



Strategy Card: Finger Stretch

Purpose: Identify and isolate the individual phonemes in a spoken word by stretching fingers.

Procedure:

1. Teacher states the word.
2. Students repeat the word.
3. Teacher Models:
 - Use Stretch and Shrink strategy to identify phonemes in the spoken word. (*refer to PA strategy 3*)
 - Start with fist on the left hand. Turn the first inward.
 - Stretch the thumb for the first phoneme and stretch the next finger for the second phoneme; continue until all phonemes are represented by a finger stretch.
 - Blend the phonemes together and say the whole word by squeezing the fingers back into a fist.
4. Teacher Questions:
 - “What is the first sound in the word?”
 - “What is the last sound in the word?”
5. Teacher States:
 - “What is the word? The word is _____.”

Notes

Preparation:

- Teacher Word List for focus skill

Extensions

Can be used for:

- Segmenting phonemes: 2-, 3-, 4- or more phoneme words

Additional Questions:

- What is the medial sound?
- Which phoneme is a consonant?
- Which phoneme is a vowel?

Example



go



/g/ /o/



go



Strategy Card: Stretch and Shrink

Purpose: Identify all phonemes in a spoken word by stretching the word slowly in order to hear the individual phonemes and blending the sounds back together to say the word.

Procedure:

1. Teacher says a word.
2. Students repeat the word.
3. Teacher Model:
 - Make hands into a fist, touching knuckle to knuckle.
 - Stretch: While saying or singing the word very slowly, pull fists or slinky apart (until you reach your shoulders) with sounds connected. Emphasize the last sound with an over exaggerated stop.
 - Shrink: Pull fists or slinky back together, while simultaneously saying the word.
4. Teacher Questions:
 - “What sounds did you hear in the word?”
 - “What is the first sound you said and heard in _____?”
 - “What is the last sound you said and heard in _____?”
5. Teacher States:
 - “The word is _____? What is the word?”

← /mmmmaaaaaat/ → → /mat/ ←

Notes

Preparation:

- **Teacher Word List for focus skill**
- **Optional:** A Slinky can be used to demonstrate **Stretch and Shrink**.

Extensions

Can be used for:

- Phoneme Segmenting
- Phoneme Blending

Additional Questions:

- What is the medial sound? (3 or more phoneme words)



← /mmmmaaaaaat/ → → /mat/ ←



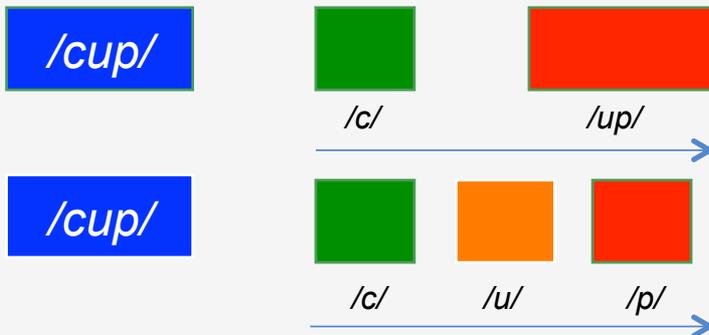
Strategy Card: Touch and Say

Associating Sounds with Objects

Purpose: Identify and isolate the parts/phonemes in a spoken word by touching objects.

Procedure:

1. Teacher says a word.
2. Students repeat the word.
3. Teacher Models:
 - Touch each square and say the parts/phonemes in the word.
 - Blend the parts/phonemes together while sliding finger from left to right to say the whole word.
4. Teacher Questions:
 - “What is the first part/phoneme you hear in the word?”
 - “What is the last part/phoneme you hear in the word?”
5. Teacher States:
 - “Let’s **Touch and Say** the whole word again.”



Notes

Preparation:

- **Pass out manipulatives:** felt squares, plastic discs, colored tiles, etc.
- **Teacher Word List for focus skill**

Extensions

Can be used for:

- segmenting and blending syllables: compound words, 2-, 3-, 4-, or more syllable words;
- segmenting and blending onset and rime: one syllable words;
- segmenting and blending phonemes: 2-, 3-, 4- or more phoneme words.

Additional Questions:

- What is the medial sound?
- Which sound is the consonant?
- Which sound is the vowel?

Explanation:

Parts/Phonemes:

- Parts = syllables and rimes (rectangular manipulatives)
- Phonemes = individual sounds



Strategy Card: Positive Error Correction

Purpose: To recognize what the student answered correctly and give feedback

Procedure: You Do

- Teacher calls upon a student for *You Do* and student gives an answer.
- Teacher says: “Checkers”
- Other Students display: Thumbs Up or Helping Hand

Teacher: If Thumbs Up – teacher moves to next student

If Helping Hand –teacher will stop and:

1. Tell student which parts/phonemes were correct. (“You read 2 sounds correct.”)
2. Teacher states the word again and says, “Let’s look at the 2nd sound together.”
3. Student repeats the word, then stretches and blends the parts/phonemes again.
4. Student rereads the row of words.
5. Student must complete the word independently before teacher moves on.

If student answers incorrectly again, teacher or other students model the skill. Teacher may want to give another YOU DO to the student later in the lesson.

Definitions:

- **Worker:** The student that the teacher called on.
- **Checkers:** All other students that work silently with the worker and listen to the worker’s response. (Helps with student engagement.)
- **Thumbs Up:** Indicates a correct response
- **Helping Hand:** Indicates worker needs help with response

Notes:

- Can be used with parts/phonemes in a word (“You got 2 sounds right or 2 syllables correct – Let’s look at the 3rd sound in the word or 3rd syllable.”)
- Can be used with words in a row (“You got 4 words correct - Let’s examine word #5.”)
- Can be used with sentences. (“You got 10 words correct – Let’s look at the word after *shop*.”)

