

## TABLE OF CONTENTS

<b>Introduction</b> . . . . .	.2
<b>Overview</b> . . . . .	.3
Phonological and Phonemic Awareness . . . . .	.3
Rhyming . . . . .	.4
Alliteration/Onset Sounds . . . . .	.4
Auditory Syllabication. . . . .	.4
Segmenting. . . . .	.5
Blending . . . . .	.5
Manipulation – Deletion . . . . .	.5
Manipulation – Substitution. . . . .	.5
Articulation . . . . .	.6
Phonics . . . . .	.7
Teaching Consonant Blends. . . . .	.7
Sight Words/Irregular Words . . . . .	.7
Fluency . . . . .	.8
Prosody. . . . .	.8
Vocabulary . . . . .	.9
Morphology. . . . .	.9
Syntax . . . . .	10
Semantics . . . . .	10
Pragmatics . . . . .	10
Comprehension . . . . .	11
<b>Activities</b> . . . . .	12
Auditory Syllabication . . . . .	12
Blending . . . . .	13
Phonological Awareness . . . . .	14
Articulation. . . . .	30
Fluency . . . . .	32
Prosody . . . . .	33
Vocabulary . . . . .	34
Morphology . . . . .	35
Syntax . . . . .	38
Semantics . . . . .	39
Pragmatics. . . . .	42
Comprehension . . . . .	43
<b>Quick Reference Charts</b> . . . . .	46
Let's Play Learn . . . . .	46
Sunday System 1 . . . . .	54
Sunday System 2 . . . . .	64
Essentials K–5 . . . . .	74

**17. Deletion – Final Sounds**

- Say *seed*. Students repeat. Now have the students say *seed* again but don't say /d/. (see)

see/d	bee/p	nee/d	fee/t	kee/p	see/p
mee/t	fee/l	see/m	see/n	bee/f	mee/k
soo/n	coo/l	boo/t	hoo/t	too/l	boo/m
stoo/p	broo/m	groom	gloo/m	troo/p	droo/p
show/n	bow/l	grow/th	flow/n	grow/n	ow/n

**18. Substitution – Words**

- Say *The bear ran away*. Students repeat. Now have the students say the sentence again but change away to home. Repeat the one-minute activity in consecutive lessons until students respond comfortably.

**Say:**

The bear ran away.

**Change:**

away to home

ran to walked

The to That

bear to rabbit

walked to hopped

(The bear ran home.)

(The bear walked home.)

(That bear walked home.)

(That rabbit walked home.)

(That rabbit hopped home.)

My friend is Hank.

My to Your

Hank to Dave

friend to neighbor

is to was

Your to Their

(Your friend is Hank.)

(Your friend is Dave.)

(Your neighbor is Dave.)

(Your neighbor was Dave.)

(Their neighbor was Dave.)

Put out the trash.

the to our

Put to Set

trash to recycling

(Put out our trash.)

(Set out our trash.)

(Set out our recycling.)

## MORPHOLOGY ACTIVITIES

### 1. Define using Suffixes and Prefixes

- Have students define groups of words based on the meaning of the suffix or prefix.

Suffix **-less**: Define these words using *without*.

hopeless  
sleepless  
restless  
shapeless  
speechless

Suffix **-est**: Define these words using *the most*.

fastest  
nicest  
meanest  
richest  
sharpest

Prefix **pre-**: Define these words using *before*.

preview  
preload  
preheat  
precut  
pretest

Prefix **un-**: Define these words using *not*.

unhappy  
unable  
uncut  
unsafe  
unformed

### 2. Combine Base Word and Affix

- Have students combine the base word and suffix, then define the word.

neat + est	point + ed
last + ed	help + less
fool + ish	re + form
hand + ful	sharp + ly
ex + port	im + port

### 3. Identify Base Words

- Have students identify the base word and suffix.

weighs	(weigh/s)	goofy	(goof/y)
groovy	(groove/y)	investment	(invest/ment)
sweeper	(sweep/er)	graceful	(grace/ful)
blameless	(blame/less)	dazzling	(dazzle/ing)
blotted	(blot/ed)	inclusion	(include/sion)

## MORPHOLOGY ACTIVITIES, continued

### 4. Divide Words into Morphemes

- Say the word aloud. Have the students identify the morphemes in each word.

wasps	(2)	wasp/s	worsen	(2)	worse/en
worthy	(2)	worth/y	watchmaker	(3)	watch/make/er
unpredictable	(4)	un/pre/dict/able	launched	(2)	launch/ed
grimier	(3)	grime/y/er	untried	(3)	un/try/ed
unworkable	(3)	un/work/able	slimiest	(3)	slime/y/est
outfielder	(3)	out/field/er			

### 5. Word Matrixes

- Have students create as many words as they can using the matrixes below.

**NOTE:** These matrixes were created with Mini Matrix-Maker, at [neilramsdn.co.uk/spelling/matrix](http://neilramsdn.co.uk/spelling/matrix).

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de in pro re sub	<b>ject</b> ( <i>throw</i> )	ed	ly
		ive	
		ing	
		ion	
		or	
		s	

auto	bio	<b>graph</b> ( <i>write, draw, record</i> )	eme	
			er	
			y	
demo			ic	s
geo				
poly				
phono			o	log
photo				ist
				y

con de inter re	<b>cept</b> <i>(take, hold)</i>	ed ing s	
		ion	s
		ive	ly

con de in intro pro re	<b>duct</b> <i>(to lead)</i>	ed ing ion s	
		ive	ly

bi re tri uni	<b>cycle</b> <i>(circle, wheel)</i>	ed s er ing ist	
		ic	al

a anti em psycho sym tele	<b>path</b> <i>(feeling, disease)</i>	et	ic	al	ly
		ic y			
		ology		ist ic	

Additional activities are referenced on pages 70-71 and 78-79 of this book.