

ABeCeDarian

Sound Game

Placement Assessment

Use this assessment to determine the starting level of the Sound Game for each student.

If the student is kindergarten age, you may skip the assessment and begin the Sound Game lessons at Level 1.

ABeCeDarian Sound Game Placement Assessment

Use this assessment to determine the appropriate level of the Sound Game for your student to start.

This assessment is entirely oral.

It is important to note that you are giving the student isolated sounds to remove or change. These are indicated between forward slashes, e.g., /s/, /m/, /t/. When you see these, say the appropriate SOUND, not the letter name.

After giving each item to your student, count in your head “one one thousand, two one thousand” to determine if your student responds within 2 seconds. Before administering the assessment, practice this counting with a stopwatch to ensure that your counting is reliably 2 seconds long.

Say: Let’s play a sound game.

Give the items as directed in the table below for Phoneme Manipulation Level 1. Provide feedback to all responses according to the template below the table.

Scoring: If the student responds correctly in 2 seconds or less, put a \checkmark next to the item.
If the student responds correctly in more than 2 seconds, put a 1 next to the item.
If the student responds incorrectly, put a 0 next to the item.
Proceed according to the routing directions.

Phoneme Manipulation Level 1

Directions	Answer	\checkmark 1 0
Say sat. Now say sat but don’t say /s/.	at	
Say mop. Now say mop but don’t say /m/.	op	
Say tap. Now say tap but don’t say /t/.	ap	
Say cat. Now say cat but don’t say /c/.	at	
Say pot. Now say pot but don’t say /p/.	ot	

Feedback

Correct Response: *That’s right!*

Incorrect Response *Sat without /s/ is at. Sat, at.*

If the student gives 4 or 5 correct responses within 2 seconds, proceed to Phoneme Manipulation Level 2 in this assessment.

If the student gives 0-3 correct responses within 2 seconds, discontinue the assessment and begin the Sound Game lessons at Level 1.

ABeCeDarian Sound Game Placement Assessment

Phoneme Manipulation Level 2

Directions	Answer	√ 1 0
Say man. Now say man but instead of /m/ say /p/.	pan	
Say hog. Now say hog but instead of /h/ say /l/.	log	
Say pad. Now say pad but instead of /p/ say /s/.	sad	
Say well. Now say well but instead of /w/ say /b/.	bell	
Say mad. Now say mad but instead of /m/ say /h/.	had	

Feedback

Correct Response: *That's right!*

Incorrect Response: *When we change the /m/ in man to /p/, the new word is pan. Man, pan.*

If the student gives 4 or 5 correct responses within 2 seconds, proceed to Phoneme Manipulation Level 3 of this assessment.

If the student gives 0-3 correct responses within 2 seconds, discontinue the assessment and begin the Sound Game lessons at Level 2.

Phoneme Manipulation Level 3

Directions	Answer	√ 1 0
Say blow. Now say blow but don't say /b/.	low	
Say grow. Now say grow but don't say /g/.	row	
Say flee. Now say flee but don't say /f/.	lee	
Say play. Now say play but don't say /p/.	lay	
Say snap. Now say snap but don't say /s/.	nap	

Feedback

Correct Response: *That's right!*

Incorrect Response: *Blow without /b/ is low. Blow, low.*

If the student gives 4 or 5 correct responses within 2 seconds, proceed to Phoneme Manipulation Level 4.

If the student gives 0-3 correct responses within 2 seconds, discontinue the assessment and begin the Sound Game lessons at Level 3.

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Phoneme Manipulation Level 4

Directions	Answer	√ 1 0
Say grain. Now say grain but instead of /g/ say /b/.	brain	
Say black. Now say black but instead of /b/ say /s/.	slack	
Say flock. Now say flock but instead of /f/ say /c/.	clock	
Say cry. Now say cry but instead of /c/ say /p/.	pry	
Say flow. Now say flow but instead of /f/ say /g/.	glow	

Feedback

Correct Response: *That's right!*

Incorrect Response: *When we change the /g/ in grain to /b/, the new word is brain. Grain, brain.*

If the student gives 4 or 5 correct responses within 2 seconds, proceed to Phoneme Manipulation Level 5 of this assessment.

If the student gives 0-3 correct responses within 2 seconds, discontinue the assessment and begin the Sound Game lessons at Level 4.

Phoneme Manipulation Level 5

Directions	Answer	√ 1 0
Say dent. Now say dent but don't say /t/.	den	
Say stink. Now say stink but don't say /k/.	sting	
Say starch. Now say starch but don't say /ch/.	star	
Say grasp. Now say grasp but don't say /p/.	grass	
Say stern. Now say stern but don't say /n/.	stir	

Feedback

Correct Response: *That's right!*

Incorrect Response: *Dent without /t/ is den. Dent, den.*

If the student gives 4 or 5 correct responses within 2 seconds, begin the Sound Game Lessons at Level 6.

If the student gives 0-3 correct responses within 2 seconds, begin the Sound Game lessons at Level 5.

ABeCeDarian

Sound Game Record Sheets

Sound Game Exercises - Onset/Rime
Level 1 - Delete First Sound of Rime

Level 1

Sound Game Exercises - Onset/Rime Level 1 - Delete First Sound of Rime

Words Visible

Today I have a Sound Game to play with you.

Write “sat” on a dry erase board.

Please read this word.

The student reads the word.
Make corrections to her reading as necessary.

Now say “sat,” but don’t say /s/.

The student says the new word.

Repeat these steps for the remaining words.



sat

ERROR CORRECTION

Cover up the first letter of the written word and tell the student that this is what the word looks like without the first sound. Ask her to sound out the rime left after you’ve covered the first sound. Then have her say both the original word and the rime.

Example:

Cover up the “s” in “sat.”

“Here is what sat looks like without the /s/. Please sound this out.”

Your child sounds out /at/.

“Great job! Sat - at. You say sat - at.”

The student says, “sat, at.”

Sound Game Exercises - Onset/Rime

Level 1 - Delete First Sound of Rime

Student Name: _____

Lesson 1 - Words Visible

Date:			
Word	Change	Answer	✓ 1 0
sat	Say sat but don't say /s/.	at	
mop	Say mop but don't say /m/.	op	
tap	Say tap but don't say /t/.	ap	
cat	Say cat but don't say /c/.	at	
pot	Say pot but don't say /p/.	ot	

Lesson 2 - Words Visible

Date:			
Word	Change	Answer	✓ 1 0
fat	Say fat but don't say /f/.	at	
map	Say map but don't say /m/.	ap	
top	Say top but don't say /t/.	op	
cot	Say cot but don't say /c/.	ot	
cap	Say cap but don't say /c/.	ap	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Onset/Rime Level 1 - Delete First Sound of Rime

Using Lines

Today we'll do the sound game with lines instead of letters.

Put 3 horizontal lines (___ ___ ___) on a dry erase board.

I'm going to tap out the sounds in the word "mop."

Tap each line in turn and say the associated sound in the word (/m/ /o/ /p/.) Take your time to make sure there is at least a full second pause between each individual sound.

Now you please tap out the sounds in "mop."

Your child taps out the sounds.

Proceed by asking her to make the change indicated in the following tables.

After this item, you do not need to model how to tap out the sounds in the word, but will have the student do that on her own.

After the student has done 5 words using lines, you will repeat each of the tasks orally, without using lines.

ERROR CORRECTION

Using Lines

Tell the student that her answer isn't quite right. Cover up the first line and ask the student to tap out the remaining sounds. Ask her to sound out the rime left after you've covered the first sound. Then have her say both the original word and the rime.

Oral Only

Tell the student that her answer isn't quite right. Give her the correct answer and have her repeat.

Example: "Mop without /m/ is op. Mop op. You say mop op."

Sound Game Exercises - Onset/Rime Level 1 - Delete First Sound of Rime

Student Name: _____

Lesson 3 - Using Lines

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in mop.	Now say mop but don't say /m/.	op	
Please tap out the sounds in sat.	Now say sat but don't say /s/.	at	
Please tap out the sounds in cop.	Now say pop but don't say /c/.	op	
Please tap out the sounds in map.	Now say map but don't say /m/.	ap	
Please tap out the sounds in cat.	Now say cat but don't say /c/.	at	
Say mop.	Now say mop but don't say /m/.	op	
Say sat.	Now say sat but don't say /s/.	at	
Say cop.	Now say pop but don't say /c/.	op	
Say map.	Now say map but don't say /m/.	ap	
Say cat.	Now say cat but don't say /c/.	at	

Lesson 4 - Using Lines

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in Tom.	Now say Tom but don't say /T/.	om	
Please tap out the sounds in cop.	Now say cop but don't say /c/.	op	
Please tap out the sounds in pot.	Now say pot but don't say /p/.	ot	
Please tap out the sounds in mat.	Now say mat but don't say /m/.	at	
Please tap out the sounds in Sam.	Now say Sam but don't say /S/.	am	
Say Tom.	Now say Tom but don't say /T/.	om	
Say cop.	Now say cop but don't say /c/.	op	
Say pot.	Now say pot but don't say /p/.	ot	
Say mat.	Now say mat but don't say /m/.	at	
Say Sam.	Now say Sam but don't say /S/.	am	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Onset/Rime Level 1 - Delete First Sound of Rime

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 5 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say got.	Now say got but don't say /g/.	ot	
Say nap.	Now say nap but don't say /n/.	ap	
Say hop.	Now say hop but don't say /h/.	op	
Say bat.	Now say bat but don't say /b/.	at	
Say not.	Now say not but don't say /n/.	ot	
Say fan.	Now say fan but don't say /f/.	an	
Say lid.	Now say lid but don't say /l/.	id	
Say fin.	Now say fin but don't say /f/.	in	
Say dig.	Now say dig but don't say /d/.	ig	
Say tag.	Now say tag but don't say /t/.	ag	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: *“That was tricky. Mop without /m/ is op. Mop op. You say mop op.”*

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Onset/Rime Level 1 - Delete First Sound of Rime

Student Name: _____

Review

Write each of the first 5 words on a dry erase board and have your student read the word. Then, with the written word still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 6 - Review

Date:			
Word	Change	Answer	✓ 1 0
hat	Now say hat but don't say /h/.	at	
Tim	Now say Tim but don't say /T/.	im	
pill	Now say pill but don't say /p/.	ill	
wig	Now say wig but don't say /w/.	ig	
bug	Now say bug but don't say /b/.	ug	
Say jig.	Now say jig but don't say /j/.	ig	
Say pet.	Now say pet but don't say /p/.	et	
Say bug.	Now say bug but don't say /b/.	ug	
Say shin.	Now say shin but don't say /s/.	in	
Say wit.	Now say wit but don't say /w/.	it	

ERROR CORRECTION

Words Visible
Have the student sound out what remains after you cover up the first sound.

Oral Only
Repeat the change and give the answer.

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Onset/Rime Level 1 - Delete First Sound of Rime

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 7 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say dish.	Now say dish but don't say /d/.	ish	
Say sand.	Now say sand but don't say /s/.	and	
Say rush.	Now say rush but don't say /r/.	ush	
Say net.	Now say net but don't say /n/.	et	
Say tug.	Now say tug but don't say /t/.	ug	
Say hop.	Now say hop but don't say /h/.	op	
Say rot.	Now say rot but don't say /r/.	ot	
Say gnat.	Now say gnat but don't say /n/.	at	
Say mill.	Now say mill but don't say /m/.	ill	
Say sand.	Now say sand but don't say /s/.	and	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky. Mop without /m/ is op. Mop op. You say mop op."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Onset/Rime Level 1 - Delete First Sound of Rime

Student Name: _____

Review

Write each of the first 5 words on a dry erase board and have your student read the word. Then, with the written word still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 8 - Review

Date:			
Word	Change	Answer	✓ 1 0
rim	Now say rim but don't say /r/.	im	
sad	Now say sad but don't say /s/.	ad	
Gus	Now say Gus but don't say /G/.	us	
cut	Now say cut but don't say /c/.	ut	
mud	Now say mud but don't say /m/.	ud	
Say man.	Now say man but don't say /m/.	an	
Say dog.	Now say dog but don't say /d/.	og	
Say pad.	Now say pad but don't say /p/.	ad	
Say well.	Now say well but don't say /w/.	ell	
Say mad.	Now say mad but don't say /m/.	ad	

ERROR CORRECTION

Words Visible
Have the student sound out what remains after you cover up the first sound.

Oral Only
Repeat the change and give the answer.

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Onset/Rime Level 1 - Delete First Sound of Rime

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 9 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say send.	Now say send but don't say /s/.	end	
Say red.	Now say red but don't say /r/.	ed	
Say tub.	Now say tub but don't say /t/.	ub	
Say shut.	Now say shut but don't say /sh/.	ut	
Say ten.	Now say ten but don't say /t/.	en	
Say back.	Now say back but don't say /b/.	ack	
Say him.	Now say him but don't say /h/.	im	
Say last.	Now say last but don't say /l/.	ast	
Say fed.	Now say fed but don't say /f/.	ed	
Say bell.	Now say bell but don't say /b/.	ell	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: *“That was tricky. Mop without /m/ is op. Mop op. You say mop op.”*

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Onset/Rime Level 1 - Delete First Sound of Rime

Student Name: _____

Review

Write each of the first 5 words on a dry erase board and have your student read the word. Then, with the written word still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 10 - Review

Date:			
Word	Change	Answer	✓ 1 0
job	Now say job but don't say /j/.	ob	
dash	Now say dash but don't say /d/.	ash	
fill	Now say fill but don't say /f/.	ill	
wag	Now say wag but don't say /w/.	ag	
has	Now say has but don't say /h/.	as	
Say hog.	Now say hog but don't say /h/.	og	
Say fun.	Now say fun but don't say /f/.	un	
Say set.	Now say set but don't say /s/.	et	
Say lick.	Now say lick but don't say /l/.	ick	
Say jam.	Now say jam but don't say /j/.	am	

ERROR CORRECTION

Words Visible
Have the student sound out what remains after you cover up the first sound.

Oral Only
Repeat the change and give the answer.

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Onset/Rime Level 1 - Delete First Sound of Rime

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 11 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say thick.	Now say thick but don't say /th/.	ick	
Say chop.	Now say chop but don't say /c/.	op	
Say tell.	Now say tell but don't say /t/.	ell	
Say cup.	Now say cup but don't say /c/.	up	
Say Jill.	Now say Jill but don't say /J/.	ill	
Say kiss.	Now say kiss but don't say /k/.	iss	
Say duck.	Now say duck but don't say /d/.	uck	
Say yes.	Now say yes but don't say /y/.	es	
Say much.	Now say much but don't say /m/.	uch	
Say fish.	Now say fish but don't say /f/.	ish	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky. Mop without /m/ is op. Mop op. You say mop op."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out of 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the redo sequence of Review and Assessment beginning again with Lesson 6 at this level.

Sound Game Exercises - Onset/Rime
Level 2 - Substitute First Sound of Rime

Level 2

Sound Game Exercises - Onset/Rime
Level 2 - Substitute First Sound of Rime

Words Visible



Today I have another Sound Game to play with you.

Write “can” on a dry erase board.

Please read this word.

The student reads the word.
Make corrections to her reading as necessary.

Now say “can” but instead of /c/ say /p/.

The student says the new word.

Repeat these steps for the remaining words.

ERROR CORRECTION

Erase the first letter of the written word and write the new first sound and tell the student that this is what the word looks like when the first sound is changed. Ask her to sound out the new word. Then have her say both the original word and the new word.

Example:

Erase the “c” in “can” and replace it with a “p.”

*“Here is what can looks like when we change the /c/ to /p/.
Please sound out the new word.”*

Your child sounds out “pan.

“Great job! can - pan. You say can - pan.”

The student says, “can, pan.”

Sound Game Exercises - Onset/Rime Level 2 - Substitute First Sound of Rime

Student Name: _____

Lesson 1 - Words Visible

Date:			
Word	Change	Answer	✓ 1 0
can	Now say can but instead of /c/ say /p/.	pan	
pit	Now say pit but instead of /p/ say /f/.	fit	
cot	Now say cot but instead of /c/ say /n/.	not	
pan	Now say pan but instead of /p/ say /m/.	man	
mop	Now say mop but instead of /m/ say /t/.	top	

Lesson 2 - Words Visible

Date:			
Word	Change	Answer	✓ 1 0
rug	Now say rug but instead of /r/ say /d/.	dug	
sad	Now say sad but instead of /s/ say /D/.	Dad	
fun	Now say fun but instead of /f/ say /s/.	sun	
lip	Now say lip but instead of /l/ say /s/.	sip	
ran	Now say ran but instead of /r/ say /f/.	fan	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Onset/Rime Level 2 - Substitute First Sound of Rime

Using Lines

Today we'll do the sound game with lines instead of letters.

Put 3 horizontal lines (___ ___ ___) on a dry erase board.

I'm going to tap out the sounds in the word "sit."

Tap each line in turn and say the associated sound in the word (/m/ /o/ /p/.) Take your time to make sure there is at least a full second pause between each individual sound.

Now you please tap out the sounds in "sit"

Your child taps out the sounds.

Proceed by asking her to make the change indicated in the following tables.

After this item, you do not need to model how to tap out the sounds in the word, but will have the student do that on her own.

After the student has done 5 words using lines, you will repeat each of the tasks orally, without using lines.

ERROR CORRECTION

Using Lines

Tell the student that her answer isn't quite right. Cover up the first line and ask the student to tap out the remaining sounds. Ask her to sound out the rime left after you've covered the first sound. Then have her say both the original word and the rime.

Oral Only

Tell the student that her answer isn't quite right. Give her the correct answer and have her repeat.

Example: "Mop without /m/ is op. Mop op. You say mop op."

Sound Game Exercises - Onset/Rime Level 2 - Substitute First Sound of Rime

Student Name: _____

Lesson 3 - Using Lines

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in sit.	Now say sit but instead of /s/ say /p/.	pit	
Please tap out the sounds in tap.	Now say tap but instead of /t/ say /n/.	nap	
Please tap out the sounds in Mom.	Now say Mom but instead of /M/ say /T/.	Tom	
Please tap out the sounds in sat.	Now say sat but instead of /s/ say /c/.	cat	
Please tap out the sounds in pin.	Now say pin but instead of /p/ say /f/.	fin	
Say sit.	Now say sit but instead of /s/ say /p/.	pit	
Say tap.	Now say tap but instead of /t/ say /n/.	nap	
Say Mom.	Now say Mom but instead of /M/ say /T/.	Tom	
Say sat.	Now say sat but instead of /s/ say /c/.	cat	
Say pin.	Now say pin but instead of /p/ say /f/.	fin	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Onset/Rime Level 2 - Substitute First Sound of Rime

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 4 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say jig.	Now say jig but instead of /j/ say /p/.	pig	
Say pet.	Now say pet but instead of /p/ say /l/.	let	
Say bug.	Now say bug but instead of /b/ say /h/.	hug	
Say shin.	Now say shin but instead of /sh/ say /w/.	win	
Say wit.	Now say wit but instead of /w/ say /k/.	kit	
Say dish.	Now say dish but instead of /d/ say /w/.	wish	
Say hand.	Now say hand but instead of /h/ say /b/.	band	
Say rush.	Now say rush but instead of /r/ say /g/.	gush	
Say net.	Now say net but instead of /n/ say /g/.	get	
Say tug.	Now say tug but instead of /t/ say /m/.	mug	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: *“That was tricky. When we change the /j/ in jig to /p/, the new word is pig. jig - pig.”*

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Onset/Rime Level 2 - Substitute First Sound of Rime

Student Name: _____

Review

Write each of the first 5 words on a dry erase board and have your student read the word. Then, with the written word still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 5 - Review

Date:			
Word	Change	Answer	✓ 1 0
hop	Now say hop but instead of /h/ say /t/.	top	
rot	Now say rot but instead of /r/ say /d/.	dot	
gnat	Now say gnat but instead of /g/ say /c/.	cat	
mill	Now say mill but instead of /m/ say /b/.	bill	
sand	Now say sand but instead of /s/ say /l/.	land	
Say rim.	Now say rim but instead of /r/ say /h/.	him	
Say sad.	Now say sad but instead of /s/ say /m/.	mad	
Say Gus.	Now say Gus but instead of /G/ say /b/.	bus	
Say cut.	Now say cut but instead of /c/ say /h/.	hut	
Say mud.	Now say mud but instead of /m/ say /d/.	dud	

ERROR CORRECTION

Words Visible

Change the appropriate letter in the written word and have the student sound out the new word.

Oral Only

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky. When we change the /j/ in jig to /p/, the new word is pig.
jig - pig."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Onset/Rime Level 2 - Substitute First Sound of Rime

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 6 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say man.	Now say man but instead of /m/ say /p/.	pan	
Say hog.	Now say hog but instead of /h/ say /l/.	log	
Say pad.	Now say pad but instead of /p/ say /s/.	sad	
Say well.	Now say well but instead of /w/ say /b/.	bell	
Say mad.	Now say mad but instead of /m/ say /h/.	had	
Say send.	Now say send but instead of /s/ say /b/.	bend	
Say red.	Now say red but instead of /r/ say /b/.	bed	
Say tub.	Now say tub but instead of /t/ say /s/.	sub	
Say shut.	Now say shut but instead of /s/ say /m/.	mutt	
Say ten.	Now say ten but instead of /t/ say /p/.	pen	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: *“That was tricky. When we change the /j/ in jig to /p/, the new word is pig. jig - pig.”*

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Onset/Rime Level 2 - Substitute First Sound of Rime

Student Name: _____

Review

Write each of the first 5 words on a dry erase board and have your student read the word. Then, with the written word still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 7 - Review

Date:			
Word	Change	Answer	✓ 1 0
back	Now say back but instead of /b/ say /s/.	shack	
hit	Now say hit but instead of /h/ say /s/.	sit	
last	Now say last but instead of /l/ say /p/.	past	
fed	Now say fed but instead of /f/ say /w/.	wed	
bell	Now say bell but instead of /b/ say /j/.	jell	
Say job.	Now say job but instead of /j/ say /n/.	nob	
Say dash.	Now say dash but instead of /d/ say /c/.	cash	
Say witch.	Now say witch but instead of /w/ say /d/.	ditch	
Say whip.	Now say whip but instead of /w/ say /ch/.	chip	
Say his.	Now say his but instead of /h/ say /w/.	wiz	

ERROR CORRECTION

Words Visible

Change the appropriate letter in the written word and have the student sound out the new word.

Oral Only

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky. When we change the /j/ in jig to /p/, the new word is pig.
jig - pig."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Onset/Rime Level 2 - Substitute First Sound of Rime

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 8 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say miss.	Now say miss but instead of /m/ say /h/.	hiss	
Say led.	Now say led but instead of /l/ say /f/.	fed	
Say book.	Now say book but instead of /b/ say /t/.	took	
Say time.	Now say time but instead of /t/ say /r/.	rhyme	
Say love.	Now say love but instead of /l/ say /sh/.	shove	
Say hood.	Now say hood but instead of /h/ say /g/.	good	
Say dark.	Now say dark but instead of /d/ say /p/.	park	
Say big.	Now say big but instead of /b/ say /d/.	dig	
Say ship.	Now say ship but instead of /s/ say /w/.	whip	
Say tug.	Now say tug but instead of /t/ say /r/.	rug	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: *“That was tricky. When we change the /j/ in jig to /p/, the new word is pig. jig - pig.”*

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

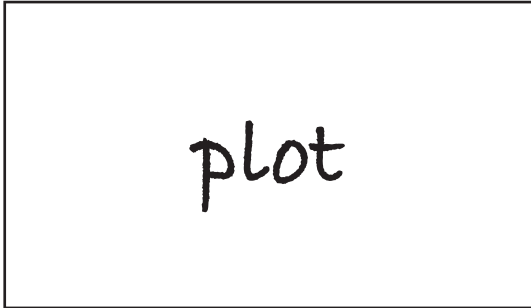
If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Basic
Level 3 - Delete First Sound of CCVC Word

Level 3

Sound Game Exercises - Basic
Level 3 - Delete First Sound of CCVC Word



Words Visible

Today I have another Sound Game to play with you.

Write “plot” on a dry erase board.

Please read this word.

The student reads the word.
Make corrections to her reading as necessary.

Now say “plot” but don’t say /p/.

The student says the new word.

Repeat these steps for the remaining words.

ERROR CORRECTION

Erase the first letter of the written word and write the new first sound and tell the student that this is what the word looks like when the first sound is changed. Ask her to sound out the new word. Then have her say both the original word and the new word.

Example:

Erase the “p” in “plot.”

“Here is what plot looks like when we take away the /p/. Please sound out the new word.”

Your child sounds out “lot.”

“Great job! plot-lot. You say plot-lot.”

The student says, “plot, lot.”

Sound Game Exercises - Basic

Level 3 - Delete First Sound of CCVC Word

Student Name: _____

Lesson 1 - Words Visible

Date:			
Word	Change	Answer	✓ 1 0
plot	Now say plot but don't say /p/.	lot	
flip	Now say flip but don't say /f/.	lip	
spin	Now say spin but don't say /s/.	pin	
snap	Now say snap but don't say /s/.	nap	
brat	Now say brat but don't say /b/.	rat	

Lesson 2 - Words Visible

Date:			
Word	Change	Answer	✓ 1 0
grid	Now say grid but don't say /g/.	rid	
stop	Now say stop but don't say /s/.	top	
plug	Now say plug but don't say /p/.	lug	
flap	Now say flap but don't say /f/.	lap	
spit	Now say spit but don't say /s/.	pit	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Basic

Level 3 - Delete First Sound of CCVC Word

Using Lines

Today we'll do the sound game with lines instead of letters.

Put 4 horizontal lines (____ _ _ _) on a dry erase board.

I'm going to tap out the sounds in the word "flag."

Tap each line in turn and say the associated sound in the word (/f/ /l/ /a/ /g/.) Take your time to make sure there is at least a full second pause between each individual sound.

Now you please tap out the sounds in "flag."

Your child taps out the sounds.

Proceed by asking her to make the change indicated in the following tables.

After this item, you do not need to model how to tap out the sounds in the word, but will have the student do that on her own.

After the student has done 5 words using lines, you will repeat each of the tasks orally, without using lines.

ERROR CORRECTION

Using Lines

Tell the student that her answer isn't quite right. Cover up the first line and ask the student to tap out the remaining sounds. Ask her to sound out the rime left after you've covered the first sound. Then have her say both the original word and the rime.

Oral Only

Tell the student that her answer isn't quite right. Give her the correct answer and have her repeat.

Example: "Flag without /f/ is lag. flag lag. You say flag lag."

Sound Game Exercises - Basic

Level 3 - Delete First Sound of CCVC Word

Student Name: _____

Lesson 3 - Using Lines

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in flag.	Now say flag but don't say /f/.	lag	
Please tap out the sounds in slip.	Now say slip but don't say /s/.	lip	
Please tap out the sounds in grim.	Now say grim but don't say /g/.	rim	
Please tap out the sounds in glad.	Now say glad but don't say /g/.	lad	
Please tap out the sounds in snip.	Now say snip but don't say /s/.	nip	
Say flag.	Now say flag but don't say /f/.	lag	
Say slip.	Now say slip but don't say /s/.	lip	
Say grim.	Now say grim but don't say /g/.	rim	
Say glad.	Now say glad but don't say /g/.	lad	
Say snip.	Now say snip but don't say /s/.	nip	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Basic

Level 3 - Delete First Sound of CCVC Word

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 4 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say blow.	Now say blow but don't say /b/.	low	
Say grow.	Now say grow but don't say /g/.	row	
Say flee.	Now say flee but don't say /f/.	lee	
Say play.	Now say play but don't say /p/.	lay	
Say gray.	Now say gray but don't say /g/.	ray	
Say plate.	Now say plate but don't say /p/.	late	
Say shrink.	Now say shrink but don't say /s/.	rink	
Say glow.	Now say glow but don't say /g/.	low	
Say grip.	Now say grip but don't say /g/.	rip	
Say clam.	Now say clam but don't say /c/.	lam(b)	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky. Blow without /b/ is low. blow-low."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out of 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Basic

Level 3 - Delete First Sound of CCVC Word

Student Name: _____

Review

Write each of the first 5 words on a dry erase board and have your student read the word. Then, with the written word still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 5 - Review

Date:			
Word	Change	Answer	✓ 1 0
clap	Now say clap but don't say /c/.	lap	
spin	Now say spin but don't say /s/.	pin (bin)	
flog	Now say flog but don't say /f/.	log	
grip	Now say grip but don't say /g/.	rip	
stag	Now say stag but don't say /s/.	tag	
Say plug.	Now say plug but don't say /p/.	lug	
Say slot.	Now say slot but don't say /s/.	lot	
Say spit.	Now say spit but don't say /s/.	pit	
Say slag.	Now say slag but don't say /s/.	lag	
Say brat.	Now say brat but don't say /b/.	rat	

ERROR CORRECTION

Words Visible

Change the appropriate letter in the written word and have the student sound out the new word.

Oral Only

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky. Blow without /b/ is low. blow-low."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Basic

Level 3 - Delete First Sound of CCVC Word

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 6 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say clock.	Now say clock but don't say /c/.	lock	
Say fled.	Now say fled but don't say /f/.	led	
Say bread.	Now say bread but don't say /b/.	bed	
Say snow.	Now say snow but don't say /s/.	no	
Say grate.	Now say grate but don't say /g/.	rate	
Say snail.	Now say snail but don't say /s/.	nail	
Say fry.	Now say fry but don't say /f/.	rye	
Say plume.	Now say plume but don't say /p/.	loom	
Say bread.	Now say bread but don't say /b/.	read	
Say still.	Now say still but don't say /s/.	till	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky. Blow without /b/ is low. blow-low."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Basic

Level 3 - Delete First Sound of CCVC Word

Student Name: _____

Review

Write each of the first 5 words on a dry erase board and have your student read the word. Then, with the written word still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 7 - Review

Date:			
Word	Change	Answer	✓ 1 0
pray	Now say pray but don't say /p/.	ray	
flow	Now say flow but don't say /f/.	low	
snag	Now say snag but don't say /s/.	nag	
spin	Now say spin but don't say /s/.	pin	
fly	Now say fly but don't say /f/.	lie	
Say crumb.	Now say crumb but don't say /c/.	rum	
Say black.	Now say black but don't say /b/.	lack	
Say spill.	Now say spill but don't say /s/.	pill	
Say flock.	Now say flock but don't say /f/.	lock	
Say creek.	Now say creek but don't say /c/.	reek	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

ERROR CORRECTION

Words Visible

Change the appropriate letter in the written word and have the student sound out the new word.

Oral Only

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky.
Blow without /b/ is low.
blow-low."

Sound Game Exercises - Basic

Level 3 - Delete First Sound of CCVC Word

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 8 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say grain.	Now say grain but don't say /g/.	rain	
Say branch.	Now say branch but don't say /b/.	ranch	
Say small.	Now say small but don't say /s/.	mall	
Say shrug.	Now say shrug but don't say /s/.	rug	
Say prod.	Now say prod but don't say /p/.	rod	
Say spin.	Now say spin but don't say /s/.	pin	
Say slim.	Now say slim but don't say /s/.	limb	
Say from.	Now say from but don't say /f/.	rum	
Say glob.	Now say glob but don't say /g/.	lob	
Say blink.	Now say blink but don't say /b/.	link	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky. Blow without /b/ is low. blow-low."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

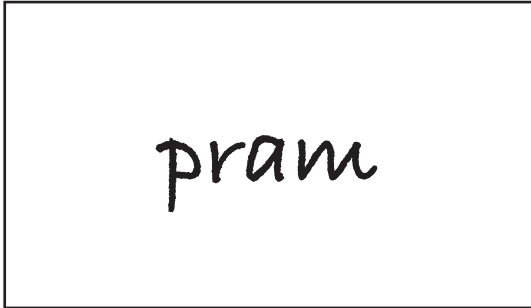
If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Basic
Level 4 - Substitute First Sound of CCVC Word

Level 4

Sound Game Exercises - Basic
Level 4 - Substitute First Sound of CCVC Word

Words Visible



Today I have another Sound Game to play with you.

Write “pram” on a dry erase board.

Please read this word.

The student reads the word.
Make corrections to her reading as necessary.

Now say “pram” but instead of /p/ say /g/.

The student says the new word.

Repeat these steps for the remaining words.

ERROR CORRECTION

Erase the first letter of the written word and write the new first sound and tell the student that this is what the word looks like when the first sound is changed. Ask her to sound out the new word. Then have her say both the original word and the new word.

Example:

Erase the “p” in “pram.”

*“Here is what pram looks like when we change the /p/ to /g/.
Please sound out the new word.”*

Your child sounds out “gram.”

“Great job! pram-gram. You say pram-gram.”

The student says, “pram, gram,”

Sound Game Exercises - Basic
Level 4 - Substitute First Sound of CCVC Word

Student Name: _____

Lesson 1 - Words Visible

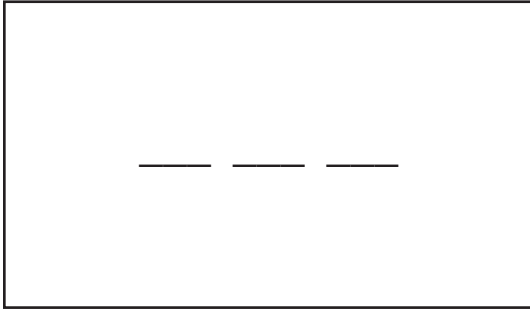
Date:			
Word	Change	Answer	✓ 1 0
pram	Now say pram but instead of /p/ say /g/.	gram	
grip	Now say grip but instead of /g/ say /t/.	trip	
glad	Now say glad but instead of /g/ say /p/.	plad (plaid)	
flag	Now say flag but instead of /f/ say /s/.	slag	
clip	Now say clip but instead of /c/ say /s/.	slip	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Basic

Level 4 - Substitute First Sound of CCVC Word

Using Lines



Today we'll do the sound game with lines instead of letters.

Put 3 horizontal lines (___ ___ ___) on a dry erase board. (NOTE: Some of the words on this list have 4 sounds and hence need 4 lines).

I'm going to tap out the sounds in the word "pray."

Tap each line in turn and say the associated sound in the word (/p/ /r/ /ay/). Take your time to make sure there is at least a full second pause between each individual sound.

Now you please tap out the sounds in "pray"

Your child taps out the sounds.

Proceed by asking her to make the change indicated in the following tables.

After this item, you do not need to model how to tap out the sounds in the word, but will have the student do that on her own.

After the student has done 5 words using lines, you will repeat each of the tasks orally, without using lines.

ERROR CORRECTION

Using Lines

Tell the student that her answer isn't quite right. Cover up the first line and ask the student to tap out the remaining sounds. Ask her to sound out the rime left after you've covered the first sound. Then have her say both the original word and the rime.

Oral Only

Tell the student that her answer isn't quite right. Give her the correct answer and have her repeat.

Example: "If we change the /p/ in pray to g, we get gray. Pray-gray. You say pray-gray."

Sound Game Exercises - Basic
Level 4 - Substitute First Sound of CCVC Word

Student Name: _____

Lesson 2 - Using Lines

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in pray.	Now say pray but instead of /p/ say /g/.	gray	
Please tap out the sounds in flock.	Now say flock but instead of /f/ say /b/.	block	
Please tap out the sounds in grain.	Now say grain but instead of /g/ say /b/.	brain	
Please tap out the sounds in pro.	Now say pro but instead of /p/ say /g/.	row	
Please tap out the sounds in flap.	Now say flap but instead of /f/ say /c/.	clap	
Say pray.	Now say pray but instead of /p/ say /g/.	gray	
Say flock.	Now say flock but instead of /f/ say /b/.	block	
Say grain.	Now say grain but instead of /g/ say /b/.	brain	
Say pro.	Now say pro but instead of /p/ say /g/.	row	
Say flap.	Now say flap but instead of /f/ say /c/.	clap	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Basic

Level 4 - Substitute First Sound of CCVC Word

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 3 - Assessment

Date:			
Say slow.	Now say slow but instead of /s/ say /f/.	flow	✓ 1 0
Say grew.	Now say grew but instead of /g/ say /t/.	true	
Say blew.	Now say blew but instead of /b/ say /f/.	flew	
Say slap.	Now say slap but instead of /s/ say /f/.	flap	
Say crumb.	Now say crumb but instead of /c/ say /f/.	from	
Say grain.	Now say grain but instead of /g/ say /b/.	brain	
Say black.	Now say black but instead of /b/ say /s/.	slack	
Say flock.	Now say flock but instead of /f/ say /c/.	clock	
Say cry.	Now say cry but instead of /c/ say /p/.	pry	
Say flow.	Now say flow but instead of /f/ say /g/.	glow	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky. If we change the /p/ in pray to g, we get gray. Pray-gray. You say pray-gray."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Basic
Level 4 - Substitute First Sound of CCVC Word

Student Name: _____

Review

Write each of the first 5 words on a dry erase board and have your student read the word. Then, with the written word still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 4 - Review

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in brim.	Now say brim but instead of /b/ say /t/.	trim	
Please tap out the sounds in blood.	Now say blood but instead of /b/ say /f/.	flood	
Please tap out the sounds in Greek.	Now say Greek but instead of /G/ say /c/.	creek	
Please tap out the sounds in slick.	Now say slick but instead of /s/ say /f/.	flick	
Please tap out the sounds in groom.	Now say groom but instead of /g/ say /b/.	broom	
Say frill.	Now say frill but instead of /f/ say /g/.	grill	
Say glow.	Now say glow but instead of /g/ say /s/.	slow	
Say bling.	Now say bling but instead of /b/ say /s/.	sling	
Say crow.	Now say crow but instead of /c/ say /g/.	grow	
Say plug.	Now say plug but instead of /p/ say /s/.	slug	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

ERROR CORRECTION

Words Visible

Change the appropriate letter in the written word and have the student sound out the new word.

Oral Only

Repeat the change and give the answer.

Sound Game Exercises - Basic

Level 4 - Substitute First Sound of CCVC Word

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 5 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say grain.	Now say grain but instead of /g/ say /d/.	drain	
Say brunch.	Now say brunch but instead of /b/ say /c/.	crunch	
Say prove.	Now say prove but instead of /p/ say /g/.	roove	
Say blink.	Now say blink but instead of /b/ say /s/.	slink	
Say glob.	Now say glob but instead of /g/ say /s/.	slob	
Say sling.	Now say sling but instead of /s/ say /f/.	fling	
Say brick.	Now say brick but instead of /b/ say /t/.	trick	
Say from.	Now say from but instead of /f/ say /d/.	drum	
Say grunt.	Now say grunt but instead of /g/ say /b/.	brunt	
Say shrill.	Now say shrill but instead of /s/ say /t/.	thrill	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky. If we change the /p/ in pray to g, we get gray. Pray-gray. You say pray-gray."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Basic
Level 4 - Substitute First Sound of CCVC Word

Student Name: _____

Review

Write each of the first 5 words on a dry erase board and have your student read the word. Then, with the written word still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 6 - Review

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in clock.	Now say clock but instead of /c/ say /f/.	flock	
Please tap out the sounds in fled.	Now say fled but instead of /f/ say /b/.	bled	
Please tap out the sounds in bread.	Now say bread but instead of /b/ say /d/.	dread	
Please tap out the sounds in flow.	Now say flow but instead of /f/ say /g/.	glow	
Please tap out the sounds in grate.	Now say grate but instead of /g/ say /t/.	trait	
Please tap out the sounds in slap.	Now say slap but instead of /s/ say /f/.	flap	
Say fry.	Now say fry but instead of /f/ say /t/.	try	
Say plum.	Now say plum but instead of /p/ say /g/.	glum	
Say breed.	Now say breed but instead of /b/ say /g/.	greed	
Say float.	Now say float but instead of /f/ say /g/.	gloat	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

ERROR CORRECTION

Words Visible

Change the appropriate letter in the written word and have the student sound out the new word.

Oral Only

Repeat the change and give the answer.

Sound Game Exercises - Basic

Level 4 - Substitute First Sound of CCVC Word

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 7 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say flee.	Now say flee but instead of /f/ say /g/.	glee	
Say three.	Now say three but instead of /t/ say /b/.	brie	
Say frank.	Now say frank but instead of /f/ say /d/.	drank	
Say slunk.	Now say slunk but instead of /s/ say /c/.	clunk	
Say block.	Now say block but instead of /b/ say /c/.	clock	
Say cry.	Now say cry but instead of /c/ say /f/.	fry	
Say freeze.	Now say freeze but instead of /f/ say /b/.	breeze	
Say grass.	Now say grass but instead of /g/ say /b/.	brass	
Say plunk.	Now say plunk but instead of /p/ say /f/.	flunk	
Say slack.	Now say slack but instead of /s/ say /b/.	black	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky. If we change the /p/ in pray to g, we get gray. Pray-gray. You say pray-gray."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Basic
Level 5 - Delete Final Sound of Final Blend

Level 5

Sound Game Exercises - Basic
Level 5 - Delete Final Sound of Final Blend

Words Visible



Today I have another Sound Game to play with you.

Write “bench” on a dry erase board.

Please read this word.

The student reads the word.
Make corrections to her reading as necessary.

Now say “bench” but don’t say /ch/.

The student says the new word.

Repeat these steps for the remaining words.

ERROR CORRECTION

Erase the first letter of the written word and write the new first sound and tell the student that this is what the word looks like when the first sound is changed. Ask her to sound out the new word. Then have her say both the original word and the new word.

Example:

Erase the “ch” in “bench.”

*“Here is what bench looks like when we take away the /ch/.
Please sound out the new word.”*

Your child sounds out “ben.”

“Great job! bench-Ben. You say bench-Ben.”

The student says, “bench-Ben.”

Sound Game Exercises - Basic
Level 5 - Delete Final Sound of Final Blend

Student Name: _____

Lesson 1 - Words Visible

Date:			
Word	Change	Answer	✓ 1 0
bench	Say bench but don't say /ch/.	Ben	
clamp	Say clamp but don't say /p/.	clam	
ant	Say ant but don't say /t/.	an	
band	Say band but don't say /d/.	ban	
wind	Say wind but don't say /d/.	win	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Basic

Level 5 - Delete Final Sound of Final Blend

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 2 - Assessment

Date:			
Say past.	Say past but don't say /t/.	pass	✓ 1 0
Say punt.	Say punt but don't say /t/.	pun	
Say sword.	Say sword but don't say /d/.	soar	
Say fork.	Say fork but don't say /k/.	for	
Say card.	Say card but don't say /d/.	car	
Say part.	Say part but don't say /t/.	par	
Say can't.	Say can't but don't say /t/.	can	
Say bend.	Say bend but don't say /d/.	ben	
Say last.	Say last but don't say /t/.	lass	
Say gasp.	Say gasp but don't say /p/.	gas	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "Past with /t/ is pass. past-pass. You say past-pass."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Basic Level 5 - Delete Final Sound of Final Blend

Student Name: _____

Review

Write each of the first 5 words on a dry erase board and have your student read the word. Then, with the written word still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 3 - Review

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in cramp.	Say cramp but don't say /p/.	cram	
Please tap out the sounds in runt.	Say runt but don't say /t/.	run	
Please tap out the sounds in launch.	Say launch but don't say /ch/.	lawn	
Please tap out the sounds in rink.	Say rink but don't say /k/.	ring	
Please tap out the sounds in rust.	Say rust but don't say /t/.	Russ	
Say dent.	Say dent but don't say /t/.	den	
Say stink.	Say stink but don't say /k/.	sting	
Say starch.	Say starch but don't say /ch/.	star	
Say grasp.	Say grasp but don't say /p/.	grass	
Say stern.	Say stern but don't say /n/.	stir	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

ERROR CORRECTION

Lines

Ask the student to cover up the line with the deleted sound and then to sound out the remaining sounds.

Example: *“That’s not quite right. Where is the /p/ in cramp. Let’s cover that. Please sound out what is left.”*

Oral Only

Repeat the change and give the answer.

Sound Game Exercises - Basic

Level 5 - Delete Final Sound of Final Blend

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 4 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say pinch.	Say pinch but don't say /ch/.	pin	
Say slump.	Say slump but don't say /p/.	slum	
Say bunch.	Say bunch but don't say /ch/.	bun	
Say best.	Say best but don't say /t/.	Bess	
Say mend.	Say mend but don't say /d/.	men	
Say mist.	Say mist but don't say /t/.	miss	
Say hunt.	Say hunt but don't say /t/.	hun	
Say limp.	Say limp but don't say /p/.	limb	
Say cart.	Say cart but don't say /t/.	car	
Say hurt.	Say hurt but don't say /t/.	her	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "Past with /t/ is *pass. past-pass. You say past-pass.*"

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out of 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Basic

Level 5 - Delete Final Sound of Final Blend

Student Name: _____

Review

Write each of the first 5 words on a dry erase board and have your student read the word. Then, with the written word still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 5 - Review

Date:			
Word	Change	Answer	✓ 1 0
range	Say range but don't say /e/.	rain	
chest	Say chest but don't say /t/.	chess	
belch	Say belch but don't say /h/.	bell	
torn	Say torn but don't say /n/.	tore	
crest	Say crest but don't say /t/.	cress	
Say bark.	Say bark but don't say /k/.	bar	
Say pant.	Say pant but don't say /t/.	pan	
Say tuft.	Say tuft but don't say /t/.	tough (tuff)	
Say purse.	Say purse but don't say /e/.	purr	
Say past.	Say past but don't say /t/.	pass	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

ERROR CORRECTION

Lines

Ask the student to cover up the line with the deleted sound and then to sound out the remaining sounds.

Example: "That's not quite right. Where is the /p/ in *cramp*. Let's cover that. Please sound out what is left."

Oral Only

Repeat the change and give the answer.

Sound Game Exercises - Basic

Level 5 - Delete Final Sound of Final Blend

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 6 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say mast.	Say mast but don't say /t/.	mass	
Say curse.	Say curse but don't say /s/.	cur	
Say binge.	Say binge but don't say /j/.	bin	
Say dense.	Say dense but don't say /s/.	den	
Say born.	Say born but don't say /n/.	bore	
Say mark.	Say mark but don't say /k/.	mar	
Say bent.	Say bent but don't say /t/.	ben	
Say warp.	Say warp but don't say /p/.	war	
Say mend.	Say mend but don't say /d/.	men	
Say rant.	Say rant but don't say /t/.	ran	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "Past with /t/ is pass. past-pass. You say past-pass."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out of 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

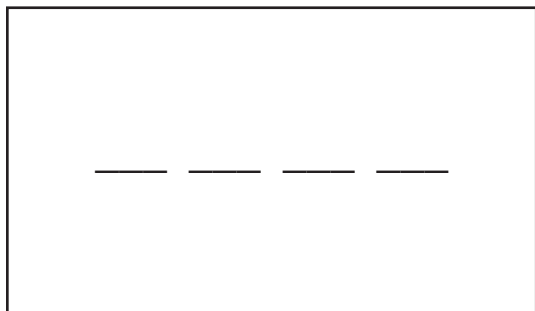
If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Basic
Level 6 - Delete Final Sound of CVC or CCVC Word

Level 6

Sound Game Exercises - Basic
Level 6 - Delete Final Sound of CVC or CCVC Word

Using Lines



Today we'll do the sound game with lines instead of letters.

Put 4 horizontal lines (____ _ _ _) on a dry erase board.

I'm going to tap out the sounds in the word "flag."

Tap each line in turn and say the associated sound in the word (/f/ /l/ /a/ /g/.) Take your time to make sure there is at least a full second pause between each individual sound.

Now you please tap out the sounds in "flag."

Your child taps out the sounds.

Proceed by asking her to make the change indicated in the following tables.

After this item, you do not need to model how to tap out the sounds in the word, but will have the student do that on her own.

After the student has done 5 words using lines, you will repeat each of the tasks orally, without using lines.

ERROR CORRECTION

Using Lines

Tell the student that her answer isn't quite right. Cover up the first line and ask the student to tap out the remaining sounds. Ask her to sound out the rime left after you've covered the first sound. Then have her say both the original word and the rime.

Oral Only

Tell the student that her answer isn't quite right. Give her the correct answer and have her repeat.

Example: "Mop without /m/ is op. Mop op. You say mop op."

Sound Game Exercises - Basic
Level 6 - Delete Final Sound of CVC or CCVC Word

Student Name: _____

Lesson 1 - Using Lines

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in beak.	Say beak but don't say /k/.	bee	
Please tap out the sounds in rate.	Say rate but don't say /t/.	ray	
Please tap out the sounds in seen.	Say seen but don't say /n/.	see	
Please tap out the sounds in join.	Say join but don't say /n/.	joy	
Please tap out the sounds in claim.	Say claim but don't say /m/.	clay	
Say beak.	Say beak but don't say /k/.	bee	
Say rate.	Say rate but don't say /t/.	ray	
Say seen.	Say seen but don't say /n/.	see	
Say join.	Say join but don't say /n/.	joy	
Say claim.	Say claim but don't say /m/.	clay	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Basic

Level 6 - Delete Final Sound of CVC or CCVC Word

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 2 - Assessment

Date:			
Word	Change	Answer	
Say mate.	Say mate but don't say /t/.	may	
Say seat.	Say seat but don't say /t/.	sea	
Say joke.	Say joke but don't say /k/.	Joe	
Say proud.	Say proud but don't say /d/.	prow	
Say meat.	Say meat but don't say /t/.	me	
Say lake.	Say lake but don't say /k/.	lay	
Say soon.	Say soon but don't say /n/.	Sue	
Say group.	Say group but don't say /p/.	grew	
Say flight.	Say flight but don't say /t/.	fly	
Say boat.	Say boat but don't say /t/.	bow	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky. *Blow* without /b/ is *low*. *blow-low*."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out of 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Basic

Level 6 - Delete Final Sound of CVC or CCVC Word

Student Name: _____

Review

For the first 5 words, ask the student to tap out the sounds using lines on a dry erase board. Then, with the lines still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 3 - Review

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in base.	Say base but don't say /s/.	bay	
Please tap out the sounds in date.	Say date but don't say /t/.	day	
Please tap out the sounds in deep.	Say deep but don't say /p/.	dee	
Please tap out the sounds in feet.	Say feet but don't say /t/.	fee	
Please tap out the sounds in coin.	Say coin but don't say /n/.	coy	
Say keep.	Say keep but don't say /p/.	key	
Say light.	Say light but don't say /t/.	lie	
Say make.	Say make but don't say /k/.	may	
Say might.	Say might but don't say /t/.	my	
Say house.	Say house but don't say /s/.	how	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Basic

Level 6 - Delete Final Sound of CVC or CCVC Word

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 4 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say need.	Say need but don't say /d/.	knee	
Say ride.	Say ride but don't say /d/.	rye	
Say side.	Say side but don't say /d/.	sigh	
Say seat.	Say seat but don't say /t/.	sea	
Say tomb.	Say tomb but don't say /m/.	too	
Say jail.	Say jail but don't say /l/.	jay	
Say rain.	Say rain but don't say /n/.	ray	
Say tone.	Say tone but don't say /n/.	toe	
Say goat.	Say goat but don't say /t/.	go	
Say moon.	Say moon but don't say /n/.	moo	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky. Blow without /b/ is low. blow-low."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out of 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Basic

Level 6 - Delete Final Sound of CVC or CCVC Word

Student Name: _____

Review

Write each of the first 5 words on a dry erase board and have your student read the word. Then, with the written word still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 5 - Review

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in hide.	Say hide but don't say /d/.	hi	
Please tap out the sounds in pace.	Say pace but don't say /c/.	pay	
Please tap out the sounds in heel.	Say heel but don't say /e/.	he	
Please tap out the sounds in soap.	Say soap but don't say /a/.	so	
Please tap out the sounds in plate.	Say plate but don't say /t/.	play	
Say rake.	Say rake but don't say /k/.	ray	
Say nose.	Say nose but don't say /s/.	no	
Say feel.	Say feel but don't say /e/.	fee	
Say fuse.	Say fuse but don't say /s/.	few	
Say keen.	Say keen but don't say /e/.	key	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

ERROR CORRECTION

Words Visible

Cover up the line associated with the deleted sound and have the student tap out the new word.

Oral Only

Repeat the change and give the answer.

Sound Game Exercises - Basic

Level 6 - Delete Final Sound of CVC or CCVC Word

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 6 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say lawn.	Say lawn but don't say /n/.	law	
Say mine.	Say mine but don't say /n/.	my	
Say load.	Say load but don't say /d/.	low	
Say rage.	Say rage but don't say /j/.	ray	
Say newt.	Say newt but don't say /t/.	new	
Say grace.	Say grace but don't say /s/.	gray	
Say train.	Say train but don't say /n/.	tray	
Say hail.	Say hail but don't say /l/.	hay	
Say shine.	Say shine but don't say /n/.	shy	
Say safe.	Say safe but don't say /f/.	say	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky. Blow without /b/ is low. blow-low."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Advanced
Level 7 - Substitute Vowel

Level 7

Sound Game Exercises - Advanced Level 7 - Substitute Vowel

Using Lines

Today we'll do the sound game with lines instead of letters.

Put 4 horizontal lines (____ _ _ _) on a dry erase board.

I'm going to tap out the sounds in the word "flag."

Tap each line in turn and say the associated sound in the word (/f/ /l/ /a/ /g/.) Take your time to make sure there is at least a full second pause between each individual sound.

Now you please tap out the sounds in "flag."

Your child taps out the sounds.

Proceed by asking her to make the change indicated in the following tables.

After this item, you do not need to model how to tap out the sounds in the word, but will have the student do that on her own.

After the student has done 5 words using lines, you will repeat each of the tasks orally, without using lines.

ERROR CORRECTION

Using Lines

Tell the student that her answer isn't quite right. Cover up the first line and ask the student to tap out the remaining sounds. Ask her to sound out the rime left after you've covered the first sound. Then have her say both the original word and the rime.

Oral Only

Tell the student that her answer isn't quite right. Give her the correct answer and have her repeat.

Example: "Mop without /m/ is op. Mop op. You say mop op."

Sound Game Exercises - Advanced Level 7 - Substitute Vowel

Student Name: _____

Lesson 1 - Using Lines

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in sit.	Say sit but instead of /i/ say /a/.	sat	
Please tap out the sounds in cup.	Say cup but instead of /u/ say /a/.	cap	
Please tap out the sounds in bag.	Say bag but instead of /a/ say /i/.	big	
Please tap out the sounds in hope.	Say hope but instead of /oa/ say /o/.	hop	
Please tap out the sounds in not.	Say not but instead of /o/ say /oa/.	note	
Say sit.	Say sit but instead of /i/ say /a/.	sat	
Say cup.	Say cup but instead of /u/ say /a/.	cap	
Say bag.	Say bag but instead of /a/ say /i/.	big	
Say hope.	Say hope but instead of /oa/ say /o/.	hop	
Say not.	Say not but instead of /o/ say /oa/.	note	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Advanced Level 7 - Substitute Vowel

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 2 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say coat.	Say coat but instead of /oa/ say /a/.	cat	
Say get.	Say get but instead of /e/ say /o/.	got	
Say ship.	Say ship but instead of /i/ say /o/.	shop	
Say ten.	Say ten but instead of /e/ say /o/.	ton	
Say bit.	Say bit but instead of /i/ say /a/.	bat	
Say patch.	Say patch but instead of /a/ say /i/.	pitch	
Say tin.	Say tin but instead of /i/ say /o/.	town	
Say shout.	Say shout but instead of /ou/ say /o/.	shot	
Say dad.	Say dad but instead of /a/ say /i/.	did	
Say rock.	Say rock but instead of /o/ say /a/.	rack	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: *“That was tricky. Blow without /b/ is low. blow-low.”*

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Advanced Level 7 - Substitute Vowel

Student Name: _____

Review

For the first 5 words, ask the student to tap out the sounds using lines on a dry erase board. Then, with the lines still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 3 - Review

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in stop.	Say stop but instead of /o/ say /e/.	step	
Please tap out the sounds in sting.	Say sting but instead of /i/ say /u/.	stung	
Please tap out the sounds in slum.	Say slum but instead of /u/ say /i/.	slim	
Please tap out the sounds in drug.	Say drug but instead of /u/ say /a/.	drag	
Please tap out the sounds in clip.	Say clip but instead of /i/ say /a/.	clap	
Say snap.	Say snap but instead of /a/ say /i/.	snip	
Say flag.	Say flag but instead of /a/ say /o/.	flog	
Say sing.	Say sing but instead of /i/ say /a/.	sang	
Say top.	Say top but instead of /o/ say /a/.	tape	
Say sheet.	Say sheet but instead of /e/ say /o/.	shot	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Advanced Level 7 - Substitute Vowel

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 4 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say sad.	Say sad but instead of /a/ say /e/.	said	
Say make.	Say make but instead of /a/ say /ie/.	Mike	
Say fill.	Say fill but instead of /i/ say /ew/.	fool	
Say moat.	Say moat but instead of /oa/ say /ay/.	mate	
Say rain.	Say rain but instead of /ay/ say /u/.	run	
Say goat.	Say goat but instead of /oa/ say /o/.	got	
Say life.	Say life but instead of /ie/ say /a/.	laugh	
Say group.	Say group but instead of /ew/ say /ay/.	grape	
Say seat.	Say seat but instead of /ee/ say /a/.	sat	
Say mop.	Say mop but instead of /o/ say /oa/.	mope	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky. Blow without /b/ is low. blow-low."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Advanced Level 7 - Substitute Vowel

Student Name: _____

Review

Write each of the first 5 words on a dry erase board and have your student read the word. Then, with the written word still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 5 - Review

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in rag.	Say rag but instead of /a/ say /u/.	rug	
Please tap out the sounds in stick.	Say stick but instead of /i/ say /a/.	stack	
Please tap out the sounds in mouth.	Say mouth but instead of /ou/ say /o/.	moth	
Please tap out the sounds in green.	Say green but instead of /ee/ say /ay/.	grain	
Please tap out the sounds in rack.	Say rack but instead of /a/ say /ay/.	rake	
Say raid.	Say raid but instead of /ay/ say /oa/.	road	
Say big.	Say big but instead of /i/ say /u/.	bug	
Say hat.	Say hat but instead of /a/ say /u/.	hut	
Say rise.	Say rise but instead of /ie say /oa/.	rose	
Say park.	Say park but instead of /ar/ say /or/.	pork	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

ERROR CORRECTION

Words Visible

Cover up the line associated with the deleted sound and have the student tap out the new word.

Oral Only

Repeat the change and give the answer.

Sound Game Exercises - Advanced Level 7 - Substitute Vowel

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 6 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say rate.	Say rate but instead of /ay/ say /o/.	rot	
Say heat.	Say heat but instead of /ee/ say /i/.	hit	
Say pail.	Say pail but instead of /ay/ say /ew/.	pool	
Say lad.	Say lad but instead of /a/ say /ee/.	lead	
Say bake.	Say bake but instead of /ay/ say /a/.	back	
Say coach.	Say coach but instead of /oa/ say /a/.	catch	
Say port.	Say port but instead of /or/ say /ar/.	part	
Say nice.	Say nice but instead of /ie/ say /ee/.	niece	
Say leave.	Say leave but instead of /ee/ say /i/.	live	
Say has.	Say has but instead of /a/ say /i/.	his	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: “*That was tricky. Blow without /b/ is low. blow-low.*”

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Advanced
Level 8 - Delete Second Consonant of Initial Blend

Level 8

Sound Game Exercises - Advanced

Level 8 - Delete Second Consonant of Initial Blend

Using Lines

Today we'll do the sound game with lines instead of letters.

Put 4 horizontal lines (____ _ _ _) on a dry erase board.

I'm going to tap out the sounds in the word "flag."

Tap each line in turn and say the associated sound in the word (/f/ /l/ /a/ /g/.) Take your time to make sure there is at least a full second pause between each individual sound.

Now you please tap out the sounds in "flag."

Your child taps out the sounds.

Proceed by asking her to make the change indicated in the following tables.

After this item, you do not need to model how to tap out the sounds in the word, but will have the student do that on her own.

After the student has done 5 words using lines, you will repeat each of the tasks orally, without using lines.

ERROR CORRECTION

Using Lines

Tell the student that her answer isn't quite right. Cover up the first line and ask the student to tap out the remaining sounds. Ask her to sound out the rime left after you've covered the first sound. Then have her say both the original word and the rime.

Oral Only

Tell the student that her answer isn't quite right. Give her the correct answer and have her repeat.

Example: "Mop without /m/ is op. Mop op. You say mop op."

Sound Game Exercises - Advanced

Level 8 - Delete Second Consonant of Initial Blend

Student Name: _____

Lesson 1 - Using Lines

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in blue.	Say blue but don't say /l/.	boo	
Please tap out the sounds in black.	Say black but don't say /l/.	back	
Please tap out the sounds in frame.	Say frame but don't say /r/.	fame	
Please tap out the sounds in slip.	Say slip but don't say /l/.	sip	
Please tap out the sounds in clamp.	Say clamp but don't say /l/.	camp	
Say blue.	Say blue but don't say /l/.	boo	
Say black.	Say black but don't say /l/.	back	
Say frame.	Say frame but don't say /r/.	fame	
Say slip.	Say slip but don't say /l/.	sip	
Say clamp.	Say clamp but don't say /l/.	camp	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Advanced

Level 8 - Delete Second Consonant of Initial Blend

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 2 - Assessment

Date:			
Word	Change	Answer	
Say please.	Say please but don't say /l/.	peas	
Say snow.	Say snow but don't say /n/.	so	
Say play.	Say play but don't say /l/.	pay	
Say grow.	Say grow but don't say /r/.	go	
Say brake.	Say brake but don't say /r/.	bake	
Say clap.	Say clap but don't say /l/.	cap	
Say spin.	Say spin but don't say /p/.	sin	
Say frog.	Say frog but don't say /r/.	fog	
Say blank.	Say blank but don't say /l/.	bank	
Say stag.	Say stag but don't say /t/.	sag	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: *“That was tricky. Blow without /b/ is low. blow-low.”*

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out of 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Advanced

Level 8 - Delete Second Consonant of Initial Blend

Student Name: _____

Review

For the first 5 words, ask the student to tap out the sounds using lines on a dry erase board. Then, with the lines still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 3 - Review

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in plug.	Say plug but don't say /l/.	pug	
Please tap out the sounds in slot.	Say slot but don't say /l/.	sot	
Please tap out the sounds in snit.	Say snit but don't say /n/.	sit	
Please tap out the sounds in smock.	Say smock but don't say /m/.	sock	
Please tap out the sounds in brat.	Say brat but don't say /r/.	bat	
Say creep.	Say creep but don't say /r/.	keep	
Say grill.	Say grill but don't say /r/.	gill	
Say crop.	Say crop but don't say /r/.	cop	
Say swam.	Say swam but don't say /w/.	Sam	
Say pry.	Say pry but don't say /r/.	pie	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Advanced

Level 8 - Delete Second Consonant of Initial Blend

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 4 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say grate.	Say grate but don't say /r/.	gate	
Say plain.	Say plain but don't say /l/.	pain	
Say blond.	Say blond but don't say /l/.	bond	
Say snack.	Say snack but don't say /n/.	sack	
Say bleed.	Say bleed but don't say /l/.	bead	
Say sled.	Say sled but don't say /l/.	said	
Say swing.	Say swing but don't say /w/.	sing	
Say blight.	Say blight but don't say /l/.	bite	
Say grain.	Say grain but don't say /r/.	gain	
Say track.	Say track but don't say /r/.	ack	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky. Blow without /b/ is low. blow-low."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out of 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Advanced

Level 8 - Delete Second Consonant of Initial Blend

Student Name: _____

Review

Write each of the first 5 words on a dry erase board and have your student read the word. Then, with the written word still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 5 - Review

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in glass.	Say glass but don't say /l/.	gas	
Please tap out the sounds in drill.	Say drill but don't say /r/.	dill	
Please tap out the sounds in fled.	Say fled but don't say /l/.	fed	
Please tap out the sounds in spill.	Say spill but don't say /p/.	sll	
Please tap out the sounds in grip.	Say grip but don't say /r/.	gip	
Say smell.	Say smell but don't say /m/.	sell	
Say slop.	Say slop but don't say /l/.	sop	
Say twin.	Say twin but don't say /w/.	tin	
Say flip.	Say flip but don't say /l/.	fip	
Say spit.	Say spit but don't say /p/.	sit	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

ERROR CORRECTION

Words Visible

Cover up the line associated with the deleted sound and have the student tap out the new word.

Oral Only

Repeat the change and give the answer.

Sound Game Exercises - Advanced

Level 8 - Delete Second Consonant of Initial Blend

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 6 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say blim.	Say blim but don't say /l/.	bim	
Say groan.	Say groan but don't say /r/.	goan	
Say claw.	Say claw but don't say /l/.	caw	
Say swim.	Say swim but don't say /w/.	sim	
Say bright.	Say bright but don't say /r/.	bite	
Say snip.	Say snip but don't say /n/.	sip	
Say pray.	Say pray but don't say /r/.	pay	
Say shrill.	Say shrill but don't say /r/.	shill	
Say flight.	Say flight but don't say /l/.	fight	
Say spell.	Say spell but don't say /p/.	sell	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky. Blow without /b/ is low. blow-low."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out of 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Advanced
Level 9 - Substitute Second Consonant of Initial Blend

Level 9

Sound Game Exercises - Advanced
Level 9 - Substitute Second Consonant of Initial Blend

Words Visible



Today I have another Sound Game to play with you.

Write “sweep” on a dry erase board.

Please read this word.

The student reads the word.
Make corrections to her reading as necessary.

Now say “sweep” but instead of /w/ say /l/.

The student says the new word.

Repeat these steps for the remaining words.

ERROR CORRECTION

Erase the first letter of the written word and write the new first sound and tell the student that this is what the word looks like when the first sound is changed. Ask her to sound out the new word. Then have her say both the original word and the new word.

Example:

Cross out the “w” in “sweep” and put an “l” above it.

“Here is what sweep looks like when we replace the /w/ with /l/. Please sound out the new word.”

Your child sounds out “sleep.”

“Great job! sweep-sleep. You say sweep-sleep.”

The student says, “sweep-sleep.”

Sound Game Exercises - Advanced
Level 9 - Substitute Second Consonant of Initial Blend

Student Name: _____

Lesson 1 - Words Visible

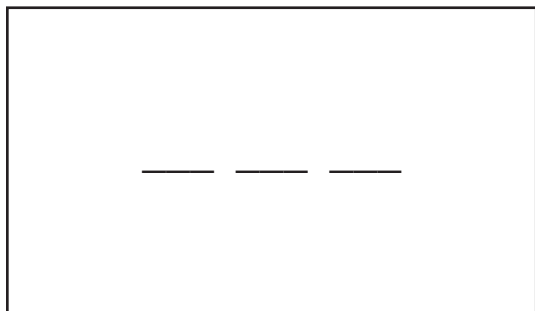
Date:			
Word	Change	Answer	✓ 1 0
sweep	Say sweep but instead of /w/ say /l/.	sleep	
plow	Say plow but instead of /l/ say /r/.	prow	
snack	Say snack but instead of /n/ say /m/.	smack	
glad	Say glad but instead of /l/ say /r/.	grad	
cram	Say cram but instead of /r/ say /l/.	clam	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Advanced

Level 9 - Substitute Second Consonant of Initial Blend

Using Lines



Today we'll do the sound game with lines instead of letters.

Put 3 horizontal lines (____ _ _ _) on a dry erase board. NOTE: Some of the words have 4 sounds and so will require 4 lines.

I'm going to tap out the sounds in the word "blue."

Tap each line in turn and say the associated sound in the word (/b/ /l/ /ew/.) Take your time to make sure there is at least a full second pause between each individual sound.

Now you please tap out the sounds in "blue."

Your child taps out the sounds.

Proceed by asking her to make the change indicated in the following tables.

After this item, you do not need to model how to tap out the sounds in the word, but will have the student do that on her own.

After the student has done 5 words using lines, you will repeat each of the tasks orally, without using lines.

ERROR CORRECTION

Using Lines

Tell the student that her answer isn't quite right. Cover up the first line and ask the student to tap out the remaining sounds. Ask her to sound out the rime left after you've covered the first sound. Then have her say both the original word and the rime.

Oral Only

Tell the student that her answer isn't quite right. Give her the correct answer and have her repeat.

Example: "Blue without /l/ is boo. blue-boo. You say blue-boo."

Sound Game Exercises - Advanced

Level 9 - Substitute Second Consonant of Initial Blend

Student Name: _____

Lesson 2 - Using Lines

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in blue.	Say blue but instead of /l/ say /r/.	brew	
Please tap out the sounds in snip.	Say snip but instead of /n/ say /l/.	slip	
Please tap out the sounds in slug.	Say slug but instead of /l/ say /n/.	snug	
Please tap out the sounds in flee.	Say flee but instead of /l/ say /r/.	free	
Please tap out the sounds in spot.	Say spot but instead of /p/ say /l/.	slot	
Say blue.	Say blue but instead of /l/ say /r/.	brew	
Say snip.	Say snip but instead of /n/ say /l/.	slip	
Say slug.	Say slug but instead of /l/ say /n/.	snug	
Say flee.	Say flee but instead of /l/ say /r/.	free	
Say spot.	Say spot but instead of /p/ say /l/.	slot	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Advanced

Level 9 - Substitute Second Consonant of Initial Blend

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 3 - Assessment

Date:			
Word	Change	Answer	
Say bright.	Say bright but instead of /r/ say /l/.	blight	
Say grow.	Say grow but instead of /r/ say /l/.	glow	
Say snow.	Say snow but instead of /n/ say /l/.	slow	
Say grass.	Say grass but instead of /r/ say /l/.	glass	
Say pray.	Say pray but instead of /r/ say /l/.	play	
Say frame.	Say frame but instead of /r/ say /l/.	flame	
Say frog.	Say frog but instead of /r/ say /l/.	flog	
Say spit.	Say spit but instead of /p/ say /n/.	snit	
Say blink.	Say blink but instead of /l/ say /r/.	brink	
Say sneeze.	Say sneeze but instead of /n/ say /l/.	sleaze	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: *“That was tricky. When we replace the /r/ in bright with /l/, the new word is blight. bright-bligh.”*

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Advanced

Level 9 - Substitute Second Consonant of Initial Blend

Student Name: _____

Review

For the first 5 words, ask the student to tap out the sounds using lines on a dry erase board. Then, with the lines still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 4 - Review

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in grow.	Say grow but instead of /r/ say /l/.	glow	
Please tap out the sounds in scum.	Say scum but instead of /c/ say /l/.	slum	
Please tap out the sounds in sling.	Say sling but instead of /l/ say /t/.	sting	
Please tap out the sounds in stain.	Say stain but instead of /t/ say /p/.	Spain	
Please tap out the sounds in flank.	Say flank but instead of /l/ say /r/.	frank	
Say snap.	Say snap but instead of /n/ say /l/.	slap	
Say stay.	Say stay but instead of /t/ say /w/.	sway	
Say flesh.	Say flesh but instead of /l/ say /r/.	fresh	
Say spied.	Say spied but instead of /p/ say /l/.	slide	
Say free.	Say free but instead of /r/ say /l/.	flee	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

ERROR CORRECTION

Using Lines

Ask the student to find the sound that is changing. Then have the student tap out the new word.

Example: "Where is the /r/ in grow." Change the /r/ to /l/ and tap out the new word."

Oral Only

Repeat the change and give the answer.

Example: "When we change the /r/ in grow to /l/, the new word is glow. Grow-glow."

Sound Game Exercises - Advanced

Level 9 - Substitute Second Consonant of Initial Blend

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 5 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say flog.	Say flog but instead of /l/ say /r/.	frog	
Say spill.	Say spill but instead of /p/ say /k/.	skill	
Say Spain.	Say Spain but instead of /p/ say /t/.	stain	
Say swept.	Say swept but instead of /w/ say /t/.	stepped	
Say braid.	Say braid but instead of /r/ say /l/.	blade	
Say clone.	Say clone but instead of /l/ say /r/.	crone	
Say swim.	Say swim but instead of /w/ say /l/.	slim	
Say glass.	Say glass but instead of /l/ say /r/.	grass	
Say fled.	Say fled but instead of /l/ say /r/.	Fred	
Say crime.	Say crime but instead of /r/ say /l/.	climb	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky. When we replace the /r/ in *bright* with /l/, the new word is *blight*. *bright-blight*."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Advanced

Level 9 - Substitute Second Consonant of Initial Blend

Student Name: _____

Review

Write each of the first 5 words on a dry erase board and have your student read the word. Then, with the written word still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 6 - Review

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in froze.	Say froze but instead of /r/ say /l/.	flows	
Please tap out the sounds in crank.	Say crank but instead of /r/ say /l/.	clank	
Please tap out the sounds in smear.	Say smear but instead of /m/ say /p/.	sphere	
Please tap out the sounds in brush.	Say brush but instead of /r/ say /l/.	blush	
Please tap out the sounds in crock.	Say crock but instead of /r/ say /l/.	clock	
Say swing.	Say swing but instead of /w/ say /l/.	sling	
Say skim.	Say skim but instead of /k/ say /l/.	slim	
Say flight.	Say flight but instead of /l/ say /r/.	fright	
Say smile.	Say smile but instead of /m/ say /t/.	style	
Say flyer.	Say flyer but instead of /l/ say /r/.	fryer	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

ERROR CORRECTION

Using Lines

Ask the student to find the sound that is changing. Then have the student tap out the new word.

Example: "Where is the /r/ in grow." Change the /r/ to /l/ and tap out the new word."

Oral Only

Repeat the change and give the answer.

Example: "When we change the /r/ in grow to /l/, the new word is glow. Grow-glow."

Sound Game Exercises - Advanced

Level 9 - Substitute Second Consonant of Initial Blend

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

NOTE: Tell the student that the words on this list are all nonsense words.

Lesson 7 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say scape.	Say scape but instead of /c/ say /t/.	stape	
Say groof.	Say groof but instead of /r/ say /l/.	gloof	
Say smick.	Say smick but instead of /m/ say /n/.	snick	
Say brup.	Say brup but instead of /r/ say /l/.	blup	
Say crug.	Say crug but instead of /r/ say /l/.	clug	
Say swoom.	Say swoom but instead of /w/ say /l/.	sloom	
Say snurt.	Say snurt but instead of /n/ say /u/.	murt	
Say flup.	Say flup but instead of /l/ say /r/.	frup	
Say smout.	Say smout but instead of /m/ say /l/.	slout	
Say brate.	Say brate but instead of /r/ say /l/.	blate	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky. When we replace the /r/ in bright with /l/, the new word is blight. bright-blight."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Advanced
Level 10 - Substitute Final Sound of Word Ending VC

Level 10

Sound Game Exercises - Advanced

Level 10 - Substitute Final Sound of Word Ending VC

Using Lines

Today we'll do the sound game with lines instead of letters.

Put 3 horizontal lines (___ ___ ___) on a dry erase board. .

I'm going to tap out the sounds in the word "Zack"

Tap each line in turn and say the associated sound in the word (/z/ /a/ /k/.) Take your time to make sure there is at least a full second pause between each individual sound.

Now you please tap out the sounds in "Zack."

Your child taps out the sounds.

Proceed by asking her to make the change indicated in the following tables.

After this item, you do not need to model how to tap out the sounds in the word, but will have the student do that on her own.

After the student has done 5 words using lines, you will repeat each of the tasks orally, without using lines.

ERROR CORRECTION

Using Lines

Tell the student that her answer isn't quite right. Cover up the first line and ask the student to tap out the remaining sounds. Ask her to sound out the rime left after you've covered the first sound. Then have her say both the original word and the rime.

Oral Only

Tell the student that her answer isn't quite right. Give her the correct answer and have her repeat.

Example: "When we change the /k/ in Zack to /g/, the new word is zag. Zack-zag."

Sound Game Exercises - Advanced
Level 10 - Substitute Final Sound of Word Ending VC

Student Name: _____

Lesson 1 - Using Lines

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in zack.	Say zack but instead of /k/ say /g/.	zag	
Please tap out the sounds in cup.	Say cup but instead of /p/ say /t/.	cut	
Please tap out the sounds in not.	Say not but instead of /t/ say /d/.	nod	
Please tap out the sounds in vat.	Say vat but instead of /t/ say /p/.	vap	
Please tap out the sounds in rope.	Say rope but instead of /p/ say /d/.	road	
Say Zack.	Say zack but instead of /k/ say /g/.	zag	
Say cup.	Say cup but instead of /p/ say /t/.	cut	
Say not.	Say not but instead of /t/ say /d/.	nod	
Say vat.	Say vat but instead of /t/ say /p/.	vap	
Say rope.	Say rope but instead of /p/ say /d/.	road	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Advanced

Level 10 - Substitute Final Sound of Word Ending VC

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 2 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say bone.	Say bone but instead of /n/ say /t/.	boat	
Say it.	Say it but instead of /t/ say /f/.	if	
Say map.	Say map but instead of /p/ say /n/.	man	
Say bag.	Say bag but instead of /g/ say /t/.	bat	
Say chin.	Say chin but instead of /n/ say /p/.	chip	
Say fail.	Say fail but instead of /l/ say /m/.	fame	
Say hot.	Say hot but instead of /t/ say /g/.	hog	
Say ship.	Say ship but instead of /p/ say /n/.	shin	
Say cap.	Say cap but instead of /p/ say /ch/.	catch	
Say yet.	Say yet but instead of /t/ say /s/.	yes	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: *“That was tricky. When we change the /n/ in bone to /t/, the new word is boat. bone-boat.”*

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out of 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Advanced

Level 10 - Substitute Final Sound of Word Ending VC

Student Name: _____

Review

For the first 5 words, ask the student to tap out the sounds using lines on a dry erase board. Then, with the lines still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 3 - Review

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in loop.	Say voop but instead of /p/ say /t/.	loot	
Please tap out the sounds in home.	Say home but instead of /e/ say /e/.	hope	
Please tap out the sounds in tape.	Say tape but instead of /e/ say /e/.	tame	
Please tap out the sounds in wit.	Say wit but instead of /t/ say /n/.	win	
Please tap out the sounds in pine.	Say pine but instead of /e/ say /e/.	pile	
Say hit.	Say hit but instead of /t/ say /m/.	him	
Say has.	Say has but instead of /s/ say /d/.	had	
Say fish.	Say fish but instead of /sh/ say /t/.	fit	
Say sit.	Say sit but instead of /t/ say /p/.	sip	
Say boat.	Say boat but instead of /t/ say /l/.	bowl	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

ERROR CORRECTION

Using Lines

Ask the student to find the sound that is changing. Then have the student tap out the new word.

Example: "Where is the /p/ in loop" Change the /p/ to /t/ and tap out the new word."

Oral Only

Repeat the change and give the answer.

Example: "When we change the /p/ in loop to /t/, the new word is loot. loop-loot."

Sound Game Exercises - Advanced

Level 10 - Substitute Final Sound of Word Ending VC

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 4 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say gate.	Say gate but instead of /e/ say /n/.	gain	
Say feet.	Say feet but instead of /t/ say /l/.	feel	
Say win.	Say win but instead of /n/ say /g/.	wig	
Say wrote.	Say wrote but instead of /e/ say /e/.	rope	
Say plug.	Say plug but instead of /g/ say /m/.	plum	
Say big.	Say big but instead of /g/ say /t/.	bit	
Say tuff.	Say tuff but instead of /f/ say /n/.	tun	
Say soap.	Say soap but instead of /p/ say /k/.	soak	
Say Tim.	Say Tim but instead of /m/ say /k/.	tick	
Say leap.	Say leap but instead of /p/ say /f/.	leaf	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: *“That was tricky. When we change the /n/ in bone to /t/, the new word is boat. bone-boat.”*

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Advanced

Level 10 - Substitute Final Sound of Word Ending VC

Student Name: _____

Review

Write each of the first 5 words on a dry erase board and have your student read the word. Then, with the written word still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 5 - Review

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in cap.	Say cap but instead of /p/ say /t/.	cat	
Please tap out the sounds in have.	Say (have) hav but instead of /v/ say /t/.	hat	
Please tap out the sounds in room.	Say room but instead of /m/ say /t/.	root	
Please tap out the sounds in time.	Say time but instead of /m/ say /p/.	type	
Please tap out the sounds in out.	Say out but instead of /t/ say /l/.	owl	
Say hem.	Say hem but instead of /m/ say /j/.	hedge	
Say meal.	Say meal but instead of /l/ say /t/.	meat	
Say hog.	Say hog but instead of /g/ say /p/.	hop	
Say late.	Say late but instead of /t/ say /n/.	lane	
Say sick.	Say sick but instead of /k/ say /t/.	sit	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

ERROR CORRECTION

Using Lines

Ask the student to find the sound that is changing. Then have the student tap out the new word.

Example: "Where is the /p/ in loop" Change the /p/ to /t/ and tap out the new word."

Oral Only

Repeat the change and give the answer.

Example: "When we change the /p/ in loop to /t/, the new word is loot. loop-loot."

Sound Game Exercises - Advanced

Level 10 - Substitute Final Sound of Word Ending VC

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

NOTE: Tell the student that the words on this list are all nonsense words.

Lesson 6 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say tail.	Say tail but instead of /l/ say /m/.	tame	
Say suit.	Say suit but instead of /t/ say /n/.	soon	
Say mile.	Say (mile) mil but instead of /l/ say /n/.	mine	
Say bath.	Say bath but instead of /h/ say /d/.	bad	
Say reach.	Say reach but instead of /h/ say /l/.	real	
Say cap.	Say cap but instead of /p/ say /h/.	cash	
Say line.	Say (line) lin but instead of /n/ say /t/.	light	
Say deep.	Say deep but instead of /p/ say /l/.	deal	
Say hug.	Say hug but instead of /g/ say /m/.	hum	
Say pan.	Say pan but instead of /n/ say /t/.	pat	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: *“That was tricky. When we change the /n/ in bone to /t/, the new word is boat. bone-boat.”*

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Advanced
Level 11 - Substitute Final Sound of Word Ending CC

Level 11

Sound Game Exercises - Advanced

Level 11 - Substitute Final Sound of Word Ending CC

Using Lines

Today we'll do the sound game with lines instead of letters.

Put 3 horizontal lines (___ ___ ___) on a dry erase board. .

I'm going to tap out the sounds in the word "bend"

Tap each line in turn and say the associated sound in the word (/b/ /e/ /n/ /d/.) Take your time to make sure there is at least a full second pause between each individual sound.

Now you please tap out the sounds in "bend"

Your child taps out the sounds.

Proceed by asking her to make the change indicated in the following tables.

After this item, you do not need to model how to tap out the sounds in the word, but will have the student do that on her own.

After the student has done 5 words using lines, you will repeat each of the tasks orally, without using lines.

ERROR CORRECTION

Using Lines

Tell the student that her answer isn't quite right. Cover up the first line and ask the student to tap out the remaining sounds. Ask her to sound out the rime left after you've covered the first sound. Then have her say both the original word and the rime.

Oral Only

Tell the student that her answer isn't quite right. Give her the correct answer and have her repeat.

Example: "When we change the /d/ in bend to /t/, the new word is bent. bend-bent."

Sound Game Exercises - Advanced
Level 11 - Substitute Final Sound of Word Ending CC

Student Name: _____

Lesson 1 - Using Lines

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in bend.	Say bend but instead of /d/ say /t/.	bent	
Please tap out the sounds in chart.	Say chart but instead of /t/ say /m/.	charm	
Please tap out the sounds in word.	Say word but instead of /d/ say /m/.	worm	
Please tap out the sounds in dusk.	Say dusk but instead of /k/ say /t/.	dust	
Please tap out the sounds in bird.	Say bird but instead of /d/ say /n/.	burn	
Say bend.	Say bend but instead of /d/ say /t/.	bent	
Say chart.	Say chart but instead of /t/ say /m/.	charm	
Say word.	Say word but instead of /d/ say /m/.	worm	
Say dusk.	Say dusk but instead of /k/ say /t/.	dust	
Say bird.	Say bird but instead of /d/ say /n/.	burn	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Advanced

Level 11 - Substitute Final Sound of Word Ending CC

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 2 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say heard.	Say heard but instead of /d/ say /t/.	hurt	
Say elk.	Say elk but instead of /k/ say /s/.	else	
Say arch.	Say arch but instead of /ch/ say /m/.	arm	
Say sense.	Say sense but instead of /s/ say /t/.	sent	
Say stork.	Say stork but instead of /k/ say /d/.	stored	
Say bulk.	Say bulk but instead of /k/ say /b/.	bulb	
Say fern.	Say fern but instead of /n/ say /m/.	firm	
Say harm.	Say harm but instead of /m/ say /t/.	heart	
Say force.	Say force but instead of /s/ say /k/.	fork	
Say rend.	Say rend but instead of /d/ say /t/.	rent	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: *“That was tricky. When we change the /d/ in bend to /t/, the new word is bent. bend-bent.”*

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Advanced

Level 11 - Substitute Final Sound of Word Ending CC

Student Name: _____

Review

For the first 5 words, ask the student to tap out the sounds using lines on a dry erase board. Then, with the lines still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 3 - Review

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in wealth.	Say wealth but instead of /th/ say /d/.	weld	
Please tap out the sounds in sword.	Say sword but instead of /d/ say /s/.	source	
Please tap out the sounds in branch.	Say branch but instead of /ch/ say /d/.	brand	
Please tap out the sounds in verse.	Say verse but instead of /s/ say /j/.	verge	
Please tap out the sounds in barn.	Say barn but instead of /n/ say /k/.	bark	
Say silk.	Say silk but instead of /k/ say /t/.	silt	
Say worse.	Say worsebut instead of /s/ say /d/.	word	
Say port.	Say port but instead of /t/ say /ch/.	porch	
Say land.	Say land but instead of /d/ say /s/.	lance	
Say mast.	Say mast but instead of /t/ say /k/.	mask	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

ERROR CORRECTION

Using Lines

Ask the student to find the sound that is changing. Then have the student tap out the new word.

Example: “Where is the /d/ in bend” Change the /d/ to /t/ and tap out the new word.”

Oral Only

Repeat the change and give the answer.

Example: “When we change the /d/ in bend to /t/, the new word is bent. bend-bent.”

Sound Game Exercises - Advanced

Level 11 - Substitute Final Sound of Word Ending CC

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 4 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say print.	Say print but instead of /t/ say /s/.	prince	
Say bird.	Say bird but instead of /d/ say /th/.	birth	
Say must.	Say must but instead of /t/ say /k/.	musk	
Say since.	Say since but instead of /s/ say /ch/.	cinch	
Say guild.	Say guild but instead of /d/ say /t/.	guilt	
Say charge.	Say chargebut instead of /j/ say /t/.	chart	
Say verb.	Say verb but instead of /b/ say /j/.	verge	
Say plant.	Say plant but instead of /t/ say /d/.	planned	
Say carve.	Say carve but instead of /v/ say /d/.	card	
Say horse.	Say horse but instead of /s/ say /n/.	horn	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: *“That was tricky. When we change the /d/ in bend to /t/, the new word is bent. bend-bent.”*

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Advanced

Level 11 - Substitute Final Sound of Word Ending CC

Student Name: _____

Review

Write each of the first 5 words on a dry erase board and have your student read the word. Then, with the written word still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 5 - Review

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in winch.	Say winch but instead of /ch/ say /d/.	wind	
Please tap out the sounds in bold.	Say bold but instead of /d/ say /t/.	bolt	
Please tap out the sounds in tense.	Say tense but instead of /s/ say /t/.	tent	
Please tap out the sounds in card.	Say card but instead of /d/ say /t/.	cart	
Please tap out the sounds in fort.	Say fort but instead of /t/ say /s/.	force	
Say wrench.	Say wrench but instead of /ch/ say /t/.	rent	
Say lend.	Say lend but instead of /d/ say /t/.	lent	
Say held.	Say held but instead of /d/ say /p/.	help	
Say start.	Say start but instead of /t/ say /k/.	stark	
Say belch.	Say belch but instead of /ch/ say /t/.	belt	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

ERROR CORRECTION

Using Lines

Ask the student to find the sound that is changing. Then have the student tap out the new word.

Example: "Where is the /d/ in bend" Change the /d/ to /t/ and tap out the new word."

Oral Only

Repeat the change and give the answer.

Example: "When we change the /d/ in bend to /t/, the new word is bent. bend-bent."

Sound Game Exercises - Advanced

Level 11 - Substitute Final Sound of Word Ending CC

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

NOTE: Tell the student that the words on this list are all nonsense words.

Lesson 6 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say fork.	Say fork but instead of /k/ say /t/.	fort	
Say sense.	Say sense but instead of /e/ say /d/.	send	
Say hunch.	Say hunch but instead of /ch/ say /t/.	hunt	
Say pint.	Say pint but instead of /t/ say /d/.	pined	
Say course.	Say course but instead of /s/ say /t/.	court	
Say hurt.	Say hurt but instead of /t/ say /d/.	heard	
Say lark.	Say lark but instead of /k/ say /d/.	lard	
Say worm.	Say worm but instead of /m/ say /k/.	work	
Say send.	Say send but instead of /d/ say /t/.	sent	
Say cast.	Say cast but instead of /t/ say /k/.	cask	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: *“That was tricky. When we change the /d/ in bend to /t/, the new word is bent. bend-bent.”*

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Advanced
Level 12 - Delete First Sound of Final Blend

Level 12

Sound Game Exercises - Advanced

Level 12 - Delete First Sound of Final Blend

Using Lines

Today we'll do the sound game with lines instead of letters.

Put 4 horizontal lines (____ _ _ _) on a dry erase board. .

I'm going to tap out the sounds in the word "tusk."

Tap each line in turn and say the associated sound in the word (/t/ /u/ /s/ /k/.) Take your time to make sure there is at least a full second pause between each individual sound.

Now you please tap out the sounds in "tusk."

Your child taps out the sounds.

Proceed by asking her to make the change indicated in the following tables.

After this item, you do not need to model how to tap out the sounds in the word, but will have the student do that on her own.

After the student has done 5 words using lines, you will repeat each of the tasks orally, without using lines.

ERROR CORRECTION

Using Lines

Tell the student that her answer isn't quite right. Cover up the first line and ask the student to tap out the remaining sounds. Ask her to sound out the rime left after you've covered the first sound. Then have her say both the original word and the rime.

Oral Only

Tell the student that her answer isn't quite right. Give her the correct answer and have her repeat.

Example: "Tusk without /s/ is tuck. Tusk-tuck. You say tusk-tuck."

Sound Game Exercises - Advanced

Level 12 - Delete First Sound of Final Blend

Student Name: _____

Lesson 1 - Using Lines

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in tusk.	Say musk but don't say /s/.	tuck	
Please tap out the sounds in task.	Say task but don't say /s/.	tack	
Please tap out the sounds in runt.	Say runt but don't say /n/.	rut	
Please tap out the sounds in canned.	Say canned but don't say /n/.	cad	
Please tap out the sounds in wilt.	Say wilt but don't say /l/.	wit	
Say tusk.	Say musk but don't say /s/.	tuck	
Say task.	Say task but don't say /s/.	tack	
Say runt.	Say runt but don't say /n/.	rut	
Say canned.	Say canned but don't say /n/.	cad	
Say wilt.	Say wilt but don't say /l/.	wit	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Advanced Level 12 - Delete First Sound of Final Blend

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 2 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say lent.	Say lent but don't say /n/.	let	
Say skinned.	Say skinned but don't say /n/.	skid	
Say wound.	Say wound but don't say /n/.	wood	
Say mint.	Say mint but don't say /n/.	mitt	
Say cold.	Say cold but don't say /l/.	code	
Say roost.	Say roost but don't say /s/.	root	
Say stink.	Say stink but don't say /ng/.	stick	
Say pact.	Say pact but don't say /c/.	pat	
Say chant.	Say chant but don't say /n/.	chat	
Say plunk.	Say plunk but don't say /ng/.	pluck	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: "That was tricky.
Tusk without /s/ is tuck.
Tusk-tuck."

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out of 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Advanced Level 12 - Delete First Sound of Final Blend

Student Name: _____

Review

For the first 5 words, ask the student to tap out the sounds using lines on a dry erase board. Then, with the lines still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 3 - Review

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in guest.	Say guest but don't say /s/.	get	
Please tap out the sounds in melt.	Say melt but don't say /l/.	met	
Please tap out the sounds in meant.	Say meant but don't say /n/.	met	
Please tap out the sounds in pest.	Say pest but don't say /s/.	pet	
Please tap out the sounds in chunk.	Say chunk but don't say /ng/.	chuck	
Say past.	Say past but don't say /s/.	pat	
Say can't.	Say can't but don't say /n/.	cat	
Say lamp.	Say lamp but don't say /m/.	lap	
Say left.	Say left but don't say /f/.	let	
Say lend.	Say lend but don't say /n/.	led	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

ERROR CORRECTION

Using Lines

Ask the student to find the sound that is changing. Then have the student tap out the new word.

Example: "Where is the /d/ in bend" Change the /d/ to /t/ and tap out the new word."

Oral Only

Repeat the change and give the answer.

Example: "Tusk without /s/ is tuck. Tusk-tuck."

Sound Game Exercises - Advanced Level 12 - Delete First Sound of Final Blend

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 4 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say best.	Say best but don't say /s/.	bet	
Say land.	Say land but don't say /n/.	lad	
Say boast.	Say boast but don't say /s/.	boat	
Say hulk.	Say hulk but don't say /l/.	hull	
Say west.	Say west but don't say /s/.	wet	
Say roast.	Say roast but don't say /s/.	wrote	
Say beast.	Say beast but don't say /s/.	beat	
Say fend.	Say fend but don't say /n/.	fed	
Say hand.	Say hand but don't say /n/.	had	
Say clasp.	Say clasp but don't say /s/.	clap	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: *“That was tricky. Tusk without /s/ is tuck. Tusk-tuck.”*

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out of 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Advanced Level 12 - Delete First Sound of Final Blend

Student Name: _____

Review

Write each of the first 5 words on a dry erase board and have your student read the word. Then, with the written word still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 5 - Review

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in rust.	Say rust but don't say /s/.	rut	
Please tap out the sounds in fist.	Say fist but don't say /s/.	fit	
Please tap out the sounds in sent.	Say sent but don't say /n/.	set	
Please tap out the sounds in hunt.	Say hunt but don't say /n/.	hut	
Please tap out the sounds in locked.	Say locked but don't say /k/.	lot	
Say fast.	Say fast but don't say /s/.	fat	
Say pant.	Say pant but don't say /n/.	pat	
Say mast.	Say mast but don't say /s/.	mat	
Say sift.	Say sift but don't say /f/.	sit	
Say picked.	Say picked but don't say /k/.	pit	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

ERROR CORRECTION

Using Lines

Ask the student to find the sound that is changing. Then have the student tap out the new word.

Example: "Where is the /d/ in bend" Change the /d/ to /t/ and tap out the new word."

Oral Only

Repeat the change and give the answer.

Example: "Tusk without /s/ is tuck. Tusk-tuck."

Sound Game Exercises - Advanced Level 12 - Delete First Sound of Final Blend

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

NOTE: Tell the student that the words on this list are all nonsense words.

Lesson 6 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say raft.	Say raft but don't say /f/.	rat	
Say must.	Say must but don't say /s/.	mutt	
Say buns.	Say buns but don't say /n/.	buzz	
Say meant.	Say meant but don't say /n/.	met	
Say dusk.	Say dusk but don't say /s/.	duck	
Say licked.	Say licked but don't say /k/.	lit	
Say send.	Say send but don't say /n/.	said	
Say tops.	Say tops but don't say /p/.	toss	
Say wind.	Say wind but don't say /n/.	wide	
Say raised.	Say raised but don't say /z/.	raid	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: *“That was tricky.
Tusk without /s/ is tuck.
Tusk-tuck.”*

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out of 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

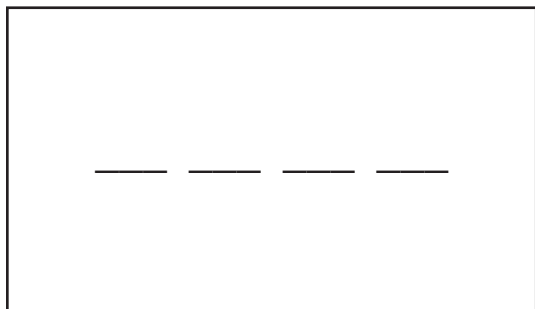
Sound Game Exercises - Advanced
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Sound Game Exercises - Advanced

Level 13 - Substitute First Sound of Final Blend

Using Lines



Today we'll do the sound game with lines instead of letters.

Put 4 horizontal lines (____ _ _ _) on a dry erase board. .

I'm going to tap out the sounds in the word "fast."

Tap each line in turn and say the associated sound in the word (/f/ /a/ /s/ /t/.) Take your time to make sure there is at least a full second pause between each individual sound.

Now you please tap out the sounds in "fast"

Your child taps out the sounds.

Proceed by asking her to make the change indicated in the following tables.

After this item, you do not need to model how to tap out the sounds in the word, but will have the student do that on her own.

After the student has done 5 words using lines, you will repeat each of the tasks orally, without using lines.

ERROR CORRECTION

Using Lines

Tell the student that her answer isn't quite right. Cover up the first line and ask the student to tap out the remaining sounds. Ask her to sound out the rime left after you've covered the first sound. Then have her say both the original word and the rime.

Oral Only

Tell the student that her answer isn't quite right. Give her the correct answer and have her repeat.

Example: "If we change the /s/ in fast to /k/, the new word is fact. fast-fact. You say fast-fact."

Sound Game Exercises - Advanced

Level 13 - Substitute First Sound of Final Blend

Student Name: _____

Lesson 1 - Using Lines

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in fast.	Say fast but instead of /s/ say /k/.	fact	
Please tap out the sounds in bolt.	Say bolt but instead of /l/ say /s/.	boast	
Please tap out the sounds in blunt.	Say blunt but instead of /n/ say /f/.	bluffed	
Please tap out the sounds in tent.	Say tent but instead of /n/ say /s/.	test	
Please tap out the sounds in graft.	Say graft but instead of /f/ say /n/.	grant	
Say fast.	Say fast but instead of /s/ say /k/.	fact	
Say bolt.	Say bolt but instead of /l/ say /s/.	boast	
Say blunt.	Say blunt but instead of /n/ say /f/.	bluffed	
Say tent.	Say tent but instead of /n/ say /s/.	test	
Say graft.	Say graft but instead of /f/ say /n/.	grant	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Sound Game Exercises - Advanced Level 13 - Substitute First Sound of Final Blend

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 2 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say clamp.	Say clamp but instead of /m/ say /s/.	clasp	
Say mint.	Say mint but instead of /n/ say /s/.	mist	
Say pact.	Say pact but instead of /k/ say /s/.	past	
Say rest.	Say rest but instead of /s/ say /k/.	wrecked	
Say faint.	Say faint but instead of /n/ say /s/.	faced	
Say rasp.	Say rasp but instead of /s/ say /m/.	ramp	
Say colt.	Say colt but instead of /l/ say /p/.	coped	
Say flint.	Say flint but instead of /n/ say /k/.	flicked	
Say past.	Say past but instead of /s/ say /n/.	pant	
Say brink.	Say brink but instead of /ng/ say /s/.	brisk	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: *“That was tricky. If we change the /s/ in fast to /k/, the new word is fact. fast-fact.”*

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out of 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Advanced

Level 13 - Substitute First Sound of Final Blend

Student Name: _____

Review

For the first 5 words, ask the student to tap out the sounds using lines on a dry erase board. Then, with the lines still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 3 - Review

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in deft.	Say deft but instead of /f/ say /l/.	dealt	
Please tap out the sounds in punt.	Say punt but instead of /n/ say /f/.	puffed	
Please tap out the sounds in joint.	Say joint but instead of /n/ say /s/.	joist	
Please tap out the sounds in rent.	Say rent but instead of /n/ say /s/.	rest	
Please tap out the sounds in left.	Say left but instead of /f/ say /n/.	lent	
Say leaps.	Say leaps but instead of /p/ say /k/.	leaks	
Say watched.	Say watched but instead of /ch/ say /n/.	want	
Say raked.	Say raked rakt but instead of /k/ say /s/.	raced	
Say hemp.	Say hemp but instead of /m/ say /l/.	help	
Say wills.	Say wills but instead of /l/ say /n/.	wins	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

ERROR CORRECTION

Using Lines

Ask the student to find the sound that is changing. Then have the student tap out the new word.

Example: "Where is the /d/ in bend" Change the /d/ to /t/ and tap out the new word."

Oral Only

Repeat the change and give the answer.

Example: "If we change the /s/ in fast to /k/, the new word is fact. fast-fact."

Sound Game Exercises - Advanced Level 13 - Substitute First Sound of Final Blend

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

Lesson 4 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say roped.	Say roped but instead of /p/ say /s/.	roast	
Say hound.	Say hound but instead of /n/ say /z/.	housed	
Say bunt.	Say bunt but instead of /n/ say /s/.	bust	
Say muffed.	Say muffed but instead of /f/ say /s/.	must	
Say cant.	Say cant but instead of /n/ say /s/.	cast	
Say ducked.	Say ducked but instead of /k/ say /s/.	dust	
Say bent.	Say bent but instead of /n/ say /l/.	belt	
Say wept.	Say wept but instead of /p/ say /s/.	west	
Say dealt.	Say (dealt) delt but instead of /l/ say /n/.	dent	
Say ant.	Say ant but instead of /n/ say /p/.	apt	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: *“That was tricky. If we change the /s/ in fast to /k/, the new word is fact. fast-fact.”*

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.

Sound Game Exercises - Advanced

Level 13 - Substitute First Sound of Final Blend

Student Name: _____

Review

Write each of the first 5 words on a dry erase board and have your student read the word. Then, with the written word still visible, ask her to make the sound change. Do the task orally only for the last 5 items.

Lesson 5 - Review

Date:			
Word	Change	Answer	✓ 1 0
Please tap out the sounds in craft.	Say craft but instead of /f/ say /k/.	cracked	
Please tap out the sounds in vent.	Say vent but instead of /n/ say /s/.	vest	
Please tap out the sounds in paint.	Say paint but instead of /n/ say /s/.	paste	
Please tap out the sounds in rant.	Say rant but instead of /n/ say /p/.	rapt	
Please tap out the sounds in left.	Say left but instead of /f/ say /n/.	lent	
Say post.	Say post but instead of /s/ say /k/.	poked	
Say list.	Say list but instead of /s/ say /f/.	lift	
Say best.	Say best but instead of /s/ say /n/.	bent	
Say kilt.	Say kilt but instead of /l/ say /s/.	kissed	
Say beast.	Say beast but instead of /s/ say /p/.	beeped	

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

ERROR CORRECTION

Using Lines

Ask the student to find the sound that is changing. Then have the student tap out the new word.

Example: "Where is the /d/ in bend" Change the /d/ to /t/ and tap out the new word."

Oral Only

Repeat the change and give the answer.

Example: "If we change the /s/ in fast to /k/, the new word is fact. fast-fact."

Sound Game Exercises - Advanced

Level 13 - Substitute First Sound of Final Blend

Student Name: _____

Assessment

Assessment is done orally only, with neither words nor lines visible. Ask the student to say the word and then ask her to make the change as indicated in the table.

NOTE: Tell the student that the words on this list are all nonsense words.

Lesson 6 - Assessment

Date:			
Word	Change	Answer	✓ 1 0
Say raft.	Say raft but instead of /f/ say /n/.	rant	
Say must.	Say must but instead of /s/ say /f/.	muffed	
Say buns.	Say buns but instead of /n/ say /g/.	bugs	
Say meant.	Say meant but instead of /n/ say /l/.	melt	
Say dusk.	Say dusk but instead of /s/ say /ng/.	dunk	
Say licked.	Say licked but instead of /k/ say /s/.	list	
Say task.	Say task but instead of /s/ say /ng/.	tank	
Say tips.	Say tips but instead of /p/ say /k/.	ticks	
Say find.	Say find but instead of /n/ say /l/.	filed	
Say raised.	Say raised but instead of /z/ say /n/.	rained	

ERROR CORRECTION

Tell the student the correct answer and have her repeat both the original word and the result after the change.

Example: *“That was tricky. If we change the /s/ in fast to /k/, the new word is fact. fast-fact.”*

- If the student responds correctly in 2 seconds or less, put a ✓ next to the item.
- If the student responds correctly in more than 2 seconds, put a 1 next to the item.
- If the student responds incorrectly, put a 0 next to the item.

Discontinue if the student makes 5 consecutive errors.

Routing:

If the student gets 8 out 10 items correct in 2 seconds or less, proceed in the next lesson to the next level of the Sound Game.

If the student gets fewer than 8 out of 10 items correct in 2 seconds or less, do the following review lesson at this level.