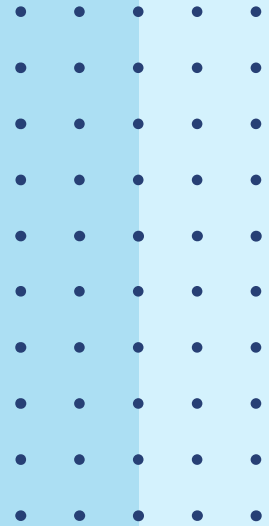
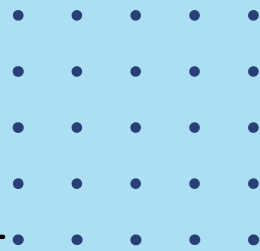


95 Percent PAIR & Pocket PA

Phonemic Awareness Intervention Training





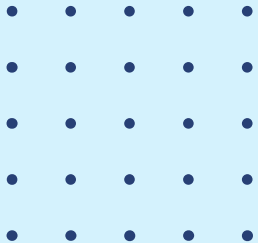
Informed teachers are our best
insurance against reading failure.
While programs are very helpful tools,
programs don't teach; teachers do.

-Louisa C. Moats

01.

Learning Target

I am learning the significance of teaching phonemic awareness and implementing interventions to address knowledge gaps.

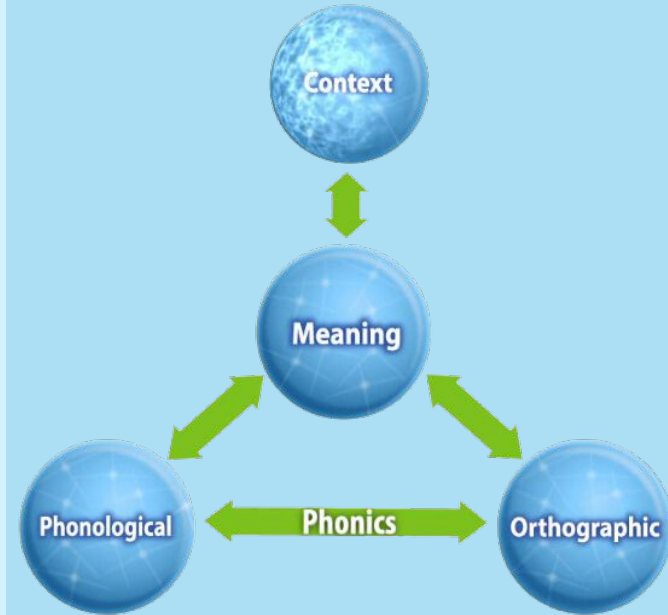


Phonological Awareness

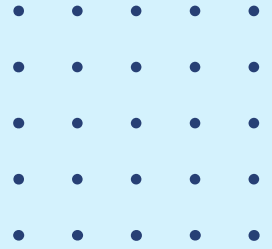
Phonological processing is a key aspect of how our brains process language when we read.

For beginning readers, the more automatic phonological awareness becomes, the better their word recognition, leaving them able to attend to other aspects of the text.

Direct instruction in a variety of phonological awareness skills reduces the likelihood of reading failure.



Phonological Awareness



Phonological Awareness is the ability to **hear, identify, and manipulate sounds in words.**

It is an essential skill for emergent readers: children must be able to distinguish sounds in words before they can link the sounds to the letters that represent them.

Explicit instruction in phonological awareness significantly improves children's reading.

The Simple View of Reading



Reading Comprehension is not the sum, but the product of two components – word recognition and language comprehension.

The Simple View of Reading



Word Recognition is the accurate and fast retrieval of decoded word forms.

The Simple View of Reading



Language Comprehension refers to the ability to understand spoken language and involves the mental processes used to make sense of what is heard.

The Reading Rope

Our Focus

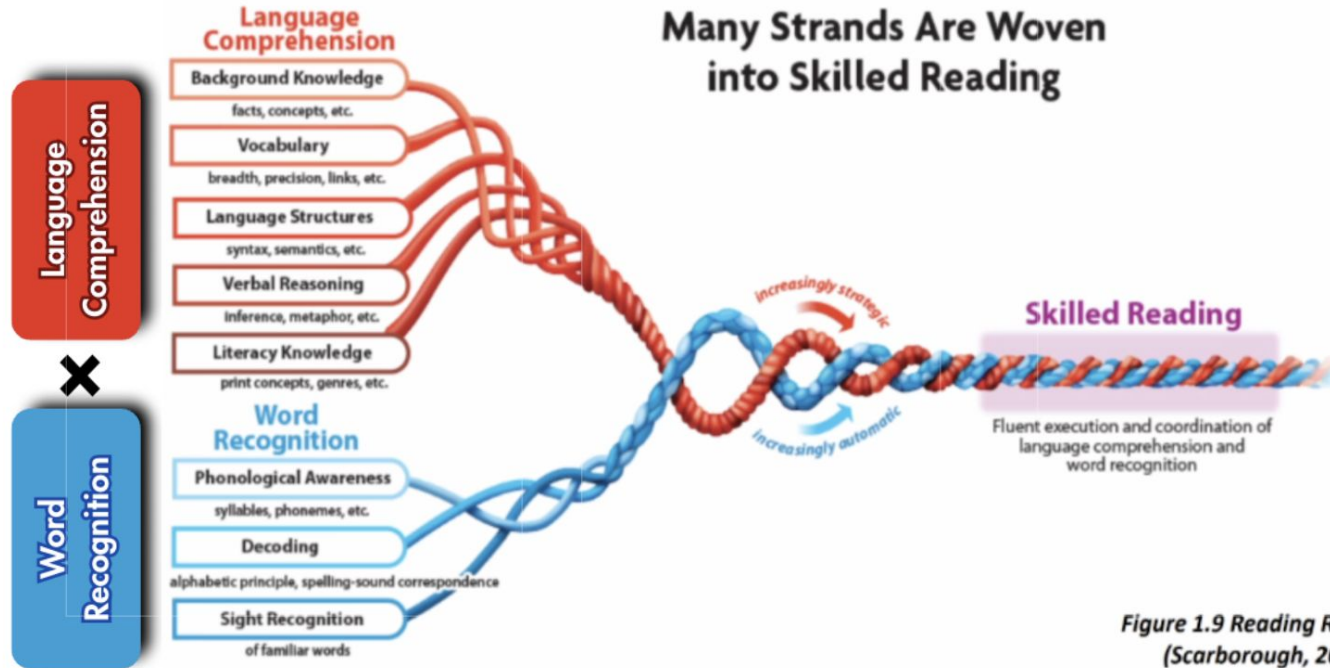
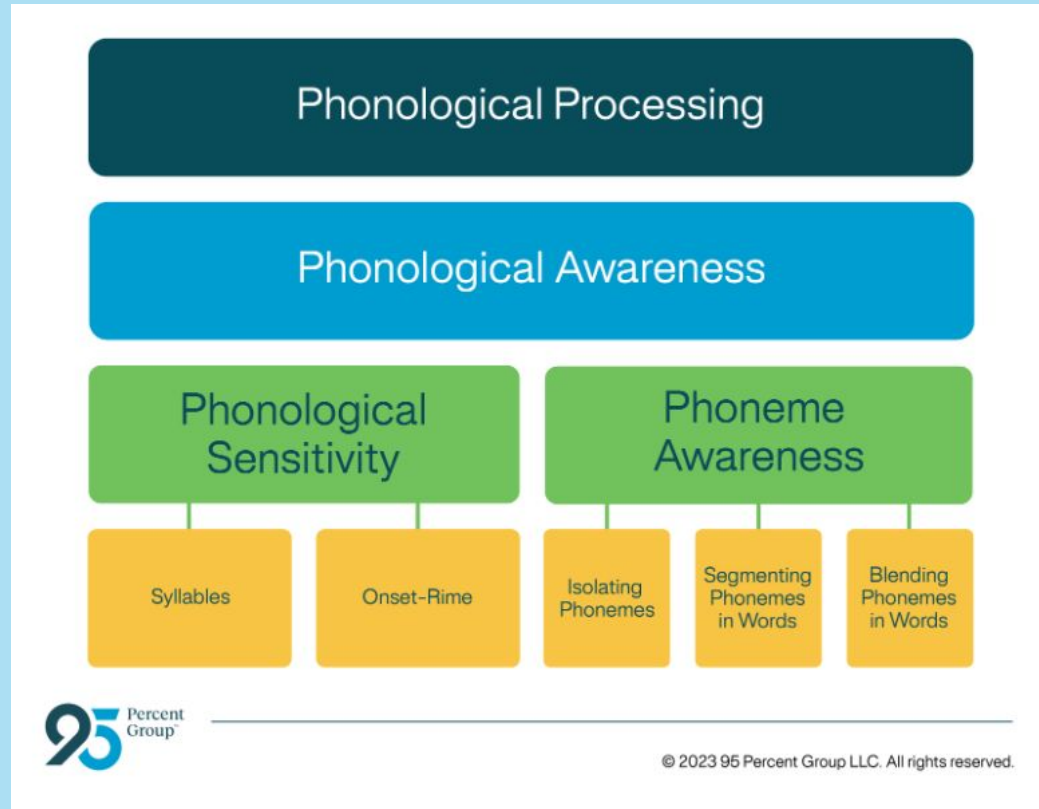
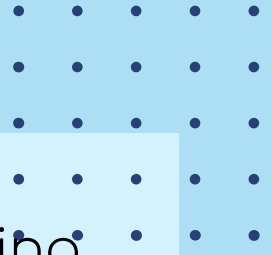


Figure 1.9 Reading Rope
(Scarborough, 2001)

95 Phonological Processing





Phonological processing is a key aspect of how our brains process language when we read. For beginning readers, the more automatic phonological awareness becomes, the better their word recognition, leaving them able to attend to other aspects of the text.

Direct instruction in a variety of phonological awareness skills reduces the likelihood of reading failure.

Phonological Awareness

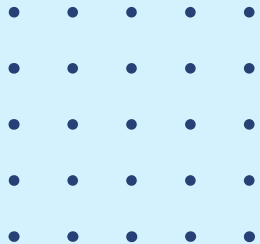
Phonological awareness refers to our conscious awareness of all levels of the speech sound system, including word boundaries, stress patterns, syllables, onset-rime units, and phonemes.

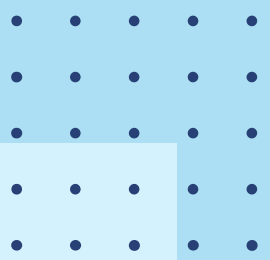
Phoneme awareness is a subset of phonological awareness that refers to the conscious awareness that words are made up of segments of our own speech and are represented with letters in an alphabetic orthography.

02.

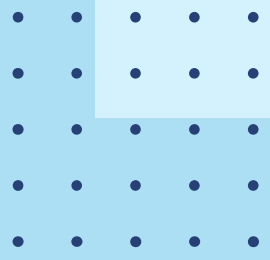
Learning Target

I am learning the significance of teaching phonemic awareness and implementing interventions to address knowledge gaps.





Evidence shows that focused instruction
on **phonemes** , directly followed by
instruction that connects the phonemes
to their **corresponding letters** , increases
students' skill proficiency exponentially.



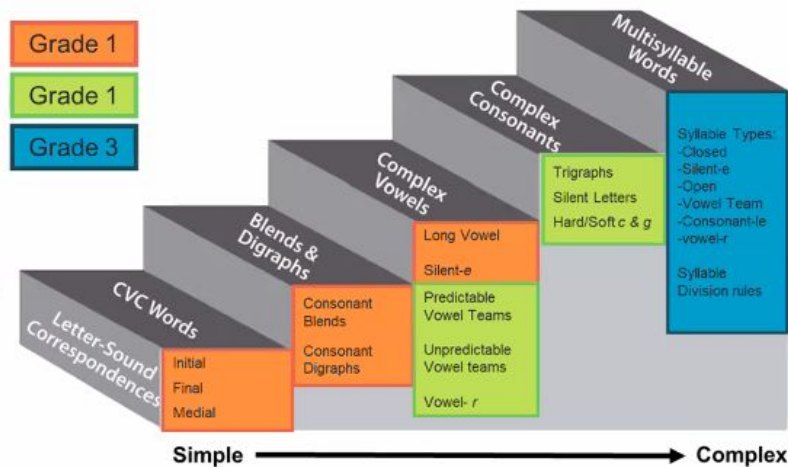
Prerequisites to Word Level Reading

Letter Sound Correspondence

The automatic relationship between the 26 letters and the phoneme each represents.

Alphabetic Principle

The awareness that letters represent sounds



Blending

Combining sounds to read an entire word fluently

95 Phonemic Awareness Suite

Phonemic Awareness is a foundational skill in reading development.



Comprehensive

Tier 1 and Tier 2
Supports for students
covering graphemes
and phonemic
awareness



Research-based

Aligns with the most
recent reading
research



Systematically and Effective

Instruction is
sequenced and
focused to target no
more than 1 or 2 skills
at a time

95 Phonemic Awareness Suite

CORE

95 Pocket PA™

- 95 Pocket PA™ provides daily 10-minute lessons that dive directly into the phoneme level of instruction and make the critical connection to the grapheme for beginning readers.
- The research is clear—focusing on one or two phonemic awareness skills per day is best for effective learning. Pocket PA exemplifies this, making instruction easy to deliver and absorb.

ASSESSMENT

95 Phonemic Awareness Screener for Intervention™ (PASI™)

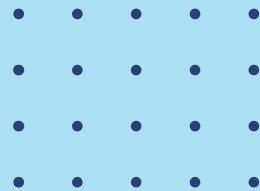
- 95 PASI™ is a quick and precise assessment that identifies skill deficits and makes specific recommendations for effective intervention.
- 95 PASI™ provides assessment and progress monitoring to measure skill mastery.

INTERVENTION

95 PAIR™ (Phonemic Awareness Intervention Resource)

- 95 PAIR™ includes targeted lessons on alphabetic awareness and phonemic awareness concepts for precision intervention.
- 95 PAIR™ is perfectly aligned with 95 Pocket PA for seamless intervention with familiar routines and instructional vocabulary.

95 Literacy Ecosystem



Instructional Focus

All instruction uses the same scope and sequence of skills. What differs is the intensity of instruction; students in intervention get more of what they need, so they can access and benefit from the Tier 1 core instruction.



Instruction Consistency

All lessons follow the "I Do, We Do, You Do" gradual release model. This helps teachers deliver instruction efficiently while also focusing on student responses.

Consistency of Routines

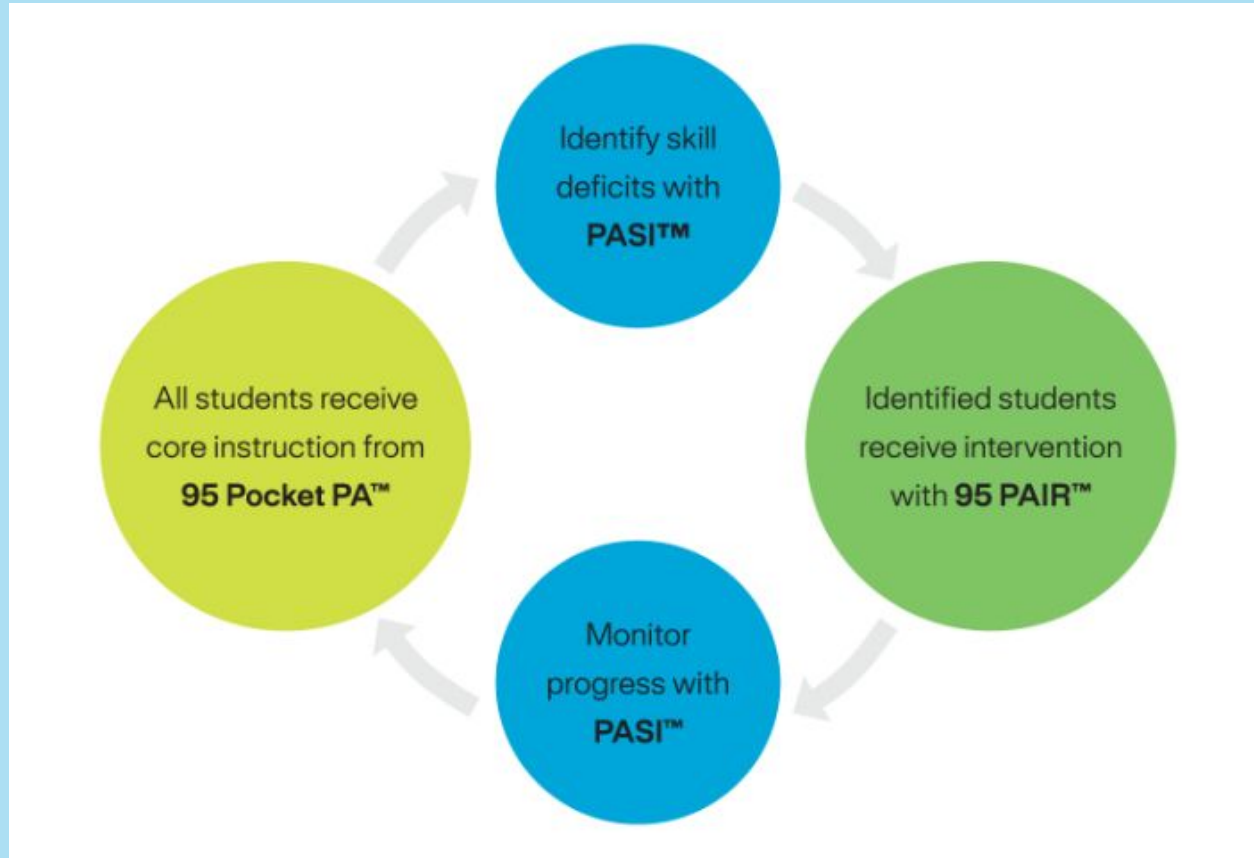
Students are actively engaged in familiar routines (e.g., sound-spelling mapping). This keeps them from having to devote significant cognition to processes



Academic Language

All instruction utilizes the same academic language, allowing students to hear and experience a cohesive vocabulary.

95 Phonemic Awareness Suite : : : :



95 Phonemic Awareness Suite



Before we begin looking at the lessons, let's take a moment to review the principles of structured literacy.

These principles are at the foundation of all solid instruction, including both core programs and intervention programs.

Although intervention instruction is different from small-group instruction provided during the core reading block, there are several similar characteristics.

Guiding Principles of Phonemic Awareness Instruction



Develop Phoneme
Level Skills

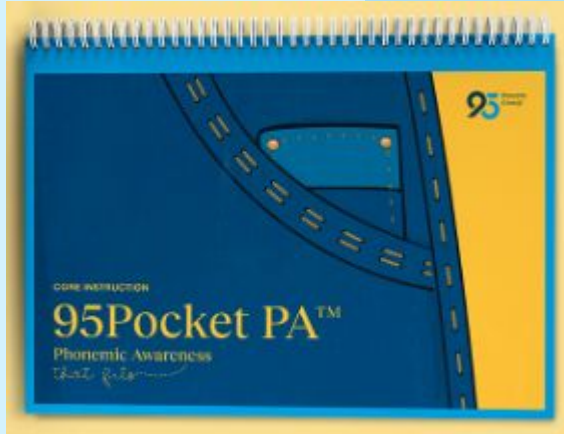


Implemented in
Small Groups

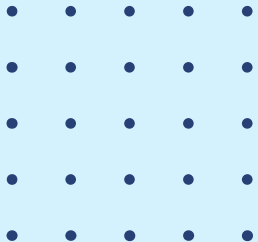


Explicitly Integrate Phonemic
Awareness with letter-sound
knowledge

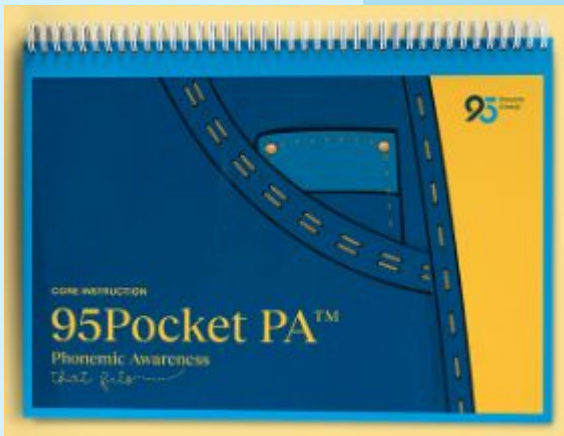
95 Pocket PA



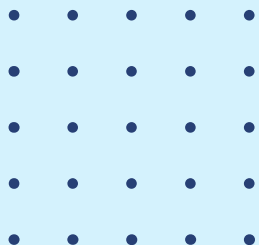
- ❖ The Pocket PA core component is specialized for K-1.
- ❖ Instruction and practice take only 5-10 minutes a day.



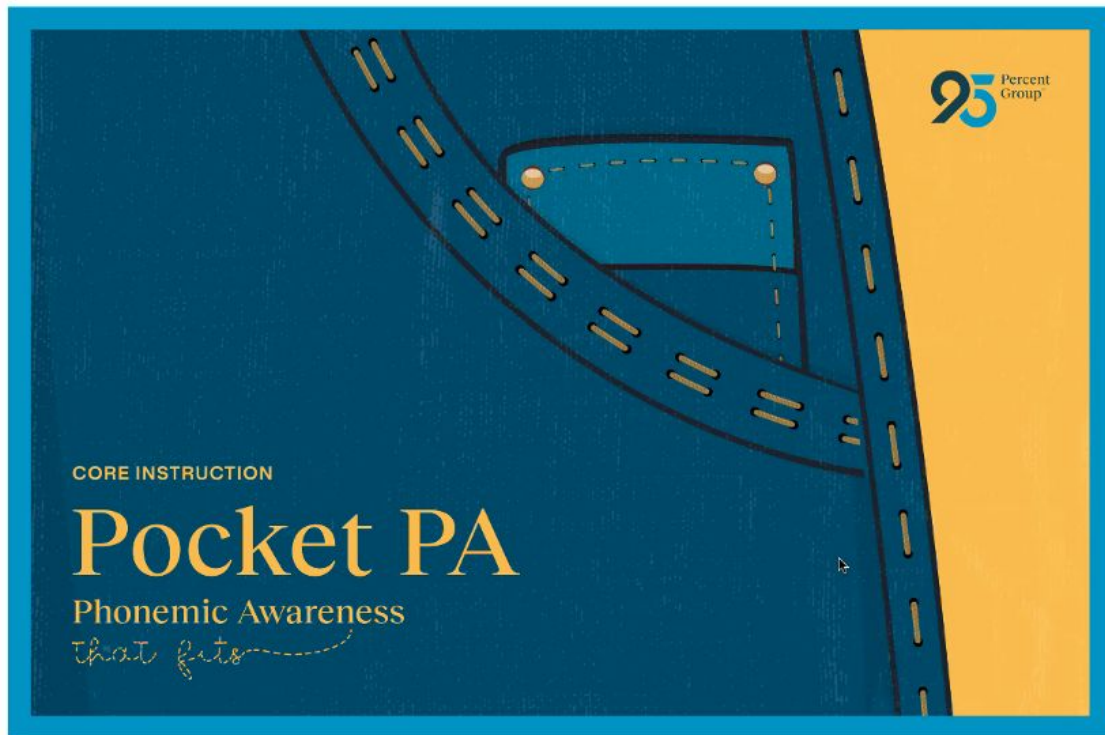
95 Pocket PA



- ❖ Instruction includes connections to letters but maintains auditory tasks first.
- ❖ Instruction includes pronunciation support so teachers and students will “clip” phonemes.
- ❖ An assessment component is available for checks.



Core Instruction – 95 Pocket PA™



- 50 weeks of lessons, 10 minutes per day
- Lessons organized simple to complex
 - 1-35 – Kinder
 - 15-50 – Grade 1
 - All lessons included for ALL teachers!
- Digital Presentation Files correlated with each lesson for ready-made practice

Features

GRADUAL
RELEASE
over the 5 days
of instruction

The power is in the
WE DO & YOU DO.



DAY 1

I Do

Today, you will learn how to listen for and say the first sound in a word.

I'll do one more.

- The word is voice.

DAY 2

We Do

Let's practice some words together. Here are the instructions.

- I'll say a word, and you'll repeat it.
- Then, fill in the chart to show the first sound in the word.

DAY 3

You Do

Now, it's your turn. This time I will not answer with you. Ready?

Say nine : nine	First sound? /n/
Say moon : moon	First sound? /m/
Say fish : fish	First sound? /f/
Say sack : sack	First sound? /s/
Say van : van	First sound? /v/
Say zag : zag	First sound? /z/
Say ace : ace	First sound? /a/
Say it : it	First sound? /i/
Say zip : zip	First sound? /z/
Say seat : seat	First sound? /s/

Say mash : mash	First sound? /m/
Say neck : neck	First sound? /n/
Say face : face	First sound? /f/
Say sum : sum	First sound? /s/
Say vest : vest	First sound? /v/
Say lunch : lunch	First sound? /l/
Say each : each	First sound? /e/
Say off : off	First sound? /o/
Say suit : suit	First sound? /s/
Say fill : fill	First sound? /f/

LESSON 5 6 Isolation | Initial Phoneme

Attention | Engagement | Feedback | Consolidation

The Four Pillars of Learning, Dehaene

A Peek Inside

Easy to follow
FORMAT

DAY 2

I Do



Today, we are going to listen for and say the first sound in a word.

Watch me. My turn.

- The word is oak.

Say the word in context: We sat under the big oak tree.

- The first sound in oak is /ō/.

Listen as I do another word.

- The word is lip.

Say the word in context: I bit my lip while eating chips.

- The first sound in lip is /l/.

I'll do one more.

- The word is noise.

Say the word in context: I heard a loud noise outside.

- The first sound in noise is /n/.

IMPACT results
in just 10 minutes
a day

MANAGEABLE
for whole class
instruction

CONTEXT & VISUAL
supports for ALL
students

I Do

Lesson 5

DAY
2



Sample Digital Presentation File

LESSON 5

Isolation | Initial Phoneme



A Peek Inside

ENGAGING instructional dialogue

DAY 1

We Do

Let's practice together. This time, you'll finger-stretch and answer with me.

Before we begin, pick up your pencil and hold it in the hand you use to write. You will use your other hand to finger-stretch. Now, lay your pencil down. Show me the hand you will use to finger-stretch. (Students should raise their non-dominant hands.)

Ready?

The word is so. Word? **so**

Say the word in context: I am so happy.

- Finger-stretch and say the sounds in so. /s/ /ō/
- How many sounds? **2**

The next word is add. Word? **add**

Say the word in context: Can you add the numbers?

- Finger-stretch and say the sounds in add. /ă/ /d/
- How many sounds? **2**

The next word is pay. Word? **pay**

Say the word in context: She will pay for your lunch.

- Finger-stretch and say the sounds in pay. /p/ /ă/
- How many sounds? **2**

Repeat the steps above for additional **We Do** practice with the following words.

tie	/t/ /i/	it	/i/ /t/	day	/d/ /ă/
no	/n/ /ō/	see	/s/ /ē/	low	/l/ /ō/
me	/m/ /ē/	shy	/sh/ /i/	knee	/n/ /ē/

Explicit instruction and practice with FINGER- STRETCHING



LESSON 22

2

Segmenting | 2-3 Phonemes

A Peek Inside

We Do

This time, you'll finger-stretch and answer with me. Raise the hand you will use to finger-stretch. (Students should raise their non-dominant hands.)

Let's practice together. Ready?

SOUNDS

The word is mom. Word? **mom**

Say the word in context: My mom likes to jog.

- Finger-stretch and say the sounds in mom. /m/ /ō/ /m/
- How many sounds? **3**
- How many boxes should I dot? **3**
- Say the sounds with me as I dot the boxes. /m/ /ō/ /m/

.	.	.
---	---	---

For the next part of the lesson, remind students to put their finger in the air, pointing towards the displayed word, and scoop as they blend the sounds, and slide their finger from left to right as they read the word.

DAY 3

GRAPHEMES

Now, I write the letters that spell the sounds.

- The first sound is /m/.
- Which letter spells the sound /m/? **m**
- The next sound is /ō/.
- Which letter spells the sound /ō/? **o**
- The last sound is /m/.
- Which letter spells the sound /m/? **m**

m	o	m	
---	---	---	--

- Sounds? /m/ /ō/ /m/ (Scoop under each box and blend the sounds.)
- Word? **mom** (Slide your finger under the boxes and read the word.)

Repeat the previous steps for additional We Do practice with the following words.

1.

n	a	p
.	.	.

3.

l	i	p
.	.	.

5.

h	a	t
.	.	.

2.

r	e	d
.	.	.

4.

c	o	t
.	.	.

I Do



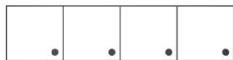
Today, we will practice segmenting. We are going to say, spell, and blend every sound in a word. Each word we will spell today has 4 sounds. Watch me. My turn.

SOUNDS

The word is spin.

Say the word in context: It is fun to spin around in circles.

- I finger-stretch each sound in the word spin—/s/ /p/ /i/ /n/.
- Notice, I used 4 fingers for the sounds in spin. The word spin has 4 sounds.
- Next, I tap and dot the boxes. Each box stands for 1 sound. I place a small dot in each box as I tap and say the sounds.
- Spin has 4 sounds, so I dot 4 boxes—/s/ /p/ /i/ /n/.



DAY 1

GRAPHEMES

Now, I write the letters that spell the sounds.

- The first sound is /s/ spelled with the letter s.
- The second sound is /p/ spelled with the letter p.
- The third sound is /i/ spelled with the vowel letter i.
- The last sound is /n/ spelled with the letter n.



- The sounds are /s/ /p/ /i/ /n/. (Scoop under each box and blend the sounds.)
- The word is spin. (Slide your finger under the boxes and read the word.)

Repeat the previous steps for additional I Do practice with the following word: **club**.

We Do
is next



We Do

This time, you'll finger-stretch and answer with me. Raise the hand you will use to finger-stretch. (Students should raise the non-dominant hands.)

Let's practice together. Ready?

SOUNDS

The word is drop. Word? **drop**

Repeat after me: Drop the seeds in the dirt.

- Finger-stretch the sounds in drop. /d/ /r/ /ō/ /p/
- How many sounds? **4**
- How many boxes should I dot? **4**
- Say the sounds with me as I dot the boxes. /d/ /r/ /ō/ /p/

.	.	.	.

For the next part of the lesson, remind students to put a finger in the air to scoop and slide.

GRAPHEMES

Now, I write the letters that spell the sounds.

- The first sound is /d/.
- Which letter spells the sound /d/? **d**
- The second sound is /r/.
- Which letter spells the sound /r/? **r**
- The third sound is /ō/.
- Which letter spells the sound /ō/? **o**
- The last sound is /p/.
- Which letter spells the sound /p/? **p**

d	.	r	.	o	.	p	.
---	---	---	---	---	---	---	---

- **Sounds?** (Scoop under each box and blend the sounds.)
/d/ /r/ /ō/ /p/
- **Word?** (Slide your finger under the boxes and read the word.)
drop

Repeat the previous steps for additional **We Do** practice with the following words: (1) **smog**, (2) **glad**, (3) **trim**, (4) **snap**, (5) **plug**, (6) **crab**, (7) **step**.

I Do



Today, we will practice segmenting. We will say, spell, and blend every sound in a word. Each word we will spell today has 4 sounds. Watch me. My turn.

SOUNDS

The word is slam.

Say the word in context: Please do not slam the door.

- I finger-stretch each sound in the word slam.— /s/ /l/ /ă/ /m/.
- The word slam has 4 sounds.
- Next, I tap and dot the boxes. Each box stands for 1 sound. I place a small dot in each box as I tap and say the sounds.
- Slam has 4 sounds, so I dot 4 boxes—/s/ /l/ /ă/ /m/.

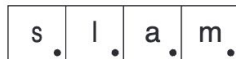


DAY 2

GRAPHEMES

Now, I write the letters that spell the sounds.

- The first sound is /s/ spelled with the letter s.
- The second sound is /l/ is spelled with the letter l.
- The third sound is /ă/ spelled with the vowel letter a.
- The last sound is /m/ spelled with the letter m.



- The sounds are /s/ /l/ /ă/ /m/. (Scoop under each box and blend the sounds.)
- The word is slam. (Slide your finger under the boxes and read the word.)

We Do
is next



We Do

This time, you'll finger-stretch and answer with me. Raise the hand you will use to finger-stretch. (Students should raise the non-dominant hand.)

Let's practice together. Ready?

SOUNDS

The word is twin. Word? **twin**

Repeat after me: I have a twin sister.

- Finger-stretch the sounds in twin. /t/ /w/ /i/ /n/
- How many sounds? **4**
- How many boxes should I dot? **4**
- Say the sounds with me as I dot the boxes. /t/ /w/ /i/ /n/

•	•	•	•
---	---	---	---

For the next part of the lesson, remind students to put a finger in the air to scoop and slide.

GRAPHEMES

Now, I write the letters that spell the sounds.

- The first sound is /t/.
• Which letter spells the sound /t/? **t**
- The second sound is /w/.
• Which letter spells the sound /w/? **w**
- The third sound is /i/.
• Which letter spells the sound /i/? **i**
- The last sound is /n/.
• Which letter spells the sound /n/? **n**

t	w	i	n
---	---	---	---

- **Sounds?** (Scoop under each box and blend the sounds.)
/t/ /w/ /i/ /n/
- **Word?** (Slide your finger under the boxes and read the word.)
twin

Repeat the previous steps for additional **We Do** practice with the following words: (1) **spot**, (2) **grin**, (3) **brag**, (4) **plot**, (5) **flip**, (6) **grub**, (7) **sled**, (8) **prop**.


Lets Practice!



Assessment

Our **newly updated** Phonemic Awareness Screener for Intervention™

- Assesses all phonemic awareness skills taught in Core instruction and makes specific recommendations for Intervention
- Can be administered in **less than 10 minutes**
- Used as a **diagnostic** and a tool for **progress monitoring**—3 different forms (A,B,C)



Phonemic Awareness Screener for Intervention™ | PASI™
FORM A

Student Name: _____ Evaluator: _____ Date: _____

PA5: Segment
Teach
Say: flash: Say each
clap
frog
elk
fast

PA6: Manipul
Teach
Say: and. Add /a/
Lip: add /a/ to the
Lap: add /t/ to the
Pot: add /s/ to the
At: add /ch/ to the

PA7: Manipul
Teach
Say: no. Add /p/ to
Pass: add /t/ to the
Ram: add /p/ to the
Lass: add /t/ to the
Ran: add /t/ to the

PA8: Manipul
Teach
Say: shout. Take
Kit: take away /k/
Clap: take away /t/
Slip: take away /s/
Play: take away /l/

PA9: Manipul
Teach
Say: mist. Take a
Race: take away /r/
Seek: take away /k/
Boat: take away /b/
Heap: take away /p/

PA1: Isolation (Initial Phonemes)

Teacher Dictates	Correct Response	Student's Response	Score
Say: fan. What's the first sound?	/f/		/1/
ham	/h/		/1/
lock	/l/		/1/
sun	/s/		/1/
shine	/sh/		/1/
Total			/5/

PA2: Isolation (Final Phonemes)

Teacher Dictates	Correct Response	Student's Response	Score
Say: ram. What's the last sound?	/m/		/1/
hose	/z/		/1/
shine	/n/		/1/
moose	/z/		/1/
sun	/n/		/1/
Total			/5/

PA3: Blending (2-3 Phonemes)

Teacher Dictates	Correct Response	Student's Response	Score
Say: /d/.../i/.../s/. What's the word?	day		/1/
/h/.../u/.../m/	hum		/1/
/b/.../i/.../n/	bike		/1/
/m/.../o/.../n/	moon		/1/
/sh/.../i/	shy		/1/
Total			/5/

PA4: Segmentation (2-3 Phonemes)

Teacher Dictates	Correct Response	Student's Response	Score
Say: way. Say each sound.	/w/ /y/		/1/
five	/f/ /v/ /n/		/1/
oak	/o/ /k/		/1/
hash	/h/ /a/ /sh/		/1/
me	/m/ /e/		/1/
Total			/5/

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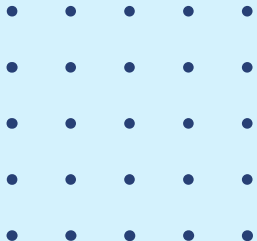
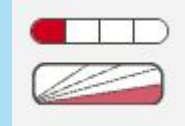
3

PASI

Does this student need to take the PASI to determine if there are PA holes??

Why?

BOY

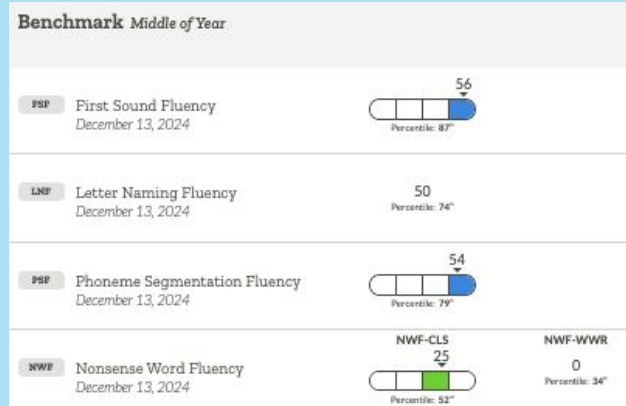
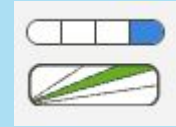


PASI

Does this student need to take the PASI to determine if there are PA holes??

Why?

MOY

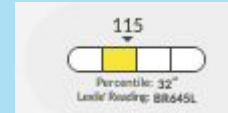


PASI

Does this student need to take the PASI to determine if there are PA holes??

Why?

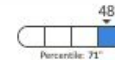
MOY



Benchmark Middle of Year

PSP

First Sound Fluency
January 7, 2025



LMF

Letter Naming Fluency
January 7, 2025



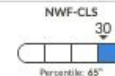
PSP

Phoneme Segmentation Fluency
January 7, 2025



NWF

Nonsense Word Fluency
January 7, 2025



NWF-CLS

NWF-WWR

0
Percentile: 34%



Administering the PASI

You'll need:

- Administrator Script
- Recording Sheet
- Student Materials for the letter names and sounds portion of the assessment

FORM A


Skill P1a

c	a	m	r	u
v	n	o	x	z
e	s	w	i	b
h	f	l	d	k


†

FORM B

Skill P1a



s	k	a	b	h	
j	o	r	y	c	
f	m	d	q	i	
x	t	w	e	l	
p	z	v	u	g	n



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3



Administering the PASI

- Use Form A
- Begin with skill PA1
- A score of 80% (4 out of 5) is passing
 - STOP after the FIRST missed skill
 - Begin instruction at the first missed skill

Administering the PASI

-Use Form A

-Begin with skill P1a, P1b, P1c

-A score of 100% for each section is passing

-Provide instruction for any missed letter names and/or sounds

FORM B Skill P1a

s	k	a	b	h	
j	o	r	y	c	
f	m	d	q	i	
x	t	w	e	l	
p	z	v	u	g	n

95 Percent Group

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3

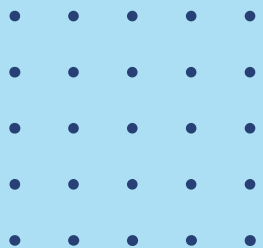
FORM B

95 PAIR

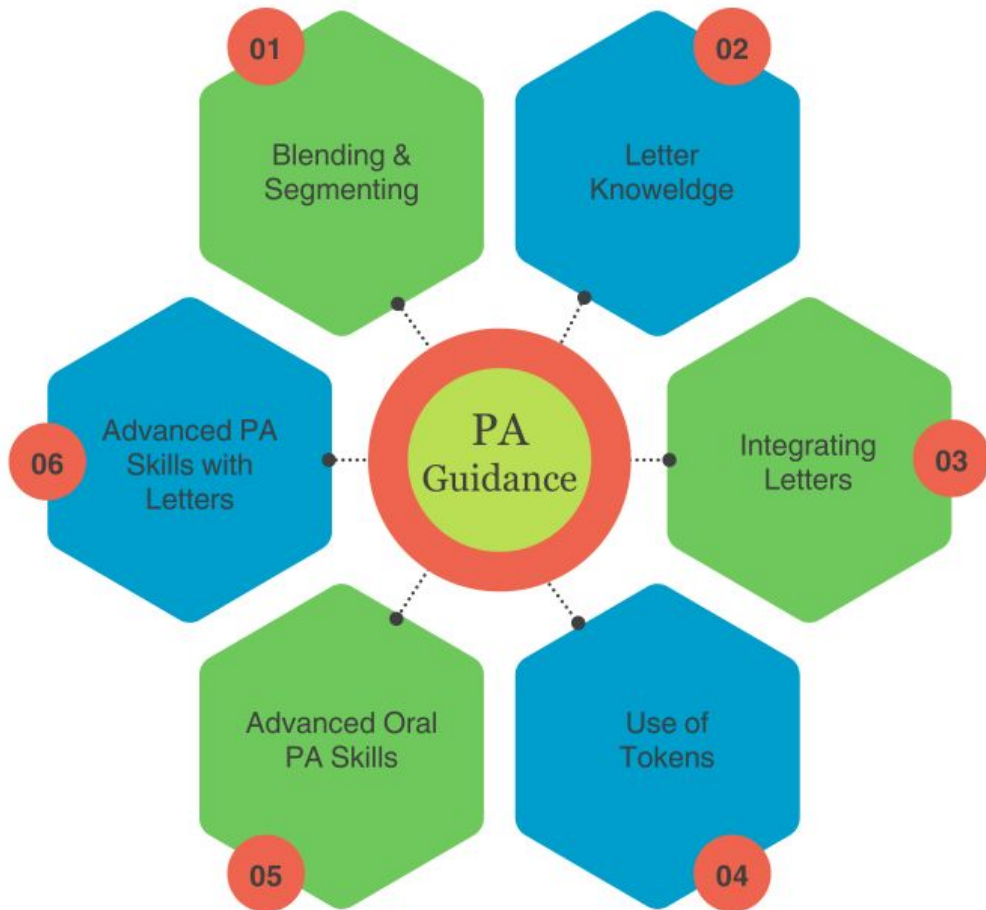
- ❖ Intervention program for K and beyond
- ❖ Includes lessons to explicitly teach letter-sound correspondences
- ❖ Lessons include easy-to-follow instructional dialogue and the gradual release model of I Do, We Do, You Do



- ❖ Each lesson focuses on one skill
- ❖ Lessons mirror the same routines as Pocket PA and Core
- ❖ 95 PAIR uses student Manipulatives (sound chips)



Teaching Phonemic Awareness



95 PAIR MATERIALS

→ Teacher's Edition

→ Teacher Manipulative Kit

- ◆ Magnetic Whiteboard and Sound Chips/Mat
- ◆ Picture Cards
- ◆ Sound-Spelling Cards
- ◆ Kid Lips Cards

→ Student Manipulative Kit

- ◆ Mats
- ◆ Sound Chips
- ◆ Small Mirrors



How to Use 95 PAIR



To modify this graph, click on it, follow the link, change the data and paste the resulting graph here, replacing [this one](#).

1

Designed primarily for Tier 2 reading instruction but can be used with Tier 3 students

2

2 Sections

1. Alphabetic Awareness
2. Phonemic Awareness

3

Grouping students is done by the PASI the 1 to 1 assessment

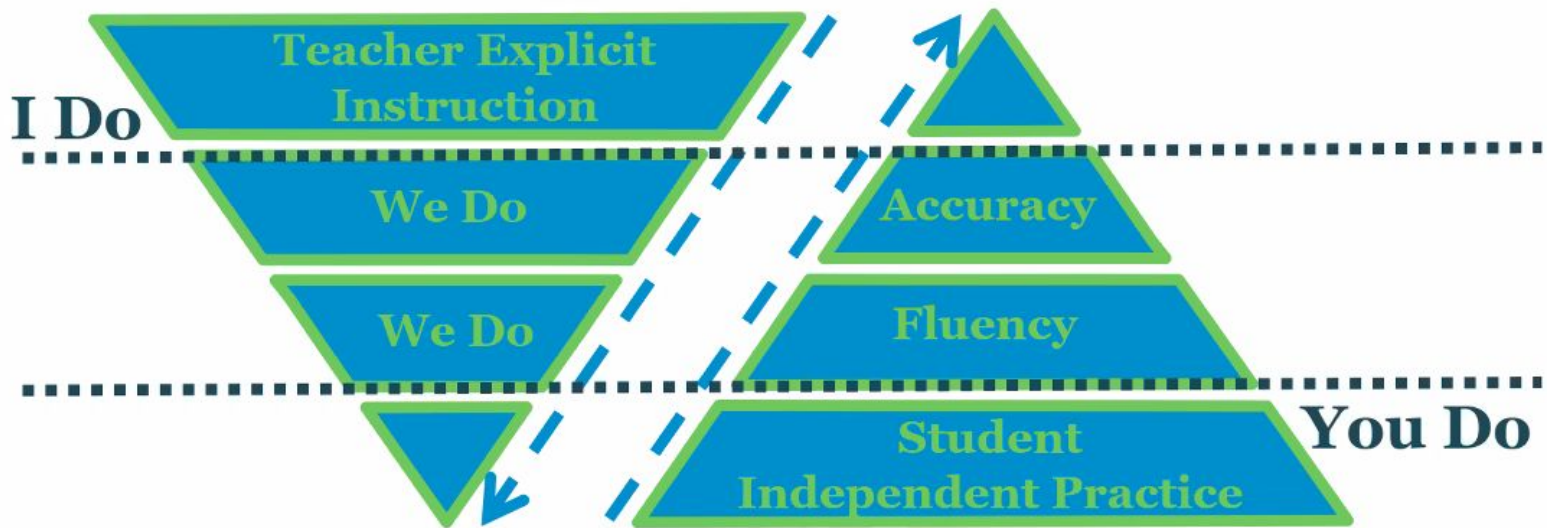
4

Instructional Procedures follow the I Do, We Do, You Do

Key Points: Intervention Instruction



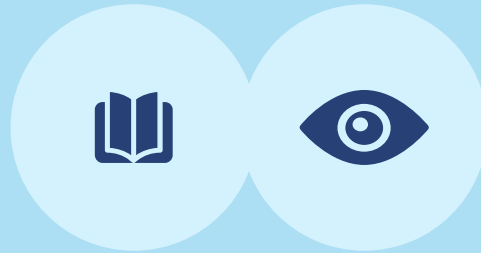
Gradual Release of Responsibility



Instructional Supports for English Learners

All alphabetic languages require phonemic awareness to all students, regardless of their heritage language, is an important part of helping them become proficient readers.

Cross-Linguistic Connections



Visual Supports

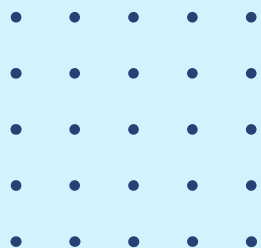
Picture Cards
Kid Lips Cards
Sound Spelling Cards
Manipulatives
Gestures

It is important not to change the sequence in which skills are taught. Instead, you can increase the duration of time spent modeling and guiding practice to scaffold instruction. Continue to explicitly teach following the gradual release model.

Embedded Scaffolds

The scaffolds built into the 95 PAIR create stimulating instructional routines that increase confidence, support strong oral language development and promote phonemic awareness proficiency for all students.

- Explicit Instruction
- Ample Practice
- Use of Pictures
- Words used in context
- Oral repetition
- Total Physical Response
- Hand motions and gestures




Alphabetic Awareness

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss **Tt** Uu Vv Ww Xx Yy Zz


MATERIALS

- Teacher Board/Marker
- Student Mirrors
- Student Boards/Markers
- 10 Picture Cards (Select 6 examples and 4 non-examples.)



Cross-Linguistic Connections for EL Students:

- In Spanish, the /t/ sound is made slightly different. The Spanish sound /t/ is more dental—the tongue is tapping the back of the upper, front teeth. So, it is important that students see and feel how the sound /t/, in English, is articulated with the tip of the tongue tapping the ridge behind the upper set of teeth.
- The Spanish sound /t/ is found in the initial and medial positions in words. The sound /t/ in Spanish words is not found in the final position.
- Provide many opportunities for students to hear and produce the sound /t/ in the final position in words such as *mag*, *taste*, *ming*, *sent*, *about*, and *pat*.



Remember, as you model the articulation of the sound /t/, keep the sound crisp and clip the schwa.

PHONEME ARTICULATION

We are going to learn about letter **t** and the sound it spells. Look at the Sound-Spelling Card for **t**. (Hold up the Sound-Spelling Card.) The keyword picture for /t/ is **toe**. Say **toe**. **toe**

This is letter **t**. What letter? **t**

Letter **t** has a job. Its job is to spell the sound /t/.

I Do

Watch my mouth as I say the sound /t/.

Place

When I make the sound /t/.

- My lips are open.
- My tongue is touching the roof of my mouth, just behind my teeth.

Manner

I put my hand on my throat—/t/.

- I don't feel a vibration in my throat, so /t/ is an unvoiced sound. Because your voice box is not on when you say the sound, we call it **unvoiced**.

When I say /t/, it's not possible to continue making the sound. The sound stops.

(Hold up the Kid Lips Card.) Watch me say this sound—/t/. Does my mouth look like the Kid Lips Card? **yes**

Includes:

- Articulation practice with mirrors
- Letter formation
- Phoneme identification using picture cards
- Repeated application
- Teacher Tips


95 PAIR

Prepare **MATERIALS** before instruction. Remember to insert the student mats into sheet protectors so that students can write on them using dry erase markers. Replacement mats can be printed from the One95™ platform.


Collect the **PICTURE CARDS** needed for each stage of the lesson. Throughout the lessons, you will see words followed by letter-number codes [e.g., zap (z-1)]. Each letter-number code helps identify a word that is featured on a Picture Card. Download the Picture Card Index from the One95™ platform for a complete list of Picture Card words.

Use **ADDITIONAL WORDS** to reteach lessons until students can demonstrate skill mastery.


MATERIALS



Teacher and Student Phoneme Segmentation Mats (1 each)



Teacher and Student Chips (4 circles each)



Teacher and Student Dry Erase Markers (1 each)

PICTURE CARDS

I Do		We Do—Level 1	
on	o-7	lip	l-16
sip	s-8	mud	m-23
zap	z-1	us	u-12

ADDITIONAL WORDS

Use single syllable words such as the following to extend or reteach this lesson's I Do, We Do, and You Do activities, as needed.


fog	f-15	nap	n-5	at	kid	pen
mad	m-3	net	n-9	bad	lit	up
mat	m-7	sad	s-1	fun	lug	van
nug	m-24	sub	s-24	in	mop	wet

INSTRUCTIONAL PROCEDURES

I Do Chips & Letters

The teacher will manipulate the chips and write the letters. Students should not receive mats and chips until the You Do portion of the lesson.

Today, you will learn how to segment, or take apart, all the sounds in a word. Then, you will write the letters that spell the sounds. Finally, you will blend the sounds to read a word. Let me show you how to segment and spell the sounds in a word.




This mat has a big circle where I'll place 4 chips. Each chip stands for 1 sound in a word. At the bottom of the mat, there are some boxes. Each box stands for 1 sound.

The word is **sip**. (Show picture card s-8.)

Say the word in context: **Try a sip of the lemonade.**

- First, I'll finger-stretch the sounds in **sip**—/s/ /i/ /p/. The word **sip** has 3 sounds.
- I pull a chip down into a box for each sound I hear—/sss/ /ii/ /p/. (Stretch each sound while moving the chips into the boxes as shown.) Notice, I didn't need to use all of my chips.



PA 4

192

Segmenting & Blending | 2-3 Phonemes
Chips & Letters

Read **NOTES** for information on how to use the routines with integrity.

Use thumbnail **IMAGES** to clarify how a routine should be conducted.

Say the focus words in **CONTEXT SENTENCES** to promote students' vocabulary development. To build students oral language skills, have them repeat the sentences.

Instructional Dialogue Key (Font Colors)

Black Notes for teachers on how to facilitate the instruction.
Black Dialogue for teachers to say aloud.
Cyan Correct student response.

95 PAIR

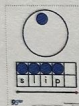
Explicit Instruction

Finger-Stretching

I Do Chips & Letters (continued)

4. Now, I write the letter that spells each sound.

(Write the letter for each sound under its chip.)



- The first sound is /s/ spelled with the letter **s**. I write the letter **s** under the first chip.
- The second sound is /f/ spelled with the letter **f**. I write the letter **f** under the second chip.
- The third sound is /i/ spelled with the vowel letter **i**. I write the vowel letter **i** under the third chip.
- The last sound is /p/ spelled with the letter **p**. I write the letter **p** under the last chip.

5. I scoop my finger under each letter as I blend the sounds— /sss/ /fff/ /iii/ /p/. (Stretch each sound into the next.)

6. Finally, I slide my finger along the line as I read the word—**slip**.

Repeat the previous steps for additional I Do practice with the following words: **clip** (c-13), **milk** (m-12), **blog**, **drop**, **best**, **just**.

We Do Chips & Letters – Level 1

The teacher will manipulate the chips and write the letters. Students should not receive mats and chips until the You Do portion of this lesson.

This time, I'll move the chips, and you'll answer with me. I start with the 5 chips inside the circle at the top of the mat.

The word is **frog**. (Show picture card f-22.) Word? **frog**

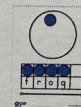
Say the word in context: **The frog hopped off the log.**

1. Let's finger-stretch the word **frog**. /f/ /r/ /ô/ /g/

2. How many sounds are in **frog**? **4**

3. Say each sound with me as I pull down its chip. /fff/ /rrr/ /ôôô/ /g/

4. Now, I write the letters.



- The first sound is /f/.
- Which letter spells the sound /f/? **f**
- The second sound is /r/.
- Which letter spells the sound /r/? **r**
- The third sound is /ô/.
- Which letter spells the sound /ô/? **ô**
- The last sound is /g/.
- Which letter spells the sound /g/? **g**

5. Put your finger in the air to scoop and blend the sounds with me. Ready? Sounds? /fff/ /rrr/ /ôôô/ /g/

6. Put your finger in the air and slide it from left to right as you say the word with me. Ready? Word? (Slide) **frog**

7. Sounds? (Scoop) /f/ /r/ /ô/ /g/ What's the word? (Slide) **frog**

Repeat the previous steps for additional We Do practice with the following words: **clap** (c-12), **fast** (f-3), **grub**, **spot**, **dump**, **bend**, **test**.

We Do Chips & Letters – Level 2

As students increase their accuracy and fluency, the teacher will continue to manipulate the chips and write the letters, but only students will respond to the prompts. For more words to use with this activity, refer to the **Additional Words** section on the first page of this lesson.

PA 5

199

Segmenting & Blending | 4 Phonemes
Chips & Letters

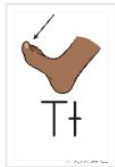
Words in Context

Practice

Hand Motions

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss **Tt** Uu Vv Ww Xx Yy Zz

MATERIALS



- Teacher Board/Marker
- Student Mirrors
- Student Boards/Markers
- 10 Picture Cards (Select 6 examples and 4 non-examples.)

Cross-Linguistic Connections for EL Students:

- In Spanish, the sound /t/ is pronounced slightly different. The Spanish /t/ is more of a dental sound; the tongue touches the base of the upper front teeth. In English, the sound /t/ is articulated with the tongue tip tapping the ridge behind the upper teeth. It's essential that students see and feel the difference between both phonemes. It's also important to remember that when the sound /t/ is articulated in Spanish, it does not have the same burst of air as its English counterpart.
- The Spanish sound /t/ is found in the initial and medial positions in words. The sound /t/ in Spanish words is not found in the final position. Provide many opportunities for students to hear and produce the sound /t/ in the final position in words, such as *mat*, *taste*, *mint*, *sent*, *about*, and *pat*.
- 95 Percent Group programs use *toe* as the keyword for **Tt** (/t/). In Spanish, there isn't a word for *toe(s)*. The phrase "los dedos de los pies," is used when referring to *toe(s)*. This loosely translates to "the fingers of our feet." In English, there is 1 word—*toe(s)*. In Spanish, there are 5 words to identify the same thing.



Remember, as you model the articulation of the sound /t/, keep the sound crisp and clip the schwa.

PHONEME ARTICULATION

We are going to learn about letter **t** and the sound it spells.

Look at the Sound-Spelling Card for **t**. (Hold up the Sound-Spelling Card.)

The keyword picture for **t** is *toe*. Say *toe*. **toe**

This is letter **t**. What letter? **t**

Letter **t** has a job. Its job is to spell the sound /t/.

I Do

Watch my mouth as I say the sound /t/.

Place

When I make the sound /t/,

- My lips are open.
- My tongue is touching the roof of my mouth, just behind my teeth.

Manner

I put my hand on my throat—/t/.

- I don't feel a vibration in my throat, so /t/ is an unvoiced sound.
Because your voice box is not on when you say the sound, we call it **unvoiced**.

When I say /t/, it's not possible to continue making the sound.

The sound stops.

(Hold up the Kid Lips Card.) Watch me say this sound—/t/. Does my mouth look like the Kid Lips Card? **yes**

AaBbCcDdEeFf GgHhIiJjKkLlMmNnOoPpQqRrSs **Tt**UuVvWwXxYyZz

We Do

Let's review the sound /t/ together. Use your mirror.

Place

Make the sound /t/ while looking at your mouth. /t/

- Are your lips closed or open? **open**

Manner

Put your hand on your throat. Say /t/. /t/ Say it again. /t/

- Do you feel a vibration? **no**
- Because there isn't a vibration, /t/ is an unvoiced sound.
- Does the sound continue or stop? **stop**

You Do

(Hold up the Kid Lips Card.)

Look in your mirror and say /t/. /t/

Does your mouth look like the Kid Lips Card? **yes**

Now, practice making the sound /t/ in your mirror.

(Monitor students to ensure correct pronunciation and mouth formation.)

- Because the manner and placement of the sounds /t/ and /d/ are almost the same, students may confuse their articulation. Both are stop sounds; however, /t/ is unvoiced, while /d/ is voiced.
- If needed, students can also practice differentiating between the unvoiced and voiced sounds by covering their ears while articulating both sounds. Voiced /d/ will cause a resonating in their ears, and /t/ will not.

PHONEME IDENTIFICATION

I am going to show you some picture cards and tell you the name of each picture. Listen for the sound /t/ in the name.

- If you hear the sound /t/ at the beginning of the word, show the thumbs-up gesture and say /t/.
- If you don't hear the sound /t/, whisper "no."

What sound are you listening for? /t/

You Do

(Use the 10 picture cards you selected.)

Routine for Phoneme Identification

The word is _____. (Hold up a picture card.) Word?

Thumbs up or "no"?

If students do not answer correctly, follow the steps below.

1. The sound we are listening for is /__/.
2. The word is _____.
3. The first sound in the word _____ is /__/.
4. What's the first sound in _____?
5. Do you hear the sound /__/ in the word _____?

Always end your routine on an example word, rather than a non-example word. For additional practice, use different words without pictures.

Letter Sounds



GRAPHEME

(Hold up the Sound-Spelling Card.)

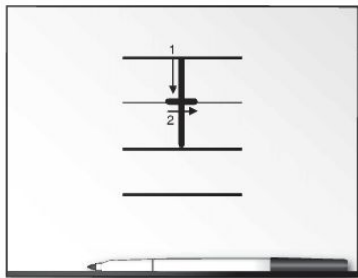
Look at the picture of the keyword toe. When you say the keyword toe, the first sound in toe is /t/. The picture of the toe reminds you that letter t spells the sound /t/.

- Listen and watch. Letter name? t Keyword? toe Sound? /t/
- Now, say it with me. Letter name? t Keyword? toe Sound? /t/
- You say it. Letter name? t Keyword? toe Sound? /t/

I Do

Now, you will learn to write letter t, which spells the sound /t/. Watch me write letter t. (Model the letter formation on your board.)

1. Start at the topline. Pull down straight. Lift.
2. Back to the midline. Slide right.



We Do



Now, let's write letter t together. Put your finger on the boat next to the line on your board.

As you practice writing letter t, say the sound /t/.

- Finger on your board. Ready?
 1. Start at the topline. Pull down straight. Lift.
 2. Back to the midline. Slide right.
- Marker ready? (Repeat Stroke Talk.)
- One more time. Marker ready? (Repeat Stroke Talk.)

You Do

Now, it's your turn. Put your finger on the car next to the line on your board.

Remember, as you practice writing letter t, say the sound /t/.

- Marker ready? Write letter t 5 more times.



Mastery Level: Students are able to accurately articulate and identify the sound, as well as write the letter.

MATERIALS



Teacher and Student
Word Mats
(1 each)



Teacher and Student
Chips
(4 circles each)

ADDITIONAL WORDS

Use words such as the following to extend or reteach this lesson's **I Do**, **We Do**, and **You Do** activities, as needed. Be sure to use pairs of words in which 1 word is created by adding a sound to the beginning of a real word with 2 or 3 phonemes.

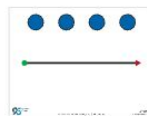
ate/_date	eat/_meat	lap/_flap	loud/_cloud	top/_stop
at/_mat	in/_fin	no/_snow	rag/_drag	up/_pup
row/_grow	egg/_leg	it/_hit	off/_cough	lay/_play
oat/_boat	eye/_gle	in/_thin	lock/_clock	rate/_great
mile/_smile	ask/_mask	rake/_brake	act/_fact	rim/_trim

INSTRUCTIONAL PROCEDURES

I Do Chips

The teacher will manipulate the chips. Students should not receive mats and chips until the **You Do** portion of the lesson.

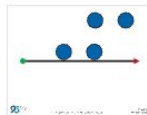
Today, you will learn how to add a sound to the beginning of a word to make a new word. We'll use this mat and these chips to stand for the sounds in words. (Place the chips on the mat as shown.)



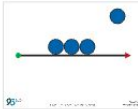
The word is ice.

Say the word in context: **We went ice skating last winter.**

1. First, I finger-stretch the sounds in the word ice—/i/ /s/.
2. The word ice has 2 sounds.
 - The first sound is /i/. I pull a chip down to the line while say the sound—/iii/. (Stretch the sound as long as possible while moving the chip.)
 - I pull a chip down next to the first chip while saying the sound /sss/. (Stretch the sound.)
 - Notice, I didn't need to use all of my chips.
3. Now, I scoop under the chips and blend the sounds—/i/ /s/.
4. I slide my finger along the line and say the word—ice.



I Do Chips (co tina d)

- Now, I will make a new word by adding /m/ to the beginning of ice.
- I say the sound /m/ while I pull down another chip and add it to the left of the other 2 chips— /mmm/. (Stretch the sound.)
- Now, I scoop under the chips and blend the sounds—/m/ /i/ /s/. 
- I slide my finger along the line and say the word—mice.
- When /m/ is added to the beginning of ice, the new word is mice.

Say the word in context: **The mice ran away from the cat.**

Repeat the previous steps for additional I Do practice with the following words: and/sand; lag/flag; pot/spot.

We Do Chips – Level 1

The teacher will manipulate the chips. Students should not receive mats and chips until the **You Do** portion of the lesson.

This time, I'll move the chips, and you'll answer with me. I start by placing the 4 chips at the top of my mat.

The word is nail. Word? nail

Say the word in context: **I hammered a nail into the wall.**

- Let's finger-stretch the word nail. /n/ /ā/ /l/

2. How many sounds? 3

- What is the first sound? /n/ Say the sound as I pull down a chip. /nnn/
- Next sound? /ā/ Say the sound as I pull down a chip. /āāā/
- Last sound? /l/ Say the sound as I pull down a chip. /lll/

- Put your finger in the air and get ready to scoop and blend the sounds with me. Ready? Sounds? (Scoop.) /n/ /ā/ /l/

- Now, slide your finger in the air from left to right and say the word. Ready? Word? (Slide.) **nail**

- Let's make a new word by adding /s/ to the beginning of nail.

- Say the sound /s/ with me while I pull down another chip and add it to the left of the other 3 chips. /sss/

- Put your finger in the air and scoop as we blend the sounds. Ready? Sounds? (Scoop.) /s/ /n/ /ā/ /l/

- Now, slide your finger in the air from left to right and say the word. Ready? Word? (Slide.) **snail**

- When /s/ is added to the beginning of nail, what's the new word? **snail**

Say the word in context: **A snail moves very slowly.**

Repeat the previous steps for additional We Do practice with the following words: lip/slip; rim/trim; wet/swet.

We Do Chips – Level 2

As students increase their accuracy and fluency, the teacher will continue to manipulate the chips, but only students will respond to the prompts. For more words to use with this activity, refer to the **Additional Words** section on the first page of this lesson.

You Do Chips

The students will manipulate the chips and respond to the prompts. Give each student a mat and 4 circle chips.

Now, it's your turn. This time, you'll move the chips and answer. Place the chips at the top of your mat. Does your mat match mine?

The word is tack. Word? **tack**

Say the word in context: **I used a tack to hang the picture.**

1. Finger-stretch the sounds in the word tack. /t/ /ă/ /k/
2. How many sounds are in tack? **3**
3. Pull a chip down to the line as you say each sound in the word tack.
/t/ /ăăă/ /k/
4. Scoop under the chips as you blend the sounds. Ready? Sounds?
/t/ /ă/ /k/
5. Slide your finger along the line and say the word. Ready? Word? **tack**
6. Now, make a new word by adding /s/ to the beginning of tack.
7. Say the sound /s/ while you pull down another chip and add it to the left of the other 3 chips. /sss/ (Ensure students place the new chip to the left of the other chips.)
8. Scoop under the chips as you blend the sounds. Ready? Sounds?
/s/ /t/ /ă/ /k/
9. Slide your finger along the line and say the word. Ready? Word? **stack**
10. When /s/ is added to the beginning of tack, what's the new word? **stack**

Say the word in context: **The child likes to stack blocks.**

Repeat the previous steps for additional **You Do** practice with the following words: **lot/plot; at/cat; rod/prod; is/his.**

You Do No Chips

Remove the chips and mats. The students will respond to the prompts orally.

This time, you'll answer with your voice only.

The word is rose. Word? **rose**

Say the word in context: **The rose is red.**

1. Now, add the sound /f/ to the beginning of rose.

2. New word? **froze**

Say the word in context: **It got so cold that the lake froze.**

Repeat the previous steps for additional **You Do** practice with the following words: **lip/flip; out/pout; rip/trip; red/bread.**

If students have difficulty adding an initial sound without using the chips, resume using the chips during continued practice.



Mastery Level: When orally presented a 2- or 3-phoneme word, students can accurately and fluently add a sound to its initial position and say the new word.

Lets Practice!



Thank you for attending!

Please fill out this form to record your attendance and let us know how we can best support you!

