

These students have been grouped together because they have similar instructional needs. This two-week plan, focused on **Phonological Awareness** and **Letter Sound Knowledge**, has been precisely tailored to those needs.

Snapshot when Burst was created on November 17, 2019

Students	Teacher	Phono. Aware.	Letter Sounds	Blending	Reg. Words	Irreg. Words	Letter Combos	Adv. Phonics	Reading Flu.	Vocab.	Comp. Skills
 Penelope Beatrix	Reviewers' Account Louisiana										
 Miles Lowell	Reviewers' Account Louisiana										
 Nathan Oliver	Reviewers' Account Louisiana										
 Erika Parker	Reviewers' Account Louisiana										
 Rusty Rittick	Reviewers' Account Louisiana										

Key

-  Beginner
-  Showing Progress
-  Proficient
-  No Results

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

Materials for Burst #1

Reviewers' Account Louisiana

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

Created November 17, 2019

DAY 1 A Puppet. Picture Cards: <i>bed, cat, cup, dog, fish, kick, leg, mop, nut, pen, sun, van.</i> B Basket. Picture Cards: <i>dice, duck, fox, kite, lamb, nose, pig, rock, six, sun, vet, wave.</i> C Board to write on. Letter Card: <i>a</i> or index card. D Board to write on. E Picture cards.	DAY 2 A Basket. Picture Cards: <i>alligator, bird, coat, elbow, fox, igloo, lamb, lock, purple, run, tie, zebra.</i> B Basket. Picture Cards: <i>bag, box, coat, cup, game, gate, goat, lock, moon, nine, rat, run.</i> C Board to write on. Letter Card: <i>m</i> or index card. D One familiar classroom book for each student. Make sure the target letter <i>a</i> appears on the pages of the book. Board to write on. E None.	DAY 3 A Basket. Picture Cards: <i>astronaut, dice, egg, girl, mailbox, ostrich, pen, pizza, tire, up, yellow, zipper.</i> B Basket. Picture Cards: <i>cat, dog, duck, fish, fox, hat, lock, mop, nose, rat, six, van.</i> C Board to write on. Letter Card: <i>s</i> or index card. D Board to write on. E Picture cards beginning with initial sounds learned thus far.	DAY 4 A Basket. Picture Cards: <i>cup, fire, gate, hand, insect, jewelry, king, off, sun, violin, zigzag, zoo.</i> B Basket. Picture Cards: <i>bed, foot, gate, jar, kick, leg, moon, nine, nut, queen, tire, wave.</i> C Board to write on. Letter Card: <i>t</i> or index card. D Board to write on. E None.	DAY 5 A None. B None. C Board to write on. Letter Card: <i>i</i> or index card. D Board to write on. E Picture cards beginning with initial sounds learned thus far.
DAY 6 A Basket. Picture Cards: <i>bed, cat, fox, kick, lamb, lock, nine, nut, pen, rock, van, wave.</i> B None. C Board to write on. Letter Card: <i>f</i> or index card. D Board to write on. E Bean bag. Board to write on.	DAY 7 A Basket. Picture Cards: <i>bed, box, dice, fish, game, lamb, nose, queen, six, sun, well, wood.</i> B None. C Board to write on. Letter Card: <i>r</i> or index card. D Board to write on. E 10–15 picture cards that have two to four phonemes each.	DAY 8 A Basket. Picture Cards: <i>coat, dog, foot, gate, hat, kite, jar, leg, pig, queen, run, vet.</i> B None. C Board to write on. Letter Card: <i>o</i> or index card. D Board to write on. E Bean bag. Board to write on.	DAY 9 A None. B None. C Board to write on. Letter Card: <i>d</i> or index card. D Board to write on. E None.	DAY 10 <i>Progress monitoring can be conducted starting Day 7. Sync your results by Day 10 so you can request the new Burst and keep this group on schedule.</i> Mobile Device Allow other students to work on skills activities as you assess.

1st Grade - Group 2 Burst #1

10-day lesson plan (30 minutes per day)

Reviewers' Account Louisiana

Created November 17, 2019

Students

Penelope B, Miles L, Nathan
O, Erika P, Rusty R

Skills

Phonological Awareness,
Letter Sound Knowledge

Progress Monitor: PSF, NWF

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

Day 1

- A Introduce Middle Sound Segmentation (*bed, cat ... van*)
- B Middle Sound Segmentation Accuracy (*dice, duck ... wave*)
- C Introduce *a*
- D Reintroduce *a*
- E Guess My Word: Phonological Awareness Game

Day 2

- A Last Sound Segmentation Accuracy (*alligator, bird ... zebra*)
- B Middle Sound Segmentation Accuracy (*bag, box ... run*)
- C Introduce *m*
- D Letter Hunt: Letter Sound Accuracy (*a*)
- E I Spy: Letter Sounds Game

Day 3

- A Last Sound Segmentation Accuracy (*astronaut, dice ... zipper*)
- B Middle Sound Segmentation Accuracy (*cat, dog ... van*)
- C Introduce *s*
- D Review *a, m*
- E Initial Sound Memory: Phonological Awareness Game

Day 4

- A Last Sound Segmentation Accuracy (*cup, fire ... zoo*)
- B Middle Sound Segmentation Accuracy (*bed, foot ... wave*)
- C Introduce *t*
- D Review *a, m, s*
- E I Spy: Letter Sounds Game

Day 5

- A Introduce Phoneme Segmentation (*fit, ham ... sit*)
- B Phoneme Segmentation Accuracy (*bad, fan ... Tim*)
- C Introduce *i*
- D Review *a, m, s, t*
- E Initial Sound Memory: Phonological Awareness Game

Day 6

- A Middle Sound Segmentation Accuracy (*bed, cat ... wave*)
- B Phoneme Segmentation Accuracy (*cut, fish ... wash*)
- C Introduce *f*
- D Review *m, s, t, i*
- E Catch It!: Letter Sounds Game

Day 7*

- A Middle Sound Segmentation Accuracy (*bed, box ... wood*)
- B Phoneme Segmentation Accuracy (*back, bed ... sip*)
- C Introduce *r*
- D Review *a, t, i, f*
- E Word Race: Phonological Awareness Game

Day 8*

- A Middle Sound Segmentation Accuracy (*coat, dog ... vet*)
- B Phoneme Segmentation Accuracy (*beg, can ... time*)
- C Introduce *o*
- D Review *s, i, f, r*
- E Catch It!: Letter Sounds Game

Day 9*

- A Phoneme Segmentation Accuracy (*fat, fill ... wave*)
- B Now Hear This!: Phoneme Segmentation (*farm animals*)
- C Introduce *d*
- D Review *i, t, r, o*
- E Telephone Rhyme Time: Phonological Awareness Game

Day 10*

Progress Monitor: PSF, NWF

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

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

Introduce Middle Sound Segmentation

Goal: Given a spoken word, the student can say its middle sound.

In a Nutshell:

Students select from a set of pictures the one that has the middle sound spoken by a puppet.

MATERIALS



Puppet



Picture Cards: *bed, cat, cup, dog, fish, kick, leg, mop, nut, pen, sun, van.*

OR



Burst Digital Cards
burst.amplify.com



Support

Repeat the middle sound as you say each word, and separate out the middle sound in each word. For example, /e/, *beeed*. /a/, *caaat*. /u/, *cuuup*. If students still have difficulty, start with just two cards instead of three.



Challenge

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

PREPARE

Gather appropriate picture cards.

MODEL

1 Lay out three picture cards: *bed, cat, cup*.



Here's Mico. Today, he wants to do an activity with us. He's going to say a sound, and you will find the word that has the same sound in the middle. My turn first. This is *bed, cat, cup*. Point to each picture card as you say their names.



What sound do you want to find, Mico? /u/. What's the sound, Mico? /u/ like *hut*. Which word has /u/ in the middle? I think it's *cup*. *Cup* has /u/ in the middle: *cuuup*.

PRACTICE



Now it's your turn. Select three new cards with different middle sounds. Remember to name them for students first. Then call on an individual student and have Mico say a middle sound. When the student selects a picture card have them name it and say the sound.

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

5 Once students have mastered the three-card activity, repeat it but increase the number of picture cards to 4, then 6, then all 12 pictures.

Middle Sound Segmentation Accuracy

Goal: Given a spoken word, the student can identify its middle sound.

In a Nutshell: (5–8 minutes)

Students identify picture cards that have a given sound in the middle and place them into a basket.

MATERIALS



Basket.



Picture cards: *dice, duck, fox, kite, lamb, nose, pig, rock, six, sun, vet, wave.*

OR



Burst Digital Cards
burst.amplify.com



Support

Start with just two cards. As students become more proficient, increase the number of cards.



Challenge

Tell students that some of the sounds you will say do not have a corresponding picture card.

PREPARE

Gather appropriate picture cards.

MODEL

- 1 Place the empty basket in the center of the circle. Place all of the picture cards in front of the students.
- 2  Let's pretend we are sound detectives. We need to find pictures to fill up our basket. I am going to say a sound and I want you to find which picture has that sound in the middle. My turn first.
 The sound is /u/, like in the word *muud*. Now I am going to be a detective and search for the picture that has the sound /u/ in the middle.
 I found the picture of *duck*; *duck* has the sound /u/ in the middle: *duuuck*. I was a great sound detective and I can place the picture I found in our basket.

PRACTICE

- 3  Now it's your turn. The next sound is /i/ like in the word *liit*. Now you search through the pictures for one that has the sound /i/ in the middle. Call on students individually to be the detective. Continue until all the cards are in the basket.

Introduce a

Goal: Given a printed letter, the student can say its sound.

In a Nutshell: (2–3 minutes)

Each student says /a/ when the teacher points to *a*, and gives a thumbs-down and remains silent when the teacher points to other letters.

MATERIALS

- Board to write on.
- Letter Card: a or index card.

PREPARE

- Get the *a* card from your Burst Kit or write the letter *a* on an index card.
- Copy the letters pictured in step 5 onto a whiteboard.

MODEL

- 1 Point to the letter *a*.



Today, we are going to learn the sound this letter makes. The sound for this letter is /aah/. Say the /a/ sound as in *hat*, holding it for at least a second.

- 2



When you say /aah/, your mouth is open and your voice box is on. Touch your throat and make sure your voice box is on when you say it: /aah/. What's the sound?
Students: /aah/.

- 3 Give each student an individual turn to say /aah/. Model it again for any student who is saying the wrong sound.

- 4



We can hear the /a/ at the start of the words *apple* and *Africa*.

- 5 Turn over or put away the letter card, and point to the white board, which has the letters pictured here:



When I point to the letter we just learned, say its sound. When I point to any other letter, you will give me a thumbs-down and stay quiet. My turn first.

- 6 Point to a series of letters and model either saying the sound or emphasizing a thumbs-down motion, as appropriate.

PRACTICE

- 7



Now it's your turn. Ready?

- 8 After several group responses, call on individual students to identify sounds.



Support

Support: Have the students who say something for all the letters cover their mouths for the letters that are not *a*. For students who do not pronounce the sound correctly, model the sound and have them practice saying it.



Challenge

Have the students say both /a/ and a word that contains that sound each time you point to the target letter. You can also ask students to put the word in a sentence.

Reintroduce a

Goal: Given a printed letter, the student can say its sound.

In a Nutshell: (5–8 minutes)

Students take turns saying the letter sound to erase it from the board.

MATERIALS

- Board to write on.

PREPARE

Write the letter *a* on the board.

MODEL

- 1 Point to the letter *a*.



Let's review the sound for this letter. What's the sound? Students: /aah/. **Good:** /aah/ like in the word *apple*.

- 2 Write a mix of 12 letters on the board, arranged randomly. Write one *a* for each student in your group plus one. Intersperse those letters with other letters dissimilar in appearance to *a*.



You are going to take turns coming up to the board. You will look for the letter *a*, say its sound, and trace it with your finger to erase it. Remember to carefully trace over it with your finger so that only the letter disappears. My turn first: /aah/. Trace the letter and say the sound. As you trace the letter, it should disappear.

PRACTICE



Now it's your turn.

Call on an individual student to come up to the board to say the correct sound as he or she erases the letter by tracing it.

- 5 If a student says the sound for one of the other letters, remind the student that he or she only needs to make the sound of the letter *a* and ask him or her to try again.



Support

Write fewer distracter letters on the board. Show the students the *a* letter card.



Challenge

Write words containing the target letter on the board. Have students find the target letter in the words.

Guess My Word: Phonological Awareness Game

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

In a Nutshell:

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

MATERIALS

- Picture cards.

PREPARE

Make a list of recently learned CVC, CVCC, or CCVCC words for you to refer to.

MODEL

- 1 Have the students sit in a circle facing you.



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



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

PRACTICE

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

Last Sound Segmentation Accuracy

Goal: Given a spoken word, the student can identify the last sound.

In a Nutshell: (5–8 minutes)

Students identify picture cards that end with a given sound and place them into a basket.

MATERIALS



Basket.



Picture cards: *alligator, bird, coat, elbow, fox, igloo, lamb, lock, purple, run, tie, zebra.*

OR



Burst Digital Cards
burst.amplify.com



Support

Start with just two cards. As students become more proficient, increase the number of cards.



Challenge

Have students create a “chain of words” by thinking of connected objects. For example, begin with *cat*, which ends with /t/. Have students think of a word that begins with /t/, like *top*. Then find a word that begins with /p/, like *pan*. Build the chain student by student.

PREPARE

Gather appropriate picture cards.

MODEL

- 1 Place the empty basket in the center of the circle. Place all of the picture cards in front of the students.



Let's pretend we are sound detectives. We need to find pictures to fill up our basket. I am going to say a sound, and I want you to find which picture ends with the sound. My turn first. The sound is /m/, like in the word *broommm*. Now I am going to be a detective and search for the picture that ends with the sound /m/. I found a picture of a lamb; *lamb* ends with /m/: *lammmb*. I was a great sound detective, and I can place the picture I found in our basket.

PRACTICE



Now it's your turn. The next sound is /w/, like in the word *snowwww*. Now you search through the pictures for one that ends with /w/. Call on students individually to be the detective. Continue until all the cards are in the basket.

Middle Sound Segmentation Accuracy

Goal: Given a spoken word, the student can identify its middle sound.

In a Nutshell: (5–8 minutes)

Students identify picture cards that have a given sound in the middle and place them into a basket.

MATERIALS



Basket.



Picture cards: *bag, box, coat, cup, game, gate, goat, lock, moon, nine, rat, run.*

OR



Burst Digital Cards
burst.amplify.com



Support

Start with just two cards. As students become more proficient, increase the number of cards.



Challenge

Tell students that some of the sounds you will say do not have a corresponding picture card.

PREPARE

Gather appropriate picture cards.

MODEL

- 1 Place the empty basket in the center of the circle. Place all of the picture cards in front of the students.
- 2  Let's pretend we are sound detectives. We need to find pictures to fill up our basket. I am going to say a sound and I want you to find which picture has that sound in the middle. My turn first.
 The sound is /ō/, like in the word *boaaat*. Now I am going to be a detective and search for the picture that has the sound /ō/ in the middle.
 I found the picture of *coat*; *coat* has the sound /ō/ in the middle: *coaaat*. I was a great sound detective and I can place the picture I found in our basket.

PRACTICE

- 3  Now it's your turn. The next sound is /i/ like in the word *tiime*. Now you search through the pictures for one that has the sound /i/ in the middle. Call on students individually to be the detective. Continue until all the cards are in the basket.

Introduce *m*

Goal: Given a printed letter, the student can say its sound.

In a Nutshell: (2–3 minutes)

Each student says /m/ when the teacher points to *m*, and gives a thumbs-down and remains silent when the teacher points to other letters.

MATERIALS

- Board to write on.
- Letter Card: *m* or index card.

PREPARE

- Get the *m* card from your Burst Kit or write the letter *m* on an index card.
- Copy the letters pictured in step 5 onto a whiteboard.

MODEL

- 1 Point to the letter *m*.



Today, we are going to learn the sound this letter makes. The sound for this letter is /mmm/. Say the /m/ sound as in *mat*, holding it for at least a second.

- 2



When you say /mmm/, your lips are together and the sound comes out of your nose when you say it: /mmm/. What's the sound? Students: /mmm/.

- 3 Give each student an individual turn to say /mmm/. Model it again for any student who is saying the wrong sound.

- 4



We can hear the /m/ at the start of the words *mother* and *miss*.

- 5 Turn over or put away the letter card, and point to the white board, which has the letters pictured here:

m	s	b	m
i	P	m	m
K	m	f	m



When I point to the letter we just learned, say its sound. When I point to any other letter, you will give me a thumbs-down and stay quiet. My turn first.

- 6 Point to a series of letters and model either saying the sound or emphasizing a thumbs-down motion, as appropriate.

PRACTICE

- 7



Now it's your turn. Ready?

- 8 After several group responses, call on individual students to identify sounds.



Support

Support: Have the students who say something for all the letters cover their mouths for the letters that are not *m*. For students who do not pronounce the sound correctly, model the sound and have them practice saying it.



Challenge

Have the students say both /m/ and a word that contains that sound each time you point to the target letter. You can also ask students to put the word in a sentence.

Letter Hunt: Letter Sound Accuracy

Goal: Given a printed letter, the student can discriminate between it and other letters and say its sound.

In a Nutshell: (5–8 minutes)

After the teacher reads a story or sentence, each student finds the target letter on a page of the book and says the letter's sound.

MATERIALS

- One familiar classroom book for each student, preferably the same title for each student. Make sure the target letter *a* appears on the pages of the book.
- Board to write on.

PREPARE

Gather books. Write the target letter on the board: *a*.

MODEL

- 1 Distribute one book to each student. If necessary, pair students up to share one book.



We are going on a search for the letter *a*. After we read a page, you will look for this letter in the book. Open your book to the first page and follow along as I read.

- 2 Read a page of the story to the students.



Now you are going to look on this page for the letter on the board, point to it, and say its sound. My turn first.

Hold up your book, point to the letter, and say its sound.

PRACTICE



Now it's your turn.

Call on each student individually to find the target letter on a page of his or her book and say its sound.

- 5 If a student cannot find the target letter, help him or her find it and ask the student to say its sound. If necessary, model the sound for the student. Then have him or her find the target letter on a different page and say the sound correctly.



Support

If students have trouble identifying the target letter on a page, have them find the target letter in a single sentence.



Challenge

Have students find all occurrences of the target letter on a page. If they are able, have them read any of the words in which the target letter appears.

I Spy: Letter Sounds Game

Goal: Given a spoken letter sound, the student can say a word with that initial sound.

In a Nutshell:

The students identify an object that starts with the sound given.

MATERIALS

None.

PREPARE

Generate a list of letter sounds learned so far.

MODEL

- 1 To play I Spy, you give clues about an object without naming it, while the players try to guess what the object is.
- 2 This version of I Spy asks players to identify items that begin with certain sounds.
- 3 Choose a letter sound to start with.



Today we are going to play I Spy. You are going to try and guess what I am spying. Let's try it. *I spy with my little eye, something that starts with /b/. What do you think I spied?*

- 4 Give students a chance to guess the object. If students are correct, move on to another letter sound. If students are struggling, give them further clues about the object without naming it.

PRACTICE

- 5 Continue playing until you have used all the letter sounds learned so far.
- 6 Play again and allow different students to lead the game.
- 7 As an alternative, once students guess the word, have them use it in a sentence.



Last Sound Segmentation Accuracy

Goal: Given a spoken word, the student can identify the last sound.

In a Nutshell: (5–8 minutes)

Students identify picture cards that end with a given sound and place them into a basket.

MATERIALS



Basket.



Picture cards: *astronaut, dice, egg, girl, mailbox, ostrich, pen, pizza, tire, up, yellow, zipper.*

OR



Burst Digital Cards
burst.amplify.com



Support

Start with just two cards. As students become more proficient, increase the number of cards.



Challenge

Have students create a “chain of words” by thinking of connected objects. For example, begin with *cat*, which ends with /t/. Have students think of a word that begins with /t/, like *top*. Then find a word that begins with /p/, like *pan*. Build the chain student by student.

PREPARE

Gather appropriate picture cards.

MODEL

- 1 Place the empty basket in the center of the circle. Place all of the picture cards in front of the students.



Let’s pretend we are sound detectives. We need to find pictures to fill up our basket. I am going to say a sound, and I want you to find which picture ends with the sound. My turn first. The sound is /n/, like in the word *funnn*. Now I am going to be a detective and search for the picture that ends with the sound /n/. I found a picture of a pen; *pen* ends with /n/: *pennn*. I was a great sound detective, and I can place the picture I found in our basket.

PRACTICE



Now it’s your turn. The next sound is /s/, like in the word *racce*. Now you search through the pictures for one that ends with /s/. Call on students individually to be the detective. Continue until all the cards are in the basket.

Middle Sound Segmentation Accuracy

Goal: Given a spoken word, the student can identify its middle sound.

In a Nutshell: (5–8 minutes)

Students identify picture cards that have a given sound in the middle and place them into a basket.

MATERIALS



Basket.



Picture cards: *cat, dog, duck, fish, fox, hat, lock, mop, nose, rat, six, van.*

OR



Burst Digital Cards
burst.amplify.com



Support

Start with just two cards. As students become more proficient, increase the number of cards.



Challenge

Tell students that some of the sounds you will say do not have a corresponding picture card.

PREPARE

Gather appropriate picture cards.

MODEL

- 1 Place the empty basket in the center of the circle. Place all of the picture cards in front of the students.
- 2  Let's pretend we are sound detectives. We need to find pictures to fill up our basket. I am going to say a sound and I want you to find which picture has that sound in the middle. My turn first.
 The sound is /a/, like in the word *laaap*. Now I am going to be a detective and search for the picture that has the sound /a/ in the middle.
 I found the picture of *cat*; *cat* has the sound /a/ in the middle: *caa*t. I was a great sound detective and I can place the picture I found in our basket.

PRACTICE

- 3  Now it's your turn. The next sound is /i/ like in the word *piiii*. Now you search through the pictures for one that has the sound /i/ in the middle. Call on students individually to be the detective. Continue until all the cards are in the basket.

Introduce s

Goal: Given a printed letter, the student can say its sound.

In a Nutshell: (2–3 minutes)

Each student says /s/ when the teacher points to s, and gives a thumbs-down and remains silent when the teacher points to other letters.

MATERIALS

- Board to write on.
- Letter Card: s or index card.

PREPARE

- Get the s card from your Burst Kit or write the letter s on an index card.
- Copy the letters pictured in step 5 onto a whiteboard.

MODEL

- 1 Point to the letter s.



Today, we are going to learn the sound this letter makes. The sound for this letter is /sss/. Say the /s/ sound as in *sat*, holding it for at least a second.

- 2



When you say /sss/, you hiss like a snake: /sss/. What's the sound? Students: /sss/.

- 3 Give each student an individual turn to say /sss/. Model it again for any student who is saying the wrong sound.

- 4



We can hear the /s/ at the start of the words *sea* and *sing*.

- 5 Turn over or put away the letter card, and point to the white board, which has the letters pictured here:



When I point to the letter we just learned, say its sound. When I point to any other letter, you will give me a thumbs-down and stay quiet. My turn first.

- 6 Point to a series of letters and model either saying the sound or emphasizing a thumbs-down motion, as appropriate.

PRACTICE

- 7



Now it's your turn. Ready?

- 8 After several group responses, call on individual students to identify sounds.



Support

Support: Have the students who say something for all the letters cover their mouths for the letters that are not s. For students who do not pronounce the sound correctly, model the sound and have them practice saying it.



Challenge

Have the students say both /s/ and a word that contains that sound each time you point to the target letter. You can also ask students to put the word in a sentence.

Review *a, m*

Goal: Given a letter name, students can identify the letter on a whiteboard and say its sound.

In a Nutshell: (3–4 minutes)

Students identify familiar letters and their sounds by tracing them on a whiteboard.

MATERIALS

- Board to write on.

PREPARE

Write the letter **a** on your whiteboard.

MODEL

- 1  Let's review the sound for a letter we recently learned. This is the letter **a**. The sound is /aah/ like in the word *apple*. Your mouth looks like this.

Show students how you move your mouth to make the sound.

- 2  Your turn, say /aah/.

Students: /aah/.

- 3 Use this picture to prepare your whiteboard for practice:



-  You will take turns finding the letter **a**. Point to it, say its sound /aah/, and trace it with your finger to erase it. Trace it the same way you'd write it. My turn first.

Trace the letter and say its sound /aah/.

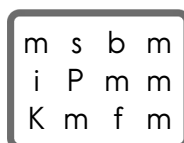
PRACTICE

- 4  Now it's your turn.

Give each student at least one chance to say the sound as they erase the letter by tracing it.

- 5 Repeat steps 1-4 with letter **m** (or letters you know your students need to review). Use this picture to prepare your whiteboard.

Letters for reviewing **m**



The sound is /mmm/ like in the word *moon*.



Support

Erase letters, so you are showing only one target letter and one distractor. Have students find the target letter and say its sound.



Challenge

Write words containing the target letter on the board. Have students find the letter and say its sound.

Initial Sound Memory: Phonological Awareness Game

Goal: Given two pictures, the student can determine whether or not they have the same initial sound.

In a Nutshell:

The students will look at two pictures, decide if they have matching initial sounds and keep the matches to win.

MATERIALS



Picture cards beginning with initial sounds learned thus far.

PREPARE

Select picture card pairs with matching initial sounds like *mouse* and *mat*, or *cat* and *cake*. There should be an even number of cards for each initial sound (ideally, one pair per sound).

MODEL

- 1 This game is played like the classic Memory game. Place cards face down in an even number of rows and columns. Players take turns trying to match the cards that are alike based on initial sounds. Shuffle the cards and lay them out face down.

2



We are going to play the Initial Sound Memory Game today. You are going to match cards that start with the same sound. The goal of the game is to find as many pairs of cards that start with the same sound as you can. The first player is going to flip over two cards. If the two cards start with the same sound, you will keep them. If they start with different sounds, you will turn them back over. The next person will then try to find two cards that have the same sound at the start. We will continue playing until all of the matches are found.

- 3 If this is the first time students have played this game, model for the group how to play. Model this process for students as you explain the rules. If there is an odd number of students, pick the strongest student to be the referee of the game.

PRACTICE

- 4 Play the game until all pairs are found. Shuffle the cards, lay them out again, and play several rounds of the game.



Last Sound Segmentation Accuracy

Goal: Given a spoken word, the student can identify the last sound.

In a Nutshell: (5–8 minutes)

Students identify picture cards that end with a given sound and place them into a basket.

MATERIALS



Basket.



Picture cards: *cup, fire, gate, hand, insect, jewelry, king, off, sun, violin, zigzag, zoo.*

OR



Burst Digital Cards
burst.amplify.com



Support

Start with just two cards. As students become more proficient, increase the number of cards.



Challenge

Have students create a “chain of words” by thinking of connected objects. For example, begin with *cat*, which ends with /t/. Have students think of a word that begins with /t/, like *top*. Then find a word that begins with /p/, like *pan*. Build the chain student by student.

PREPARE

Gather appropriate picture cards.

MODEL

- 1 Place the empty basket in the center of the circle. Place all of the picture cards in front of the students.



Let's pretend we are sound detectives. We need to find pictures to fill up our basket. I am going to say a sound, and I want you to find which picture ends with the sound. My turn first. The sound is /n/, like in the word *cannn*. Now I am going to be a detective and search for the picture that ends with the sound /n/. I found a picture of a violin; *violin* ends with /n/: *violinnn*. I was a great sound detective, and I can place the picture I found in our basket.

PRACTICE



Now it's your turn. The next sound is /f/, like in the word *stufff*. Now you search through the pictures for one that ends with /f/. Call on students individually to be the detective. Continue until all the cards are in the basket.

Middle Sound Segmentation Accuracy

Goal: Given a spoken word, the student can identify its middle sound.

In a Nutshell: (5–8 minutes)

Students identify picture cards that have a given sound in the middle and place them into a basket.

MATERIALS



Basket.



Picture cards: *bed, foot, gate, jar, kick, leg, moon, nine, nut, queen, tire, wave.*

OR



Burst Digital Cards
burst.amplify.com



Support

Start with just two cards. As students become more proficient, increase the number of cards.



Challenge

Tell students that some of the sounds you will say do not have a corresponding picture card.

PREPARE

Gather appropriate picture cards.

MODEL

- 1 Place the empty basket in the center of the circle. Place all of the picture cards in front of the students.
- 2  Let's pretend we are sound detectives. We need to find pictures to fill up our basket. I am going to say a sound and I want you to find which picture has that sound in the middle. My turn first.
 The sound is /ā/, like in the word *naaame*. Now I am going to be a detective and search for the picture that has the sound /ā/ in the middle.
 I found the picture of *gate*; *gate* has the sound /ā/ in the middle: *gaaate*. I was a great sound detective and I can place the picture I found in our basket.

PRACTICE

- 3  Now it's your turn. The next sound is /ē/ like in the word *neeet*. Now you search through the pictures for one that has the sound /ē/ in the middle. Call on students individually to be the detective. Continue until all the cards are in the basket.

Introduce *t*

Goal: Given a printed letter, the student can say its sound.

In a Nutshell: (2–3 minutes)

Each student says /t/ when the teacher points to *t*, and gives a thumbs-down and remains silent when the teacher points to other letters.

MATERIALS

- Board to write on.
- Letter Card: *t* or index card.

PREPARE

- Get the *t* card from your Burst Kit or write the letter *t* on an index card.
- Copy the letters pictured in step 5 onto a whiteboard.

MODEL

- 1 Point to the letter *t*.



Today, we are going to learn the sound this letter makes. The sound for this letter is /t/. Say the /t/ sound as in *top*, holding it for at least a second.

- 2



When you say /t/, the tip of your tongue touches the roof of your mouth, just behind your front teeth, and you gently blow it away: /t/. What's the sound? Students: /t/.

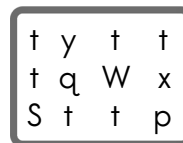
- 3 Give each student an individual turn to say /t/. Model it again for any student who is saying the wrong sound.

- 4



We can hear the /t/ at the start of the words *talk* and *time*.

- 5 Turn over or put away the letter card, and point to the white board, which has the letters pictured here:



When I point to the letter we just learned, say its sound. When I point to any other letter, you will give me a thumbs-down and stay quiet. My turn first.

- 6 Point to a series of letters and model either saying the sound or emphasizing a thumbs-down motion, as appropriate.

PRACTICE

- 7



Now it's your turn. Ready?

- 8 After several group responses, call on individual students to identify sounds.



Support

Support: Have the students who say something for all the letters cover their mouths for the letters that are not *t*. For students who do not pronounce the sound correctly, model the sound and have them practice saying it.



Challenge

Have the students say both /t/ and a word that contains that sound each time you point to the target letter. You can also ask students to put the word in a sentence.

Review *a, m, s*

Goal: Given a letter name, students can identify the letter on a whiteboard and say its sound.

In a Nutshell: (6–8 minutes)

Students identify familiar letters and their sounds by tracing them on a whiteboard.

MATERIALS

- Board to write on.

PREPARE

Write the letter **a** on your whiteboard.

MODEL

- 1  Let's review the sound for a letter we recently learned. This is the letter **a**. The sound is /aah/ like in the word *apple*. Your mouth looks like this.

Show students how you move your mouth to make the sound.

- 2  Your turn, say /aah/.

Students: /aah/.

- 3 Use this picture to prepare your whiteboard for practice:



-  You will take turns finding the letter **a**. Point to it, say its sound /aah/, and trace it with your finger to erase it. Trace it the same way you'd write it. My turn first.

Trace the letter and say its sound /aah/.

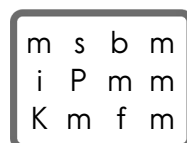
PRACTICE

- 4  Now it's your turn.

Give each student at least one chance to say the sound as they erase the letter by tracing it.

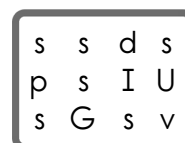
- 5 Repeat steps 1-4 with letters *m* and *s* (or letters you know your students need to review). Use these pictures to prepare your whiteboard.

Letters for reviewing *m*



The sound is /mmm/ like in the word *moon*.

Letters for reviewing *s*



The sound is /sss/ like in the word *sun*.



Support

Erase letters, so you are showing only one target letter and one distractor. Have students find the target letter and say its sound.



Challenge

Write words containing the target letter on the board. Have students find the letter and say its sound.

I Spy: Letter Sounds Game

Goal: Given a spoken letter sound, the student can say a word with that initial sound.

In a Nutshell:

The students identify an object that starts with the sound given.

MATERIALS

None.

PREPARE

Generate a list of letter sounds learned so far.

MODEL

- 1 To play I Spy, you give clues about an object without naming it, while the players try to guess what the object is.
- 2 This version of I Spy asks players to identify items that begin with certain sounds.
- 3 Choose a letter sound to start with.



Today we are going to play I Spy. You are going to try and guess what I am spying. Let's try it. *I spy with my little eye, something that starts with /b/. What do you think I spied?*

- 4 Give students a chance to guess the object. If students are correct, move on to another letter sound. If students are struggling, give them further clues about the object without naming it.

PRACTICE

- 5 Continue playing until you have used all the letter sounds learned so far.
- 6 Play again and allow different students to lead the game.
- 7 As an alternative, once students guess the word, have them use it in a sentence.



Introduce Phoneme Segmentation

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

In a Nutshell: (5–8 minutes)

Students touch their shoulders, elbows, and hands for each sound when segmenting phonemes for a given word.

MATERIALS

None.

PREPARE

Make a list of these words for you to refer to: *fit, ham, mad, pad, pit, ram, sad, Sam, sit*.

MODEL

-  **Today, we're going to stretch out words into separate sounds. So instead of saying the word *ram*, we will say *rrraamm* and touch our arms like this when we sound it out. Touch your shoulder as you say the first phoneme, your elbow as you say the second phoneme, and your hand as you say the third. Hold each letter sound for about a second and do not pause between sounds.**
-  **Let's do one together. The word is *sit*. Listen: *sssiit*. Now we will all say the word and then stretch it out and say each sound slowly. Remember to touch your shoulder, elbow, and hand as you say the sounds. Ready? *sit, sssiiit*. Watch for students who do not segment the word or use the hand gestures correctly. Model for those students again and have them try on their own.**

PRACTICE

-  **Now it's your turn. The next word is *mad*. Call on an individual student. Then continue with the list of words, calling on other students individually. Repeat words in a different order to check for understanding of the skill.**



Support

For students distracted by hand gestures due to coordination issues, have them clap out the individual phonemes instead.



Challenge

Have students suggest their own words and sound them out, using the arm gestures as practiced.

Phoneme Segmentation Accuracy

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

In a Nutshell: (5–8 minutes)

Students touch their shoulders, elbows, and then hands for each sound when segmenting phonemes.

MATERIALS

None.

PREPARE

Make a list of these words for you to refer to: *bad, fan, fit, fun, hen, him, kit, mad, run, tan, ten, Tim.*

MODEL

-  **Today, we're going to stretch out words into separate sounds. So instead of saying the word *mad*, we will say *mmaaad*, and touch our arms like this when we sound it out.** Touch your shoulder as you say the first phoneme, your elbow as you say the second phoneme, and your hand as you say the third. Hold each letter sound for about a second and do not pause between sounds.
-  **Now let's do it together: *mad, mmaaad*. Remember to touch your shoulder, elbow, and hand as you say the sounds. Ready? *mad, mmaaad*.** Watch for students who segment the word or use the hand gestures incorrectly. Model for those students again, and have them try it on their own.

PRACTICE

-  **Now it's your turn. I'll say a new word and you will stretch out the sounds. Ready?** Call on an individual student. Then continue with the list of words, calling on other students individually. Repeat words in a different order to check for understanding of the skill.



Support

For students distracted by hand gestures due to coordination issues, have them clap out the individual phonemes instead.



Challenge

Introduce words with consonant blends, such as *best, plan, stretch*, and *panda*. Touch hip, knee, and foot for additional phonemes.

Introduce *i*

Goal: Given a printed letter, the student can say its sound.

In a Nutshell: (2–3 minutes)

Each student says /i/ when the teacher points to *i*, and gives a thumbs-down and remains silent when the teacher points to other letters.

MATERIALS

- Board to write on.
- Letter Card: *i* or index card.

PREPARE

- Get the *i* card from your Burst Kit or write the letter *i* on an index card.
- Copy the letters pictured in step 5 onto a whiteboard.

MODEL

- 1 Point to the letter *i*.



Today, we are going to learn the sound this letter makes. The sound for this letter is /ih/. Say the /i/ sound as in *sit*, holding it for at least a second.

- 2



When you say /ih/, you smile with your mouth open and your voice box is on: /ih/. What's the sound? Students: /ih/.

- 3 Give each student an individual turn to say /ih/. Model it again for any student who is saying the wrong sound.

- 4



We can hear the /i/ at the start of the words *important* and *insect*.

- 5 Turn over or put away the letter card, and point to the white board, which has the letters pictured here:



When I point to the letter we just learned, say its sound. When I point to any other letter, you will give me a thumbs-down and stay quiet. My turn first.

- 6 Point to a series of letters and model either saying the sound or emphasizing a thumbs-down motion, as appropriate.

PRACTICE

- 7



Now it's your turn. Ready?

- 8 After several group responses, call on individual students to identify sounds.



Support

Support: Have the students who say something for all the letters cover their mouths for the letters that are not *i*. For students who do not pronounce the sound correctly, model the sound and have them practice saying it.



Challenge

Have the students say both /i/ and a word that contains that sound each time you point to the target letter. You can also ask students to put the word in a sentence.

Review *a, m, s, t*

Goal: Given a letter name, students can identify the letter on a whiteboard and say its sound.

In a Nutshell: (6–8 minutes)

Students identify familiar letters and their sounds by tracing them on a whiteboard.

MATERIALS

- Board to write on.

PREPARE

Write the letter **a** on your whiteboard.

MODEL

- 1  Let's review the sound for a letter we recently learned. This is the letter **a**. The sound is /aah/ like in the word *apple*. Your mouth looks like this.

Show students how you move your mouth to make the sound.

- 2  Your turn, say /aah/.

Students: /aah/.

- 3 Use this picture to prepare your whiteboard for practice:



-  You will take turns finding the letter **a**. Point to it, say its sound /aah/, and trace it with your finger to erase it. Trace it the same way you'd write it. My turn first.

Trace the letter and say its sound /aah/.

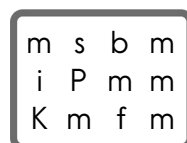
PRACTICE

- 4  Now it's your turn.

Give each student at least one chance to say the sound as they erase the letter by tracing it.

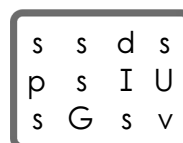
- 5 Repeat steps 1-4 with letters *m, s* and *t* (or letters you know your students need to review). Use these pictures to prepare your whiteboard.

Letters for reviewing *m*



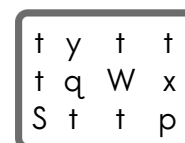
The sound is /mmm/ like in the word *moon*.

Letters for reviewing *s*



The sound is /sss/ like in the word *sun*.

Letters for reviewing *t*



The sound is /t/ like in the word *tiger*.



Support

Erase letters, so you are showing only one target letter and one distractor. Have students find the target letter and say its sound.



Challenge

Write words containing the target letter on the board. Have students find the letter and say its sound.

Initial Sound Memory: Phonological Awareness Game

Goal: Given two pictures, the student can determine whether or not they have the same initial sound.

In a Nutshell:

The students will look at two pictures, decide if they have matching initial sounds and keep the matches to win.

MATERIALS



Picture cards beginning with initial sounds learned thus far.

PREPARE

Select picture card pairs with matching initial sounds like *mouse* and *mat*, or *cat* and *cake*. There should be an even number of cards for each initial sound (ideally, one pair per sound).

MODEL

- 1 This game is played like the classic Memory game. Place cards face down in an even number of rows and columns. Players take turns trying to match the cards that are alike based on initial sounds. Shuffle the cards and lay them out face down.

2



We are going to play the Initial Sound Memory Game today. You are going to match cards that start with the same sound. The goal of the game is to find as many pairs of cards that start with the same sound as you can. The first player is going to flip over two cards. If the two cards start with the same sound, you will keep them. If they start with different sounds, you will turn them back over. The next person will then try to find two cards that have the same sound at the start. We will continue playing until all of the matches are found.

- 3 If this is the first time students have played this game, model for the group how to play. Model this process for students as you explain the rules. If there is an odd number of students, pick the strongest student to be the referee of the game.

PRACTICE

- 4 Play the game until all pairs are found. Shuffle the cards, lay them out again, and play several rounds of the game.



Middle Sound Segmentation Accuracy

Goal: Given a spoken word, the student can identify its middle sound.

In a Nutshell: (5–8 minutes)

Students identify picture cards that have a given sound in the middle and place them into a basket.

MATERIALS



Basket.



Picture cards: *bed, cat, fox, kick, lamb, lock, nine, nut, pen, rock, van, wave.*

OR



Burst Digital Cards
burst.amplify.com



Support

Start with just two cards. As students become more proficient, increase the number of cards.



Challenge

Tell students that some of the sounds you will say do not have a corresponding picture card.

PREPARE

Gather appropriate picture cards.

MODEL

- 1 Place the empty basket in the center of the circle. Place all of the picture cards in front of the students.
- 2  Let's pretend we are sound detectives. We need to find pictures to fill up our basket. I am going to say a sound and I want you to find which picture has that sound in the middle. My turn first.
 The sound is /a/, like in the word *paaat*. Now I am going to be a detective and search for the picture that has the sound /a/ in the middle.
 I found the picture of *van*; *van* has the sound /a/ in the middle: *vaaan*. I was a great sound detective and I can place the picture I found in our basket.

PRACTICE

- 3  Now it's your turn. The next sound is /i/ like in the word *diig*. Now you search through the pictures for one that has the sound /i/ in the middle. Call on students individually to be the detective. Continue until all the cards are in the basket.

Phoneme Segmentation Accuracy

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

In a Nutshell: (5–8 minutes)

Students touch their shoulders, elbows, and then hands for each sound when segmenting phonemes.

MATERIALS

None.

PREPARE

Make a list of these words for you to refer to: *cut, fish, grape, hot, kiss, lock, mop, ship, space, tap, ten, wash.*

MODEL

-  **Today, we're going to stretch out words into separate sounds. So instead of saying the word *hot*, we will say *hoooot*, and touch our arms like this when we sound it out.** Touch your shoulder as you say the first phoneme, your elbow as you say the second phoneme, and your hand as you say the third. Hold each letter sound for about a second and do not pause between sounds.
-  **Now let's do it together: *hot, hoooot*. Remember to touch your shoulder, elbow, and hand as you say the sounds. Ready? *hot, hoooot*.** Watch for students who segment the word or use the hand gestures incorrectly. Model for those students again, and have them try it on their own.

PRACTICE

-  **Now it's your turn. I'll say a new word and you will stretch out the sounds. Ready?** Call on an individual student. Then continue with the list of words, calling on other students individually. Repeat words in a different order to check for understanding of the skill.



Support

For students distracted by hand gestures due to coordination issues, have them clap out the individual phonemes instead.



Challenge

Introduce words with consonant blends, such as *best, plan, stretch*, and *panda*. Touch hip, knee, and foot for additional phonemes.

Introduce *f*

Goal: Given a printed letter, the student can say its sound.

In a Nutshell: (2–3 minutes)

Each student says /f/ when the teacher points to *f*, and gives a thumbs-down and remains silent when the teacher points to other letters.

MATERIALS

- Board to write on.
- Letter Card: *f* or index card.

PREPARE

- Get the *f* card from your Burst Kit or write the letter *f* on an index card.
- Copy the letters pictured in step 5 onto a whiteboard.

MODEL

- 1 Point to the letter *f*.



Today, we are going to learn the sound this letter makes. The sound for this letter is /fff/. Say the /f/ sound as in *fat*, holding it for at least a second.

- 2



When you say /fff/, you put your top teeth on your bottom lip and gently blow: /fff/. What's the sound? Students: /fff/.

- 3 Give each student an individual turn to say /fff/. Model it again for any student who is saying the wrong sound.

- 4



We can hear the /f/ at the start of the words *fox* and *family*.

- 5 Turn over or put away the letter card, and point to the white board, which has the letters pictured here:



When I point to the letter we just learned, say its sound. When I point to any other letter, you will give me a thumbs-down and stay quiet. My turn first.

- 6 Point to a series of letters and model either saying the sound or emphasizing a thumbs-down motion, as appropriate.

PRACTICE

- 7



Now it's your turn. Ready?

- 8 After several group responses, call on individual students to identify sounds.



Support

Support: Have the students who say something for all the letters cover their mouths for the letters that are not *f*. For students who do not pronounce the sound correctly, model the sound and have them practice saying it.



Challenge

Have the students say both /f/ and a word that contains that sound each time you point to the target letter. You can also ask students to put the word in a sentence.

Review *m, s, t, i*

Goal: Given a letter name, students can identify the letter on a whiteboard and say its sound.

In a Nutshell: (6–8 minutes)

Students identify familiar letters and their sounds by tracing them on a whiteboard.

MATERIALS

- Board to write on.

PREPARE

Write the letter *m* on your whiteboard.

MODEL

- 1  Let's review the sound for a letter we recently learned. This is the letter *m*. The sound is /mmm/ like in the word *moon*. Your mouth looks like this.

Show students how you move your mouth to make the sound.

- 2  Your turn, say /mmm/.

Students: /mmm/.

- 3 Use this picture to prepare your whiteboard for practice:

m	s	b	m
i	P	m	m
K	m	f	m

-  You will take turns finding the letter *m*. Point to it, say its sound /mmm/, and trace it with your finger to erase it. Trace it the same way you'd write it. My turn first.

Trace the letter and say its sound /mmm/.

PRACTICE

- 4  Now it's your turn.

Give each student at least one chance to say the sound as they erase the letter by tracing it.

- 5 Repeat steps 1-4 with letters *s*, *t* and *i* (or letters you know your students need to review). Use these pictures to prepare your whiteboard.

Letters for reviewing *s*

s	s	d	s
p	s	I	U
s	G	s	v

The sound is /sss/ like in the word *sun*.

Letters for reviewing *t*

t	y	t	t
t	q	W	x
S	t	t	p

The sound is /t/ like in the word *tiger*.

Letters for reviewing *i*

w	i	q	i
i	R	M	i
p	i	i	z

The sound is /ih/ like in the word *igloo*.



Support

Erase letters, so you are showing only one target letter and one distractor. Have students find the target letter and say its sound.



Challenge

Write words containing the target letter on the board. Have students find the letter and say its sound.

Catch It!: Letter Sounds Game

Goal: Given a spoken letter, the student can say a word with that initial sound.

In a Nutshell:

The students say a word that starts with a sequential letter of the alphabet and each student says a different word as the group progresses through the alphabet from A to Z.

MATERIALS

- Bean bag.
- Board to write on.

PREPARE

Write the alphabet on the board.

MODEL

- 1 Have students form a circle.



We are going to play an alphabet game. Let's start by singing The Alphabet Song.

- 2 Sing The Alphabet Song with students.



We are going to use the ABC's to play this game. I will start by gently tossing this bean bag to one of you. You have to catch it and say a word that starts with the letter *a*. Then, that person will gently toss the bean bag to someone else. Now the person holding the bean bag will say a word that starts with the letter *b*.

We will keep playing until we have gone through the whole alphabet.

My turn first. I will say *a* for *apple*. Am I correct? If yes, I will toss the bean bag gently to someone else.

- 3 Each student who gets the word correct will toss it to another student. If a student gets the word wrong, have other students help him or her out.

PRACTICE



Now it's your turn.

- 5 Play Catch It! until you have gone through the alphabet.
- 6 Play again, having the students go as fast as they can.



Middle Sound Segmentation Accuracy

Goal: Given a spoken word, the student can identify its middle sound.

In a Nutshell: (5–8 minutes)

Students identify picture cards that have a given sound in the middle and place them into a basket.

MATERIALS



Basket.



Picture cards: *bed, box, dice, fish, game, lamb, nose, queen, six, sun, well, wood.*

OR



Burst Digital Cards
burst.amplify.com



Support

Start with just two cards. As students become more proficient, increase the number of cards.



Challenge

Tell students that some of the sounds you will say do not have a corresponding picture card.

PREPARE

Gather appropriate picture cards.

MODEL

- 1 Place the empty basket in the center of the circle. Place all of the picture cards in front of the students.
- 2  Let's pretend we are sound detectives. We need to find pictures to fill up our basket. I am going to say a sound and I want you to find which picture has that sound in the middle. My turn first.
 The sound is /ē/, like in the word *feel*. Now I am going to be a detective and search for the picture that has the sound /ē/ in the middle.
 I found the picture of *queen*; *queen* has the sound /ē/ in the middle: *queen*. I was a great sound detective and I can place the picture I found in our basket.

PRACTICE

- 3  Now it's your turn. The next sound is /ō/ like in the word *soooap*. Now you search through the pictures for one that has the sound /ō/ in the middle. Call on students individually to be the detective. Continue until all the cards are in the basket.

Phoneme Segmentation Accuracy

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

In a Nutshell: (5–8 minutes)

Students touch their shoulders, elbows, and then hands for each sound when segmenting phonemes.

MATERIALS

None.

PREPARE

Make a list of these words for you to refer to: *back, bed, dad, dig, fine, fog, ham, let, log, nap, net, sip.*

MODEL

-  **Today, we're going to stretch out words into separate sounds. So instead of saying the word *nap*, we will say *nnnaap*, and touch our arms like this when we sound it out.** Touch your shoulder as you say the first phoneme, your elbow as you say the second phoneme, and your hand as you say the third. Hold each letter sound for about a second and do not pause between sounds.
-  **Now let's do it together: *nap, nnnaap*. Remember to touch your shoulder, elbow, and hand as you say the sounds. Ready? *nap, nnnaap*.** Watch for students who segment the word or use the hand gestures incorrectly. Model for those students again, and have them try it on their own.

PRACTICE

-  **Now it's your turn. I'll say a new word and you will stretch out the sounds. Ready?** Call on an individual student. Then continue with the list of words, calling on other students individually. Repeat words in a different order to check for understanding of the skill.



Support

For students distracted by hand gestures due to coordination issues, have them clap out the individual phonemes instead.



Challenge

Introduce words with consonant blends, such as *best, plan, stretch*, and *panda*. Touch hip, knee, and foot for additional phonemes.

Introduce *r*

Goal: Given a printed letter, the student can say its sound.

In a Nutshell: (2–3 minutes)

Each student says /r/ when the teacher points to *r*, and gives a thumbs-down and remains silent when the teacher points to other letters.

MATERIALS

- Board to write on.
- Letter Card: *r* or index card.

PREPARE

- Get the *r* card from your Burst Kit or write the letter *r* on an index card.
- Copy the letters pictured in step 5 onto a whiteboard.

MODEL

- 1 Point to the letter *r*.



Today, we are going to learn the sound this letter makes. The sound for this letter is /rrr/. Say the /r/ sound as in *rat*, holding it for at least a second.

- 2



When you say /rrr/, the tip of your tongue touches the roof at the back of your mouth and your voice box is on: /rrr/. What's the sound? Students: /rrr/.

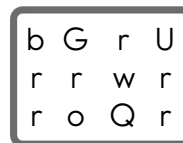
- 3 Give each student an individual turn to say /rrr/. Model it again for any student who is saying the wrong sound.

- 4



We can hear the /r/ at the start of the words *red* and *river*.

- 5 Turn over or put away the letter card, and point to the white board, which has the letters pictured here:



When I point to the letter we just learned, say its sound. When I point to any other letter, you will give me a thumbs-down and stay quiet. My turn first.

- 6 Point to a series of letters and model either saying the sound or emphasizing a thumbs-down motion, as appropriate.

PRACTICE

- 7



Now it's your turn. Ready?

- 8 After several group responses, call on individual students to identify sounds.



Support

Support: Have the students who say something for all the letters cover their mouths for the letters that are not *r*. For students who do not pronounce the sound correctly, model the sound and have them practice saying it.



Challenge

Have the students say both /r/ and a word that contains that sound each time you point to the target letter. You can also ask students to put the word in a sentence.

Review *a, t, i, f*

Goal: Given a letter name, students can identify the letter on a whiteboard and say its sound.

In a Nutshell: (6–8 minutes)

Students identify familiar letters and their sounds by tracing them on a whiteboard.

MATERIALS

- Board to write on.

PREPARE

Write the letter **A** on your whiteboard.

MODEL

- 1  Let's review the sound for a letter we recently learned. This is the letter **a**. The sound is /aah/ like in the word *apple*. Your mouth looks like this.

Show students how you move your mouth to make the sound.

- 2  Your turn, say /aah/.

Students: /aah/.

- 3 Use this picture to prepare your whiteboard for practice:



-  You will take turns finding the letter **a**. Point to it, say its sound /aah/, and trace it with your finger to erase it. Trace it the same way you'd write it. My turn first.

Trace the letter and say its sound /aah/.

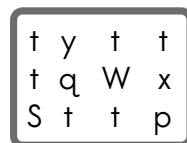
PRACTICE

- 4  Now it's your turn.

Give each student at least one chance to say the sound as they erase the letter by tracing it.

- 5 Repeat steps 1-4 with letters *t, i* and *f* (or letters you know your students need to review). Use these pictures to prepare your whiteboard.

Letters for reviewing *t*



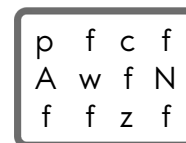
The sound is /t/ like in the word *tiger*.

Letters for reviewing *i*



The sound is /ih/ like in the word *igloo*.

Letters for reviewing *f*



The sound is /fff/ like in the word *fish*.



Support

Erase letters, so you are showing only one target letter and one distractor. Have students find the target letter and say its sound.



Challenge

Write words containing the target letter on the board. Have students find the letter and say its sound.

Word Race: Phonological Awareness Game

Goal: Given a picture of a word, students can segment the word into individual sounds.

In a Nutshell:

To earn a point, students race to say how many sounds are in a word and what the sounds are.

MATERIALS

10–15 picture cards that have two to four sounds each.

OR

 Burst Digital Cards
burst.amplify.com

PREPARE

Gather appropriate picture cards.

MODEL

- 1 Have students sit in a semi-circle in front of you.



We are going to have a word race today. I am going to show you a picture. To earn a point, you have to be the first one to tell me the sounds in the picture and how many sounds there are. When you know the answer, give me a thumbs up and wait to be called on. I will call on the fastest person to give me his or her answer. If you say the answer before I call on you, you will lose one point.

- 2 Show a picture of a *lamp*.



My turn first. What is the object in the picture? *Lamp*. What are the sounds in *lamp*? /l/ /a/ /m/ /p/. How many sounds are in the word? There are four sounds in the word *lamp*. Give a thumbs up when you are ready with your answer. Do not give a thumbs up until you are ready. To win the game, you have to earn three points.

PRACTICE



Now it's your turn!

Ask students to say the sounds and figure out how many sounds are in each picture.

Play until a student earns three points. Repeat the game until you run out of time.

If your students are ready for a challenge, ask them to think of another word with the same number of sounds as the word they just identified. If they can, they score an additional point.



Middle Sound Segmentation Accuracy

Goal: Given a spoken word, the student can identify its middle sound.

In a Nutshell: (5–8 minutes)

Students identify picture cards that have a given sound in the middle and place them into a basket.

MATERIALS



Basket.



Picture cards: *coat, dog, foot, gate, hat, kite, jar, leg, pig, queen, run, vet.*

OR



Burst Digital Cards
burst.amplify.com



Support

Start with just two cards. As students become more proficient, increase the number of cards.



Challenge

Tell students that some of the sounds you will say do not have a corresponding picture card.

PREPARE

Gather appropriate picture cards.

MODEL

- 1 Place the empty basket in the center of the circle. Place all of the picture cards in front of the students.
- 2  Let's pretend we are sound detectives. We need to find pictures to fill up our basket. I am going to say a sound and I want you to find which picture has that sound in the middle. My turn first.
 The sound is /o/, like in the word *hoooot*. Now I am going to be a detective and search for the picture that has the sound /o/ in the middle.
 I found the picture of *dog*; *dog* has the sound /o/ in the middle: *doooog*. I was a great sound detective and I can place the picture I found in our basket.

PRACTICE

- 3  Now it's your turn. The next sound is /a/ like in the word *paaad*. Now you search through the pictures for one that has the sound /a/ in the middle. Call on students individually to be the detective. Continue until all the cards are in the basket.

Phoneme Segmentation Accuracy

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

In a Nutshell: (5–8 minutes)

Students touch their shoulders, elbows, and then hands for each sound when segmenting phonemes.

MATERIALS

None.

PREPARE

Make a list of these words for you to refer to: *beg, can, cup, dad, doll, get, kick, not, pack, ram, sit, time.*

MODEL

-  **Today, we're going to stretch out words into separate sounds. So instead of saying the word *sit*, we will say *sssiit*, and touch our arms like this when we sound it out.** Touch your shoulder as you say the first phoneme, your elbow as you say the second phoneme, and your hand as you say the third. Hold each letter sound for about a second and do not pause between sounds.
-  **Now let's do it together: *sit, sssiiit*. Remember to touch your shoulder, elbow, and hand as you say the sounds. Ready? *sit, sssiiit*.** Watch for students who segment the word or use the hand gestures incorrectly. Model for those students again, and have them try it on their own.

PRACTICE

-  **Now it's your turn. I'll say a new word and you will stretch out the sounds. Ready?** Call on an individual student. Then continue with the list of words, calling on other students individually. Repeat words in a different order to check for understanding of the skill.



Support

For students distracted by hand gestures due to coordination issues, have them clap out the individual phonemes instead.



Challenge

Introduce words with consonant blends, such as *best, plan, stretch*, and *panda*. Touch hip, knee, and foot for additional phonemes.

Introduce o

Goal: Given a printed letter, the student can say its sound.

In a Nutshell: (2–3 minutes)

Each student says /o/ when the teacher points to o, and gives a thumbs-down and remains silent when the teacher points to other letters.

MATERIALS

- Board to write on.
- Letter Card: o or index card.

PREPARE

- Get the o card from your Burst Kit or write the letter o on an index card.
- Copy the letters pictured in step 5 onto a whiteboard.

MODEL

- 1 Point to the letter o.



Today, we are going to learn the sound this letter makes. The sound for this letter is /ah/. Say the /o/ sound as in *not*, holding it for at least a second.

- 2



When you say /ah/, your mouth starts open and opens more and your voice box is on: /ah/. What's the sound? Students: /ah/.

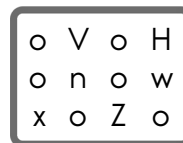
- 3 Give each student an individual turn to say /ah/. Model it again for any student who is saying the wrong sound.

- 4



We can hear the /o/ at the start of the words *otter* and *octopus*.

- 5 Turn over or put away the letter card, and point to the white board, which has the letters pictured here:



When I point to the letter we just learned, say its sound. When I point to any other letter, you will give me a thumbs-down and stay quiet. My turn first.

- 6 Point to a series of letters and model either saying the sound or emphasizing a thumbs-down motion, as appropriate.

PRACTICE

- 7



Now it's your turn. Ready?

- 8 After several group responses, call on individual students to identify sounds.



Support

Support: Have the students who say something for all the letters cover their mouths for the letters that are not o. For students who do not pronounce the sound correctly, model the sound and have them practice saying it.



Challenge

Have the students say both /o/ and a word that contains that sound each time you point to the target letter. You can also ask students to put the word in a sentence.

Review *s, i, f, r*

Goal: Given a letter name, students can identify the letter on a whiteboard and say its sound.

In a Nutshell: (6–8 minutes)

Students identify familiar letters and their sounds by tracing them on a whiteboard.

MATERIALS

- Board to write on.

PREPARE

Write the letter S on your whiteboard.

MODEL

- 1  Let's review the sound for a letter we recently learned. This is the letter *s*. The sound is /sss/ like in the word *sun*. Your mouth looks like this.

Show students how you move your mouth to make the sound.

- 2  Your turn, say /sss/.

Students: /sss/.

- 3 Use this picture to prepare your whiteboard for practice:



-  You will take turns finding the letter *s*. Point to it, say its sound /sss/, and trace it with your finger to erase it. Trace it the same way you'd write it. My turn first.

Trace the letter and say its sound /sss/.

PRACTICE

- 4  Now it's your turn.

Give each student at least one chance to say the sound as they erase the letter by tracing it.

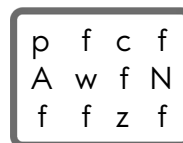
- 5 Repeat steps 1-4 with letters *i, f* and *r* (or letters you know your students need to review). Use these pictures to prepare your whiteboard.

Letters for reviewing *i*



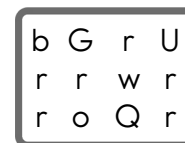
The sound is /ih/ like in the word *igloo*.

Letters for reviewing *f*



The sound is /fff/ like in the word *fish*.

Letters for reviewing *r*



The sound is /rrr/ like in the word *rug*.



Support

Erase letters, so you are showing only one target letter and one distractor. Have students find the target letter and say its sound.



Challenge

Write words containing the target letter on the board. Have students find the letter and say its sound.

Catch It!: Letter Sounds Game

Goal: Given a spoken letter, the student can say a word with that initial sound.

In a Nutshell:

The students say a word that starts with a sequential letter of the alphabet and each student says a different word as the group progresses through the alphabet from A to Z.

MATERIALS

- Bean bag.
- Board to write on.

PREPARE

Write the alphabet on the board.

MODEL

- 1 Have students form a circle.



We are going to play an alphabet game. Let's start by singing The Alphabet Song.

- 2 Sing The Alphabet Song with students.



We are going to use the ABC's to play this game. I will start by gently tossing this bean bag to one of you. You have to catch it and say a word that starts with the letter *a*. Then, that person will gently toss the bean bag to someone else. Now the person holding the bean bag will say a word that starts with the letter *b*.

We will keep playing until we have gone through the whole alphabet.

My turn first. I will say *a* for *apple*. Am I correct? If yes, I will toss the bean bag gently to someone else.

- 3 Each student who gets the word correct will toss it to another student. If a student gets the word wrong, have other students help him or her out.

PRACTICE



Now it's your turn.

- 5 Play Catch It! until you have gone through the alphabet.
- 6 Play again, having the students go as fast as they can.



Phoneme Segmentation Accuracy

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

In a Nutshell: (5–8 minutes)

Students touch their shoulders, elbows, and then hands for each sound when segmenting phonemes.

MATERIALS

None.

PREPARE

Make a list of these words for you to refer to: *fat, fill, hug, late, lit, Meg, nose, pop, sell, sum, top, wave.*

MODEL

-  **Today, we're going to stretch out words into separate sounds. So instead of saying the word *late*, we will say *llaaate*, and touch our arms like this when we sound it out.** Touch your shoulder as you say the first phoneme, your elbow as you say the second phoneme, and your hand as you say the third. Hold each letter sound for about a second and do not pause between sounds.
-  **Now let's do it together: *late, lllaaate*. Remember to touch your shoulder, elbow, and hand as you say the sounds. Ready? *late, lllaaate*.** Watch for students who segment the word or use the hand gestures incorrectly. Model for those students again, and have them try it on their own.

PRACTICE

-  **Now it's your turn. I'll say a new word and you will stretch out the sounds. Ready?** Call on an individual student. Then continue with the list of words, calling on other students individually. Repeat words in a different order to check for understanding of the skill.



Support

For students distracted by hand gestures due to coordination issues, have them clap out the individual phonemes instead.



Challenge

Introduce words with consonant blends, such as *best, plan, stretch*, and *panda*. Touch hip, knee, and foot for additional phonemes.

Now Hear This!: Phoneme Segmentation

Goal: The student can segment a spoken word into each of its separate sounds.

In a Nutshell: (5–8 minutes)

Students take turns segmenting a spoken word into sounds. They then take turns segmenting a word, one sound per student.

MATERIALS

- None.

PREPARE

Generate a list of words in a category that will interest students in your group. If the category is *farm animals*, the words could be *goat*, *lamb*, *pig*.

MODEL

-  **Now hear this!** Let's choose a category, such as *farm animals*. I will say a word from that category, and you will break the word into separate sounds. For example, for the word *lamb*, I would say *lllaaammmb*.
-  **Now let's say each separate sound.** I'll start with the first sound: /l/.
-  **Now what is the middle sound in *lamb*?** Have students tell you the middle sound in the word.
-  **What is the last sound in *lamb*?** Have students respond with the last sound in the word.

PRACTICE

-  **Now it's your turn. Here's another word: *pig*.** I want you to take turns saying it sound by sound. *pig*, *piiig*. Choose a student to segment the word *pig*, sound by sound. Continue with other words and have each student segment one word at a time, sound by sound. After each student has had several turns to segment an entire word, ask two or three students to segment one word together, one sound per student.



Support

Say the target word very slowly so that students can hear each sound.



Challenge

Introduce words with consonant blends, such as *best*, *panda*, *plan*, *play*, *three*, and *stretch*.

Introduce *d*

Goal: Given a printed letter, the student can say its sound.

In a Nutshell: (2–3 minutes)

Each student says /d/ when the teacher points to *d*, and gives a thumbs-down and remains silent when the teacher points to other letters.

MATERIALS

- Board to write on.
- Letter Card: *d* or index card.

PREPARE

- Get the *d* card from your Burst Kit or write the letter *d* on an index card.
- Copy the letters pictured in step 5 onto a whiteboard.

MODEL

- 1 Point to the letter *d*.



Today, we are going to learn the sound this letter makes. The sound for this letter is /d/. Say the /d/ sound as in *dot*, holding it for at least a second.

- 2



When you say /d/, the tip of your tongue touches the roof of your mouth, just behind your front teeth, and your voice box is on: /d/. What's the sound? Students: /d/.

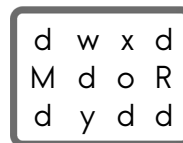
- 3 Give each student an individual turn to say /d/. Model it again for any student who is saying the wrong sound.

- 4



We can hear the /d/ at the start of the words *different* and *day*.

- 5 Turn over or put away the letter card, and point to the white board, which has the letters pictured here:



When I point to the letter we just learned, say its sound. When I point to any other letter, you will give me a thumbs-down and stay quiet. My turn first.

- 6 Point to a series of letters and model either saying the sound or emphasizing a thumbs-down motion, as appropriate.

PRACTICE

- 7



Now it's your turn. Ready?

- 8 After several group responses, call on individual students to identify sounds.



Support

Support: Have the students who say something for all the letters cover their mouths for the letters that are not *d*. For students who do not pronounce the sound correctly, model the sound and have them practice saying it.



Challenge

Have the students say both /d/ and a word that contains that sound each time you point to the target letter. You can also ask students to put the word in a sentence.

Review *i, t, r, o*

Goal: Given a letter name, students can identify the letter on a whiteboard and say its sound.

In a Nutshell: (6–8 minutes)

Students identify familiar letters and their sounds by tracing them on a whiteboard.

MATERIALS

- Board to write on.

PREPARE

Write the letter *i* on your whiteboard.

MODEL

- 1  Let's review the sound for a letter we recently learned. This is the letter *i*. The sound is /ih/ like in the word *igloo*. Your mouth looks like this.

Show students how you move your mouth to make the sound.

- 2  Your turn, say /ih/.

Students: /ih/.

- 3 Use this picture to prepare your whiteboard for practice:



-  You will take turns finding the letter *i*. Point to it, say its sound /ih/, and trace it with your finger to erase it. Trace it the same way you'd write it. My turn first.

Trace the letter and say its sound /ih/.

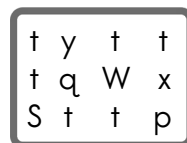
PRACTICE

- 4  Now it's your turn.

Give each student at least one chance to say the sound as they erase the letter by tracing it.

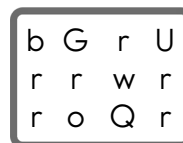
- 5 Repeat steps 1-4 with letters *t, r* and *o* (or letters you know your students need to review). Use these pictures to prepare your whiteboard.

Letters for reviewing *t*



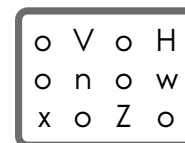
The sound is /t/ like in the word *tiger*.

Letters for reviewing *r*



The sound is /rrr/ like in the word *rug*.

Letters for reviewing *o*



The sound is /ah/ like in the word *octopus*.



Support

Erase letters, so you are showing only one target letter and one distractor. Have students find the target letter and say its sound.



Challenge

Write words containing the target letter on the board. Have students find the letter and say its sound.

Telephone Rhyme Time: Phonological Awareness Game

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

In a Nutshell:

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

MATERIALS

None.

PREPARE

Create several lists of one- or two-syllable words that rhyme for your reference.

MODEL

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



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

PRACTICE



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



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

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



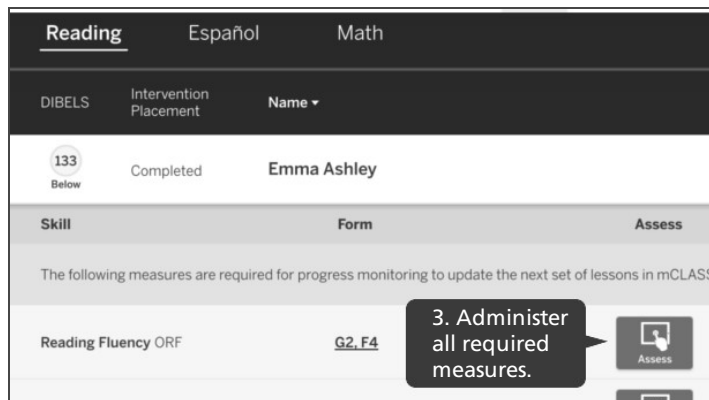
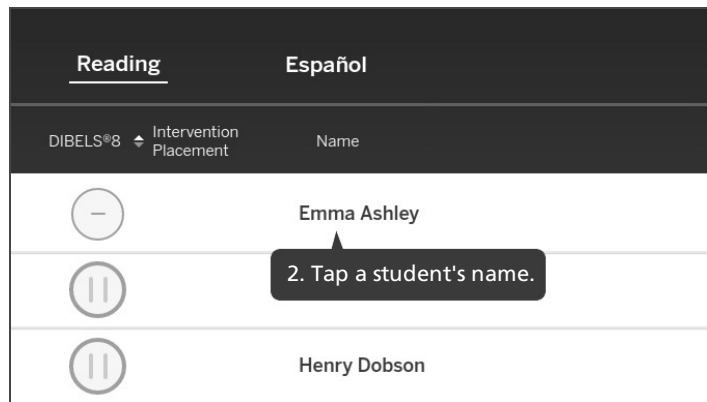
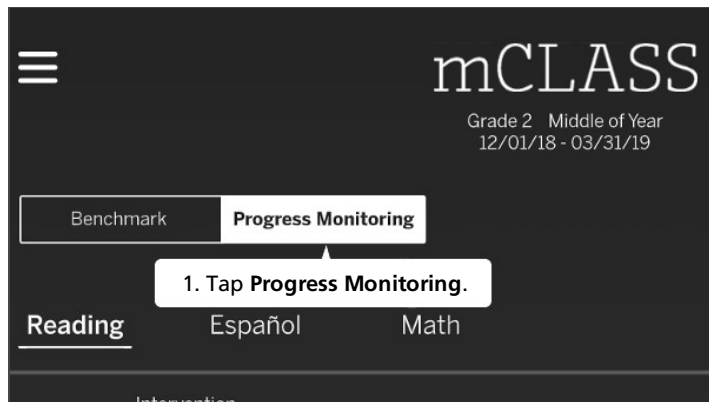
Complete Progress Monitoring

PSF

NWF

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

If you have not already progress monitored students, complete progress monitoring today so you stay on schedule.



Remember to sync the day before you want to request the next Burst. mCLASS Intervention performs item-level analysis of new student results overnight and will be ready to deliver targeted instruction the next day.

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

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

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