are oral activities, so the students never see the words. These adjustments should make it easier for the teacher.

Remember: THE FOCUS IS ON THE SOUNDS, NOT SPELLING PATTERNS.

## One Minute Activities Level G1

Say: **wood** Now say **wood**, but instead of /w/ say /g/    **good**  
 Or:    Say: **wood** Now say it again, but instead of /w/ say /g/    **good**

1. Say:	wood    instead of /w/ say /g/    good	2. Say:	bad    instead of /b/ say /h/    had
	fed    instead of /f/ say /r/    red		men    instead of /m/ say /t/    ten
	sun    instead of /s/ say /f/    fun		sheep    instead of /sh/ say /k/    keep
	tab    instead of /t/ say /k/    cab		cow    instead of /k/ say /h/    how
	load    instead of /l/ say /r/    road		bake    instead of /b/ say /l/    lake
	lime    instead of /l/ say /d/    dime		joke    instead of /j/ say /w/    woke
	rain    instead of /r/ say /ch/    chain		keep    instead of /k/ say /l/    leap
	came    instead of /k/ say /g/    game		meet    instead of /m/ say /w/    wheat
	box    instead of /b/ say /f/    fox		cut    instead of /k/ say /w/    what
	mix    instead of /m/ say /s/    six		niece    instead of /n/ say /p/    piece
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3. Say:	moan    instead of /m/ say /k/    cone	4. Say:	night    instead of /n/ say /b/    bite
	cane    instead of /k/ say /r/    rain		house    instead of /h/ say /m/    mouse
	bad    instead of /b/ say /m/    mad		hub    instead of /h/ say /k/    cub
	look    instead of /l/ say /b/    book		hot    instead of /h/ say /l/    lot
	care    instead of /k/ say /f/    fair		hose    instead of /h/ say /n/    nose
	kneel    instead of /n/ say /w/    wheel		six    instead of /s/ say /f/    fix
	south    instead of /s/ say /m/    mouth		hum    instead of /h/ say /s/    some
	sad    instead of /s/ say /h/    had		dime    instead of /d/ say /r/    rhyme
	fell    instead of /f/ say /b/    bell		made    instead of /m/ say /sh/    shade
	dig    instead of /d/ say /w/    wig		call    instead of /k/ say /b/    ball
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5. Say:	pool    instead of /p/ say /t/    tool	6. Say:	real    instead of /r/ say /s/    seal
	hug    instead of /h/ say /t/    tug		bowl    instead of /b/ say /g/    goal
	ride    instead of /r/ say /g/    guide		pick    instead of /p/ say /k/    kick
	sing    instead of /s/ say /th/    thing		feel    instead of /f/ say /r/    real
	chill    instead of /ch/ say /f/    fill		mail    instead of /m/ say /n/    nail
	wedge    instead of /w/ say /h/    hedge		mood    instead of /m/ say /f/    food
	soup    instead of /s/ say /h/    hoop		mouse    instead of /m/ say /h/    house
	bell    instead of /b/ say /f/    fell		hush    instead of /h/ say /r/    rush
	base    instead of /b/ say /f/    face		bid    instead of /b/ say /h/    hid
	peel    instead of /p/ say /m/    meal		beach    instead of /b/ say /p/    peach
<hr/>			
7. Say:	knife    instead of /n/ say /w/    wife	<i>Mixed Levels</i> wood    instead of /w/ say /g/    good	
	hid    instead of /h/ say /k/    kid	(E3)	(bar)becue    don't say (bar)    becue
	cool    instead of /k/ say /p/    pool	(G1)	came    instead of /k/ say /g/    game
	fan    instead of /f/ say /r/    ran	(F1)	wore    don't say /w/    or
	net    instead of /n/ say /s/    set	(G1)	kneel    instead of /n/ say /w/    wheel
	guess    instead of /g/ say /y/    yes	(E3)	(magnify    don't say (mag)    nify
	ball    instead of /b/ say /t/    tall	(G1)	cool    instead of /k/ say /p/    pool
	rid    instead of /r/ say /d/    did	(F1)	yam    don't say /y/    am
	tax    instead of /t/ say /w/    wax	(G1)	tax    instead of /t/ say /w/    wax
	bought    instead of /b/ say /k/    caught	(F2)	shoe    don't say /oo/    /sh/



## One Minute Activities Level G2

Say: **his**      Now say **his**, but instead of /is/ say /ad/      **had**  
 Or: Say: **his**      Now say it again, but instead of /is/ say /ad/      **had**

1. Say: his	instead of /iz/ say /ad/	had	2. Say: back	instead of /ack/ say /ug/	bug
far	instead of /ar/ say /un/	fun	man	instead of /an/ say /iss/	miss
big	instead of /ig/ say /at/	bat	fan	instead of /an/ say /or/	for
mad	instead of /ad/ say /en/	men	gag	instead of /ag/ say /um/	gum
pet	instead of /et/ say /ack/	pack	fax	instead of /ax/ say /ib/	fib
rug	instead of /ug/ say /eck/	wreck	buck	instead of /uck/ say /us/	bus
what	instead of /ut/ say /ell/	well	win	instead of /in/ say /eb/	web
did	instead of /id/ say /un/	done	sun	instead of /un/ say /ed/	said
tall	instead of /all/ say /op/	top	nick	instead of /ick/ say /od/	nod
sob	instead of /ob/ say /ad/	sad	calm	instead of /om/ say /ut/	cut

3. Say: run	instead of /un/ say /ed/	red	4. Say: fit	instead of /it/ say /ed/	fed
cab	instead of /ab/ say /op/	cop	jab	instead of /ab/ say /og/	jog
leg	instead of /eg/ say /ip/	lip	map	instead of /ap/ say /itt/	mitt
tap	instead of /ap/ say /uck/	tuck	lick	instead of /ick/ say /eg/	leg
mall	instead of /all/ say /et/	met	big	instead of /ig/ say /us/	bus
six	instead of /ix/ say /ack/	sack	tan	instead of /an/ say /ub/	tub
guess	instead of /ess/ say /ut/	gut	fed	instead of /ed/ say /ill/	fill
well	instead of /ell/ say /un/	won	tick	instead of /ick/ say /ab/	tab
cat	instead of /at/ say /um/	come	sack	instead of /ack/ say /ill/	sill
fin	instead of /in/ say /ox/	fox	cup	instead of /up/ say /an/	can

5. Say: ball	instead of /all/ say /ox/	box	6. Say: map	instead of /ap/ say /itt/	mitt
cab	instead of /ab/ say /up/	cup	safe	instead of /afe/ say /ink/	sink
hat	instead of /at/ say /im/	him	wreck	instead of /eck/ say /un/	run
run	instead of /un/ say /ed/	red	sun	instead of /un/ say /ed/	said
dad	instead of /ad/ say /ig/	dig	web	instead of /eb/ say /all/	wall
cup	instead of /up/ say /an/	can	mix	instead of /ix/ say /utt/	mutt
west	instead of /est/ say /ink/	wink	ring	instead of /ing/ say /est/	rest
rack	instead of /ack/ say /ib/	rib	weed	instead of /eed/ say /in/	win
where	instead of /air/ say /in/	win	rock	instead of /ock/ say /ag/	rag
net	instead of /et/ say /ock/	knock	pup	instead of /up/ say /in/	pin

7. Say: rough	instead of /uff/ say /at/	rat	<i>Mixed Levels</i>	far	instead of /ar/ say /un/	fun
top	instead of /op/ say /in/	tin	(F1)	chill	don't say /ch/	ill
maam	instead of /am/ say /ill/	mill	(G2)	tall	instead of /all/ say /op/	top
cub	instead of /ub/ say /at/	cat	(F2)	sixth	don't say /ixth/	/s/
let	instead of /et/ say /am/	lamb	(G2)	cub	instead of /ub/ say /at/	cat
fun	instead of /un/ say /all/	fall	(G1)	knife	instead of /n/ say /w/	wife
net	instead of /et/ say /ock/	knock	(G2)	fan	instead of /an/ say /or/	for
pick	instead of /ick/ say /ad/	pad	(G1)	net	instead of /n/ say /s/	set
rid	instead of /id/ say /ug/	rug	(G2)	sun	instead of /un/ say /ed/	said
cup	instead of /up/ say /ar/	car	(F2)	ring	don't say /ing/	/r/

## BASIC PHONEME LEVELS

The position of a sound within the syllable and the type of phoneme manipulation (deletion or substitution) are the factors which separate the basic phoneme levels from the advanced ones. Level H is easier than Levels J through M because it involves manipulating the *first sound* within a word. However, to do this, the student must split an initial blend. Levels F and G also manipulate the first sound within a word, but they are easier than H because they break the word at the onset-rime juncture. Level H qualifies as a true phoneme manipulation because it involves splitting a blend, and does not break at the onset-rime juncture. The following examples illustrate how Level H differs from Levels F and G:

	BASIC PHONEME TASK		ONSET-RIME TASK	
	The split is between two consonants within a blend		The split is before the vowel, at the onset-rime juncture	
<i>deletion</i>	Level H1	(b)lock → lock	Level F1	(s)at → at
<i>substitution</i>	Level H2	(t)ried → (f)ried	Level G1	(t)in → (w)in

Thus, while F, G, and H all manipulate the first sound within the syllable, H is more difficult because it involves splitting two phonemes within a blend. Though more difficult than F and G, Level H is one of the easiest phoneme level manipulations because it involves the first sound.

Deletion and substitution are of a similar level of difficulty when splitting initial blends, so these tasks are both part of Level H (i.e., H1 and H2). However, manipulating ending sounds is different. It is much easier for a student developing phonemic awareness to delete an ending sound than to substitute an ending sound. Most students can delete an ending sound in first grade but can't substitute ending sounds until second grade. For this reason, deleting and substituting sounds are separate levels in the program. Level I involves deleting ending sounds, and it is a basic phoneme task. Level L substitutes ending sounds, and it is an advanced phoneme level. Level I1 and I2 appear to be of similar difficulty, even though the final sound in I1 words represents the second sound in a blend (e.g., go from *card* to *car*). For many students, I1 will be easier than I2.

There is some research to suggest that I is a little easier than H. My own experience evaluating hundreds of children is that these levels are very similar in difficulty. I recently analyzed data on 130 referred students, and the group totals for H and I were identical. However, what is important is that H and I are more difficult than F and G, and most definitely easier than Levels J through N. Because of this, the distinction is made between basic and advanced phoneme processing.

In addition to splitting two phoneme blends (H1, H2, I2) students need to be able to develop phoneme awareness with three phoneme blends. To allow children to sharpen their phonological awareness for blends, Level H1 *Challenge Words* are included after the supplementary H1 *One-Minute Activities*. These *Challenge Words* all include three phoneme blends. All initial three phoneme blends begin with the letter *s* (e.g., *spring*, *split*, *street*). Thus, there can be no substitution of the initial phoneme, which is why there are no *Challenge Words* for H2.

Remember: THE FOCUS IS ON THE SOUNDS, NOT SPELLING PATTERNS.

# LEVEL H

## BASIC PHONEME LEVEL PROCESSING MANIPULATING THE FIRST SOUND IN INITIAL BLENDS

### *Basic Phoneme Level Deletion and Substitution*

**H1** This involves deleting the first sound in a word, but the student must split an initial blend in order to delete this first sound.

Samples: (t)rim → rim (s)nail → nail

**H2** This involves substituting the first sound in a word, but the student must split an initial blend in order to make the substitution.

Samples: (b)lue → (g)lue (d)ry → (f)ry

### **H1** Challenge Words (Three Phoneme Blends)

H1 has an extra, more challenging section which includes words with three phoneme blends. It is recommended that students be *exposed* to these as well as the more common two phoneme blends. One way to use them is to do these challenge words after they have mastered H1 activities. Another way is to introduce some of the *Challenge Words* after students show some proficiency at H1. For example, by the time they reach the eleventh *One-Minute Activity* for Level H1, you could keep one finger in the *Challenge Words* and one finger in the eleventh *One-Minute Activity*. Mix in an item or two from the *Challenge Words* with the normal H1 activities. For most children, this will present no difficulty. For others, you may need to provide additional instruction about these three phoneme blends.

Samples: (s)tray → tray or dray (sc)rub → rub

Note that in some instances, the first of the three sounds in the blend is removed while in others, the first two sounds are deleted. Both are instances of H1 type manipulations.

**Special note about multiple correct answers:** You will notice that some words have more than one correct answer. This is because many blends that begin with the letter *s* (*sp*, *st*, *sc*, etc.) change the sound of the second consonant. Thus, the sound made by the letter *t* in the word *stray* is closer to a /d/ sound than a /t/ sound. To illustrate this issue, say: *spot*. Now say *spot* without the /s/. Most people respond *pot*. But say the word *spot* slowly and carefully and listen to what you are saying. You are not saying *s-pot*. What you are saying is much closer to *sbot*. So, in a case like this, the student would get credit for either *pot* or *bot*. This is why more than one answer is listed for some of the *s* blends, especially in the *Challenge Words* (e.g., *strain* → *train* or *drain*; *sprint* → *print* or *brint*).

Remember: THE FOCUS IS ON THE SOUNDS, NOT SPELLING PATTERNS.

## One Minute Activities Level H1

	Say: <b>brush</b>	Now say <b>brush</b> , but don't say /b/		rush	
Or:	Say: <b>brush</b>	Now say it again, but don't say /b/		rush	

  

1. Say: brush	don't say /b/	rush	2. Say: plane	don't say /p/	lane
great	don't say /g/	rate	snip	don't say /s/	nip
ski	don't say /s/	key <i>or</i> ghee	claim	don't say /k/	lame
trim	don't say /t/	rim	shrug	don't say /sh/	rug
scare	don't say /s/	care <i>or</i> gare	trail	don't say /t/	rail
clap	don't say /k/	lap	scan	don't say /s/	can <i>or</i> gan
snap	don't say /s/	nap	fried	don't say /f/	ride
climb	don't say /k/	lime	fled	don't say /f/	led
snail	don't say /s/	nail	sneeze	don't say /s/	knees
drawer	don't say /d/	roar	throw	don't say /th/	row

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3. Say: Fred	don't say /f/	red	4. Say: scoop	don't say /s/	coop <i>or</i> goop
shrub	don't say /sh/	rub	dry	don't say /d/	rye
trend	don't say /t/	rend	slip	don't say /s/	lip
broom	don't say /b/	room	truth	don't say /t/	Ruth
skate	don't say /s/	gate <i>or</i> Kate	skit	don't say /s/	kit <i>or</i> git
clean	don't say /k/	lean	crash	don't say /k/	rash
flyer	don't say /f/	liar	swish	don't say /s/	wish
scant	don't say /s/	can't <i>or</i> gant	glide	don't say /g/	lied
twin	don't say /t/	win	speech	don't say /s/	peach <i>or</i> beach
span	don't say /s/	pan <i>or</i> ban	glump	don't say /g/	lump

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5. Say: fright	don't say /f/	right	6. Say: grave	don't say /g/	rave
glad	don't say /g/	lad	skid	don't say /s/	kid <i>or</i> gid
sleep	don't say /s/	leap	troll	don't say /t/	roll
bland	don't say /b/	land	clock	don't say /k/	lock
slack	don't say /s/	lack	flute	don't say /f/	loot
grow	don't say /g/	row	slap	don't say /s/	lap
phrase	don't say /f/	raise	ply	don't say /p/	lie
snow	don't say /s/	no	grail	don't say /g/	rail
frail	don't say /f/	rail	street	don't say /s/	treat <i>or</i> dreet
glee	don't say /s/	Lee	crave	don't say /k/	rave

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7. Say: brake	don't say /b/	rake	<i>Mixed Levels</i>	look	instead of /l/ say /k/	cook
slam	don't say /s/	lamb	(F1)	same	don't say /s/	aim
flake	don't say /f/	lake	(F2)	mat	don't say /at/	/m/
smile	don't say /s/	mile	(H1)	drain	don't say /d/	rain
bread	don't say /b/	red	(G1)	cold	instead of /k/ say /s/	sold
slow	don't say /s/	low-	(H1)	sleep	don't say /s/	leap
proof	don't say /p/	roof	(H1)	flap	don't say /f/	lap
school	don't say /s/	cool <i>or</i> ghoul	(G1)	time	instead of /t/ say /d/	dime
tweak	don't say /t/	weak	(G2)	cat	instead of /at/ say /up/	cup
scab	don't say /s/	cab <i>or</i> gab	(G1)	team	instead of /t/ say /s/	seem

## One Minute Activities Level H2

Say: **blue** Now say **blue**, but instead of /b/ say /k/ **clue**  
 Or: Say: **blue** Now say it again, but instead of /b/ say /k/ **clue**

1. Say:	blue	instead of /b/ say /g/	glue	2. Say:	please	instead of /p/ say /f/	fleas
	cry	instead of /k/ say /d/	dry		cry	instead of /k/ say /f/	fry
	glow	instead of /g/ say /f/	flow		play	instead of /p/ say /k/	clay
	drew	instead of /d/ say /g/	grew		glue	instead of /g/ say /b/	blue
	free	instead of /f/ say /t/	tree		black	instead of /b/ say /p/	plaque
	grew	instead of /g/ say /t/	true		try	instead of /t/ say /f/	fry
	blank	instead of /b/ say /p/	plank		grow	instead of /g/ say /k/	crow
	blare	instead of /b/ say /f/	flare		groom	instead of /g/ say /b/	broom
	blare	instead of /b/ say /g/	glare		drip	instead of /d/ say /t/	trip
	freeze	instead of /f/ say /b/	breeze		grass	instead of /g/ say /b/	brass

3. Say:	flow	instead of /f/ say /s/	slow	4. Say:	dry	instead of /d/ say /t/	try
	cry	instead of /k/ say /t/	try		grain	instead of /g/ say /k/	crane
	plea	instead of /p/ say /f/	flee		flank	instead of /f/ say /b/	blank
	class	instead of /k/ say /g/	glass		trend	instead of /t/ say /f/	friend
	trick	instead of /t/ say /b/	brick		grab	instead of /g/ say /k/	crab
	grain	instead of /g/ say /t/	train		ply	instead of /p/ say /f/	fly
	drew	instead of /d/ say /t/	true		bright	instead of /b/ say /f/	fright
	flow	instead of /f/ say /g/	glow		tried	instead of /t/ say /f/	fried
	try	instead of /t/ say /d/	dry		flock	instead of /f/ say /b/	block
	clay	instead of /k/ say /p/	play		sled	instead of /s/ say /f/	fled

5. Say:	clue	instead of /k/ say /g/	glue	6. Say:	drip	instead of /d/ say /g/	grip
	frail	instead of /f/ say /t/	trail		dry	instead of /d/ say /k/	cry
	claim	instead of /k/ say /f/	flame		freeze	instead of /f/ say /t/	trees
	flank	instead of /f/ say /b/	blank		thread	instead of /th/ say /b/	bread
	clue	instead of /k/ say /b/	blue		brand	instead of /b/ say /g/	grand
	fly	instead of /f/ say /s/	sly		fried	instead of /f/ say /k/	cried
	glow	instead of /g/ say /s/	slow		grill	instead of /g/ say /d/	drill
	flock	instead of /f/ say /k/	clock		bleak	instead of /b/ say /s/	sleek
	slat	instead of /s/ say /f/	flat		fright	instead of /f/ say /b/	bright
	dries	instead of /d/ say /p/	prize		breeze	instead of /b/ say /f/	freeze

7. Say:	blue	instead of /b/ say /f/	flew	<i>Mixed Levels</i>	blue	instead of /b/ say /g/	glue
	tree	instead of /t/ say /f/	free	(H1)	plane	don't say /p/	lane
	try	instead of /t/ say /p/	pry	(H2)	cry	instead of /k/ say /t/	try
	dries	instead of /d/ say /f/	fries	(F1)	shame	don't say /sh/	aim
	clap	instead of /k/ say /f/	flap	(H2)	tree	instead of /t/ say /f/	free
	glue	instead of /g/ say /k/	clue	(F2)	moose	don't say /oose/	/m/
	pry	instead of /p/ say /d/	dry	(H2)	slate	instead of /s/ say /p/	plate
	claw	instead of /k/ say /f/	flaw	(G1)	hair	instead of /h/ say /sh/	share
	slate	instead of /s/ say /p/	plate	(H2)	drip	instead of /d/ say /t/	trip
	crank	instead of /k/ say /d/	drank	(G2)	cub	instead of /ub/ say /at/	cat

# LEVEL I

## BASIC PHONEME LEVEL PROCESSING DELETION OF FINAL PHONEME

### *Basic Phoneme Level Deletion*

- I1** This involves deleting the final sound in a word, but the student must split a final blend in order to delete the word's final sound.

Samples: car(t) → car      gras(p) → grass

- I2** This involves deleting the final sound in a word.

Samples: see(n) → see      rai(se) → ray

### *Multisyllabic/Applied Activities*

The *Multisyllabic/Applied* activities are designed to help children apply the phonemic awareness skills that they have learned to two or three syllable words.

- I2** This involves deleting the final sound of a syllable within a multisyllabic word.

Samples: pa(v)ement → payment      rece(p)tion → recession

Remember: THE FOCUS IS ON THE SOUNDS, NOT SPELLING PATTERNS.

## One Minute Activities Level I1

Say: **and**      Now say **and**, but don't say /d/      **an**  
 Or:    Say: **and**      Now say it again, but don't say /d/      **an**

1. Say:	and	don't say /d/	an	2. Say:	arc	don't say /k/	are
	bend	don't say /d/	been		felt	don't say /t/	fell
	art	don't say /t/	are		eyes	don't say /z/	eye
	card	don't say /d/	car		force	don't say /s/	for
	inch	don't say /ch/	in		hence	don't say /s/	hen
	farm	don't say /m/	far		arm	don't say /m/	are
	cold	don't say /d/	coal		bent	don't say /t/	been
	firm	don't say /m/	fur		grasp	don't say /p/	grass
	cart	don't say /t/	car		malt	don't say /t/	mall
	hats	don't say /s/	hat		toes	don't say /z/	toe

3. Say:	arch	don't say /ch/	are	4. Say:	lost	don't say /t/	loss
	self	don't say /f/	sell		starred	don't say /d/	star
	ant	don't say /t/	an		ford	don't say /d/	for
	band	don't say /d/	ban		joint	don't say /t/	join
	port	don't say /t/	poor		cats	don't say /s/	cat
	cars	don't say /z/	car		bench	don't say /ch/	been
	false	don't say /s/	fall		cart	don't say /t/	car
	barn	don't say /n/	bar		herd	don't say /d/	her
	mist	don't say /t/	miss		clamp	don't say /p/	clam
	fork	don't say /k/	for		shelf	don't say /f/	shell

5. Say:	dunce	don't say /s/	done	6. Say:	worm	don't say /m/	were
	cord	don't say /d/	core		sunk	don't say /k/	sung
	birth	don't say /th/	burr		slump	don't say /p/	slum
	fold	don't say /d/	foal		guilt	don't say /t/	gill
	ninth	don't say /th/	nine		sixth	don't say /th/	six
	dent	don't say /t/	den		York	don't say /k/	your
	gold	don't say /d/	goal		hilt	don't say /t/	hill
	surf	don't say /f/	sir		porch	don't say /ch/	poor
	bolt	don't say /t/	bowl		tend	don't say /d/	ten
	wilt	don't say /t/	will		storm	don't say /m/	store

7. Say:	fault	don't say /t/	fall	<i>Mixed Levels</i>	card	don't say /d/	car
	sword	don't say /d/	sore	(I2)	slope	don't say /p/	slow
	colt	don't say /t/	coal	(I1)	farm	don't say /m/	far
	bold	don't say /d/	bowl	(G1)	rhyme	instead of /r/ say /t/	time
	worn	don't say /n/	wore	(I2)	false	don't say /s/	fall
	morn	don't say /n/	more	(G2)	well	instead of /ell/ say /un/	won
	dense	don't say /s/	den	(I1)	felt	don't say /t/	fell
	fern	don't say /n/	fur	(H1)	bread	don't say /b/	red
	worse	don't say /s/	were	(I1)	stark	don't say /k/	star
	burnt	don't say /t/	burn	(H2)	grape	instead of /g/ say /d/	drape

## One Minute Activities Level 12

Say: beam      Now say beam, but don't say /m/      bee  
 Or: Say: beam      Now say it again, but don't say /m/      bee

1. Say: beam      don't say /m/      bee sheep      don't say /p/      she time      don't say /m/      tie note      don't say /t/      no same      don't say /m/      say zoom      don't say /m/      zoo couch      don't say /ch/      cow size      don't say /z/      sigh meet      don't say /t/      me loan      don't say /n/      low	2. Say: rose      don't say /z/      row boat      don't say /t/      bow safe      don't say /f/      say tide      don't say /d/      tie heat      don't say /t/      he mine      don't say /n/      my hoop      don't say /p/      who soak      don't say /k/      so youth      don't say /th/      you hide      don't say /d/      hi	
3. Say: seat      don't say /t/      see house      don't say /s/      how toad      don't say /d/      toe niece      don't say /s/      knee I've      don't say /v/      I rhyme      don't say /m/      rye coin      don't say /n/      coy shown      don't say /n/      show wise      don't say /z/      why page      don't say /j/      pay	4. Say: feet      don't say /t/      fee moon      don't say /n/      moo rope      don't say /p/      row guide      don't say /d/      guy duke      don't say /k/      do gloom      don't say /m/      glue pies      don't say /z/      pie seed      don't say /d/      see tied      don't say /d/      tie sown      don't say /n/      sow	
5. Say: tooth      don't say /th/      too rise      don't say /z/      rye goes      don't say /z/      go beak      don't say /k/      bee rave      don't say /v/      ray sought      don't say /t/      saw truth      don't say /th/      true rate      don't say /t/      ray sign      don't say /n/      sigh fuse      don't say /z/      few	6. Say: robe      don't say /b/      row wheat      don't say /t/      we float      don't say /t/      flow whose      don't say /z/      who cube      don't say /b/      cue sage      don't say /j/      say ride      don't say /d/      rye dome      don't say /m/      doe bead      don't say /d/      bee grape      don't say /p/      gray	
7. Say: rain      don't say /n/      ray save      don't say /v/      say boot      don't say /t/      boo grain      don't say /n/      gray seen      don't say /n/      see wide      don't say /d/      why soap      don't say /p/      so pine      don't say /n/      pie weed      don't say /d/      we race      don't say /s/      ray	<b>Mixed Levels</b> beam      don't say /m/      bee (F1) bad      don't say /b/      add (I2) same      don't say /m/      say (G1) gum      instead of /g/ say /th/      thumb (I2) shown      don't say /n/      show (G2) cup      instead of /up/ say /an/      can (I2) boot      don't say /t/      boo (H1) twin      don't say /t/      win (I2) soap      don't say /p/      so (H2) flow      instead of /f/ say /s/      slow	



## ADVANCED PHONEME LEVELS

Levels H and I represent relatively easy phoneme manipulations. More advanced phoneme manipulations include 1) deleting or substituting sounds from the middle of words (called *medial* sounds); 2) substituting sounds at the end of words; and 3) reversing phonemes. To do advanced phoneme tasks, children must be able to locate and manipulate any possible sound in any position within a word. To be a good orthographic mapper, a student must be able to match all the sounds he hears in a word with the letters representing those sounds. To "map" a word to permanent memory, every sound must be accounted for, regardless of position. Thus, advanced phoneme skills are important for rapid, automatic sight word learning. Below are examples of the advanced phonemic manipulations:

Deletion of a medial sound	Substitution of a medial sound	Substitution of an ending sound
(K1) b/r/at → bat	(J) h/a/t → h/o/t	(L1) ca/n/ → ca/t/
(M1) la/n/d → lad	(K2) g/r/ew → g/l/ue	(L2) ben/t/ → ben/d/
	(M2) li/s/t → li/f/t	

Levels K, L2, and M involve splitting two-phoneme blends. But some words in English have three phoneme blends, so students need to be able to develop phoneme awareness for those as well. Three phoneme blends at the beginning the words all begin with the letter *s* (e.g., *spring*, *split*, *street*).\* To allow children to fine-tune their awareness of three-phoneme blends, *Challenge Words* are included at the end of K1 and K2.

**Level N is optional.** Level N involves phoneme reversal. It is included to allow you to do *One-Minute Activities* in a small or large group setting when children are present who have mastered all the other levels. Level N can be quite difficult so it keeps those students challenged.

Students will not show significant reading gains until they can do all of the advanced phoneme levels (Levels J, K, L, & M) quickly and automatically. The earlier levels (especially D through G) only prepare students for *phoneme* level skills. *The goal of the program: quick, automatic, phoneme level processing.* From late second to third grade and following, average and above average readers can do all levels of this program quite well, even if they have had no prior phonemic awareness training. This is because phonemic awareness comes naturally to about 70% of the population. The other 30% have phonemic awareness difficulties that range from very mild to very severe. These difficulties affect reading development. Removal of their phonemic awareness difficulties directly addresses the most common cause of reading difficulty.

Acquiring phoneme skills early (grades K-2) makes for a smooth transition into reading. However, acquiring phonemic awareness skills late (3<sup>rd</sup> grade or later) does not guarantee improved reading. Older students have developed mental habits of approaching words that are inefficient. These habits need to be "unlearned" before they make progress. Chapters 5 and 6 show how to do this.

\*This must not be confused with words like *three* and *phrase*, which contain three consonants at the beginning. The *th* and *ph* are digraphs, not blends. They each represent a single sound. All three phoneme blends begin with the letter *s*. There are also three-phoneme blends at the end of words (e.g., *first*, *worst*), but too few to create an exercise.

## One Minute Activities Level J

Say: **dad**    Now say **dad**, but instead of /a/ say /i/    **did**  
 Or:    Say: **dad**    Now say it again, but instead of /a/ say /i/    **did**

1. Say:	dad    instead of /a/ say /i/    did	2. Say:    set    instead of /e/ say /a/    sat
	bag    instead of /a/ say /i/    big	lid    instead of /i/ say /e/    led
	hat    instead of /a/ say /o/    hot	bat    instead of /a/ say /i/    bit
	map    instead of /a/ say /o/    mop	dash    instead of /a/ say /i/    dish
	get    instead of /e/ say /o/    got	his    instead of /i/ say /a/    has
	had    instead of /a/ say /i/    hid	cot    instead of /o/ say /a/    cat
	cab    instead of /a/ say /u/    cub	fan    instead of /a/ say /i/    fin
	fan    instead of /a/ say /u/    fun	mad    instead of /a/ say /u/    mud
	pat    instead of /a/ say /e/    pet	tap    instead of /a/ say /o/    top
	not    instead of /o/ say /e/    net	sat    instead of /a/ say /e/    set

3. Say:	hot    instead of /o/ say /a/    hat	4. Say:    tell    instead of /e/ say /aw/    tall
	lap    instead of /a/ say /i/    lip	sack    instead of /a/ say /i/    sick
	deck    instead of /e/ say /u/    duck	bed    instead of /e/ say /u/    bud
	bag    instead of /a/ say /u/    bug	den    instead of /e/ say /uh/    done
	fat    instead of /a/ say /i/    fit	cub    instead of /u/ say /a/    cab
	cap    instead of /a/ say /u/    cup	hat    instead of /a/ say /i/    hit
	rock    instead of /o/ say /a/    rack	sell    instead of /e/ say /i/    sill
	man    instead of /a/ say /e/    men	fix    instead of /i/ say /o/    fox
	run    instead of /u/ say /a/    ran	mat    instead of /a/ say /e/    mat
	lad    instead of /a/ say /e/    led	hem    instead of /e/ say /i/    him

5. Say:	till    instead of /i/ say /aw/    tall	6. Say:    knack    instead of /a/ say /o/    knock
	got    instead of /o/ say /e/    get	luck    instead of /u/ say /o/    lock
	tin    instead of /i/ say /e/    ten	doll    instead of /o/ say /u/    dull
	hit    instead of /i/ say /a/    hat	hit    instead of /i/ say /u/    hut
	beg    instead of /e/ say /u/    bug	bid    instead of /i/ say /e/    bed
	dish    instead of /i/ say /a/    dash	hot    instead of /o/ say /i/    hit
	fin    instead of /i/ say /u/    fun	men    instead of /e/ say /a/    man
	met    instead of /e/ say /a/    mat	fox    instead of /o/ say /i/    fix
	lad    instead of /a/ say /i/    lid	net    instead of /e/ say /o/    not
	lack    instead of /a/ say /o/    lock	let    instead of /e/ say /i/    lit

7. Say:	pen    instead of /e/ say /a/    pan	<i>Mixed Levels</i> hat    instead of /a/ say /o/    hot
	cat    instead of /a/ say /u/    cut	(G1) tab    instead of /t/ say /k/    cab
	dell    instead of /e/ say /o/    doll	(J) lap    instead of /a/ say /i/    lip
	bat    instead of /a/ say /e/    bet	(H1) flute    don't say /f/    loot
	has    instead of /a/ say /i/    his	(J) bat    instead of /a/ say /e/    bet
	met    instead of /e/ say /i/    mitt	(H2) breeze    instead of /b/ say /t/    trees
	fell    instead of /e/ say /i/    fill	(J) fell    instead of /e/ say /i/    fill
	hat    instead of /a/ say /u/    hut	(I2) rove    don't say /v/    row
	pan    instead of /a/ say /e/    pen	(J) pan    instead of /a/ say /e/    pen
	lid    instead of /i/ say /a/    lad	(I1) card    don't say /d/    car

# LEVEL K

## ADVANCED PHONEME LEVEL PROCESSING MANIPULATING THE SECOND SOUND IN INITIAL BLENDS

### *Advanced Phoneme Level Deletion and Substitution*

**K1** This involves the deletion of the second sound in an initial blend.

Samples:      p(l)an → pan              b(r)ake → bake

**K2** This involves the substitution of the second sound in an initial blend.

Samples:      f(l)y → f(r)y              s(p)ill → s(k)ill

### *Challenge Words: Level K Activities with Three-Phoneme Blends*

It is recommended that students be exposed to three-phoneme blends as well as the more common two-phoneme blends. This is the purpose of the *Challenge Words*. Students can do these *Challenge Words* after students have mastered K1 and K2 activities. Another way is to mix some of these items in while they are learning the regular K1 and K2 activities. You could keep one finger in the K1 or K2 *Challenge Words* and one finger in the regular activities. For most children, this will present no difficulty, while for others, you may need to provide additional instruction about these three phoneme blends.

**Challenge K1**      This involves the deletion of the second or third sound in a three phoneme initial blend.

Samples:      s(p)lendor → slender              sp(r)out → spout

**Challenge K2**      This activity involves the substitution of the second or third sound in a three phoneme initial blend.

Samples:      s(t)rain → s(p)rain              sp(l)inter → sp(r)inter

Remember: THE FOCUS IS ON THE SOUNDS, NOT SPELLING PATTERNS.

## One Minute Activities Level K1

Say: try      Now say try, but don't say /r/    tie  
 Or:    Say: try      Now say it again, but don't say /r/    tie

<p>1. Say:</p> <table border="0" style="width: 100%;"> <tr><td>try</td><td>don't say /r/</td><td>tie</td></tr> <tr><td>flee</td><td>don't say /l/</td><td>fee</td></tr> <tr><td>bland</td><td>don't say /l/</td><td>band</td></tr> <tr><td>claim</td><td>don't say /l/</td><td>came</td></tr> <tr><td>grow</td><td>don't say /r/</td><td>go</td></tr> <tr><td>true</td><td>don't say /r/</td><td>too</td></tr> <tr><td>plan</td><td>don't say /l/</td><td>pan</td></tr> <tr><td>breeze</td><td>don't say /r/</td><td>bees</td></tr> <tr><td>clap</td><td>don't say /l/</td><td>cap</td></tr> <tr><td>blend</td><td>don't say /l/</td><td>bend</td></tr> </table>	try	don't say /r/	tie	flee	don't say /l/	fee	bland	don't say /l/	band	claim	don't say /l/	came	grow	don't say /r/	go	true	don't say /r/	too	plan	don't say /l/	pan	breeze	don't say /r/	bees	clap	don't say /l/	cap	blend	don't say /l/	bend	<p>2. Say:</p> <table border="0" style="width: 100%;"> <tr><td>ski</td><td>don't say /k/</td><td>see</td></tr> <tr><td>ply</td><td>don't say /l/</td><td>pie</td></tr> <tr><td>brook</td><td>don't say /r/</td><td>book</td></tr> <tr><td>blank</td><td>don't say /l/</td><td>bank</td></tr> <tr><td>clamp</td><td>don't say /l/</td><td>camp</td></tr> <tr><td>free</td><td>don't say /r/</td><td>fee</td></tr> <tr><td>skip</td><td>don't say /k/</td><td>sip</td></tr> <tr><td>break</td><td>don't say /r/</td><td>bake</td></tr> <tr><td>sneak</td><td>don't say /n/</td><td>seek</td></tr> <tr><td>truth</td><td>don't say /r/</td><td>tooth</td></tr> </table>	ski	don't say /k/	see	ply	don't say /l/	pie	brook	don't say /r/	book	blank	don't say /l/	bank	clamp	don't say /l/	camp	free	don't say /r/	fee	skip	don't say /k/	sip	break	don't say /r/	bake	sneak	don't say /n/	seek	truth	don't say /r/	tooth
try	don't say /r/	tie																																																											
flee	don't say /l/	fee																																																											
bland	don't say /l/	band																																																											
claim	don't say /l/	came																																																											
grow	don't say /r/	go																																																											
true	don't say /r/	too																																																											
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## One Minute Activities Level K2

Say: spy      Now say spy, but instead of /p/ say /k/    sky  
 Or:    Say: spy      Now say it again, but instead of /p/ say /k/    sky

1. Say:	spy      instead of /p/ say /k/    sky	2. Say:	free      instead of /r/ say /l/    flee
	glass    instead of /l/ say /r/    grass		skim     instead of /k/ say /w/    swim
	skill    instead of /k/ say /p/    spill		blink    instead of /l/ say /r/    brink
	fly      instead of /l/ say /r/    fry		sniff    instead of /n/ say /t/    stiff
	snow    instead of /n/ say /l/    slow		frame    instead of /r/ say /l/    flame
	play    instead of /l/ say /r/    pray		spoke    instead of /p/ say /m/    smoke
	sweep   instead of /w/ say /l/    sleep		clue     instead of /l/ say /r/    crew
	clash    instead of /l/ say /r/    crash		sweep    instead of /w/ say /t/    steep
	smart    instead of /m/ say /t/    start		grew     instead of /r/ say /l/    glue
	bloom    instead of /l/ say /r/    broom		smack    instead of /m/ say /t/    stack

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3. Say:	sway    instead of /w/ say /t/    stay	4. Say:	brand    instead of /r/ say /l/    bland
	glow    instead of /l/ say /r/    grow		snitch   instead of /n/ say /t/    stitch
	skin    instead of /k/ say /p/    spin		clown    instead of /l/ say /r/    crown
	flute    instead of /l/ say /r/    fruit		skate    instead of /k/ say /t/    state
	snore    instead of /n/ say /t/    store		glade    instead of /l/ say /r/    grade
	crime    instead of /r/ say /l/    climb		small    instead of /m/ say /t/    stall
	steak    instead of /t/ say /n/    snake		fry        instead of /r/ say /l/    fly
	proud    instead of /r/ say /l/    plowed		sped     instead of /p/ say /l/    sled
	slow    instead of /l/ say /n/    snow		plod     instead of /l/ say /r/    prod
	cloud    instead of /l/ say /r/    crowd		stung    instead of /t/ say /w/    swung

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5. Say:	bleach    instead of /l/ say /r/    breach	6. Say:	graze    instead of /r/ say /l/    glaze
	school    instead of /k/ say /p/    spool		scout    instead of /k/ say /p/    spout
	climb    instead of /l/ say /r/    crime		cram     instead of /r/ say /l/    clam
	smell    instead of /m/ say /p/    spell		blunt    instead of /l/ say /r/    brunt
	fresh    instead of /r/ say /l/    flesh		scheme   instead of /k/ say /t/    steam
	spell    instead of /p/ say /w/    swell		sneak    instead of /n/ say /p/    speak
	grand    instead of /r/ say /l/    gland		fruit     instead of /r/ say /l/    flute
	sweet    instead of /w/ say /l/    sleet		spice    instead of /p/ say /l/    slice
	free      instead of /r/ say /l/    flee		steak    instead of /t/ say /n/    snake
	swept    instead of /w/ say /l/    slept		prod     instead of /r/ say /l/    plod

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7. Say:	stale    instead of /t/ say /n/    snail	<i>Mixed Levels</i>	steak    instead of /t/ say /n/    snake
	bland    instead of /l/ say /r/    brand	(H2)	craze    instead of /k/ say /t/    trays
	sky      instead of /k/ say /l/    sly	(K2)	flute    instead of /l/ say /r/    fruit
	flee     instead of /l/ say /r/    free	(L2)	keep    don't say /p/    key
	stack    instead of /t/ say /m/    smack	(K2)	slow    instead of /l/ say /n/    snow
	glue     instead of /l/ say /r/    grew	(I1)	mourn   don't say /n/    more
	snip     instead of /n/ say /k/    skip	(K2)	clown   instead of /l/ say /r/    crown
	prank    instead of /r/ say /l/    plank	(J)	cat      instead of /a/ say /u/    cut
	spare    instead of /p/ say /k/    scare	(K2)	sped    instead of /p/ say /l/    sled
	crown    instead of /r/ say /l/    clown	(K1)	sphinx   don't say /f/    sinks

## LEVEL L

### ADVANCED PHONEME LEVEL PROCESSING SUBSTITUTING ENDING CONSONANT SOUNDS

#### *Advanced Phoneme Level Substitution*

**L1** This involves the substitution of the final consonant sound in a single syllable word.

Samples:    see(d) → sea(t)                      hi(d)e → hi(v)e

**L2** This involves the substitution of the final consonant sound in a final consonant blend.

Samples:    war(m) → war(n)                      for(c)e → for(k)

#### *Multisyllabic/Applied Activities*

The *Multisyllabic/Applied* activities are designed to help children apply the phonemic awareness skills that they have learned to two or three syllable words.

**L1** This involves substituting the last sound of the first syllable of a two syllable word.

Samples:    ar(t)ful → ar(m)ful                      ci(n)der → si(s)ter

Level L is much more difficult than Level I, which also involves ending sounds. Children can more easily delete ending sounds (Level I) than substitute ending sounds (Level L).

Remember: THE FOCUS IS ON THE SOUNDS, NOT SPELLING PATTERNS.

## One Minute Activities Level L1

Say: **add**      Now say **add**, but instead of /d/ say /n/ **an**  
 Or:    Say: **add**      Now say it again, but instead of /d/ say /n/ **an**

1. Say: add    instead of /d/ say /n/    an as    instead of /z/ say /n/    an if    instead of /f/ say /n/    in ash    instead of /sh/ say /t/    at each    instead of /ch/ say /t/    eat I'd    instead of /d/ say /m/    I'm aid    instead of /d/ say /j/    age odd    instead of /d/ say /n/    on in    instead of /n/ say /t/    it us    instead of /s/ say /p/    up	2. Say: in    instead of /n/ say /f/    if aim    instead of /m/ say /j/    age ash    instead of /sh/ say /m/    am sub    instead of /b/ say /n/    sun eve    instead of /v/ say /t/    eat that    instead of /t/ say /n/    than am    instead of /m/ say /d/    add seed    instead of /d/ say /t/    seat I'd    instead of /d/ say /v/    I've hive    instead of /v/ say /d/    hide
3. Say: an    instead of /n/ say /m/    am if    instead of /f/ say /t/    it on    instead of /n/ say /d/    odd at    instead of /t/ say /m/    am oath    instead of /th/ say /k/    oak eat    instead of /t/ say /v/    eve pet    instead of /t/ say /n/    pen is    instead of /z/ say /t/    it up    instead of /p/ say /v/    of fade    instead of /d/ say /s/    face	4. Say: at    instead of /t/ say /n/    an cub    instead of /b/ say /p/    cup net    instead of /t/ say /k/    neck at    instead of /t/ say /d/    add mouse    instead of /s/ say /th/    mouth aim    instead of /m/ say /t/    ate hope    instead of /p/ say /m/    home gain    instead of /n/ say /t/    gate I'll    instead of /l/ say /d/    I'd hem    instead of /m/ say /n/    hen
5. Say: cheap    instead of /p/ say /k/    cheek make    instead of /k/ say /d/    made teen    instead of /n/ say /th/    teeth dive    instead of /v/ say /m/    dime hid    instead of /d/ say /m/    him shook    instead of /k/ say /d/    should job    instead of /b/ say /g/    jog late    instead of /t/ say /k/    lake yet    instead of /t/ say /s/    yes cough    instead of /f/ say /t/    caught	6. Say: had    instead of /d/ say /f/    half neat    instead of /t/ say /d/    need sheep    instead of /p/ say /t/    sheet rhyme    instead of /m/ say /d/    ride bat    instead of /t/ say /j/    badge fish    instead of /sh/ say /t/    fit math    instead of /th/ say /n/    man can    instead of /n/ say /p/    cap mice    instead of /s/ say /t/    might goal    instead of /l/ say /t/    goat
7. Say: an    instead of /n/ say /t/    at it    instead of /t/ say /f/    if dish    instead of /sh/ say /d/    did am    instead of /m/ say /n/    an out    instead of /t/ say /ch/    ouch map    instead of /p/ say /n/    man ate    instead of /t/ say /p/    ape has    instead of /z/ say /d/    had us    instead of /s/ say /v/    of fix    instead of /ks/ say /t/    fit	<i>Mixed Levels</i> dish    instead of /sh/ say /d/    did (H2) dried    instead of the 1 <sup>st</sup> /d/ say /t/    tried (L1) has    instead of /z/ say /d/    had (I1) mild    don't say /d/    mile (L1) fix    instead of /ks/ say /t/    fit (J) moth    instead of /aw/ say /a/    math (L1) sub    instead of /b/ say /n/    sun (K1) snoop    don't say /n/    soup (L1) net    instead of /t/ say /k/    neck (K1) spare    instead of /p/ say /t/    stare

## One Minute Activities Level L2

Say: arm      Now say arm, but instead of /m/ say /k/ ark  
 Or: Say: arm      Now say it again, but instead of /m/ say /k/ ark

1. Say: arm      instead of /m/ say /k/ ark word      instead of /d/ say /k/ work warm      instead of /m/ say /n/ warn urge        instead of /j/ say /th/ earth course      instead of /s/ say /t/ court arch        instead of /ch/ say /k/ ark send        instead of /d/ say /t/ sent tom         instead of /n/ say /ch/ torch earn        instead of /n/ say /j/ urge arm         instead of /m/ say /t/ art	2. Say: surf      instead of /f/ say /ch/ search verb        instead of /b/ say /s/ verse force        instead of /s/ say /k/ fork send        instead of /d/ say /s/ sense yarn        instead of /n/ say /d/ yard norm        instead of /m/ say /th/ north sharp       instead of /p/ say /k/ shark and         instead of /d/ say /t/ ant ward        instead of /d/ say /m/ warm hard        instead of /d/ say /m/ harm
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3. Say: elf        instead of /f/ say /m/ elm colt        instead of /t/ say /d/ cold stand      instead of /d/ say /s/ stance tend        instead of /d/ say /t/ tent health     instead of /th/ say /p/ help cord        instead of /d/ say /s/ course pulse      instead of /s/ say /p/ pulp lurk        instead of /k/ say /n/ learn barge      instead of /j/ say /k/ bark spend     instead of /d/ say /t/ spent	4. Say: French    instead of /ch/ say /d/ friend rant        instead of /t/ say /ch/ ranch surf        instead of /f/ say /v/ serve course     instead of /s/ say /k/ cork stork        instead of /k/ say /m/ storm musk        instead of /k/ say /t/ must tend        instead of /d/ say /th/ tenth elf         instead of /f/ say /m/ elm prince      instead of /s/ say /t/ print ark         instead of /k/ say /t/ art
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5. Say: starch    instead of /ch/ say /t/ start rent        instead of /t/ say /ch/ wrench torque     instead of /k/ say /ch/ torch art         instead of /t/ say /ch/ arch court      instead of /t/ say /d/ cord whisk     instead of /k/ say /p/ whisp fend        instead of /d/ say /s/ fence lend        instead of /d/ say /t/ lent shorn      instead of /n/ say /t/ short third     instead of /d/ say /st/ thirst	6. Say: film        instead of /m/ say /d/ filled hard        instead of /d/ say /t/ heart morph      instead of /f/ say /n/ mourn harm        instead of /m/ say /t/ heart fierce     instead of /s/ say /d/ feared lisp         instead of /p/ say /t/ list wharf      instead of /f/ say /p/ warp cord        instead of /d/ say /t/ court perch      instead of /ch/ say /s/ purse health     instead of /th/ say /d/ held
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7. Say: false      instead of /s/ say /t/ fault search    instead of /ch/ say /f/ surf art        instead of /t/ say /m/ arm wand      instead of /d/ say /t/ want barn      instead of /n/ say /b/ barb silt        instead of /t/ say /k/ silk lark        instead of /k/ say /j/ large bend      instead of /d/ say /t/ bent month    instead of /th/ say /ch/ munch mark     instead of /k/ say /sh/ marsh	<b>Mixed Levels</b> word    instead of /d/ say /k/ work (I1) worm      don't say /m/      were (L2) sort        instead of /t/ say /s/    source (J) mop        instead of /o/ say /a/    map (L2) colt        instead of /t/ say /d/    cold (K1) slope     don't say /l/        soap (L2) wand      instead of /d/ say /t/    want (K2) brush     instead of /r/ say /l/    blush (L2) bend      instead of /d/ say /t/    bent (L1) than        instead of /n/ say /t/    that
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# LEVEL M

## ADVANCED PHONEME LEVEL ACTIVITIES DELETING AND SUBSTITUTING INTERNAL PHONEMES IN ENDING BLENDS

### *Advanced Phoneme Level Deletion and Substitution*

**M1** This involves deletion of the second from last sound in an ending blend in a single syllable word. This requires splitting an ending blend.

Samples:      coa(s)t → coat                      de(s)k → deck

**M2** This involves substitution of the second from last sound in a word, which requires splitting an ending blend.

Samples:      li(f)t → li(s)t                      pai(n)t → pa(s)te

Remember: THE FOCUS IS ON THE SOUNDS, NOT SPELLING PATTERNS.

## One Minute Activities Level M1

Say: **hand** Now say **hand**, but don't say /n/ **had**  
 Or: Say: **hand** Now say it again, but don't say /n/ **had**

1. Say:	hand	don't say /n/	had	2. Say:	grand	don't say /n/	grad
	send	don't say /n/	said		dunk	don't say /ng/	duck
	silk	don't say /l/	sick		bent	don't say /n/	bet
	and	don't say /n/	ad		sold	don't say /l/	sowed
	fend	don't say /n/	fed		desk	don't say /s/	deck
	ant	don't say /n/	at		friend	don't say /n/	Fred
	spend	don't say /n/	sped		bunt	don't say /n/	but
	camp	don't say /m/	cap		boast	don't say /s/	boat
	blend	don't say /n/	bled		end	don't say /n/	Ed
	gland	don't say /n/	glad		soft	don't say /f/	sought

3. Say:	sand	don't say /n/	sad	4. Say:	pond	don't say /n/	pod
	hind	don't say /n/	hide		went	don't say /n/	wet
	bunk	don't say /ng/	buck		dusk	don't say /s/	duck
	old	don't say /l/	owed		sent	don't say /n/	set
	clink	don't say /ng/	click		feast	don't say /s/	feet
	bend	don't say /n/	bed		belt	don't say /l/	bet
	mold	don't say /l/	mowed		dent	don't say /n/	debt
	cast	don't say /s/	cat		mask	don't say /s/	Mac
	sink	don't say /ng/	sick		vent	don't say /n/	vet
	told	don't say /l/	toad		must	don't say /s/	mutt

5. Say:	pest	don't say /s/	pet	6. Say:	past	don't say /s/	pat
	bolt	don't say /l/	boat		hint	don't say /n/	hit
	ghost	don't say /s/	goat		dolt	don't say /l/	dote
	kilt	don't say /l/	kit		shield	don't say /l/	she'd
	clamp	don't say /m/	clap		rant	don't say /n/	rat
	shelf	don't say /l/	chef		hilt	don't say /l/	hit
	gust	don't say /s/	gut		sift	don't say /f/	sit
	fringe	don't say /j/	fridge		hound	don't say /n/	how'd
	rasp	don't say /s/	rap		spilt	don't say /l/	spit
	fact	don't say /k/	fat		mend	don't say /n/	med

7. Say:	lend	don't say /n/	led	<i>Mixed Levels</i>	hand	don't say /n/	had
	band	don't say /n/	bad	(J)	leg	instead of /e/ say /u/	lug
	tend	don't say /n/	Ted	(M1)	cast	don't say /s/	cat
	chunk	don't say /ng/	chuck	(K1)	dream	don't say /r/	deem
	world	don't say /l/	word	(M1)	dusk	don't say /s/	duck
	coast	don't say /s/	coat	(K2)	Spain	instead of /p/ say /t/	stain
	fiend	don't say /n/	feed	(M1)	sand	don't say /n/	sad
	east	don't say /s/	eat	(L1)	robe	instead of /b/ say /d/	rode
	taunt	don't say /n/	taught	(M1)	world	don't say /l/	word
	west	don't say /s/	wet	(L2)	verb	instead of /b/ say /s/	verse

## One Minute Activities Level M2

Say: act                      Now say act, but instead of /k/ say /n/    ant  
Or: Say: act                      Now say it again, but instead of /k/ say /n/    ant

1. Say:	act	instead of /k/ say /n/	ant	2. Say:	clasp	instead of /s/ say /m/	clamp
	fact	instead of /k/ say /s/	fast		aft	instead of /f/ say /k/	act
	rent	instead of /n/ say /s/	rest		bent	instead of /n/ say /s/	best
	bulk	instead of /l/ say /n/	bunk		left	instead of /f/ say /n/	lent
	fast	instead of /s/ say /ks/	faxed		hulk	instead of /l/ say /n/	hunk
	wimp	instead of /m/ say /s/	wisp		nest	instead of /s/ say /ks/	next
	fold	instead of /l/ say /n/	phoned		burnt	instead of /n/ say /s/	burst
	mild	instead of /l/ say /n/	mind		left	instead of /f/ say /s/	lest
	left	instead of /f/ say /n/	lent		meld	instead of /l/ say /n/	mend
	duct	instead of /k/ say /s/	dust		risk	instead of /s/ say /ng/	rink

3. Say:	act	instead of /k/ say /p/	apt	4. Say:	aft	instead of /f/ say /n/	ant
	fact	instead of /k/ say /ks/	faxed		drift	instead of /f/ say /p/	dripped
	pulp	instead of /l/ say /m/	pump		Gramp	instead of /m/ say /s/	grasp
	went	instead of /n/ say /s/	west		monk	instead of /ng/ say /s/	musk
	left	instead of /f/ say /p/	leapt		lost	instead of /s/ say /f/	loft
	clamp	instead of /m/ say /s/	clasp		bold	instead of /l/ say /n/	boned
	gift	instead of /f/ say /l/	guilt		text	instead of /ks/ say /s/	test
	old	instead of /l/ say /n/	owned		grant	instead of /n/ say /f/	graft
	raft	instead of /f/ say /n/	rant		ramp	instead of /m/ say /s/	rasp
	cast	instead of /s/ say /n/	can't		tank	instead of /ng/ say /s/	task

5. Say:	loft	instead of /f/ say /s/	lost	6. Say:	deft	instead of /f/ say /n/	dent
	limp	instead of /m/ say /s/	lisp		lest	instead of /s/ say /n/	lent
	mold	instead of /l/ say /n/	moaned		taunt	instead of /n/ say /s/	tossed
	lift	instead of /f/ say /k/	licked		mast	instead of /s/ say /p/	mapped
	rent	instead of /n/ say /k/	wrecked		crest	instead of /s/ say /p/	crept
	hulk	instead of /l/ say /s/	husk		rift	instead of /f/ say /s/	wrist
	rift	instead of /f/ say /p/	ripped		ant	instead of /n/ say /k/	act
	paint	instead of /n/ say /s/	paste		stunt	instead of /n/ say /f/	stuffed
	field	instead of /l/ say /n/	fiend		tact	instead of /k/ say /ks/	taxed
	taint	instead of /n/ say /s/	taste		mend	instead of /n/ say /l/	meld

7. Say:	lift	instead of /f/ say /s/	list	<i>Mixed Levels</i>	fact	instead of /k/ say /s/	fast
	pact	instead of /k/ say /s/	past	(J)	beg	instead of /e/ say /u/	bug
	crimp	instead of /m/ say /s/	crisp	(M2)	lift	instead of /f/ say /s/	list
	sulk	instead of /l/ say /n/	sunk	(K2)	flesh	instead of /l/ say /r/	fresh
	sand	instead of /n/ say /l/	sailed	(M2)	went	instead of /n/ say /s/	west
	tent	instead of /n/ say /s/	test	(L1)	shave	instead of /v/ say /d/	shade
	ground	instead of /n/ say /l/	growled	(M2)	left	instead of /f/ say /s/	lest
	trucked	instead of /k/ say /s/	trust	(L2)	source	instead of /s/ say /t/	sort
	dusk	instead of /s/ say /ng/	dunk	(M2)	bent	instead of /n/ say /s/	best
	next	instead of /ks/ say /s/	nest	(M1)	whisk	don't say /s/	wick

# LEVEL N

## OPTIONAL ADVANCED PHONEME LEVEL PROCESSING PHONEME REVERSAL

### *Advanced Phoneme Level – Phoneme Reversal*

N1 This involves reversing the sounds in a single syllable word.

Samples:      keep → peek                      tap → pat  
                  niece → seen                     ape → pay

N2 This involves reversing the sounds in a two or three syllable word.

Samples:      midnight → tine dim              city → ee tiss  
                  aid num → Monday              tin gam → magnet

As mentioned previously, *this is an optional level, not necessary for the successful completion of the program.* It can be used for students in a small or large group who are very skilled at the other levels. Phoneme reversal can be difficult and keep the students interested and challenged. You want to keep these students challenged as you help the other students who require phoneme awareness training. You would have to flip back and forth between Level N and the level at which the others are working. This way, students of differing ability levels can participate in the activity (an example of what is called *differentiated instruction*).

### *Special Administration Instructions for Level N*

- The most important thing to remember is that *Level N is not a reversal of spelling patterns. It is a reversal of sounds.* In the first two examples for N1 above, reversing the sounds and spelling patterns yield the same result. However, in the second two examples, reversing the letters, then trying to pronounce the resulting spelling does not yield the correct answer. Another example is with N2. We don't say "MAG-net," because in most two syllable words, the vowel in the unstressed syllable gets reduced. We really say something closer to "MAG-nit." So the phonetic spellings in the reversed syllables attempt to reflect what we say, regardless of the spelling pattern.
- You will notice that the reversal of sounds in N1 words always results in another, real word. However, there aren't too many two syllable words that, when reversed, form real word. So N2 uses nonsense words. Sometimes you go from a real word to a nonsense word. Other times you present a nonsense word and when the sounds are reversed, it becomes a real word.
- While there are only eight one minute activities for N2, remember that reversing any two syllable word will do, so long as you focus on the sound not the spelling pattern. Feel free to make up your own *One Minute Activities* to supplement the limited N2 activities (avoid words with *r* in them, as they don't reverse well).

Remember: THE FOCUS IS ON THE SOUNDS, NOT SPELLING PATTERNS.

## One Minute Activities Level N1

Say: I'm Now say I'm backwards → my  
 Or: Say: Say I'm backwards → my

1. Say: I'm → my  
 back → cab  
 tack → cat  
 oat → toe  
 net → ten  
 till → lit  
 pat → tap  
 dad → dad  
 face → safe  
 tock → cot

2. Say: ace → say  
 zone → nose  
 nut → ton  
 cook → cook  
 zoo → ooze  
 jab → badge  
 did → did  
 pitch → chip  
 meet → team  
 nip → pin

3. Say: ape → pay  
 doom → mood  
 deaf → fed  
 mom → mom  
 sub → bus  
 tube → boot  
 vase → save  
 knack → can  
 Pam → map  
 tee → eat

4. Say: aid → day  
 pot → top  
 bib → bib  
 dim → mid  
 pack → cap  
 pop → pop  
 buck → cub  
 note → tone  
 neat → teen  
 snack → cans

5. Say: own → no  
 tuck → cut  
 gut → tug  
 tot → tot  
 mitt → Tim  
 shack → cash  
 cake → cake  
 Jake → cage  
 Midge → Jim  
 con → knock

6. Say: tips → spit  
 stab → bats  
 knit → tin  
 bomb → mob  
 kick → kick  
 Don → nod  
 tote → tote  
 keep → peak  
 keel → leak  
 pal → lap

### Mixed Levels

7. Say: Kay → ache  
 gums → smug  
 taught → taught  
 kiss → sick  
 judge → judge  
 Jay → age  
 step → pets  
 snatch → chins  
 spite → types  
 teach → cheat

8. Say: babe → babe  
 veal → leave  
 pope → pope  
 steam → meets  
 Jake → cage  
 eeb → bee  
 niece → seen  
 gnat → tan  
 dote → toad  
 vake → cave

(N1) zone now say it backwards nose  
 (M2) rent instead of /n/ say /s/ rest  
 (L1) soon instead of /n/ say /t/ suit  
 (N1) eek now say it backwards key  
 (L2) card instead of /d/ say /t/ cart  
 (J) knock instead of /o/ say /e/ neck  
 (N) zoat now say it backwards toes  
 (M1) raft don't say /r/ rat  
 (N) peesh now say it backwards sheep  
 (K2) stake instead of /k/ say /p/ snake

### Mixed Levels:

9. Say: copes → spoke  
 tike → kite  
 save → vase  
 spam → maps  
 sauce → sauce  
 canes → snake  
 tight → tight  
 stiff → fits  
 case → sake  
 kits → stick

10. Say: scat → tax  
 make → came  
 sake → case  
 tip → pit  
 bat → tab  
 noon → noon  
 mug → gum  
 nap → pan  
 none → none  
 pit → tip

(N1) make say it backwards came  
 (K2) stare instead of /t/ say /p/ spare  
 (L1) leaf instead of /f/ say /d/ lead  
 (L2) form instead of /m/ say /s/ force  
 (M1) whisk don't say /s/ wick  
 (J) pin instead of /i/ say /e/ pen  
 (N) mug now say it backwards gum  
 (M2) wrist instead of /s/ say /f/ rift  
 (L1) net instead of /t/ say /k/ neck  
 (N) snack now say it backwards cans

## One Minute Activities Level N2

Say: **candy** Now say **candy** backwards → **eed nack**  
 Or: Say: Say **candy** backwards → **eed nack**

- |   |  |
|---|--|
| <p>1. Say: candy → eed nack<br/>           pets toof → footstep<br/>           city → ee tiss<br/>           make eeb → became<br/>           college → gel lock<br/>           eef awk → coffee<br/>           cotton → nut tock<br/>           cake puck → cupcake<br/>           doughnut → tun owed<br/>           ee pug → guppy</p>     | <p>2. Say: midnight → tine dim<br/>           ten gam → magnet<br/>           Monday → aid num<br/>           aid zoot → Tuesday<br/>           baseball → laub sabe<br/>           uh boot → tuba<br/>           collie → ee lock<br/>           oat pit → tiptoe<br/>           downtown → nowt nowd<br/>           neesh um → machine</p>       |
| <p>3. Say: funny → enough<br/>           ee dad → daddy<br/>           dolphin → niff lod<br/>           towboat → towboat<br/>           magic → kij am<br/>           osş ees → seesaw<br/>           maybe → eeb aim<br/>           jack cap → package<br/>           pancake → cake nap<br/>           ease cat → taxi</p>                | <p>4. Say: tepee → eep eat<br/>           tack bob → bobcat<br/>           notice → sit own<br/>           nick ate → taken<br/>           oval → love oh<br/>           luh bate → table<br/>           daytime → might aid<br/>           aid nuss → Sunday<br/>           open → nep oh<br/>           un oot → tuna</p>                        |
| <p>5. Say: menu → you nem<br/>           ticket → ticket<br/>           panda → ud nap<br/>           noops eat → teaspoon<br/>           pocket → tick op<br/>           knit pack → captain<br/>           soda → uh dose<br/>           shiff tack → catfish<br/>           donkey → eek nawd<br/>           uh fose → sofa</p>            | <p>6. Say: mongoose → soog nom<br/>           dice deb → bedside<br/>           season → nuz ees<br/>           lope dat → tadpole<br/>           valley → eel av<br/>           eeg ash → shaggy<br/>           pony → een ope<br/>           tiz iv → visit<br/>           vanish → shin av<br/>           nobe cab → backbone</p>               |
| <p>7. Say: tess nuss → sunset<br/>           police → seal ope<br/>           tiv lev → velvet<br/>           puppet → tep up<br/>           eep up → puppy<br/>           stagecoach → choke jates<br/>           toab lace → sailboat<br/>           someday → aid muss<br/>           dufe ees → seafood<br/>           navy → ee vane</p> | <p>8. Say: oat oaf → photo<br/>           touchdown → nowd chud<br/>           toab meets → steamboat<br/>           total → luh tote<br/>           oad ash → shadow<br/>           tonsil → luss not<br/>           oal ip → pillow<br/>           toothpick → kip thoot<br/>           luff sue → useful<br/>           seashell → lesh ees</p> |