

# Road to the Code

A Phonological Awareness Program for Young Children

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ONE OF THESE THINGS

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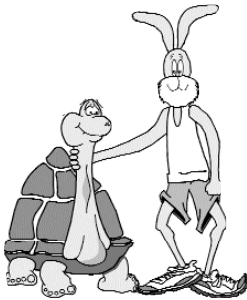
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## Teacher Notes for Lesson 4



**Proper pacing is crucial!**

### **Say-It-and-Move-It**

Today you will be introducing the children to segmentation of real words made up of two phonemes. Although some children will be more ready for this new step than others, we want you to introduce the skill to all of the children today.

In the next few lessons, we will give you some examples of how to individualize your lessons to accommodate children who still need more practice representing one sound and one sound repeated.

We have been very selective about the two-phoneme words we have elected to use. We didn't use *of* and *add*, for example, even though both have two phonemes. The sound of o in *of* is not **phonetically regular**. If the word *of* were phonetically regular, the o would have the sound that one hears at the beginning of *octopus*. In this program, we use only phonetically regular words. We didn't use words like *add* because, even though *add* has two phonemes, the conventional spelling has three letters. Although the children will not be exposed to the spelling of the words we use in our *Say-It-and-Move-It* activities, we decided to maintain consistency by using only words in our oral language activities that have the same number of sounds and letters.

It is important to note that after you segment a *real word*, the children should blend the word and say it normally. Instead of saying "one sound" or "two sounds," as you did when segmenting single or repeated sounds, the final response will be to say the word normally.

To keep interest high, begin to vary the materials in this activity. You can use different *Say-It-and-Move-It* sheets (see **Materials Section**) and manipulatives, such as small colored blocks, small ceramic tiles, and buttons. You can also create your own *Say-It-and-Move-It* sheets using seasonal and holiday pictures.

# LESSON 4

## Say-It-and-Move-It

**Materials:** 1 *Say-It-and-Move-It* sheet per child  
2 disks or tiles per child

We have returned to the script format to make sure the procedure for the new skill is clear. Give each child a *Say-It-and-Move-It* sheet and two disks. The first two items are a review and probably don't need to be modeled for the children.

T: **Say /a/.**

T: **Now say it and move it.**

T: **Say /a/ ^ /a/.**

T: **Now say it and move it.**

T: **Now we're going to do something different. I'm going to do it first. Listen and watch me.**

T: **I'm going to say the word *at*. *At*. Now I'm going to say it and move it.**

T: **/aaaaa/.** As you are saying /aaa/, simultaneously move one disk down to the line nearer to the ball end.

**/t/.** Quickly move the second disk to the line, to the immediate right of the first disk.

***At*.** This time say the word normally, moving your finger from left to right under the two disks.

T: **Now it's your turn.**

T: **Say *at*.**

# Teacher Notes for Lesson 4

## Letter Name and Sound Instruction

### *Introducing the Letter m*

In preparation for introducing the letter m, you might want to color your copy of the large alphabet picture card.

We have suggested several adjectives to describe Mike. We use the words *moody* and *mad* to describe Mike in the Hand-Clapping Game in Lesson 6. The jingle sheet in the **Materials Section** of the manual refers to Mike as the marvelous monkey.

T: **Now say it and move it.**

T: **Say *up*.**

T: **Now say it and move it.**

If the children have difficulty segmenting *up*, model as with *at*. Be sure to elongate /uuuuu/, and say /p/ quickly. Say *up* at the end in a normal fashion. After modeling, have the children do *up* alone.

T: **Say *it*.**

T: **Now say it and move it.**

T: **Say /i/.**

T: **Now say it and move it.**

## Letter Name and Sound Instruction

### *Introducing the Letter m*

**Materials:** Large alphabet picture cards of a and m

Briefly review the sound and the letter name for a.

Introduce the new letter m using your colored alphabet picture card. This picture shows Mike the (decide what you want to call him—moody, mad, marvelous, magic) monkey. Exclaim for the children, **“Hey, Mike, you look (marvelous)!”** Tell the children that the picture will help them to remember the sound that m makes. When the children say the sound /m/, have them rub their stomachs in a circular motion (as in **“mmm mmmm good”**). Take turns asking children the letter’s name. Take turns

# Teacher Notes for Lesson 4

## **Phonological Awareness Practice**

### *How Many Sounds?*

To play How Many Sounds? the teacher pronounces a single phoneme or a two-phoneme word, holding up one finger for each sound as it is pronounced. The teacher then asks individuals or the whole group to repeat the procedure. Have students answer the question, “How many sounds?”

This activity can be extended by touching one of the upheld fingers and asking a student to pronounce the sound represented by that finger. Be careful to pronounce the words slowly, stretching the sounds but not pausing between them. Avoid words that have stop consonants in the initial position.

asking children the letter's sound. Mix the two (letter name and sound), using the colored large alphabet picture card of the letter m. Then use both m and a and ask children the letter name and sound of both letters.

## Phonological Awareness Practice

### *How Many Sounds?*

**Materials:** None

This is a game in which children match sounds in a given word to finger cues. See the **Teacher Notes** for a complete description. Use any five of the words below, mixing two-phoneme items with stop consonants at the end and two-phoneme items with continuous sounds at the end.

two-phoneme words  
with stop consonants  
at the end

at  
it  
up  
Ed

two-phoneme words  
with continuous  
sounds at the end

an  
in  
am  
Al  
as  
us  
is