



Phonemic Awareness: Sound Deletion

The purpose of this activity is for students to practice orally deleting the final sound in three-phoneme words.

Prepare

- Use one set of the Tricky Word Task Cards for words 1–19 and instruct students to bring their own set of cards to the group. If students have lost their Tricky Word Task Cards, print out [Irregular Words Cards 1-10 \(G1\)](#) and [Irregular Words Cards 11-20 \(G1\)](#). Include any other word task cards that you have added to the first two Introduce Irregular Words 1–10 and 11–20 activities.
- Place your cards in a stack facedown.
- Assist students as they remove their cards from the binder rings and place their cards in their own stack in front of them.
- Assign partners for the game (Partner A and Partner B).

Warm-Up



We have been learning about some of the words that try to trick you. Today, you will play a game with your partner and with your Tricky Word Task Cards.

First, let's review the words we have been studying. I will show you each of the words. We will read the words together as quickly as we can. Ready? Turn over one card at a time from your stack and read through the cards as quickly as possible. If students say the word incorrectly, tell them the correct word, have them read the word again, and continue through the stack.

Keep words that were read incorrectly in a separate stack, and review them once more before moving on.

Modeling



We are going to play a memory match game with our Tricky Word Task Cards today. Select a student to be your partner. **(Student name)** and I will show you. I will be Partner A and **(student name)** will be Partner B.

1. **When (student name) and I put our task cards together, we have two cards for each of our tricky words.** Show two matching cards.
2. **Now, we will mix our cards together and place them facedown in rows.** Show how to mix the cards together and place them in rows on the table. **We don't know what word is on any of the cards yet.**

Model for students.

Modeling *Continued*

3. We will take turns turning over two cards and reading both words. If the words are the same, we make a match and we get to keep those two cards and take another turn. I will go first. Flip over and read two cards.
 - a. If you have a match, say, **That's a match! I'll put these two cards in my stack. If I make a match, I also get to take another turn.** Continue by turning over two more cards.
 - b. If you did not make a match, say, **No match here. Your turn, (student name).**
 - c. (Student name) takes a turn.
 - d. Continue play until you or your partner makes a match, collects the two cards, and turns over two more cards.

Practice



Now, it's your turn. Mix your Tricky Word Task Cards with your partner's cards. Partner B should put the cards facedown. Assist partners as they complete this task. Now, Partner A will flip over the first two cards, read the words, and decide if the words are the same. If there's a match, Partner A gets to keep the two cards and turns over two more cards until he or she doesn't make a match. Then, it will be Partner B's turn. You will continue to take turns until all of the matches have been made.

Assist students as they play the game. Make sure that they are reading the words each time. If time allows, reverse roles and have Partner A shuffle and lay out the cards and have Partner B go first.

Let's collect all of our own Tricky Word Task Cards and put them back on the binder rings for another time.

Wrap-Up



Those tricky words are getting less tricky for you!

have

could

who

do

away

because

down

get

some

two

would

yesterday

four

want

into

new

our

should

today

good