



Strategy Card: Quiet Yell

Purpose: Identify and segment the number of **syllables** in a spoken word by recognizing and identifying how many pushes of air are in the word.

Procedure:

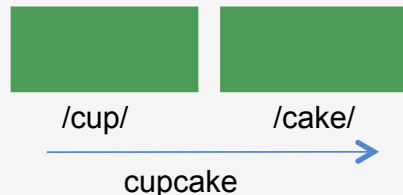
1. Teacher states the word.
2. Students repeat the word.
3. Teacher Models:
 - Place hands to mouth and pretend to **shout** the word across the room in a low voice.
4. Teacher Questions:
 - “How many pushes of air/breath did you feel?” (*the vowels produce the breath of air for each syllable*)
 - How many syllables are in the word?”
5. Teacher States: “Let’s Touch and Say Syllables” (*refer to PA Strategy 1: **Touch and Say***)



Quiet Yell



/cupcake/



Notes:

Preparation:

- **Pass out manipulatives:** felt squares, plastic discs, colored tiles, or other manipulatives
- **Teacher Word List:** Compound words, 2-syllable words, 3-syllable words, or 4- or more syllable words

Extensions:

Can be used for:

- Syllables (compound words or 2-, 3-, 4- or more syllables)

Same Syllable work may be called:

- Whale Talk
- Duck Lips
- Chin Drop
- Clapping Syllables

*Note: We chose **Quiet Yell** so students could hear the spoken syllables.*



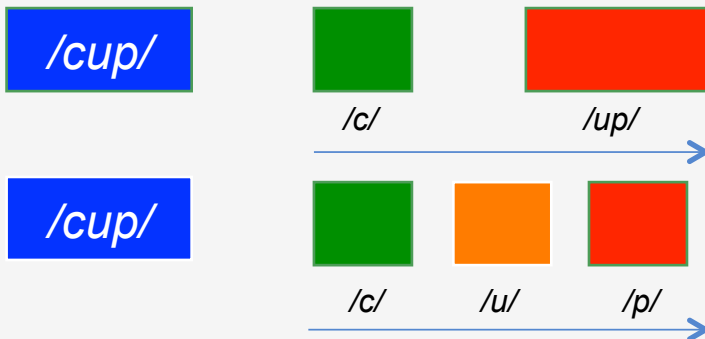
Strategy Card: Touch and Say

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*.”)

