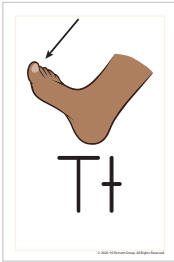
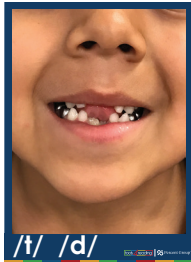


Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss **Tt** Uu Vv Ww Xx Yy Zz

MATERIALS



Here are the materials needed for TRIAL implementation.

Print the following from the website:

- Kid Lips Card (/t/)/Sound-Spelling Card (Tt)
- Picture Cards (10)
- Letter Formation Board (1/teacher and 1/student).

If you choose to use a dry erase marker for the written tasks, place this page in a sheet protector.

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 mat, taste, minte, sente, 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**

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

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/ look the same, students may confuse the articulation of these 2 sounds. Both are stop sounds; however, /t/ is unvoiced, while /d/ is voiced.
- If needed, have students practice differentiating unvoiced and voiced sounds by saying /t/ and /d/.

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.

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

GRAPHEME abc

(Hold up the Sound-Spelling Card.)

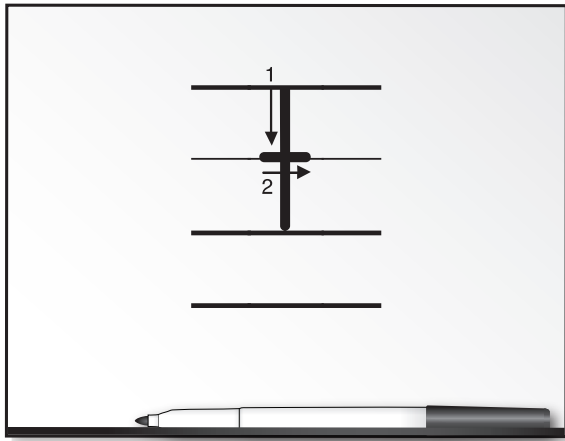
Look at the picture of the keyword toe. When you say the keyword toe, the first sound in toe is /t/. The picture of the toe reminds you that letter t spells the /t/ sound.

- 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, we 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/.

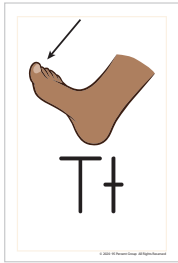
- Marker ready? Write letter t 5 more times.



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

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



Here are the materials needed for TRIAL implementation.

Print the following from the website:

- Sound-Spelling Card (Tt)
- Letter Formation Board (1/teacher and 1/student). If you choose to use a dry erase marker for the written tasks, place this page in a sheet protector.

INTRODUCTION OF UPPERCASE LETTER

We have been learning about letters, which spell sounds. Today, you are going to learn that there are 2 kinds of letters—lowercase and uppercase letters. Both kinds spell the same sound.

Look at this picture for the keyword **toe**. (Hold up the Sound-Spelling Card and point to uppercase **T** and lowercase **t**.)

- Notice there are 2 ways to write the letter **t**.
- The new letter is called uppercase **T**.
- We use an uppercase letter as the first letter in the name of a person or place. We also use an uppercase letter to begin the first word in a sentence.

How is uppercase **T** the same as lowercase **t**? (answers vary) **Both have 2 straight lines.**

How is uppercase **T** different from lowercase **t**? (answers vary) **Uppercase T has a line that goes across the top, while lowercase t has a line that goes across the middle.**

LETTER IDENTIFICATION

We are going to identify uppercase **T** and lowercase **t** in sentences.

I Do

(For **I Do** and **You Do**, write each sentence on your board, and read it aloud to students.)

Tad likes to fish. (After reading the sentence, point to the uppercase **T**.)

- This is an uppercase **T**. We use an uppercase **T** here because **Tad** is the first word in the sentence. Also, **Tad** is the name of a person.

(Point to the lowercase **t**.)

- This is a lowercase **t**. We use a lowercase **t** here because it is not at the beginning of a sentence, and it is not the name of a person or place.
- Both uppercase **T** and lowercase **t** spell the sound /t/.

You Do

Two pups have tan fur. (Do not underline the focus letters.)

- Where is uppercase **T** in this sentence?
(Students should point to the **T** in **Two**.)
- Why is **T** in **Two** uppercase? **Two is the sentence's first word.**
- Where is lowercase **t** in this sentence?
(Students should point to the **t** in **tan**.)
- Why is **t** in **tan** lowercase? **The word tan is not at the beginning of the sentence, and it is not the name of a person or place.**

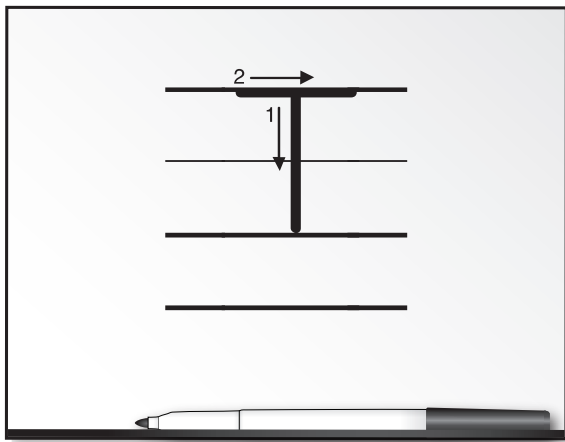
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss **Tt** Uu Vv Ww Xx Yy Zz

GRAPHEME abc

I Do

You have already learned how to write lowercase t. Today, you will learn to write uppercase T. (Model the letter's formation on your board while saying the steps of the Stroke Talk.)

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



We Do



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

As you practice writing uppercase T, say the sound /t/. (Students will practice writing the letter with their finger on their board and then practice with their marker.)

- Finger on your board. Ready?
 1. Start at the topline. Pull down straight. Lift.
 2. Back to the topline. 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 uppercase T, say the sound /t/.

Marker ready? Write uppercase T 5 more times.

- Circle the uppercase T that you feel is your best handwriting. Why do you feel it is your best handwriting? (Allow students to respond.)
- Point to the uppercase T that you feel you could improve. Now, rewrite it. How has your handwriting improved on this uppercase T? (Allow students to respond.)

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

REVIEW Focus Letters: Tt, p, n, a

Let's review writing uppercase **T** and lowercase **t**, as well as the other lowercase letters you previously learned. Put your finger on the train next to the line on your board.

I am going to say a word. Listen carefully and look at the formation of my lips while I pronounce the word. Then, you will write the letter that spells the first sound in the word. (Provide corrective feedback, if needed.)

Say the word: **Tammy**

Her name is **Tammy**. What's her name? **Tammy**

- What is the first sound in the word **Tammy**? **/t/**
- Now, write the letter that spells the sound **/t/**. Remember, **Tammy** is a name, so you need to write an uppercase letter.
(Write the letter on your board without the students being able to see it.)
- What letter did you write? **uppercase T**
- Does your uppercase **T** match mine?

Say the word: **pet**

I have a **pet** cat. The word is **pet**. Word? **pet**

- What is the first sound in the word **pet**? **/p/**
- Next to where you wrote the uppercase **T**, write the letter that spells the sound **/p/**.
(Write the letter on your board without the students being able to see it.)

REVIEW (continued)

- What letter did you write? **lowercase p**
- Does your lowercase **p** match mine?

Repeat the previous steps for additional **Review** practice with the following words: **add, Tia, pole, new, apple**.

EXIT TICKET (optional)

I am going to spell a word, and you will write its letters as I say them. Remember, you are writing a word, so there should be no spaces in between the letters you write.

The word is spelled **n-a-p**. (Say the letter names, not the sounds.)

- Write the letter **n**. Write the letter **a**. Write the letter **p**.
(Check that the students wrote each letter accurately. Provide corrective feedback, if needed.)

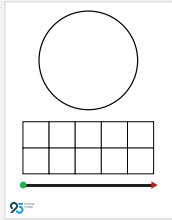
Now, put your finger under each letter. Starting with the first letter, blend the sounds to read the word.

Ready? **/n/.../ă/.../p/** Word? **nap**



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

MATERIALS



Teacher and Student
Phoneme Segmentation Mats
(1 each)

For TRIAL implementation, download and copy:

(1) 1 mat for each student. We recommend you place the mat in a sheet protector. (2) 1 page of blue chips (3) picture cards. The chips and picture cards will need to be cut apart prior to instruction.



Teacher and Student
Blue Circle Chips
(4 each)

PICTURE CARDS

I Do		We Do—Level 1	
lime	l-12	add	a-6
nut	n-22	hot	h-22
off	o-3	sad	s-1

ADDITIONAL WORDS

Use one-syllable words such as the following to extend or reteach this lesson's **I Do**, **We Do**, and **You Do** activities, as needed. It is recommended to use words that begin with a continuant sound—/ă/, /ě/, /ĩ/, /ö/, /ü/, /f/, /l/, /m/, /s/, /v/, /z/, or /n/.

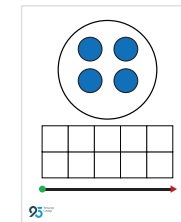
hide	h-10	on	o-7	fuss	nail	shop
maid	m-3	fade		lash	numb	tie
neck	n-7	fish		my	shin	us

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 segment, or take apart, all the sounds in a word. Then, you will blend the sounds to say the word. Let me show you how to segment sounds in a word.



(Word: lime)

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

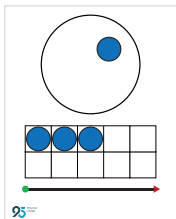
The word is lime. (Show picture card l-12.)

Say the word in context: **The green lime fell off the tree.**

1. First, I'll finger-stretch the sounds in the word lime—/l/ /ī/ /m/.

I Do Chips *(continued)*

2. There are 3 sounds in the word lime.



- The first sound is /l/. I pull a blue chip down into the first box while saying the sound /lll/. (Hold each sound as long as possible while moving its chip.)
- The next sound is /īīī/. (Pull a chip down while saying the sound.)
- The last sound is /m/. I pull 1 more chip down while saying the sound—/mmm/.
- Notice I didn't need to use all of my chips.

3. Now, I scoop my finger under each chip as I blend the sounds /lll/.../īīī/.../mmm/. (To blend the sounds, extend each sound into the next.)

4. Finally, I slide my finger along the line as I say the word—lime.

Repeat the previous steps for additional **You Do** practice with the following words: **off** (o-3), **nut** (n-22), **safe**.

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.

The word is sad. (Show picture card s-1.) Word? **sad**

Say the word in context: **He was sad when he dropped his treat.**

1. Let's finger-stretch the sounds in the word sad. /s/ /ă/ /d/

2. How many sounds are in sad? **3**

- What is the first sound? /s/ Say the sound as I pull down a chip into the first box. /sss/
- Next sound? /ă/ Say the sound as I pull down a chip. /ăăă/
- Last sound? /d/ Say the sound as I pull down a chip. /d/

5. Now, blend the sounds as I scoop under each letter.

/sss/.../ăăă/.../d/

6. What's the word? (Slide your finger under the chips and say the word.) **sad**

Repeat the previous steps for additional **We Do** practice with the following words: **hot** (h-22), **add** (a-6), **zag**.

We Do—Level 2: As students increase their accuracy and fluency, the teacher will continue to move the chips, but only the 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 blue chips.

Now, it's your turn. This time, you'll move the chips and answer.

The word is **sick**. (Show picture card s-7.) Word? **sick**

Say the word in context: **I hope I don't get sick this winter.**

1. Finger-stretch the sounds in the word **sick**. /s/ /i/ /k/
2. How many sounds? **3**
3. Pull a chip down into a box as you say each sound in the word **sick**. Ready? Sounds? /sss/ /iii/ /k/
4. Scoop under each chip as you blend the sounds. /sss/... /iii/... /k/
5. Slide your finger from left to right as you say the word. Ready? Word? **sick**

Repeat the previous steps for additional **You Do** practice with the following words: **fill, miss, shy, need, sit, no**.

You Do No Chips

Remove the blue circles. The students will respond using their voices only.

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

The word is **nap**. Word? **nap**

Say the word in context: **It was time for the baby's nap.**

This time you'll answer with your voice only. Ready?

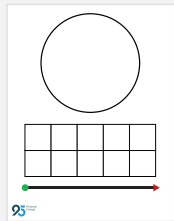
(You can gesture with the students but do not respond with your voice.)

1. Finger-stretch the sounds in the word **nap**. /n/ /ă/ /p/
2. Scoop and blend the sounds. /nnn/... /ăăă/... /p/
3. Word? **nap**

Repeat the previous steps for additional **You Do** practice with the following words: **hat, low, mop, seat, sip**.



Mastery Level: When orally presented 2- and 3-phoneme words, students can segment and blend the words fluently.



Teacher and Student
Phoneme Segmentation
Mats (1 each)

MATERIALS



Teacher and Student
Blue Circle Chips
(4 each)



Dry Erase Marker
(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 one-syllable words such as the following to extend or reteach this lesson's **I Do**, **We Do**, and **You Do** activities, as needed. It is recommended to use words that begin with a continuant sound—/ă/, /ě/, /ĩ/, /ö/, /ü/, /f/, /l/, /m/, /n/, /s/, /v/, or /z/.

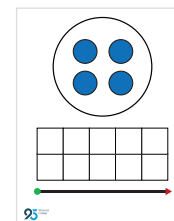
fog	f-17	nap		at	lab	nag
mad		net	n-9	fit	lit	up
mat		sad	s-1	fun	lug	van
mug	m-24	sub		in	mop	zip

INSTRUCTIONAL PROCEDURES

I Do Chips & Letters

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 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.



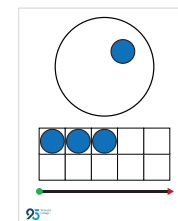
(Word: sip)

This mat has a big circle where I'll place 4 blue chips. Each blue 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 l-12.)

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

- First, I'll finger-stretch and say the sounds in sip—/s/ /ĩ/ /p/. The word sip has 3 sounds.**
- I pull a blue chip down into a box for each sound I hear—/sss/ /ĩĩĩ/ /pp/. (Hold each sound as long as possible while moving its chip.) Notice, I didn't need to use all of my chips.**



I Do Chips & Letters *(continued)*

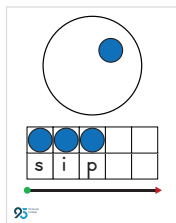
3. (Point to and count each chip.) **1-2-3. There are 3 sounds in the word sip.**

(Point to each chip while saying its sound.)

- The first sound is /s/.
- The next sound is /i/.
- The last sound is /p/.

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

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



- The first sound is /s/ spelled with the letter s. I write the letter s under the first blue chip.
- The next sound is /i/ spelled with the vowel letter i. I write the vowel letter i under the middle 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/ /iii/ /p/.

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

Repeat the previous steps for additional **I Do** practice with the following words: **on** (o-7), **zap** (z-1), **not**.

We Do Chips & Letters—Level 1

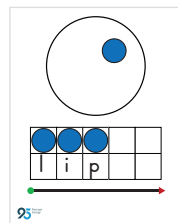
The teacher will manipulate the chips. Students should not receive mats and chips until the **You Do** portion of the lesson.

This time, I'll move the chips, and you'll answer with me.

The word is lip. (Show picture card I-16.) **Word? lip**

Say the word in context: **He had a cut on his lip.**

1. Let's finger-stretch the word lip. /l/ /i/ /p/
2. How many sounds are in lip? **3**
3. Say each sound with me as I pull its chip down. /lll/ /iii/ /p/
4. Now, I write the letters that spell the sounds.



- The first sound is /l/.
- Which letter spells the /l/ sound? **l**
- The next sound is /i/.
- Which letter spells the /i/ sound? **i**
- The last sound is /p/.
- Which letter spells the /p/ sound? **p**

5. Now, blend the sounds as I scoop under each letter. /lll/ /iii/ /p/
6. Finally, read the word. (Slide your finger along the line.) **lip**
7. (Have the students slide a finger in the air as they read the word 2 more times.) **What's the word? lip Again. Lip**

Repeat the previous steps for additional **We Do** practice with the following words: **log** (l-20), **us** (u-12), **fig**.

We Do Chips & Letters *(continued)*

We Do—Level 2: As students increase their accuracy and fluency, the teacher will continue to write the letters, but only the 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 & Letters

The students will manipulate the chips and respond to the prompts. Give each student a mat, 4 blue chips, and a dry erase marker.

Now, it's your turn. This time, you'll move the chips and answer. The word is map. (Show picture card m-6.) **Word? map**

Say the word in context: **I will follow a map to find the treasure.**

1. Finger-stretch and say the sounds in map. /m/ /ă/ /p/
2. How many sounds? **3**
3. Pull a chip down into a box as you say each sound in the word map.
Ready? Sounds? /mmm/ /ăăă/ /p/
 - First sound? /m/ Letter? **m**
 - Next sound? /ă/ Letter? **a**
 - Last sound? /p/ Letter? **p**
4. Scoop under each letter as you blend the sounds. /mmm/ /ăăă/ /p/
5. Slide your finger from left to right as you read the word. Ready?
Word? map

Repeat the previous steps for additional **You Do** practice with the following words: **it, hid, fan.**

You Do Letters Without Chips

Remove the blue circles. The students will respond by writing the letters that spell the sounds, without using the blue chips.

This time, you will not use the blue chips, but you will write the letters that spell the sounds.

The word is nut. Word? nut

Say the word in context: **The squirrel is hiding a nut in its cheek.**

1. Finger-stretch and say the sounds in nut. /n/ /ŭ/ /t/
2. How many sounds? **3**
3. Repeat the sounds and tap 1 box for each sound. /n/ /ŭ/ /t/
4. **Now, write the letters that spell the sounds.** (Write the letters in the boxes on your mat as the students are writing.)
5. **Now, check your work. Does your mat match mine? Change any letters that are not the same.**
6. **Now, let's blend the sounds and read the word. Put your finger under the first box.**
 - Sounds? /nnn/ /ŭŭŭ/ /t/ (Scoop under each box as students blend the sounds.)
 - Word? **nut** (Slide your finger under the boxes as students read the word.)

Repeat the previous steps for additional **You Do** practice with the following words: **am, not, met.**



Mastery Level: When orally presented 2- and 3-phoneme words, students can fluently segment and write the letters and blend the sounds to read the word.

l-12



n-22



h-10



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m-3



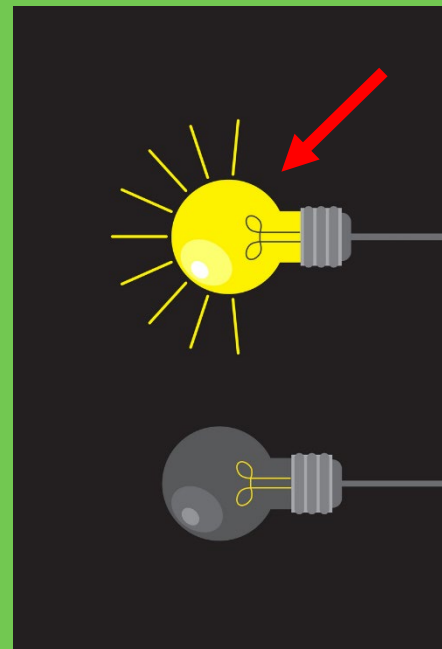
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n-7



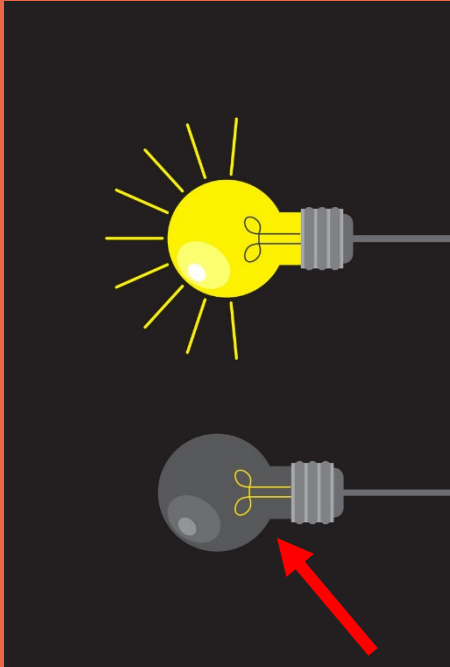
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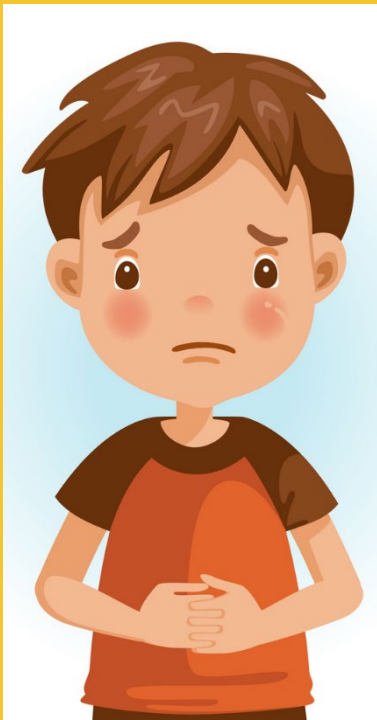
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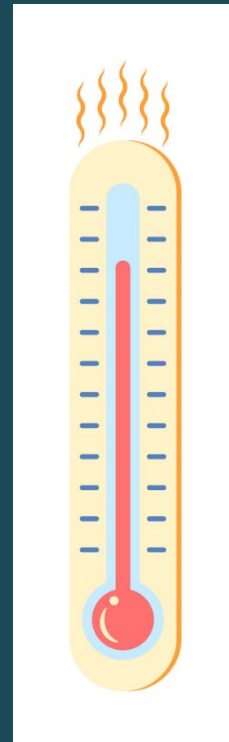
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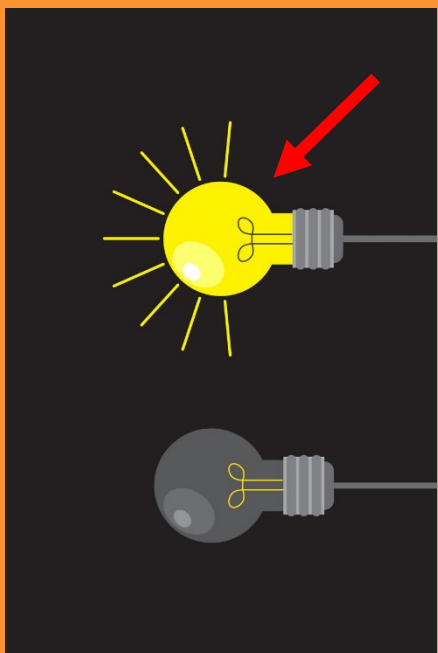
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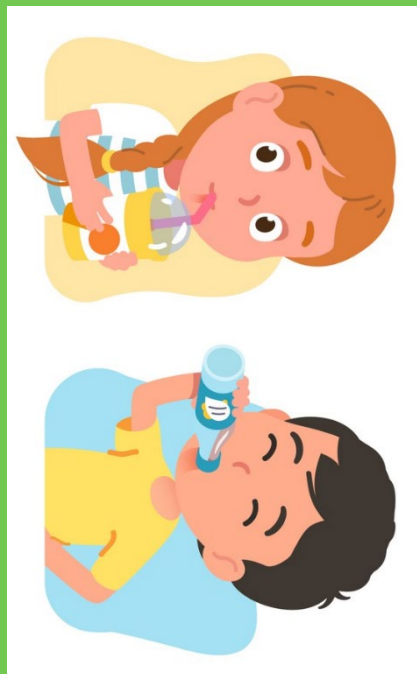


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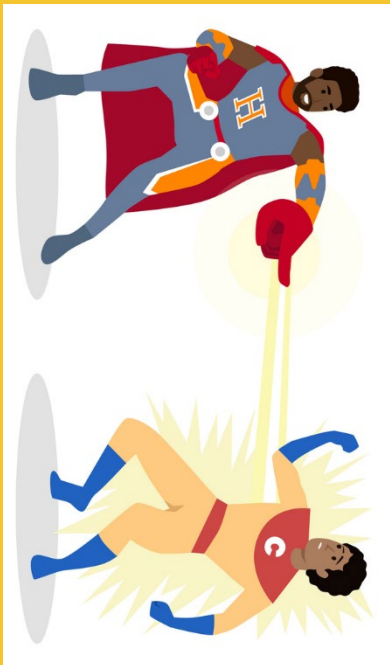
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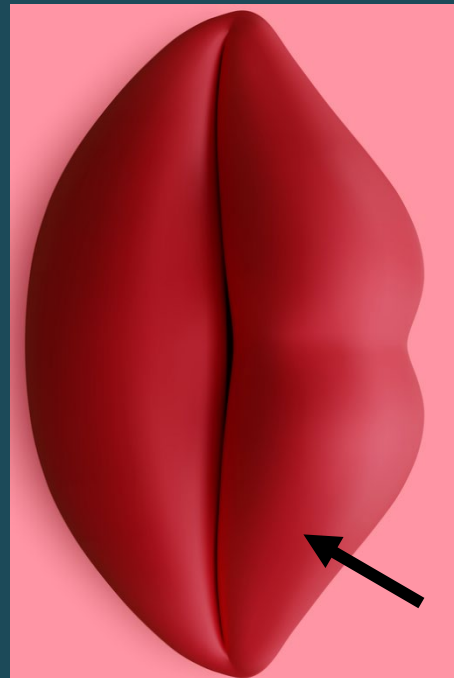
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