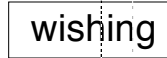
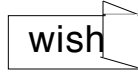


Ease Into Phonics

Phase 5

Prepare:

- Print and cut out the Phase 5 Flip-Cards (and the -s, -ing and -ed cards from the same page.)
- Fold the end of each card in, up to the dotted line, so that the -s, -ing, or -ed ending is hidden.



Step 1, Introducing Two Transformers

-s one bat . . . two **bats** one ship . . . three **ships**
 one kid . . . more **kids** one hug . . . lots of **hugs**

- Demonstrate the Flip-Cards that transform 'one' into 'more than one.'
- Give a card to your student.
- Say "Show me 'bats.' Two **bats**." Student opens the card.
- Say "Show me 'bat.' One **bat**." Student folds the card, hiding -s.
- Continue with other flip-cards, above, asking for word pairs in mixed order.

-ing we wash . . we are **washing** they fish . . . they are **fishing**
 I wish I am **wishing** we jump . . . we are **jumping**

- Demonstrate the Flip-Cards that transform with -ing.
- Give a card to your student.
- Say "Show me 'wish.' I **wish**." Student folds the card, hiding -ing.
- Say "Show me 'wishing.' I am **wishing**." Student opens the card.
- Continue with other Flip-Cards, above, asking for word pairs in mixed order.

Step 2, Point to Two Transformers: -s and -ing

bats **ships** **cups** **kids** **hugs** **dogs** **jumps**
washing **wishing** **camping** **kidding** **hugging** **fishing** **jumping**

- Give your student -s and -ing cards.
- Say "What do you hear at the end of 'bats'?" Student points to -s card.
- Continue with other -s and -ing words, above, in mixed order.

Step 3, Introducing Another Transformer

-ed Today we fish Yesterday we **fished**
 Today they wash Yesterday they **washed**
 Today I wish Yesterday I **wished**
 Today I jump Yesterday I **jumped**
 Today they camp Yesterday they **camped**

- Demonstrate the Flip-Cards that transform 'today' into 'yesterday' [past].
- Give a card to your student.
- Say "Show me 'fish.' Today we fish." Student folds the card, hiding -ed.
- Say "Show me 'fished.' Yesterday we **fished**." Student opens the card.
- Continue with other Flip-Cards, above, asking for word pairs in mixed order.

Step 4, Point to Three Transformers: -s, -ing or -ed

bats	ships	cups	kids	hugs	dogs	jumps
washing	wishing	camping	kidding	hugging	fishing	jumping
washed	wished	camped	tanned	hugged	fished	jumped

- Give your student -s, -ing, and -ed cards.
- Say “What do you hear at the end of ‘jumping’?” Student points to -ing card.
- Continue with other -s, -ing, and -ed words, above, in mixed order.

Step 5, Early Spelling with -s, -ing, and -ed

<u>Root</u>	<u>-s</u>	<u>-ing</u>	<u>-ed</u>
bat	bats		
ship	ships		
cup	cups		
kid	kids		
hug	hugs		
dog	dogs		
wish		wishing	wished
fish		fishing	fished
jump	jumps	jumping	jumped
camp	camp	camping	camped

- Write -s, -ing, and -ed at the top of your student’s paper.
- Write a root word for your student. For example, write ‘ship.’
- Say “This is ‘ship.’ Change ‘ship’ into ‘ships’.” Student copies ‘s’ to the end of ‘ship.’
- Continue with other root words and endings in mixed order.

Step 6, Introducing a Vowel

e

[short E]

as in excellent, elephant, or pet

- With your student, pick out additional example words for ‘short E.’
 - ◇ Collect example words from familiar read-aloud stories, or from Natural Language Stories your student is learning to read by rote.
- Write the new example words on your student’s Letter-Sound Page.
- Pronounce each example word for your student, stretching out the vowel sound.
(Example words are for student to hear, not to read.)
 - ◇ Say “E-e-excellent. Hear the e-e-e [pronounce as in ‘excellent’]? E-e-elephant. Pe-e-e-t. . .”



Step 7, Point to 'short I' or 'short E'

e-e-excellent
i-i-i-igloo

e-e-elephant
i-i-i-Indian

e-e-every day
i-i-i-icky

e-e-empty
i-i-i-impossible

- Give your student 'i' and 'e' flashcards.
- Say "What do you hear first when I say 'e-e-excellent'?" Student points to 'e' card.
- Continue with other 'short E' and 'short I' words, above, in mixed order.

Step 8, Mastery. The goals of Phase 5 are:

- Ability to hear three 'Transformer' endings in words:
 - ◇ -s (may sound like /s/ or /z/, depending on the word, below)
 - ◇ -ing
 - ◇ -ed (may sound like /t/ or /d/, depending on the word, below)
- . . . and then to point to the written form of each ending heard.
 - Continue working on 'Pointing,' Steps 2 and 4, until your student can identify the ending of each word you say, by pointing to the -s, -ing, or -ed card correctly.
 - TIP: You can give hints like "Jumps . . . Dad jumps," "Jumping . . . we are jumping," and "Jumped . . . yesterday we jumped," so that the words will make more sense to your student.
 - jumps /s/ bats /s/ ships /s/ cups /s/ kids /z/ hugs /z/ dogs /z/
 - jumping wishing washing kidding camping hugging fishing
 - jumped /t/ wished /t/ washed /t/ tanned /d/ camped /t/ hugged /d/ fished /t/
- Early spelling with -s, -ing, and -ed.
 - Continue working with Step 5 until your student can select and copy the correct endings onto words root words you have written.
 - ◇ TIP: You can give hints like those in parentheses, below, so that the words will make more sense to your student.
 - kid -> **kids**. (Two kids) jump -> **jumped** (Yesterday I jumped.)
 - jump -> **jumping** (I'm jumping) wish -> **wished** (Yesterday I wished.)
 - cup -> **cups** (Three cups) camp -> **camping** (We are camping.)
- Ability to hear 'short I vs. 'short E.'
 - Continue working on 'Pointing,' Step 7, until your student can identify the first sound by pointing to the 'i' or 'e' card correctly:
 - e-e-excellent e-e-elephant e-e-every day e-e-empty
 - i-i-i-igloo i-i-i-Indian i-i-i-icky i-i-i-impossible

