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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	groo/m	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

(The bear ran home.)

ran to walked

(The bear walked home.)

The to That

(That bear walked home.)

bear to rabbit

(That rabbit walked home.)

walked to hopped

(That rabbit hopped home.)

My friend is Hank.

My to Your

(Your friend is Hank.)

Hank to Dave

(Your friend is Dave.)

friend to neighbor

(Your neighbor is Dave.)

is to was

(Your neighbor was Dave.)

Your to Their

(Their neighbor was Dave.)

Put out the trash.

the to our

(Put out our trash.)

Put to Set

(Set out our trash.)

trash to recycling

(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.

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

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

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

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

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

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