

**SPIRE Foundations: Sounds Sensible™:**  
**Overview of Activities Throughout Instruction**

	<b>Activity</b>	<b>Lesson/Page Where It 1<sup>st</sup> Appears</b>
<b>Step 2: Rhyming</b>	<p style="text-align: center;"><b>Introduction to Rhyme (Rhyme Sheets)</b></p> <p><i>Objective: To be able to identify the rhyming words using concrete manipulatives.</i></p>	Introductory Lesson 1: p. 2
	<p style="text-align: center;"><b>Introduction to Rhyme (Cards)</b></p> <p><i>Objective: To be able to identify the rhyming words in a short rhyme.</i></p>	Introductory Lesson 2: p. 16
	<p style="text-align: center;"><b>Matching Rhymes (with Pictures)</b></p> <p><i>Objective: To be able to identify and match rhyming words that name pictures.</i></p>	Introductory Lesson 4: p. 45
	<p style="text-align: center;"><b>Matching Rhymes (without Pictures)</b></p> <p><i>Objective: To be able to identify and match rhyming words when presented in a sentence.</i></p>	Introductory Lesson 7: p. 85
	<p style="text-align: center;"><b>Rhyme Categorization (Which two Rhyme?)</b></p> <p><i>Objective: To be able to identify which two words rhyme in a set of three words.</i></p>	Introductory Lesson 10: p. 118
	<p style="text-align: center;"><b>Rhyme Categorization (Not Rhyming)</b></p> <p><i>Objective: To be able to identify which word does not rhyme out of a set of 4 words.</i></p>	Introductory Lesson 12: ending sounds (p, b, t, d, c, k, g, f, v, s) TG p. 150
	<p style="text-align: center;"><b>Onset and Rime (i.e., c,at; m,ap; etc.)</b></p> <p><i>Objective: To be able to blend the beginning sound of a word with its ending sounds; and to be able to hear a word and separate its onset and its rime.</i></p>	Introductory Lesson 14: p. 184
	<p style="text-align: center;"><b>Onset and Rime (Segmented Rime) (i.e., c, a-t; m, a-p; etc.)</b></p> <p><i>Objective: To be able to blend the beginning sound of a word with its ending sounds; and to be able to hear a word and separate its onset and its rime.</i></p>	Introductory Lesson 17, Part 1: p. 232
	<p style="text-align: center;"><b>Rhyme Providing</b></p> <p><i>Objective: Given a word, to be able to provide a word that rhymes.</i></p>	Introductory Lesson 20: p. 287

<b>Step 3: Segmentation</b>	<b>Activity</b>	<b>Lesson/Page Where It 1<sup>st</sup> Appears</b>
	<p><b>Sentence Segmentation</b> <i>Objective: To recognize that phrases and sentences are made up of individual words.</i></p>	<p>Introductory Lesson 1: p TG p. 3</p>
	<p><b>Syllable Segmentation with Compound Words</b> <i>Objective: To recognize that compound words are made up of root words.</i></p>	<p>Introductory Lesson 4: d TG p. 46</p>
	<p><b>Compound Words Deletion</b> <i>Objective: To segment compound words by deleting the root words, one at a time.</i></p>	<p>Introductory Lesson 6: g TG p. 72</p>
	<p><b>Syllable Segmentation</b> <i>Objective: To segment multisyllabic words.</i></p>	<p>Introductory Lesson 8: v TG p. 96</p>
	<p><b>Syllable Deletion</b> <i>Objective: To increase understanding of syllable segmentation by deleting syllables of multisyllabic words.</i></p>	<p>Introductory Lesson 10: z TG p. 120</p>
	<p><b>Phoneme Segmentation</b> <i>Objective: To develop the ability to track up to three sequences of sounds.</i></p>	<p>Introductory Lesson 12: ending sounds (p, b, t, d, c, k, g, f, v, s) TG p. 151</p>
	<p><b>Phone Segmentation with Words</b> <i>Objective: To develop the ability to segment a three-phoneme word.</i></p>	<p>Introductory Lesson 16: w TG p. 218</p>
	<p><b>Word Segmentation with Deletions</b> <i>Objective: To develop the ability to segment and blend the three sounds in a three-phoneme word and then work with the sounds to create a new word or a syllable.</i></p>	<p>Introductory Lesson 20: r TG p. 288</p>

	Activity	Lesson/Page Where It 1 <sup>st</sup> Appears
<p><b>Step 4: Phoneme-Grapheme Relationships</b></p> <p><i>Objective: Using visual, auditory, and kinesthetic strategies that are incorporated into games and teacher led instruction, students are able to identify and form letters and their sounds, as well as the beginning and ending sounds of words.</i></p> <p><i>Objective: To be able to blend simple consonant-vowel-consonant (CVC) words.</i></p>	<b>Beginning Sound Cards</b>	Introductory Lesson 1: p TG p. 4
	<b>Sound Contrast Sheet Activity</b>	Reinforcing Lesson 2a: p, b TG p. 24
	<b>Sound Round Game</b>	Reinforcing Lesson 5a: p, b, t, d, c, k TG p. 65
	<b>Bingo Game</b>	Reinforcing Lesson 6a: p, b, t, d, c, k, g TG p. 78
	<b>Team Sound Cards Game</b>	Reinforcing Lesson 9b: s TG p. 115
	<b>Beginning Sounds Categorization</b>	Introductory Lesson 11: Beginning Sounds p, b, t, d, c, k, g, f, v, s, z TG p. 136
	<b>Ending Sounds Categorization</b>	Introductory Lesson 12: Ending Sounds p, b, t, d, c, k, g, f, v, s TG p. 153
	<b>Ending Sounds Cards</b>	Introductory Lesson 14: m TG p. 188
	<b>Go Fish Game (Beginning Level)</b>	Reinforcing Lesson 15a: p, b, t, d, c, k, g, f, v, s, z, j, m, n TG p. 210
	<b>Blending Practice</b>	Introductory Lesson 17, Part 2: a TG p. 241
	<b>Picture-Word Match Cards</b>	Introductory Lesson 17, Part 2: a TG p. 242
	<b>Go Fish Game (Intermediate Level)</b>	Reinforcing Lesson 17a: p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a TG p. 247
	<b>Go Fish Game (Advanced Level)</b>	Reinforcing Lesson 20b: r TG p. 299
<b>Reading Roundup Game</b>	Reinforcing Lesson 22a: p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, a, h, l, r, x, y TG p. 320	

<b>Step 5: Dictation</b>	<b>Activity</b>	<b>Lesson/Page Where It 1<sup>st</sup> Appears</b>
	<p><b>Beginning Sounds Word Dictation</b></p> <p><i>Objective: To be able to correctly repeat a known sound, name the letter that makes the sound, and then write the letter that makes the sound, simultaneously naming it.</i></p>	<p>Introductory Lesson 1: p TG p. 6</p>
	<p><b>Ending Sounds Word Dictation</b></p> <p><i>Objective: To be able to correctly repeat a known sound, name the letter that makes the sound, and then write the letter that makes the sound, simultaneously naming it.</i></p>	<p>Introductory Lesson 12: Ending sounds p, b, t, d, c, k, g, f, v, s TG p. 149 <b>AND</b> Introductory Lesson 14: m TG p. 190</p>
	<p><b>Whole-Word Dictation</b> <i>(Simultaneous Oral Spelling Procedure)</i></p> <p><i>Objective: To be able to write CVC words that contain the short vowel a.</i></p>	<p>Introductory Lesson 17, part 2: a TG p. 242</p>