



INTERVENTIONS  
FOR  
**Reading  
Success**

by

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# 17 Stretchy Sounds: Segmenting and Blending Two-Sound Words

## GOAL

- Students will segment and blend words with two sounds.

## MATERIALS

- Word bank for this activity
- Slinky spring toy



### TEACHER STEPS: Describe It

- Hold a contracted Slinky with one hand on either side.
- Say a word from the word bank (e.g., *no*).
- Expand the Slinky as you segment the word (/n/ /ō/).
- Contract the Slinky as you blend the sounds (*no*).



### STUDENT STEPS: Do It

- Demonstrate how to hold the contracted Slinky.
- Say the following:
  - “Pull the ends of the Slinky as you say the sounds in the word.” (/n/ /ō/)
  - “Push the Slinky together as you blend the sounds.” (*no*)

## Word Bank

bee	day	eat	hay	jay	may	oak	ray	see	tie	way
bow	die	fee	he	knee	me	pay	row	sew	toe	we
bye	do	go	hi	lie	my	pea	rye	show	two	
chew	doe	guy	hoe	low	no	pie	say	tea		

## BIG IDEA: Fluency with Connected Text

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## You're It!

## GOAL

- **Students will read and recognize high-frequency words with mastery and fluency.**

## MATERIALS

- High-frequency word cards (templates appear in the appendix)
- "You're it!" cards (a template appears in the appendix)\*
- Box

\*A set of "You're it!" cards should be included in the materials provided to students and parents, for use in the matching Home-School Connection activity.


**TEACHER STEPS: Describe It**

- Tell students that you are going to choose words from the box and read them aloud.
- When you choose a card that says, "You're it!" read all of the high-frequency word cards you have chosen thus far as fast as you can.
- Then return all of the cards to the box to continue the game.
- Pull high-frequency words out of the box one at a time, showing each word to the class.
- Students say each word aloud.
- When a card saying, "You're it!" is pulled from the box, the class reads each of the words that are outside of the box as you hold them up.
- All cards are returned to the box after each round of You're It!
- After the class has done a round of You're It! reading words as a group, have the class play the game with only one student at a time reading words (see Student Steps: Do It).


**STUDENT STEPS: Do It**

- Say the following:
  - "We're going to play You're It!"
- Call on someone to pull high-frequency words out of the box.
  - "Show each card to the class and we'll read each word aloud."
  - "If you pull out the card that says 'You're it!' you must read all of the high-frequency words pulled out of the box so far."
- After the student takes a turn, choose another student, and play continues.


**VARIATIONS**

- Students can work in partners.
- The entire class can play while sitting in a circle on the floor. The box is passed around the circle. Each student chooses words from the box and places them on the floor in front of him or her. Limit each student to five cards to ensure that all students have a turn. If a student does not choose a "You're it!" card, he or she keeps the cards out of the box and passes the box to the next person. The game ends after all students have had a turn or when there are no cards left.



## Shake, Spill, and Say

### GOAL

- **The student will read and recognize high-frequency words with mastery and fluency.**

### MATERIALS

- High-frequency word cards
- Container with a lid



### MODEL

Say the following:

- “I’m going to shake these words up and spill them out on the table.”
- “Listen and watch, while I read only the words that land face up on the table.”



### NOW IT'S YOUR TURN

Say the following:

- “Shake the container and spill out all of the words.”
- “Read only the words that land face up on the table.”



### EXTRA SUPPORT

- If the child has difficulty reading the words, model the correct response and ask the child to repeat after you.

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