

# Two-Syllable Words

## Listening Activity

**Goal:** to increase auditory awareness of two-syllable words

Read these words and sentences to your student during a quiet activity like stringing beads or coloring a picture. (See Materials Book, page 13.) Use an amplification system if available. Read slowly and distinctly with normal expression. Do not ask your student to repeat the words and sentences.

<i>raindrop</i>	I felt a raindrop on my forehead.
<i>toothbrush</i>	I put toothpaste on my toothbrush.
<i>barefoot</i>	We were barefoot in the sandbox.
<i>airplane</i>	We saw a big airplane at the airport.
<i>playground</i>	I left my jump rope on the playground.
<i>suitcase</i>	I put my bathrobe in my suitcase.
<i>nickname</i>	His nickname is Bubba.
<i>peacock</i>	The peacock walked out the zoo gate.
<i>cupcake</i>	Mom made cupcakes for my birthday.
<i>oatmeal</i>	I had oatmeal for breakfast.

## Learning Activity

**Goal:** to learn two-syllable words

- ✓ Talk about the words in this unit as “words with two parts.” Remind your student to say both parts. Use a hand signal to cue your student as needed. (See Materials Book, pages 99-103.)
- ✓ Clap, sway, jump, march, or tap the number of syllables within a word. Encourage your student to do the same. Your student may need assistance to time the gross motor movement with syllable production.
- ✓ Gently tap your student once on the arm for each syllable he produces in the word.
- ✓ Place two stickers on an index card. Ask your student to touch a sticker as he produces each syllable. A distinct motor act such as touching each sticker will make the syllables more obvious.

# Initial /sm/ Clusters

## Listening Activity

**Goal:** to increase your student's auditory awareness of the /sm/ cluster at the beginning of words

Read these words and sentences to your student during a quiet activity like playing with bristle blocks or coloring a picture. (See Materials Book, page 17.) Use an amplification system if available. Read slowly and distinctly with normal expression. Do not ask your student to repeat the words or sentences.

<i>smart</i>	It's not smart to drive in heavy smog.
<i>smile</i>	The smell of apple pie makes me smile.
<i>smoke</i>	Do you smell smoke?
<i>smear</i>	Try not to smear the paint.
<i>small</i>	Mr. Smith lives in a small house.
<i>smooth</i>	The baby's face feels so smooth.
<i>smuggled</i>	The man smuggled the painting out of the country.
<i>smashed</i>	I accidentally smashed my lunch.
<i>smack</i>	It hit me smack in the middle of my back.
<i>smudge</i>	I wiped the smudge off my glasses.

## Learning Activity

**Goal:** to learn the /sm/ cluster at the beginning of words

- ✓ Talk about the sounds in the /sm/ cluster. Give them fun labels like the "snake sound" for /s/ and the "mmm-mmm" good sound" for /m/. Remind your student to say both sounds at the beginning of words in this unit. Use hand signals to cue your student as needed. (See Materials Book, pages 99-103.)
- ✓ Ask your student to bite on one end of a craft stick or coffee stirrer while you pull on the other end to develop good jaw stability for the /s/ sound.
- ✓ Instruct your student to smile and close her mouth so her teeth almost touch when saying the /s/ sound. Press on your student's lips for /m/.
- ✓ Run your finger down your student's arm or back as she produces the /s/ to stress the continuous flow of air. Cue the /m/ sound by rubbing your stomach to indicate hunger.
- ✓ After your student can successfully produce the /sm/ words on the flash cards, ask her to practice some of the words in the phrase "It's a \_\_\_\_." (Select words that make sense in this phrase.)

# /t/ and /d/ Contrasts

## Listening Activity

**Goal:** to increase your student's auditory awareness of the /t/ sound

Read these words and sentences to your student during a quiet activity like putting together a puzzle or coloring a picture. (See Materials Book, page 20.) Use an amplification system if available. Read slowly and distinctly with normal expression. Do not ask your student to repeat the words or sentences.

<i>town</i>	There is a new museum downtown.
<i>toe</i>	The doe stepped on my toe.
<i>tear</i>	I dare you to tear up your homework.
<i>two</i>	Do you want one or two cookies?
<i>teen</i>	Dean is a teen.
<i>tie</i>	I like your tie-dye shirt.
<i>ton</i>	I'm finally done with a ton of work.
<i>tan</i>	Where did Dan get his tan?
<i>tip</i>	Dip the tip in the paint.
<i>tore</i>	The earthquake tore the door off its hinges.

## Learning Activity

**Goal:** to learn the /t/ sound

- ✓ Use a fun label for the /t/ sound like the "tapping sound." Remind your student to say the tapping sound in the words in this unit. Use a hand signal to cue your student as needed. (See Materials Book, pages 99-103.)
- ✓ Hold a tissue so it's hanging in front of your student's mouth and have her say the /t/ sound to make the tissue move.
- ✓ Ask your student to feel your throat as you say the /d/ sound and then the /t/ sound. Describe the /d/ as a "voice-on sound" and the /t/ as a "voice-off sound."
- ✓ Instruct your student to whisper the /t/ sound.
- ✓ Have your student feel the air with her hand or make a feather placed in her hand move as she says the /t/ sound.

# /skw/ Clusters

## Listening Activity

**Goal:** to increase your student's auditory awareness of /skw/ clusters

Read these words and sentences to your student during a quiet activity like licking a sucker or coloring a picture. (See Materials Book, page 24.) Use an amplification system if available. Read slowly and distinctly with normal expression. Do not ask your student to repeat the words or sentences.

<i>squirt</i>	Don't squirt me with your squirt gun.
<i>squirmed</i>	The pig squealed and squirmed in the mud.
<i>squirrel</i>	The squirrel squashed the nut.
<i>squelch</i>	It's time to squelch the squabbling.
<i>square</i>	In hopscotch, you jump from square to square.
<i>squid</i>	The squid squirted ink at his prey.
<i>squeeze</i>	You squeeze your eyes when you squint.
<i>squeak</i>	"Squeak, squeak," said the little mouse.
<i>squatted</i>	We squatted next to the squash.
<i>squawked</i>	The hen squawked and squawked.

## Learning Activity

**Goal:** to learn the /skw/ cluster

- ✓ Talk about the sounds in the /skw/ cluster. Use fun labels and remind your student to say all the sounds in the cluster words in this unit. Use hand signals to cue your student as needed. (See Materials Book, pages 99-103.)
- ✓ Write the sounds in the cluster (S - K - W) in large print on an index card and point to the letters as you say the word.
- ✓ Cue the /s/ sound by wiggling your fingers in front of your mouth, the /k/ by touching your student's throat, and the /w/ by circling your index finger around your lips.
- ✓ Repeat the word without the first two sounds in the sequence. Gradually add the /k/ sound, then the /s/ until the whole word is formed. For example say, "wint - wint - wint - kwint - kwint - kwint - skwint (squint) - skwint - skwint."