Kindergarten Saxon Phonics Supplemental Support

*Alternative Phonemic Awareness Suggestions
*Encoding Word Lists
*Word Building with Letter Tiles

Alternative Phonemic Awareness Activities

Materials: No materials required; these activities are all oral. If scaffolding is needed, teacher may use an elkonin box with colored markers to represent sounds. Avoid using any letters or tiles for this activity.

Setting Up: Students can be on the rug or in their seats for this group activity. Provide some think time and then signal for a unison response. You may also choose to do some individual turns as an entry/exit ticket or during independent work.

Routine:
Tell students a word.
Have students say the sounds in the word. *You may be able to skip this step in later lessons.*
Tell them a new sound to use to replace a sound in the given word.
Ask for the new word.

If students need scaffolding to change sounds….
Use an elkonin box and colored counters for the sounds. When switching sounds, trade the first counter for another color of counter. Say sounds again while touching the colored counters and then say the new word.

Coach a little through the transition emphasizing the sound that changes..
Our first word was /h//h//h/ hot, and our new word is /p/ /p/ /p/ …
Yes, pot! We switched the first sound to change hot to pot.

Word Building With Letter Tiles

Materials: Elkonin Box, Letter Tiles

Setting Up:
Review each letter and sound you'll be using in the word work by saying a sound and having them hold up the tile that makes that sound. Ask, "What's the name of this letter?" and then ask, "What sound does it make?". Set needed letters in a line above the elkonin box sheet. Set unneeded letters back in the storage bag/container.

Routine:
Say a word to the students.
Students echo word.
Students say the sounds as they touch each box.
Ask for the first sound. Have students find it and set it in the first box.
Ask for the next sound. Tap it out again and freeze on the middle sound. Find the letter and set it in the second box.
Ask for the last sound. Tap it out again and freeze on the last sound. Find the letter and set it in the last box.
Ask students to say the sounds (without stopping between the sounds) and then read the word.
Share a sentence using the word.

Encoding

Materials: Worksheets, lined paper, pencils (or white boards & markers)

Setting Up:
As an alternative to just writing the sounds for the spelling practice, take some opportunities to have students practice encoding. They can write the words on the worksheets for that lesson, on lined handwriting paper, or on small whiteboards.

Routine:
Say a word to the students.
Students echo word.
Students say each sounds in the word as they hold up a digit* for each sound. Direct students to use their non-dominant hand and move left to right starting with the thumb. Right-handed students will look at their left hand with their palm facing them, and left-handed students will look at their right hand with the back of their hand facing them.

Ask how many sounds.
Students write the word.

Error Correction:
Write the observed error on the white board (or doc cam) as you say,
I see "___". I want to see "___".
Say the sounds in "___". Use your digits*.
Students segment word as before, but have them grab the digit* representing the sound in error.
Grab it. What sound? Yes, /__/. What letter makes that sound?
Yes, "___". Fix it. Write your word again with the correct sound.

*A **digit** is a thumb or finger. A hand has 5 digits. Teach and use this term with students.

Saxon Phonics Lessons With Supplemental Support

Lesson Number	Section to Replace	Phonemic Awareness	Word Work/ Encoding
23	Worksheet 23		Build w/ Letter Tiles
30	Spelling Sound Review		Encoding
38	Worksheet 38		Build w/ Letter Tiles
46	Spelling Sound Review		Encoding
53	PA: Rhyming	Sub 1st Sounds	
54	Worksheet 54 (back)		Build w/ Letter Tiles
55	PA: Rhyming	Sub 1st Sounds	
61	PA: Rhyming	Sub 1st Sounds	
68	Spelling Sound Review		Encoding
69	PA: Words Same/Diff.	Sub 1st Sounds	
77	PA: Words Same/Diff.	Sub Last Sound	
79	Worksheet 79		Build w/Letter Tiles
87	Spelling Sound Review		Encoding
91	PA: Rhyming	Sub Last Sound	
95	Worksheet 95		Build w/ Letter Tiles
99	PA: Rhyming	Sub Last Sound	
102	PA: Rhyming & SSR	Sub 1st/Last Sound	Encoding
114	PA: Rhyming & SSR	Sub 1st/Last Sound	Encoding

119	PA: Rhyming	Sub 1st/Last Sound	
120	PA: Rhyming	Sub 1st/Last Sound	
122	Spelling Sound Review		Encoding

Saxon Phonics Lesson 23

Word Building with Letter Tiles (l o g h t p)

l	o	g	h	t	p

Word List:

log, hog, hot, got, lot, hop, top, pot

Example Script:

We are going to build some words today. Keep your hands in your lap until we say the sounds. I'll tell you when it's time to find a letter to put in a box.

First word, "log".
Echo "log".
Touch your boxes as we say the sounds in log.
/l/ /o/ /g/
What's the first sound in log?
Yes, /l/
What letter makes that sound?
Yes, "l". Find "l" and put it in the first square.
Let's find the next sound in log. Touch your boxes as we say the sounds.
/l/ /o/ FREEZE. What is the middle sound?
Yes, /o/.
What letter makes that sound?
Yes, "o". Find "o" and put it in the next square.
Let's find the last sound in log. Touch your boxes as we say the sounds.
/l/ /o/ /g/ FREEZE. What is the last sound in log?
Yes, /g/. What letter makes that sound?
Yes, "g". Find "g" and put it in the last square.

Let's read the word. Say the sounds slowly without stopping between the sounds.

/lll//ooo//g/

What word? (slide digit across arrow quickly)

Yes, log.

Take off "l" and trade it for "h".

Let's read the new word. Say the sounds slowly and then say them fast.

/h/ /ooo/ /g/

What word?

Yes, hog. A hog is a grown up pig.

Take off "g" and trade it for "t".

Let's read the new word. Say the sounds slowly and then say them fast.

/h/ /ooo/ /t/

What word?

Yes, hot. It is hot outside in the summer.

Take off "h" and trade it for "g".

Let's read the new word. Say the sounds slowly and then say them fast.

/g/ /ooo/ /t/

What word?

Yes, got. I got angry.

Take off "g" and trade it for "l".

Let's read the new word. Say the sounds slowly and then say them fast.

/lll/ /ooo/ /t/

What word?

Yes, lot. I have a lot of stuffed animals.

Clear your letter tiles. Let's make a new word. The next word is "hop". What word?

Yes, hop.

Touch your boxes as we say the sounds in hop.

/h/ /o/ /p/

What is the first sound in hop?

Yes, /h/. What letter makes that sound?

Yes, "h". Move letter "h" to the first box.

Touch your boxes as we say the sounds in hop.

/h/ /o/ FREEZE. What is the middle sound in hop?

Yes, /o/. What letter makes that sound?

Yes, "o". Find "o" and place it in the middle box.
Touch your boxes as we say the sounds in hop.
/h/ /o/ /p/ FREEZE. What is the last sound in hop?
Yes, /p/. What letter makes that sound?
Yes, "p". Find "p" and place it in the last box.
Let's read the word. Say the sounds slowly and then say them fast.
/h/ /ooo/ /p/ What word?
Yes, hop. The rabbit will hop.

Trade "h" for "t". Let's read the new word.
/t/ /ooo/ /p/ What word?
Yes, top. I wear a hat on top of my head.

Clear your board to make one more word.
Say "pot".
Yes, pot.
Touch your boxes as we say the sounds in pot.
/p/ /o/ /t/
Build the word pot on your own. Then we'll read it.
Look at my word (show on doc cam). Make it match so it says "p" "o" "t".
Let's read the word. Say the sounds slowly and then say them fast.
/p/ /ooo/ /t/. What word?
Yes, pot. We cooked a soup in the pot.

As time allows:

Build a word keeping letter "o" in the middle space. Have your partner read your word.
Call on a few students to read their partner's word.

Saxon Phonics Lesson 30
Encoding Practice (on worksheet 30)

Materials: Worksheet 30 (one per student), pencils

Word List: not, tan, ant, nag, nap, on, at, got

Sample Script:
We are going to write some words today.
First word, "not". What word?
Yes, not.
Say the sounds in not. Use your digits. (see procedure on page 3)
/n/ /o/ /t/
How many sounds?
Yes, 3 sounds. /n/ /o/ /t/
Write "not" on the line by number 1.

For an error correction…. (ex. Student writes "nat" instead of "not")
Write on white board as you say,
I see "nat". I want to see "not". Say the sounds in "not". Use your digits.
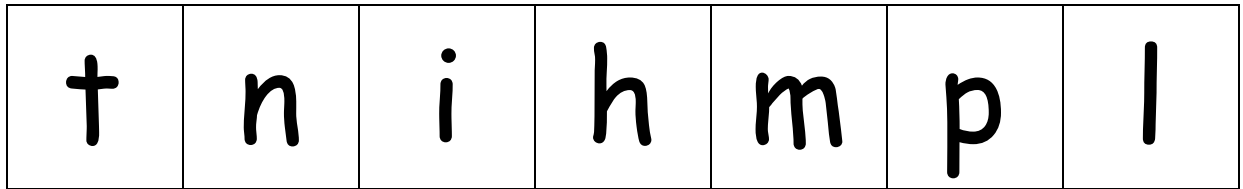/n/ /o/ GRAB IT. (grab digit that says the /o/ sound or whatever sound is in error). What sound?
Yes, /o/. What letter makes that sound?
Yes, "o". Fix it. Write your word again with the correct sound.

Saxon Phonics Lesson 38
Word Building with Letter Tiles (t, n, i, h, m, p, l)

t	n	i	h	m	p	l

<u>Word List:</u>
tin, in, it, lit, pit, pin, lip, hip, hit, him

<u>Sample Script:</u>

First word, "tin". Echo "tin".
Touch your boxes as we say the sounds in tin. /t/ /i/ /n/
What's the first sound in tin? Yes, /t/
What letter makes that sound? Yes, "t". Find "t" and put it in the first square.
Let's find the next sound in tin. Touch your boxes as we say the sounds.
/t/ /i/ FREEZE. What is the middle sound? Yes, /i/.
What letter makes that sound? Yes, "i". Find "i" and put it in the next square.
Let's find the last sound in tin. Touch your boxes as we say the sounds.
/t/ /i/ /n/ FREEZE. What is the last sound in tin? Yes, /n/.
What letter makes that sound? Yes, "n". Find "n" and put it in the last square.
Let's read the word. Say the sounds slowly without stopping between the sounds. /t/ /iii/ /nnn/
What word? (slide digit across arrow quickly) Yes, tin. The statue was made of tin.

Take off "t" and read the new word. Say the sounds slowly and then say them fast.
/iii/ /nnn/
What word? (slide digit across arrow quickly)
Yes, in. The cookies are in the jar.

Continue word chain removing/replacing letters to build:
it, lit, pit, pin

Clear boards and start new word chain removing/replacing letters to build:
lip, hip, hit, him

Saxon Phonics Lesson 46

Encoding Practice (on worksheet 46)

<u>**Materials**</u>: Worksheet 46 (one per student), pencils

<u>**Word List**</u>: sip, slip, pot, spot, fat, fast, fit, fist, lap, flap, *to, *the

<u>**Sample Script:**</u>

We are going to write some words today.

First word, "sip". What word?

Yes, sip.

Say the sounds in sip. Hold up a digit for each sound. (use procedure on page 3).

/s/ /i/ /p/

How many sounds?

Yes, 3 sounds. /s/ /i/ /p/

Write "sip" on the line by number 1.

<u>***For an error correction***</u>…. (ex. Student writes "sip" instead of "slip")

Write on white board as you say,

I see "sip". I want to see "slip". Say the sounds in "slip". Use your digits.

/s/ /lll/ GRAB IT. (grab digit that says the /l/ sound or whatever sound has been skipped. What sound do you hear? Yes, /lll/. What letter makes that sound?

Yes, "l". Add it. Write your word again with the correct sound.

<u>***For Sight Words:**</u>

This word is a sight word and doesn't sound out like regular words, so we need to spell it.

Write "to". What word? Yes, "to".

Spell "to". Yes, "t" "o" spells "to". Write it.

Saxon Phonics Lesson 53

Phonological Awareness: Substitute First Sounds

Materials: None (this is an oral language activity)

Word List: hot, pot, nap, tap, ham, ram, tin, bin, sob, mob

Sample Script:

We are going to change some sounds in words today and make new words. Listen carefully!

First word, "hot". What word?

Yes, hot.

Say the sounds in hot. Hold up a digit for each sound. (use procedure on page 3).

/h/ /o/ /t/

Change the /h/ sound for a /p/ sound. What is the new word?

Yes, pot!

If students need scaffolding to change sounds*….*

Use an elkonin box and colored counters for the sounds. When switching sounds, trade the first counter for another color of counter. Say sounds again while touching the colored counters and then say the new word.

Coach a little through the transition..

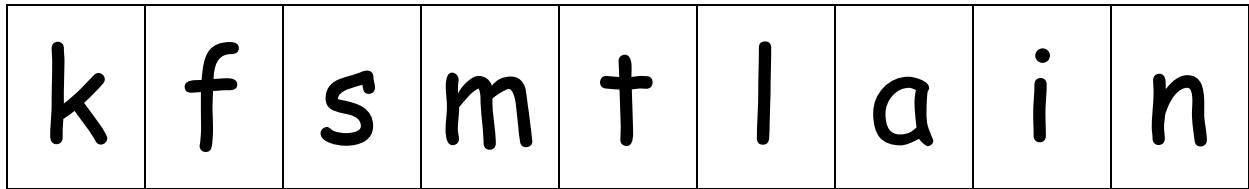Our first word was /h//h//h/ hot, and our new word is /p/ /p/ /p/ …

Yes, pot! We switched the first sound to change hot to pot.

Continue to provide words and change the first sounds while providing scaffolding as needed:

     nap, tap   ham, ram

     tin, bin   sob, mob

Saxon Phonics Lesson 54
Word Building with Letter Tiles (k, f, s, m, t, l, a, i, n)

k f s m t l a i n

Word List:

mask, mast, fast, milk, silk, silt, skin, skit, sim, slam, slim, slip

Sample Script:

First word, "mask". Echo "mask".
Touch your boxes as we say the sounds in mask. /m/ /a/ /s/ /k/
What's the first sound in mask? Yes, /m/
What letter makes that sound? Yes, "m". Find "m" and put it in the first square.
Let's find the next sound in mask. Touch your boxes as we say the sounds.
 /m/ /a/ FREEZE. What is the next sound? Yes, /a/.
What letter makes that sound? Yes, "a". Find "a" and put it in the next square.
Let's find the next sound in mask. Touch your boxes as we say the sounds.
/m/ /a/ /s/ FREEZE. What is the next sound in mask? Yes, /s/.
What letter makes that sound? Yes, "s". Find "s" and put it in the next square.
Let's find the last sound in mask. Touch your boxes as we say the sounds.
/m/ /a/ /s/ /k/ FREEZE. What is the last sound in mask? Yes, /k/.
What letter makes that sound/ Yes, "k". Find 'k" and put it in the last square.
Let's read the word. Say the sounds slowly without stopping between the sounds.
/mmm/ /aaa/ /sss/ /k/ What word? (slide digit across arrow quickly) Yes, mask.

Trade "k" for "t" and read the new word. Say the sounds slowly and then say them fast.
/mmm/ /aaa/ /sss/ /t/ What word? (slide digit across arrow quickly)
Yes, mast.

Trade "f" for "m" and read the new word. Say the sounds slowly and then say them fast.
/fff/ /aaa/ /sss/ /t/ What word? (slide digit across arrow quickly)
Yes, fast..

Clear boards and start new word chain removing/replacing letters to build:
milk, silk, silt   skin, skit, skim   slam, slim, slip

Saxon Phonics Lesson 55

Phonological Awareness: Substitute First Sounds

Materials: None (this is an oral language activity)

Word List: mask, task, fist, mist, lint, mint, dog, fog, bug, rug

Sample Script:

We are going to change some sounds in words today and make new words. Listen carefully!

First word, "mask". What word?

Yes, mask.

Say the sounds in mask. Hold up a digit for each sound. (use procedure on page 3).

/m/ /a/ /s/ /k/

Change the /m/ sound for a /t/ sound. What is the new word?

Yes, task!

If students need scaffolding to change sounds….

Use an elkonin box and colored counters for the sounds. When switching sounds, trade the first counter for another color of counter. Say sounds again while touching the colored counters and then say the new word.

Coach a little through the transition..

Our first word was, /mmm/ mask, and our new word is /t/ /t/ /t/ … (wait for students to respond)

Yes, task! We switched the first sound to change mask to task.

Continue to provide words and change the first sounds while providing scaffolding as needed:

fist, mist   lint, mint

dog, fog   bug, rug

Saxon Phonics Lesson 61

Phonological Awareness: Substitute First Sounds

Materials: None (this is an oral language activity)

Word List: plant, slant, pin, fin, bin, tin, mitt, sit, pit, fit, bit

Sample Script:

We are going to change some sounds in words today and make new words. Listen carefully!

First word, "plant". What word?

Yes, plant.

Say the sounds in plant. Hold up a digit for each sound. (use procedure on page 3).

/p/ /l/ /a/ /n/ /t/

Change the /p/ sound for a /s/ sound. What is the new word?

Yes, slant!

***If students need scaffolding to change sounds*….**

Use an elkonin box and colored counters for the sounds. When switching sounds, trade the first counter for another color of counter. Say sounds again while touching the colored counters and then say the new word.

Coach a little through the transition..

Our first word was, /p/ /p/ /p/ plant, and our new word is /sss/ … (wait for students to respond)

Yes, slant! We switched the first sound to change plant to slant.

Continue to provide words and change the first sounds while providing scaffolding as needed:

pin, fin, bin, tin

mitt, sit, pit, fit, bit

Saxon Phonics Lesson 68
Encoding Practice (on worksheet 68)

Materials: Worksheet 68(one per student), pencils

Word List: zag, zip, bus, bust, fog, frog, pan, plan, rot, trot, hum, lip, its,
*from, *of, *the, *four

Sample Script:
We are going to write some words today.
First word, "zag". What word?
Yes, zag.
Say the sounds in zag. Hold up a digit for each sound. (use procedure on page 3).
/z/ /a/ /g/
How many sounds?
Yes, 3 sounds. /z/ /a/ /g/
Write "zag" on the line by number 1.

For an error correction…. (ex. Student writes "sag" instead of "zag")
Write on white board as you say,
I see "sag". I want to see "zag". Say the sounds in "zag". Use your digits.
/zzz/ GRAB IT. (grab digit that says the /zzz/ sound or whatever sound has been skipped). What sound do you hear? Yes, /zzz/. What letter makes that sound?
Yes, "z". Fix it. Write your word again with the correct sound.

*For Sight Words:
This word is a sight word and doesn't sound out like regular words, so we need to spell it.
Write "from". What word? Yes, "from".
Spell "from". Yes, "f" "r" "o" "m" spells "from". Write it.

Saxon Phonics Lesson 69
Phonological Awareness: Substitute First Sounds

Materials: None (this is an oral language activity)

Word List: zag, tag, bag, rag, tap, zap, map, cap, lip, rip, zip, dip

Sample Script:
We are going to change some sounds in words today and make new words. Listen carefully!
First word, "zag". What word?
Yes, zag.
Say the sounds in zag. Hold up a digit for each sound. (use procedure on page 3).
/z/ /a/ /g/ Change the /z/ sound for a /t/ sound. What is the new word?
Yes, tag!

If students need scaffolding to change sounds….
Use an elkonin box and colored counters for the sounds. When switching sounds, trade the first counter for another color of counter. Say sounds again while touching the colored counters and then say the new word.

Coach a little through the transition..
Our first word was, /zzz/ zag, and our new word is /t/ /t/ /t/ … (wait for students to respond)
Yes, tag! We switched the first sound to change zag to tag.

Continue to provide words and change the first sounds while providing scaffolding as needed:

tag, bag, rag
tap, zap, map, cap
lip, rip, zip, dip

Saxon Phonics Lesson 77
Phonological Awareness: Substitute **Last** Sounds

Materials: None (this is an oral language activity)

Word List: cat, can, cap, cab, cot, cob, cop, call, cough, beg, bet, bell, bed,

Sample Script:
We are going to change some sounds in words today and make new words. Listen carefully!
First word, "cat". What word?   Yes, cat.
Say the sounds in cat. Hold up a digit for each sound. (use procedure on page 3).   /c/ /a/ /t/
Change the /t/ sound for a /nnn/ sound. What is the new word?
Yes, can!

If students need scaffolding to change sounds….
Use an elkonin box and colored counters for the sounds. When switching sounds, trade the first counter for another color of counter. Say sounds again while touching the colored counters and then say the new word.

Coach a little through the transition..
Our first word was, /c/ /a/ /t/ /t/ /t/ cat, and our new word is /c/ /a/ /nnn/ …
(wait for students to respond)
Yes, can! We switched the last sound to change cat to can.

Continue to provide words and change the first sounds while providing scaffolding as needed:

can, cap, cab   cot, cob, cop, call*, cough*
beg, bet, bell, bed

*Please note that because you are switching sounds, not letters, the spelling does not matter in this activity.

Saxon Phonics Lesson 79
Phonological Awareness: Substitute **Last** Sounds

Materials: None (this is an oral language activity)

Word List: yam, yap, yes, yell, yet, cut, cup, come, cuff, blob, blot, blog, block

Sample Script:
We are going to change some sounds in words today and make new words. Listen carefully!
First word, "yam". What word?   Yes, yam.
Say the sounds in yam. Hold up a digit for each sound. (use procedure on page 3).   /y/ /a/ /m/
Change the /m/ sound for a /p/ sound. What is the new word?
Yes, yap!

If students need scaffolding to change sounds….
Use an elkonin box and colored counters for the sounds. When switching sounds, trade the first counter for another color of counter. Say sounds again while touching the colored counters and then say the new word.

Coach a little through the transition..
Our first word was, /y/ /a/ /mmm/ yam, and our new word is /y/ /a/ /p/ …
(wait for students to respond)
Yes, yap! We switched the last sound to change yam to yap.

Continue to provide words and change the last sounds while providing scaffolding as needed:
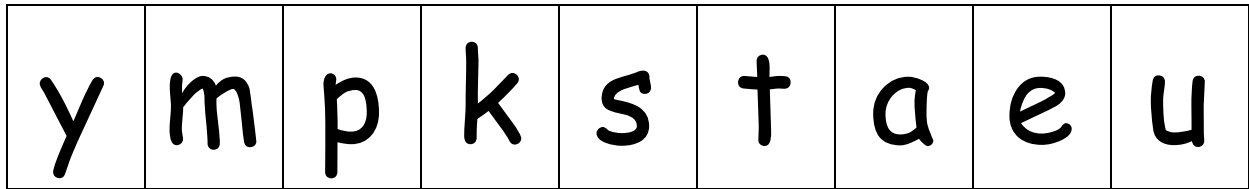   yes, yell*, yet   cut, cup, come*, cuff*
     blob, blot, blog, blot
*Please note that because you are switching sounds, not letters, the spelling does not matter in this activity.

Saxon Phonics Lesson 79

Word Building with Letter Tiles (y, m, p, k, s, t, a, e, u)

y	m	p	k	s	t	a	e	u

Word List:

yak, yam, yap, yes, yet, met, pet, set, sat, mat, pat, at, task, mask, up, us, yum, stamp

Sample Script:

First word, "yak". Echo "yak".

Touch your boxes as we say the sounds in ask. /y/ /a/ /k/

What's the first sound in yak? Yes, /y/

What letter makes that sound? Yes, "y". Find "y" and put it in the first square.

Let's find the next sound in yak. Touch your boxes as we say the sounds.

 /y/ /a/ FREEZE. What is the next sound? Yes, /a/.

What letter makes that sound? Yes, "a". Find "a" and put it in the next square.

Let's find the last sound in yak. Touch your boxes as we say the sounds.

/y/ /a/ /k/ FREEZE. What is the last sound in yak? Yes, /k/.

What letter makes that sound? Yes, "k". Find "k" and put it in the next square.

Let's read the word. Say the sounds slowly without stopping between the sounds.

/y/ /aaa/ /k/ What word? (slide digit across arrow quickly) Yes, yak. I saw a yak at the zoo.

Trade "k" for "m" and read the new word. Say the sounds slowly and then say them fast.

/y/ /aaa/ /mmm/ What word? (slide digit across arrow quickly)

Yes, yam. A yam is like an orange potato.

Trade "m" for "p" and read the new word. Say the sounds slowly and then say them fast.

/y/ /aaa/ /p/ What word? (slide digit across arrow quickly)

Yes, yap. The dog likes to yap when anyone rings the doorbell.

Clear boards and start new word chain removing/replacing letters to build:

Yes, yet, met, pet, set, sat, mat, pat, at

Task, mask   up, us   yum   stamp

Saxon Phonics Lesson 87
Encoding Practice (on worksheet 87)

Materials: Worksheet 87(one per student), pencils

Word List: vet, vent, vest, best, glad, grand, pot, hot, dot, ten, test, band, hand, sand, help, let, get, run, big, and, did, had, end, red, said*, four*, into*, to*, the*, one*, you*, have*

Sample Script:
We are going to write some words today.
First word, "vet". What word? Yes, vet.
Say the sounds in vet. Hold up a digit for each sound. (use procedure on page 3).
/v/ /e/ /t/
How many sounds? Yes, 3 sounds. /v/ /e/ /t/
Write "vet" on the line by number 1.

For an error correction…. (ex. Student writes "vet" instead of "vent")
Write on white board as you say,
I see "vet". I want to see "vent". Say the sounds in "vent". Use your digits.
/v/ /e/ /nnn/ GRAB IT. (grab digit that says the /n/ sound or whatever sound has been skipped). What sound do you hear? Yes, /nnn/. What letter makes that sound?
Yes, "n". Fix it. Write your word again with the correct sound.

*For Sight Words:
This word is a sight word and doesn't sound out like regular words, so we need to spell it.
Write "said". What word? Yes, "said".
Spell "said". Yes, "s" "a" "i" "d" spells "said". Write it.

Saxon Phonics Lesson 91
Phonological Awareness: Substitute **Last** Sounds

Materials: None (this is an oral language activity)

Word List: bud, bug, bun, buck, bus, rub, run, rough, rug, peg, pen, pet, peck

Sample Script:
We are going to change some sounds in words today and make new words. Listen carefully!
First word, "bud". What word?   Yes, bud.
Say the sounds in bud. Hold up a digit for each sound. (use procedure on page 3).   /b/ /u/ /d/
Change the /d/ sound for a /g/ sound. What is the new word?
Yes, bug!

If students need scaffolding to change sounds….
Use an elkonin box and colored counters for the sounds. When switching sounds, trade the first counter for another color of counter. Say sounds again while touching the colored counters and then say the new word.

Coach a little through the transition..
Our first word was, /b/ /u/ /d/ bud, and our new word is /b/ /u/ /g/ … (wait for students to respond)
Yes, bug! We switched the last sound to change bud to bug.

Continue to provide words and change the last sounds while providing scaffolding as needed:

bug, bun, buck*, bus   rub, run, rough*, rug

peg, pen, pet, peck*

*Please note that because you are switching sounds, not letters, the spelling does not matter in this activity.

Saxon Phonics Lesson 95
Word Building with Letter Tiles (x, t, v, s, m, l, a, e, i)

x	t	v	s	m	l	a	e	i
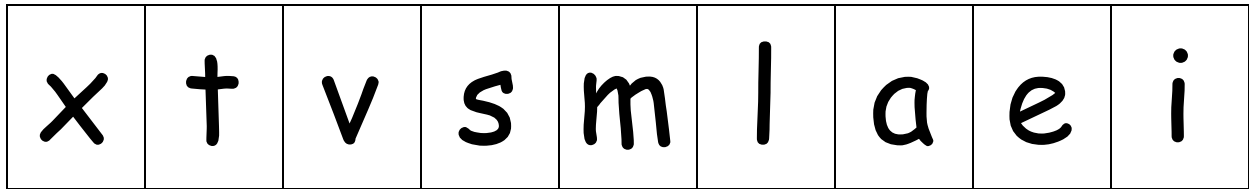
<u>Word List:</u>

tax, fax, flax, fix, fit, sit, slit, slim, ox, fox, vet, met, six, mix

<u>Sample Script:</u>

First word, "tax". Echo "tax".
Touch your boxes as we say the sounds in ask. /t/ /a/ /x/
What's the first sound in tax? Yes, /t/
What letter makes that sound? Yes, "t". Find "t" and put it in the first square.
Let's find the next sound in tax. Touch your boxes as we say the sounds.
 /t/ /a/ FREEZE. What is the next sound? Yes, /a/.
What letter makes that sound? Yes, "a". Find "a" and put it in the next square.
Let's find the last sound in tax. Touch your boxes as we say the sounds.
/t/ /a/ /x/ FREEZE. What is the last sound in tax? Yes, /x/.
What letter makes that sound? Yes, "x". Find "x" and put it in the next square.
Let's read the word. Say the sounds slowly without stopping between the sounds.
/t/ /aaa/ /x/ What word? (slide digit across arrow quickly) Yes, tax. When you buy something, you have to pay extra money for tax.

Trade "t" for "f" and read the new word. Say the sounds slowly and then say them fast.
/f/ /aaa/ /x/ What word? (slide digit across arrow quickly)
Yes, fax. You can send messages to other people using a fax machine.

Let's add a letter "l" right after the "f" and read the new word. Say the sounds slowly and then say them fast.
/f/ /l/ /a/ /x/ What word? (slide digit across arrow quickly)
Yes, flax. Flax seeds can be ground into flour to make bread.

Clear boards and start new word chain removing/replacing letters to build:

fix, fit, sit, slit, slim   ox, fox   vet, met

six, mix

Saxon Phonics Lesson 99

Phonological Awareness: Substitute **Last** Sounds

Materials: None (this is an oral language activity)

Word List: win, will, whip, whim, wick, whiff, sip, six, sit, sick, jog, job

Sample Script:

We are going to change some sounds in words today and make new words. Listen carefully!

First word, "win". What word?   Yes, win.

Say the sounds in win. Hold up a digit for each sound. (use procedure on page 3).   /w/ /i/ /n/

Change the /n/ sound for a /lll/ sound. What is the new word?

Yes, will!

If students need scaffolding to change sounds….

Use an elkonin box and colored counters for the sounds. When switching sounds, trade the first counter for another color of counter. Say sounds again while touching the colored counters and then say the new word.

Coach a little through the transition..

Our first word was, /w/ /i/ /nnn/ win, and our new word is /w/ /i/ /ll/ … (wait for students to respond)

Yes, will! We switched the last sound to change win to will.

Continue to provide words and change the last sounds while providing scaffolding as needed:

will*, whip*, whim*, wick*, whiff*   sip, six, sit, sick*

jog, job

*Please note that because you are switching sounds, not letters, the spelling does not matter in this activity.

Saxon Phonics Lesson 102
Phonological Awareness: Substitute **First** or **Last** Sounds

Materials: None (this is an oral language activity)

Word List: quiz, quit, pit, sit, six, fix, fin, win, pin, pig, big, dig, dip, sip, rip

Sample Script:
We are going to change some sounds in words today and make new words. Listen carefully!
First word, "quiz". What word?   Yes, quiz.
Say the sounds in quiz. Hold up a digit for each sound. (use procedure on page 3).   /qu/ /i/ /z/
Change the /z/ sound for a /t/ sound. What is the new word?
Yes, quit!

If students need scaffolding to change sounds….
Use an elkonin box and colored counters for the sounds. When switching sounds, trade the first counter for another color of counter. Say sounds again while touching the colored counters and then say the new word.

Coach a little through the transition..
Our first word was, /qu/ /i/ /z/ quiz, and our new word is /qu/ /i/ /t/ … (wait for students to respond)
Yes, quit! We switched the last sound to change quiz to quit.

Continue to provide words and change the first or last sounds while providing scaffolding as needed:

quit, pit, sit, six, fix, fin, win, pin, pig, big, dig, dip, sip, rip

*Please note that because you are switching sounds, not letters, the spelling does not matter in this activity.

Saxon Phonics Lesson 102
Encoding Practice (on worksheet 102)

Materials: Worksheet 102 (one per student), pencils

Sounds: /qu/, /k/

Word List: quiz, win, jump, vest, dot, ran, mud, yes, box, swept

Sample Script:
For numbers 1 & 2, have students write the letters for the sounds /qu/ and /k/.

We are going to write some words now.
First word, "quiz". What word? Yes, quiz.
Say the sounds in quiz. Hold up a digit for each sound. (use procedure on page 3).
/qu/ /i/ /z/
How many sounds? Yes, 3 sounds, but remember the /qu/ sound has 2 letters. Quiz has 4 letters. /qu/ /i/ /z/
Write "quiz" on the line by number 3.

For an error correction…. (ex. Student writes "wen" instead of "win")
Write on white board as you say,
I see "wen". I want to see "win". Say the sounds in "win". Use your digits.
/w/ /i/ GRAB IT. (grab digit that says the /i/ sound or whatever sound has been written in error). What sound do you hear? Yes, /iii/. What letter makes that sound?
Yes, "i". Fix it. Write your word again with the correct sound.

Saxon Phonics Lesson 114
Phonological Awareness: Substitute **First** or **Last** Sounds

Materials: None (this is an oral language activity)

Word List: jet, wet, pet, let, met, men, mess, job, jog, hog, fog, faun, lawn, gone, got, bought, dot, dog, doll, fall, haul, hop, top, mop

Sample Script:
We are going to change some sounds in words today and make new words. Listen carefully!
First word, "jet". What word? Yes, jet.
Say the sounds in jet. Hold up a digit for each sound. (use procedure on page 3).   /j/ /e/ /t/
Change the /j/ sound for a /w/ sound. What is the new word? Yes, wet!

If students need scaffolding to change sounds….
Use an elkonin box and colored counters for the sounds. When switching sounds, trade the first counter for another color of counter. Say sounds again while touching the colored counters and then say the new word.

Coach a little through the transition..
Our first word was, /j/ /e/ /t/ jet, and our new word is /w/ /e/ /t/ … (wait for students to respond)
Yes, wet! We switched the last sound to change jet to wet.

Continue to provide words and change the first or last sounds while providing scaffolding as needed:
wet, pet, let, met, men, mess*
job, jog, hog, fog, faun*, lawn*, gone*, got, bought*, dot, dog, doll*, fall*, haul*, hop, top, mop
*Please note that because you are switching sounds, not letters, the spelling does not matter in this activity.

Saxon Phonics Lesson 114
Encoding Practice (on worksheet 114)

<u>**Materials**</u>: Worksheet 114(one per student), pencils

<u>**Word List**</u>: ash, shop, squish, shut, jack, wick, duck, neck, my*, said*, was*, the*

<u>**Sample Script:**</u>
We are going to write some words today.
First word, "ash". What word? Yes, ash.
Say the sounds in ash. Hold up a digit for each sound. (use procedure on page 3).
/a/ /sh/
How many sounds? Yes, 2 sounds, but remember the /sh/ sound has 2 letters. "Ash" has 3 letters. /a/ /sh/
Write "ash" on the line by number 1.

<u>***For an error correction***</u>…. (ex. Student writes "sop" instead of "shop")
Write on white board as you say,
I see "sop". I want to see "shop". Say the sounds in "shop". Use your digits.
/sh/ GRAB IT. (grab digit that says the /sh/ sound or whatever sound has been written in error). What sound do you hear? Yes, /sh/. What digraph makes that sound?
Yes, "digraph sh". Fix it. Write your word again with the correct sound.

<u>***For Sight Words:**</u>
This word is a sight word and doesn't sound out like regular words, so we need to spell it.
Write "my". What word? Yes, "my".
Spell "my". Yes, "m" "y" spells "my". Write it.

Saxon Phonics Lesson 119
Phonological Awareness: Substitute **First** or **Last** Sounds

Materials: None (this is an oral language activity)

Word List: sob, rob, knob, knock, dock, talk, shock, shot, shop, top, hop, hot, hog, hall

Sample Script:
We are going to change some sounds in words today and make new words. Listen carefully!
First word, "sob". What word?   Yes, sob.
Say the sounds in box. Hold up a digit for each sound. (use procedure on page 3).   /s/ /o/ /b/
Change the /s/ sound for a /r/ sound. What is the new word?
Yes, rob!

If students need scaffolding to change sounds….
Use an elkonin box and colored counters for the sounds. When switching sounds, trade the first counter for another color of counter. Say sounds again while touching the colored counters and then say the new word.

Coach a little through the transition..
Our first word was, /s/ /o/ /b/ sob, and our new word is /r/… (wait for students to respond)
Yes, rob! We switched the first sound to change sob to rob.

Continue to provide words and change the first or last sounds while providing scaffolding as needed:

sob, rob, knob*, knock*, dock*, talk*, shock*, shot, shop, top, hop, hot, hog, hall*

*Please note that because you are switching sounds, not letters, the spelling does not matter in this activity.

Saxon Phonics Lesson 120
Phonological Awareness: Substitute **First** or **Last** Sounds

Materials: None (this is an oral language activity)

Word List: than, that, fat, pat, pan, man, ran, rag, tag, bag, bath, path, pad, bad, mad, mat, bat

Sample Script:
We are going to change some sounds in words today and make new words. Listen carefully!
First word, "than". What word?   Yes, than.
Say the sounds in than. Hold up a digit for each sound. (use procedure on page 3).   /th/ /a/ /n/
Change the /n/ sound for a /t/ sound. What is the new word?
Yes, that!

If students need scaffolding to change sounds….
Use an elkonin box and colored counters for the sounds. When switching sounds, trade the first counter for another color of counter. Say sounds again while touching the colored counters and then say the new word.

Coach a little through the transition..
Our first word was, /th/ /a/ /n/ than, and our new word is /th/ /a/ /t/ … (wait for students to respond)
Yes, that! We switched the last sound to change than to that.

Continue to provide words and change the first or last sounds while providing scaffolding as needed:
than, that, fat, pat, pan, man, ran, rag, tag, bag, bath, path, pad, bad, mad, mat, bat

Saxon Phonics Lesson 122
Encoding Practice (on worksheet 122)

Materials: Worksheet 122 (one per student), pencils

Word List: zoom, room, boom, boot, root, hoot, booth, tooth, pit, bit, hot, dot, rug, run, red, bed, wag, wig

Sample Script:
We are going to write some words today.
First word, "zoom". What word? Yes, zoom.
Say the sounds in zoom. Hold up a digit for each sound. *(direct students to use their non-dominant hand and move left to right starting with the thumb).*
/z/ /oo/ /m/
How many sounds? Yes, 3 sounds, but remember the digraph that says /oo/ has 2 letters . "zoom" has 4 letters. /z/ /oo/ /m/
Write "zoom" on the line by number 1.

For an error correction*…. (ex. Student writes "boof" instead of "booth")*
Write on white board as you say,
I see "boof". I want to see "booth". Say the sounds in "booth". Use your digits.
/b/ /oo/ /th/ GRAB IT. (grab digit that says the /th/ sound or whatever sound has been written in error). What sound do you hear? Yes, /th/. What digraph makes that sound?
Yes, "digraph th". Fix it. Write your word again with the correct sound.