

# What's the Secret? Last Sound in Three-Phoneme Words



## Phonemic Awareness: Sound Segmentation

*The purpose of this activity is for students to identify the common phoneme in a group of three to four words, and determine whether the common phoneme is at the beginning or end.*

### Prepare

Use the word bank at the end of the activity.

### Warm-Up



Remember that words are made up of sounds. We're going to play a game in which we listen to all of the sounds in words and find what sound they have in common. Then we're going to find out What's the Secret? and determine whether their common sound is at the beginning or end of the word.

### Modeling

Listen closely. I am going to say three words. You must be a sound detective, and tell me what sound my three words have in common.

Do you think you can do that? Let's try: *sad, red, lid*. What sound do they have in common? Whisper the sound in your neighbor's ear.

Call on a student. **What sound do they have in common?**

**If Correct:** Very good. My words have /d/ in common. Where do we hear /d/ in the word? At the beginning, middle, or end of the word? *Students should respond "at the end of the word."*

**If Incorrect:** Let's think about it together. Do you hear /d/ in "sad?" Yes. Let's check if we also hear /d/ in the other words. Do you hear /d/ in "red?" Yes. Do you hear /d/ in "lid?" Yes. So what is the common sound in all three words?

To increase student engagement, pose the question first, provide wait time, and then call on individually selected students or on the whole group.

### Guided Practice



Now I'm going to say three more words: *ham, dim, same*.

**What sound do these words have in common? Whisper the sound in your neighbor's ear.** Give wait time, then call on the group. **What sound do they have in common?** Students should respond /m/. **Where do we hear /m/ in the word? At the beginning, middle, or end of the word?** Students should respond "at the end of the word."

Continue with other word groups.

# What's the Secret? Last Sound in Three-Phoneme Words

## Guided Practice *Continued*

**If Correct:** Great. My words have /m/ in common, and it is at the end of the word.

**If Incorrect:** Let's think about it together. Do you hear /m/ in "hammm?" Yes. Let's check if we also hear it in the other words. Do you hear /m/ in "dimmm?" Yes. Do you hear /m/ in "sAmmm?" Yes. So what is the common sound is in all three words? *Students should respond /m/.* Where do we hear /m/ in the word? At the beginning, middle, or end of the word? *Students should respond "at the end of the word."*

## Word Bank



Words	Sound in common	Where is the common sound? (Beginning or end)
cheek, chalk, milk, talk	Correct: These words have /k/ in common	End
good, gum, glue, gut	Correct: These words have /g/ in common	Beginning
shell, gull, roll, hill	Correct: These words have /l/ in common	End
eighth, mouth, tooth, booth	Correct: These words have /th/ in common	End
chain, chin, church, cheese	Correct: These words have /ch/ in common	Beginning
third, thorn, thick, three	Correct: These words have /th/ in common	Beginning
beach, couch, pitch, rich	Correct: These words have /ch/ in common	End
them, whim, charm, wham	Correct: These words have /m/ in common	End
sock, sack, shock, sick	Correct: These words have /s/ in common	Beginning
fawn, goon, moon	Correct: These words have /n/ in common	End
cash, rush, dash, leash	Correct: These words have /sh/ in common	End

# What's the Secret? Last Sound in Three-Phoneme Words

## Word Bank *Continued*

Words	Sound in common	Where is the common sound? (Beginning or end)
oil, ball, wheel, seal	Correct: These words have /l/ in common	End
wheat, why, whip, when	Correct: These words have /wh/ in common	Beginning
dutch, witch, inch, teach	Correct: These words have /ch/ in common	End
shark, sheep, shore, shout	Correct: These words have /sh/ in common	Beginning
wrist, wrong, write, wrap	Correct: These words have /r/ in common	Beginning
oath, mirth, with, north	Correct: These words have /th/ in common	End
sash, gash, cash, lash	Correct: These words have /sh/ in common	End
ring, sing, long, wing	Correct: These words have /ng/ in common	End
elk, ink, knack, sack	Correct: These words have /k/ in common	End

## Wrap-Up



You practiced telling me which sound that different words have in common and whether the common sound was at the beginning or the end of the words. Great listening, sound detectives!

# What's the Secret? Middle Sound in Three-Phoneme Words



## Phonemic Awareness: Sound Segmentation

*The purpose of this activity is for students to identify the common phoneme in a group of three to four words.*

### Prepare

Use the sentence list (or word bank) at the end of the activity.

### Warm-Up



Remember that words are made up of sounds. We're going to play **What's the Secret?** and listen to all of the sounds in four words. We're going to look for the sound they have in common.

### Modeling



Listen closely. I am going to say three words. You must be a sound detective, and tell me what sound my three words have in common.

**Do you think you can do that? Let's try: *sat, bad, and lag*. What sound do they have in common? Whisper the sound in your neighbor's ear.**

Call on a student. **What sound do they have in common?**

**If Correct:** Very good. My words have /a/ in common. Where do we hear /a/ in the word? At the beginning, middle, or end of the word? *Students should respond "in the middle of the word."*

**If Incorrect:** Let's think about it together. Do you hear /a/ in "sat?" Yes. Let's check if we also hear /a/ in the other words. Do you hear /a/ in "bad?" Yes. Do you hear /a/ in "lag?" Yes. So what is the common sound in all three words?

To increase student engagement, pose the question first, provide wait time, and then call on individually selected students or on the whole group.

### Guided Practice



Now, I'm going to say three more words: *him, jig, fin*.

**What sound do these words have in common? Whisper the sound in your neighbor's ear.** Give wait time, then call on the group. **What sound do they have in common?** Students should respond /i/. **Where do we hear /i/ in the word? At the beginning, middle, or end of the word?** Students should respond "in the middle of the word."

Continue with other word groups

# What's the Secret? Middle Sound in Three-Phoneme Words

## Guided Practice *Continued*

**If Correct:** Great. My words have /i/ in common, and it is in the middle of the word.

**If Incorrect:** Let's think about it together. Do you hear /i/ in "hiim?" Yes. Let's check if we also hear it in the other words. Do you hear /i/ in "jiiig?" Yes. Do you hear /i/ in "fiin?" Yes. So what is the common sound in all three words? *Students should respond /i/.* Where do we hear /i/ in the word? At the beginning, middle, or end of the word? *Students should respond "in the middle of the word."*

## Word Bank



The next words are \_\_\_\_\_. What sound do these words have in common? Whisper the sound in your neighbor's ear.

Words	Sound in common
rub, mug, hum, bus	Correct: These words have /u/ in common
din, dip, kit, fib	Correct: These words have /i/ in common
peg, hem, web, yes	Correct: These words have /e/ in common
tot, sock, mob, got	Correct: These words have /o/ in common
thin, pick, din, chip	Correct: These words have /i/ in common
that, tan, pal, gas	Correct: These words have /a/ in common
sun, snug, mud, grub	Correct: These words have /u/ in common
ran, Sam, lag, ham	Correct: These words have /a/ in common
wet, Ben, Ted, wed	Correct: These words have /s/ in common
wig, pin, sip, fit	Correct: These words have /i/ in common
fish, which, zin, dip,	Correct: These words have /i/ in common
rot, log, cop, nod	Correct: These words have /o/ in common
puck, mum, much, gum	Correct: These words have /u/ in common
bob, mop, got, pot	Correct: These words have /o/ in common

# What's the Secret? Middle Sound in Three-Phoneme Words

## Word Bank *Continued*

Words	Sound in common
bash, wrap, knack, talk	Correct: These words have /a/ in common
bulk, cut, gush, mud	Correct: These words have /u/ in common
shin, milk, knit, wring	Correct: These words have /i/ in common
beg, fret, ten, jet	Correct: These words have /sh/ in common
knot, yolk, wrong, spot	Correct: These words have /o/ in common
back, rank, rag, fan	Correct: These words have /a/ in common

## Wrap-Up



You listened very carefully today. You were able to tell your neighbor the sound that a group of words had in common. You are on your way to being great readers!



## Letter-Sound Correspondence

*The purpose of this activity for students to increase their fluency with letter-sound recognition by looking at a letter and saying its sound instantly.*

## Prepare

Print out one set of [lowercase letter tiles](#) for each letter of the alphabet. Alternatively, you can write the letters on a whiteboard, or on paper, as you go through the lesson.

## Warm-Up



We're going to play a game where you'll tell me letter sounds. I'll show you a letter card. When you see the letter, say the sound of the letter - not the letter name - as fast as you can. Let's try it.

Watch me do it first. This is the letter *t*. See the letter *t*. I know that the letter name is *t*, and the sound it spells is /t/. So, I'll say /t/.

t

Show the first tile, with the letter *t*.



OK, let's do one together. The next letter is *s*. What sound does the letter *s* spell? /s/ So let's say /s/.

s

Correct: /s/

Are you ready to try one? Remember to say the sound that the letter spells. What sound does the letter *m* spell?

**If Correct:** Good. The sound that goes with the letter *m* is /m/.

**If Incorrect:** Let's look at it again. The letter name is *m*. The sound that *m* represents is at the beginning of the word "mouse." What's that sound? /m/

m

Correct: /m/

Correct: /m/



Let's try another one. Look at this letter. What sound goes with *k*?

**If Correct:** Great. The sound that *k* represents is /k/.

**If Incorrect:** Let's look at it again. The letter name is *k*. The sound that *k* represents is at the beginning of the word "kite." So, what's the sound at the beginning of "kite?"

k

Correct: /k/

Discontinue if the student misses both warm-ups.

## Letters and Sounds



Try this letter ...

p

Correct: /p/

s

Correct: /s/

m

Correct: /m/

d

Correct: /d/

h

Correct: /h/

b

Correct: /b/

a

Correct: /a/

f

Correct: /f/

v

Correct: /v/

n

Correct: /n/

t

Correct: /t/

w

Correct: /w/

k

Correct: /k/

r

Correct: /r/

i

Correct: /i/

s

Correct: /s/

u

Correct: /u/

z

Correct: /z/

j

Correct: /j/

o

Correct: /o/



# Whispering Sounding Out Accuracy: Words Beginning with Continuous Sounds



## Decoding

*The purpose of this activity is for students to practice decoding VC and CVC words beginning with continuous sounds (e.g. /f/, /m/, /r/).*

## Prepare

- Use a whiteboard large enough to write one word at a time. The font should be large enough for students to be able to see as you point to each of the letters.
- Use the sentence list (or word bank) at the end of the activity.

## Warm-Up



Today, readers, we are going to sound out some words together. We've been chopping up words into their individual sounds and putting them back together to read words. Today, we're going to do something a little different when we sound them out. We are going to say the sounds in a whisper! Then we will say the whole word out loud.

## Modeling



When I touch each letter, I will say its sound using a whisper voice and keep saying the sound until I touch the next letter. I won't stop between sounds. After I sound out the word correctly, I will say it fast in a regular voice to read the word.

**My turn first.** Write the word *if* on the board. Start saying the first sound in an audible whisper as you touch just beneath the first letter. Hold each sound for about one second before moving to the next letter: **iiiff**. **Now,** I'll say it fast in a regular voice: **if**. This word is **if**.

## Guided Practice



Now, we will sound out some more words together. When I touch each letter, we will say its sound in a whisper voice and keep saying it until I touch the next letter. Then we will say the next sound. We won't stop between sounds. After we sound out the word correctly, we will say it fast in a regular voice to read the word.

Write the word *sum* on the board. **Say the sounds in a whisper voice with me as I touch each letter.** Start saying the first sound in an audible whisper voice as you touch just beneath the first letter and then move to the second and third letters. Hold each sound for about one second.

# Whispering Sounding Out Accuracy: Words Beginning with Continuous Sounds

## Guided Practice *Continued*

Students should whisper the word with you: **sssuummm**. Now say it fast in a regular voice with me. Students should say the word with you: **sum**. What's the word? Students should say *sum*.

**Let's try the next word together. Say the sounds in a whisper voice with me as I touch each letter.** Write the word *ram* on the board. Start saying the first sound in an audible whisper voice as you touch just beneath the first letter and then move to the second and third letters while saying the sounds. Hold each sound for about one second: **rrraaamm**. Make sure all students participate, and then call on one student to say the word out loud. **Say the sounds in a whisper voice as I touch each letter, then say it fast in your regular voice to read the word.**

**If Correct:** Great. You whispered all of the sounds, and then you read the word "ram."

**If Incorrect:** Whisper the sounds with me as I touch each letter. *Start whispering the first sound as you touch just beneath the first letter and then move to the second and third letters while elongating the sounds, "rrraaamm."* Whisper the word faster with me: "rraamm." Let's say it faster now in our regular voices: "ram." Read the word.

Correct: Whispers  
rrraaamm,  
says ram

Try to get a correct  
response before  
proceeding.

## Practice



**Your turn. Ready?** Write the word *sad* on the board. Make sure everyone is looking at you, then touch the first letter of the next word and let the students sound it out in a whisper voice without you. Provide wait time so that all students participate and then call on one student. **Say the sounds in a whisper voice as I touch each letter, then say it fast in your regular voice to read the word.**

**If Correct:** You've got it. You said the sounds in a whisper voice, and then you read the word: "sssaad, sad."

**If Incorrect:** Say the sounds in a big whisper voice with me as I touch each letter. *Start saying the first sound in a slightly louder whisper voice as you touch just beneath the first letter and then move to the second and third letters while elongating the sounds, "sssaad."* Big whisper the word faster with me, "sssaad." Let's say it faster now: "sad." Read the word in your regular voice.

Continue with the other words in the word bank.

Try to get a correct  
response before  
proceeding.

# Whispering Sounding Out Accuracy: Words Beginning with Continuous Sounds

## Practice Continued

To encourage full participation and allow assessment of individual students, write the word on the board first, provide time for all students to look at the word and practice whisper sounding out the sounds, and then switch unpredictably between inviting a response from the whole group or from individual selected students.

If some students can whisper the sounds slowly but not fast to read the word, you may need to practice blending with them.

## Word Bank



Word	Whisper voices say	Regular voices say
man	mmmaaannn	man
rim	rrriimmm	rim
mom	mmmooommm	mom
sun	sssuuunnn	sun
if	iiiff	if
fun	ffuuunnn	fun
vet	vvveet	vet
run	rrruunnn	run
red	rrreed	red
sub	sssuub	sub
on	oonnn	on
sip	sssiip	sip
rat	rrraat	rat
lid	llliid	lid
rip	rrriip	rip
nod	nnnood	nod

# Whispering Sounding Out Accuracy: Words Beginning with Continuous Sounds

## Word Bank *Continued*

Word	Whisper voices say	Regular voices say
am	aaammm	am
let	llleeet	let
vat	vvvaaat	vat
rob	rrrooob	rob

## Wrap-Up



Your whisper voices really helped you put the sounds together to read whole words today!

# Shh! Just Say the Word: Words Beginning with Stop Sounds



## Decoding

*The purpose of this activity is for students to practice decoding CVC words beginning with stop sounds (e.g., /t/, /g/, /k/).*

## Prepare

- Print out one set of these [word cards Set B](#).
- Shuffle cards and place them facedown in a stack in front of you. Be sure that the first four cards are *bit*, *gum*, *pop*, and *cog*. Be sure that all students can see the word on the card when you flip it over.

## Warm-Up



Today, we are going to read some words, but this time we will do it a little differently. Our game today is called Shh! Just Say the Word. That means that when you see a word to read, you can sound the word out in your head if that is helpful to you, but you can only say the whole word out loud!

## Modeling



I'll show you. I'm going to look at the word on the card, and then I want to read the word. I can sound the word out first in my head, but I can't say the individual sounds. I can only say the whole word.

**My turn. This is my first word.** Show the card that says *bit* and slightly nod your head as if you are sounding out the word as you run your index finger under the letters, then say the word *bit*. **This word is *bit*.**

## Guided Practice



Now, we will read some more words together. Shh! You can blend the sounds in your head first if that is helpful to you, but you can only read the whole word out loud.

Show the card that says *gum*. **Let's all sound out the word in our heads.** Slide your finger under the letters as you slightly nod your head to indicate that you may be sounding out the word. Students should do this with you. **Now, let's read the whole word out loud together: *gum*.** Students should chorally say: *gum*. **That's right! This word is *gum*.**

**Now let's try the next word together.**

# Shh! Just Say the Word: Words Beginning with Stop Sounds

## Guided Practice *Continued*

1. Show the card that says *pop*.
2. **Shh! Let's all sound out the word in our heads.** Slide your finger under the letters as you slightly nod your head to indicate that you may be sounding out the word. Students should do this with you.
3. Check that all students are participating, looking at the word card, and slightly nodding their head. Then call on one student. **Read the whole word out loud.**

**If Correct:** Great. You sounded out the word in your head, and then you read the whole word out loud. I think we are ready to do some more.

Correct: *pop*

**If Incorrect:** Say the sounds in your head as I touch each letter. *Touch just beneath the first letter and then move to the second and third letters.* Say the word slowly with me: "**poop**." Now say the whole word out loud faster. Read the word.

Try to get a correct response before proceeding.

## Practice



**Your turn. Ready?** Show the card that says *cog*. Make sure everyone is looking at the word, then touch the first letter and let the students sound it out in their heads without you. Check that all students are participating, looking at the word card, and slightly nodding their head. Then call on one student. **Sound out the word in your head, and read the whole word out loud.**

**If Correct:** You've got it. You sounded out the word in your head, and you read the whole word out loud.

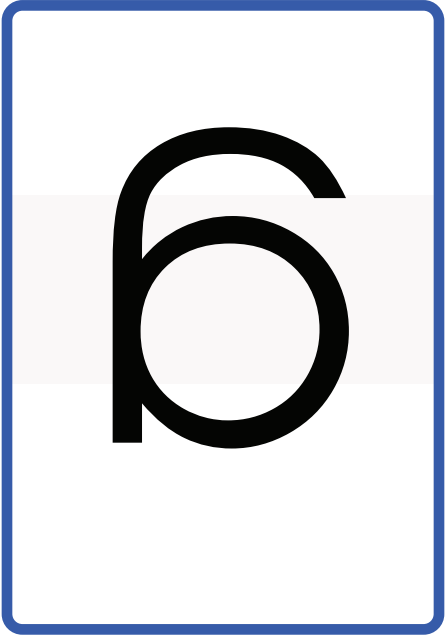
**If Incorrect:** Say the sounds in your head as I touch each letter. *Touch just beneath the first letter and then move to the second and third letter.* Say the word slowly with me, "coog." Let's say it a little faster now, "coog." Now say the whole word out loud faster. Read the word.

Continue with the other word cards in the stack. You may wish to allow students to hold the card and slide an index finger under the letters as they silently sound out the word.

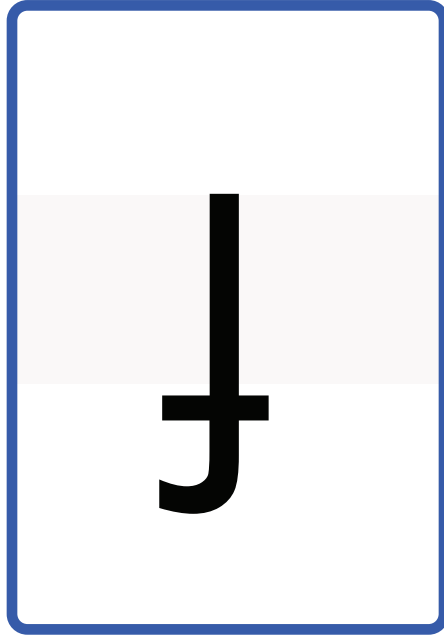
To encourage full participation and allow assessment of individual students, show the word card first, provide time for all students to look at the word and sound out the sounds silently, and then switch unpredictably between inviting a response from the whole group or from individual selected students.

If some students need to say the sounds out loud, allow them to whisper the sounds, then say the sounds in their heads, and then say the whole word out loud.

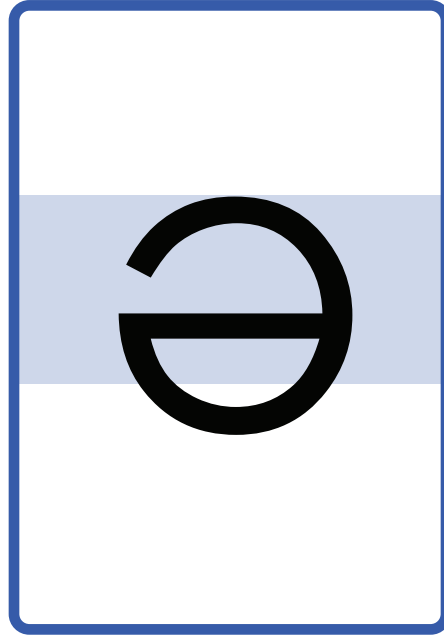
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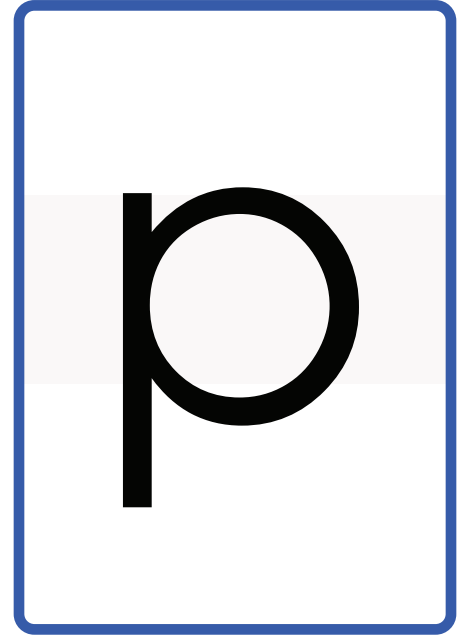
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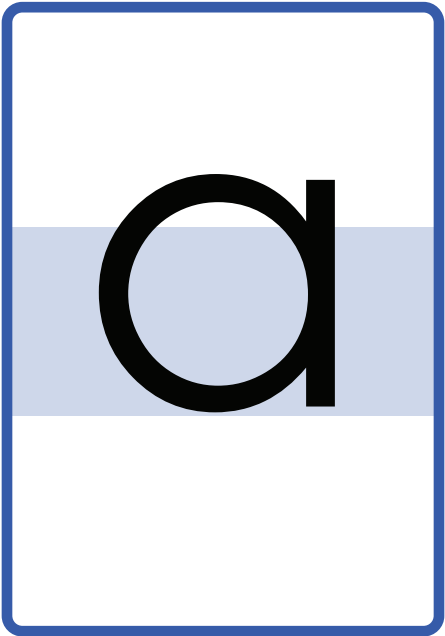
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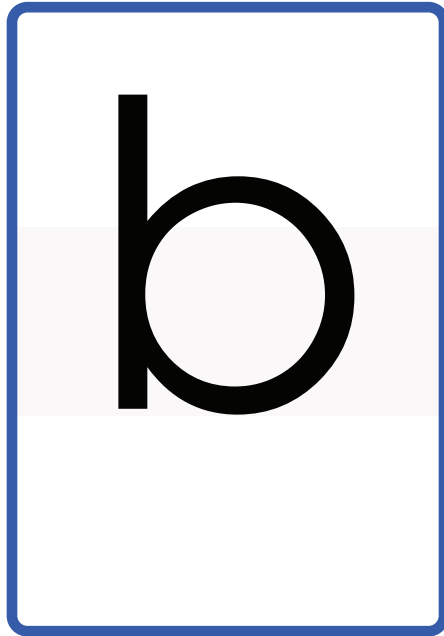
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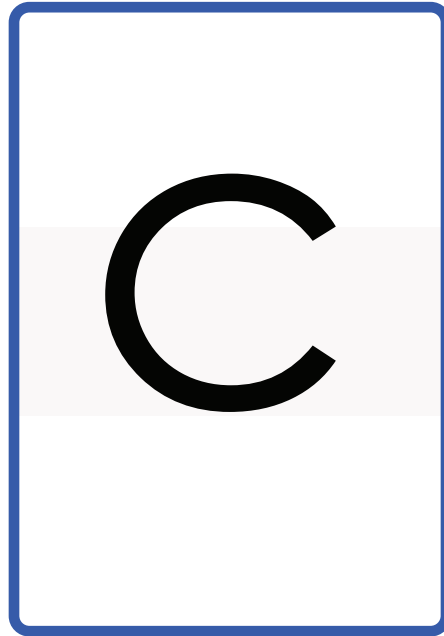
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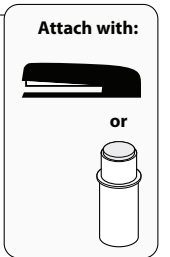
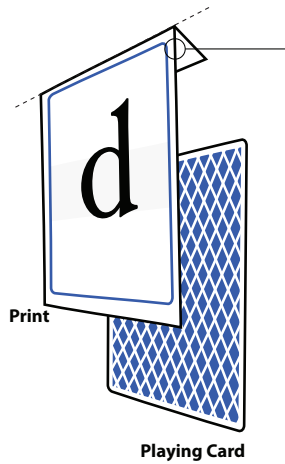
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**b** /b/



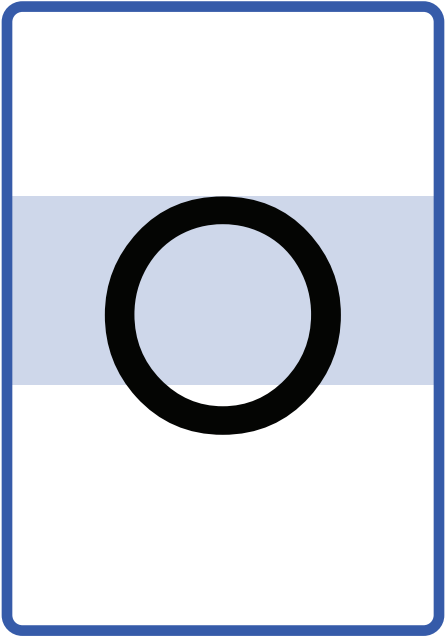
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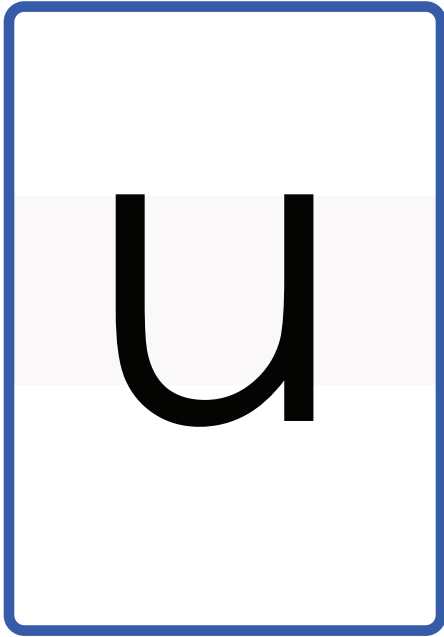
**Letter Cards**  
(Playing Card Version)

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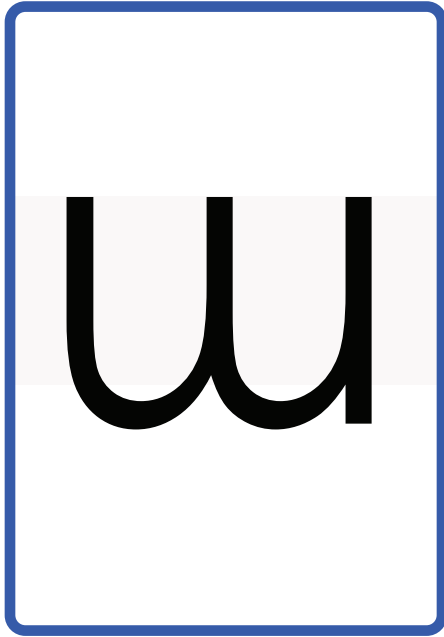
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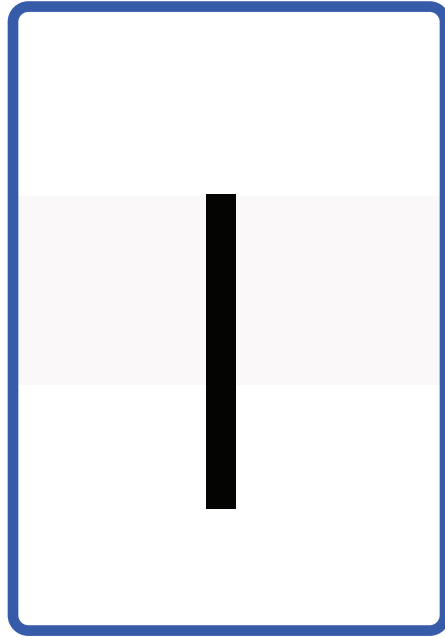
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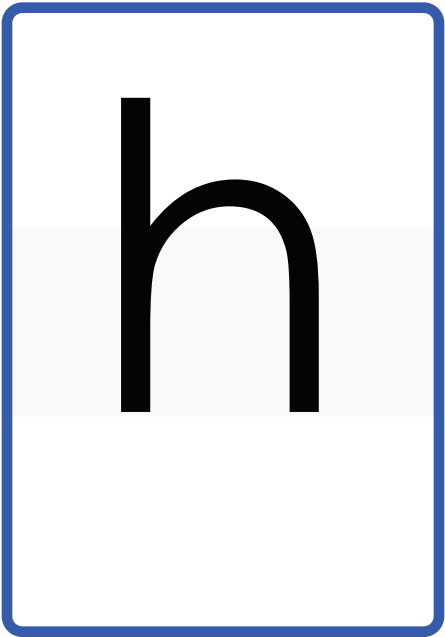
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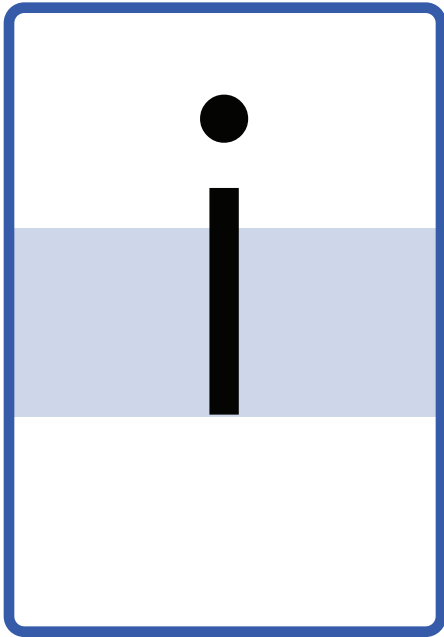
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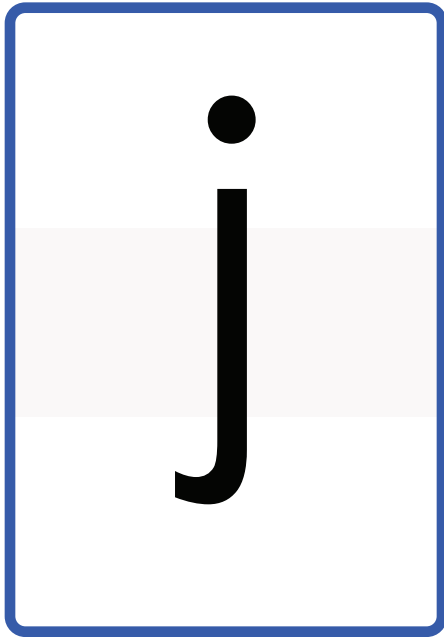
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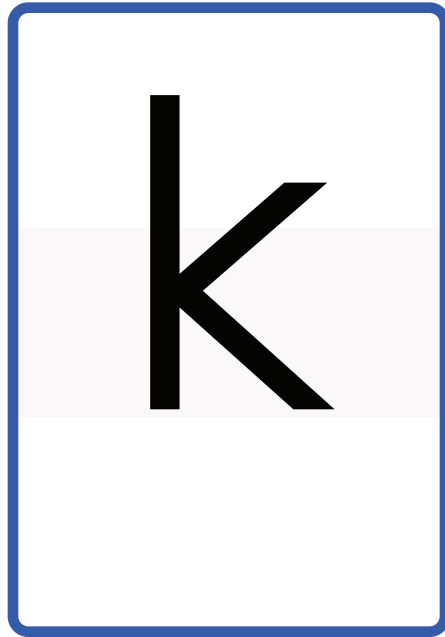
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Fold

Fold





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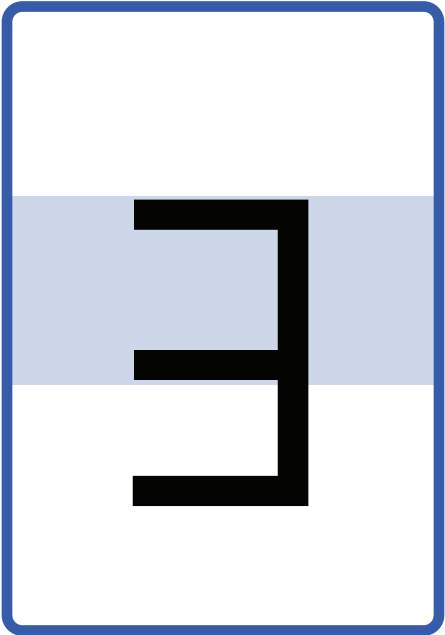
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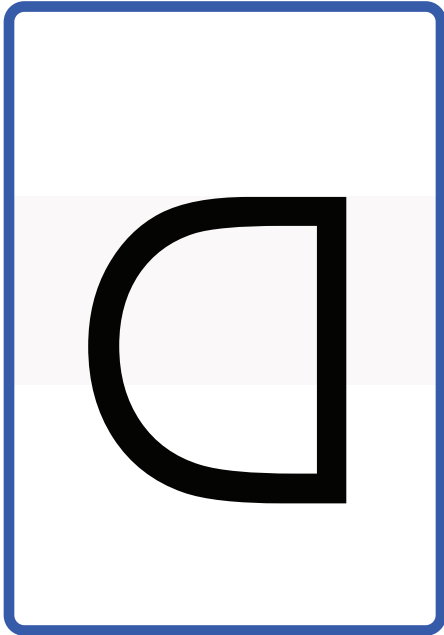
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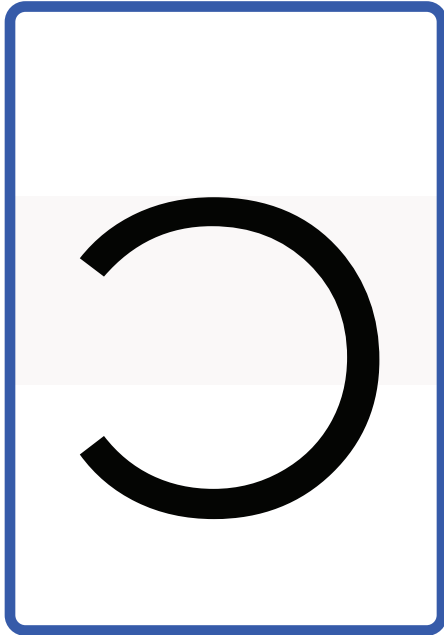
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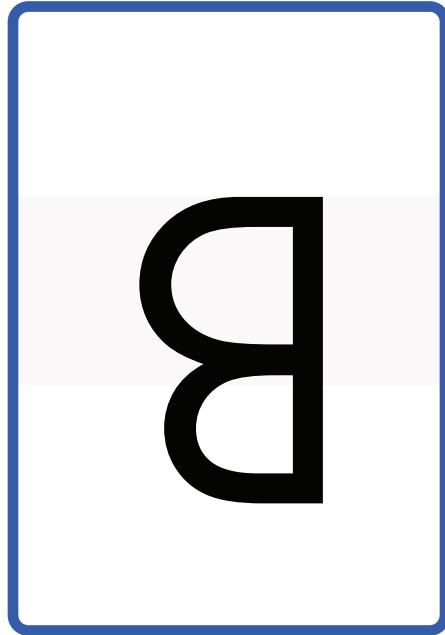
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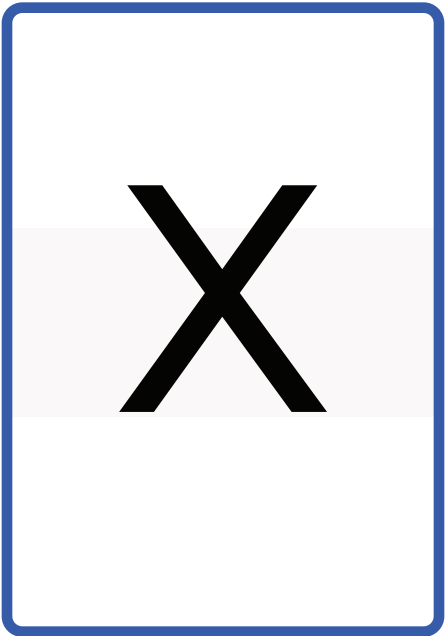
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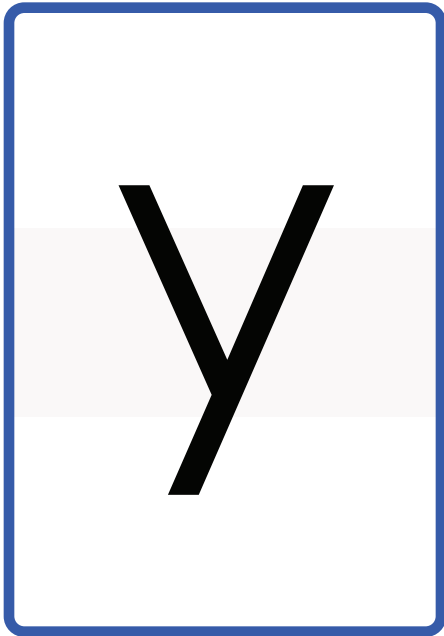
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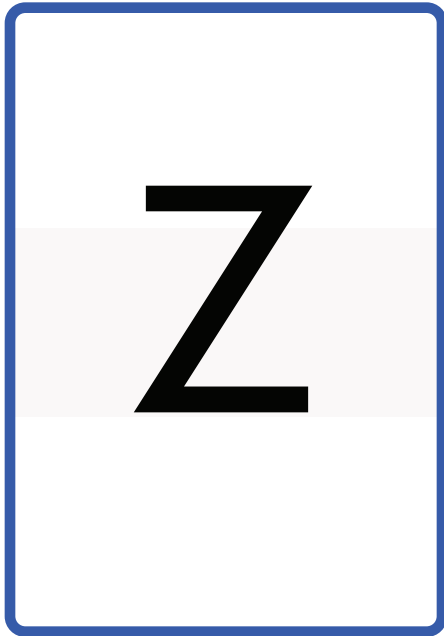
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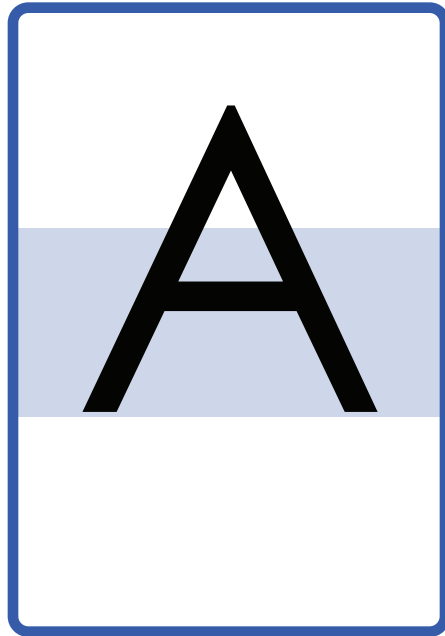
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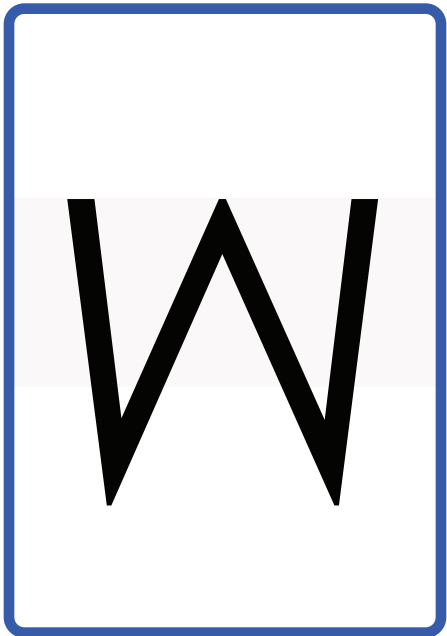
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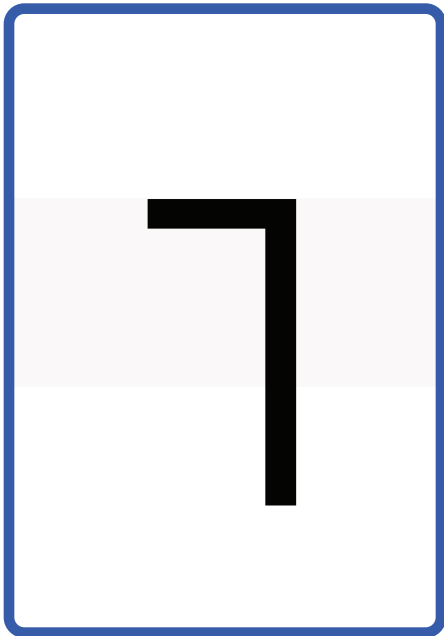
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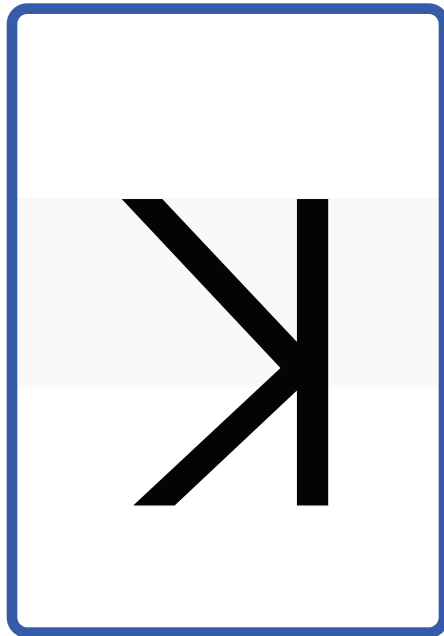
**m**      /m/

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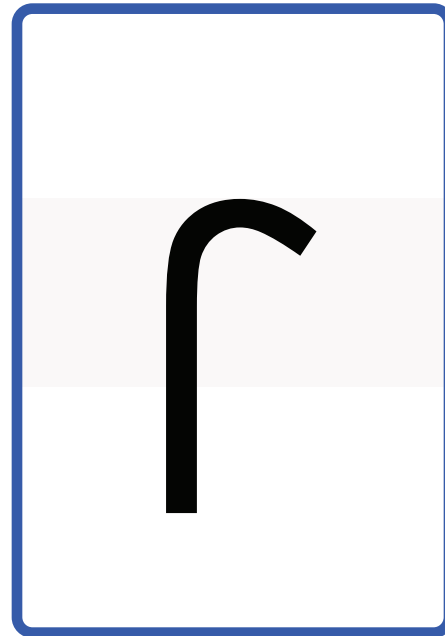
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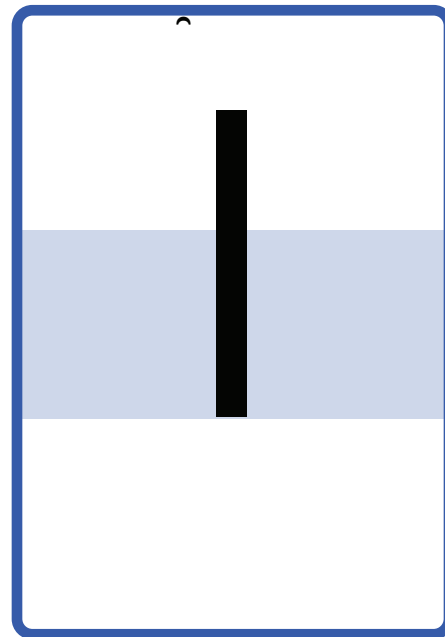
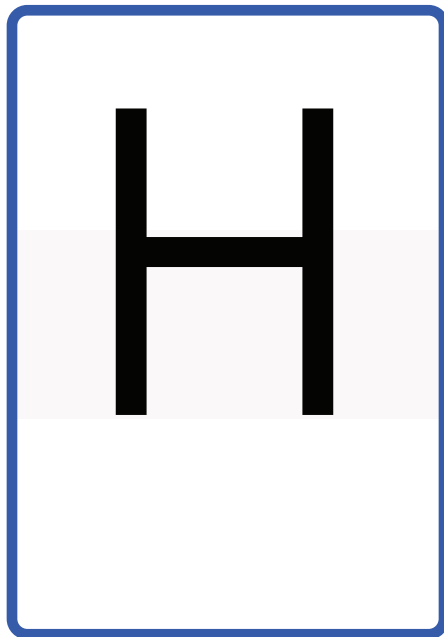
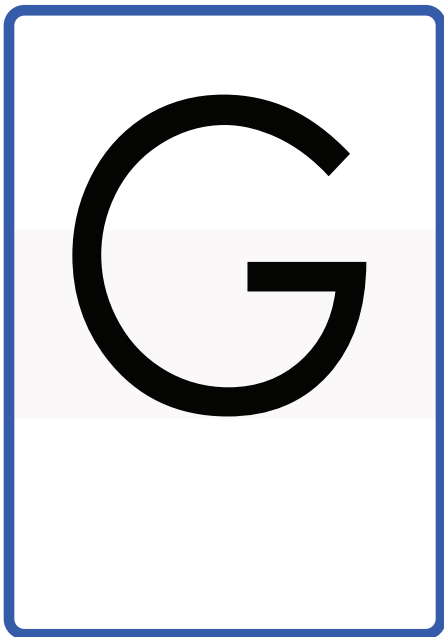
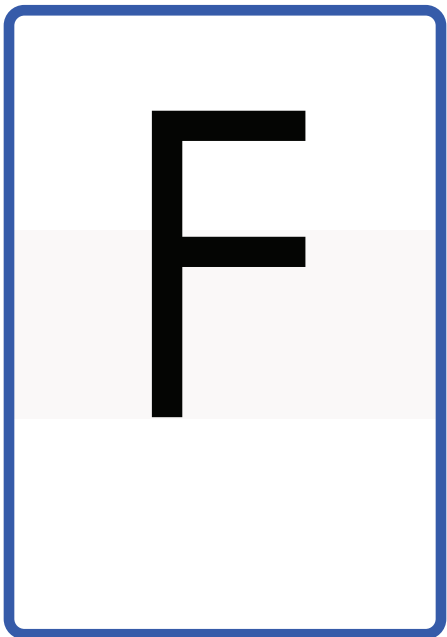
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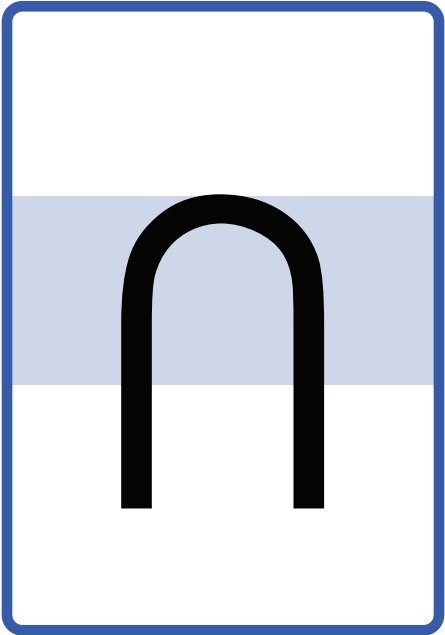
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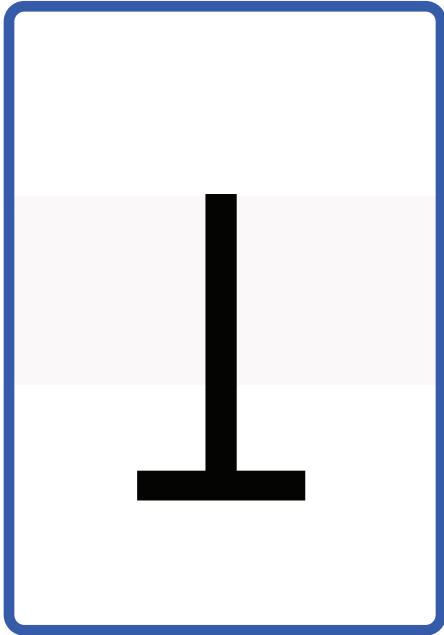
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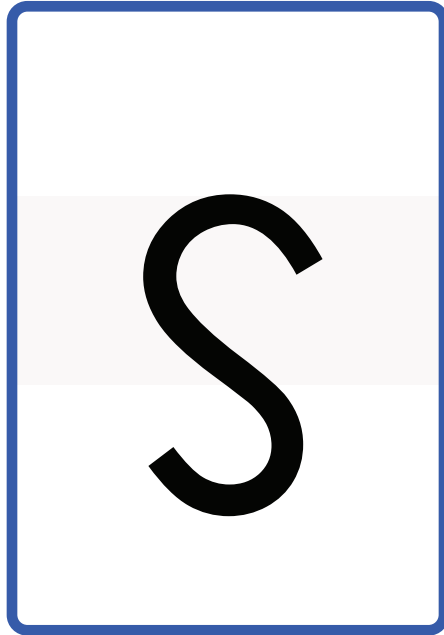




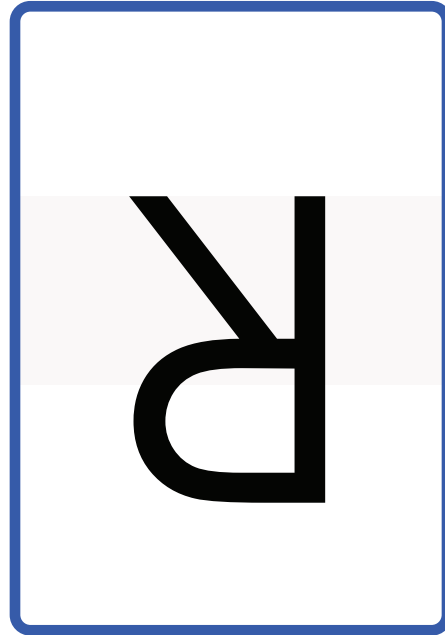
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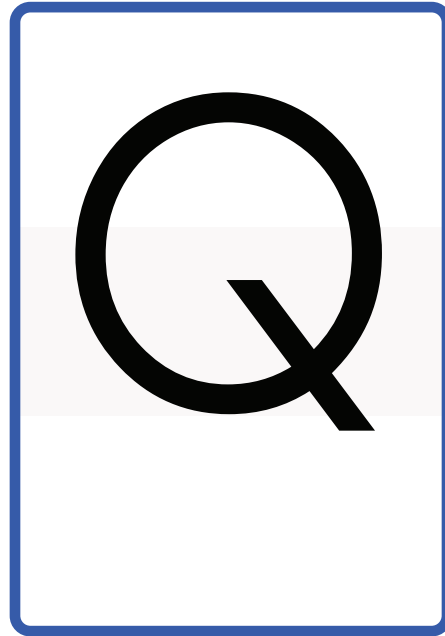
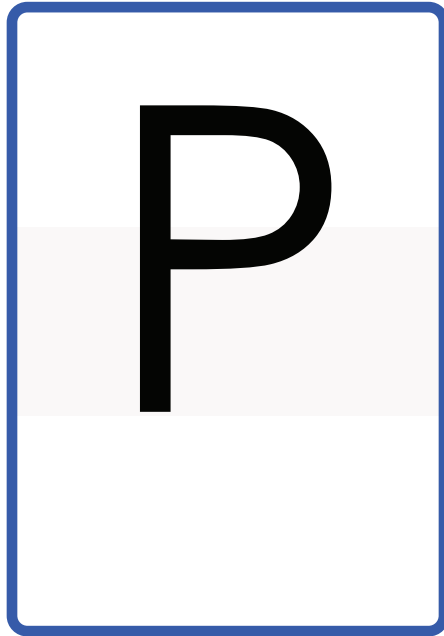
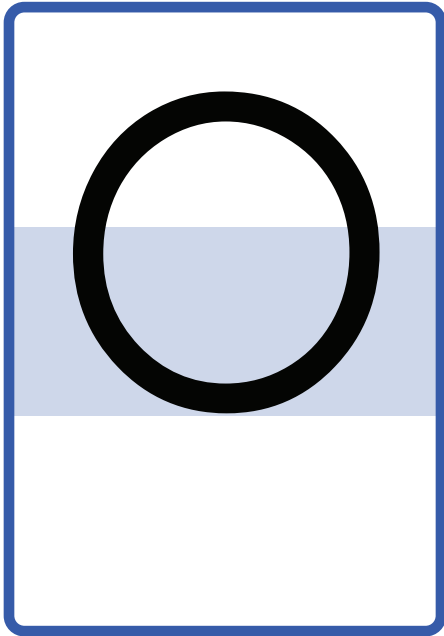
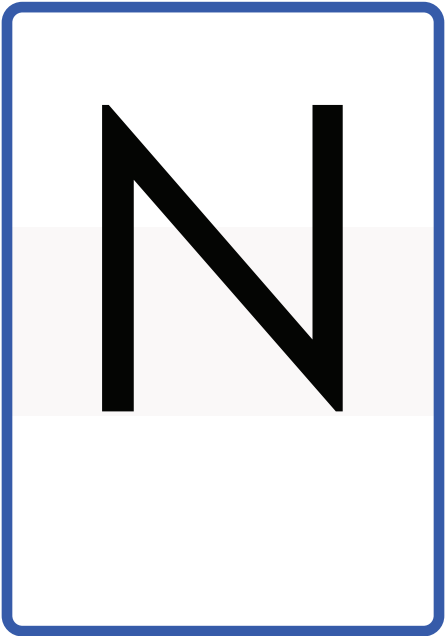
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/o/      o



**s**      /s/  
/d/      d



**r**      /r/  
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