

## 1

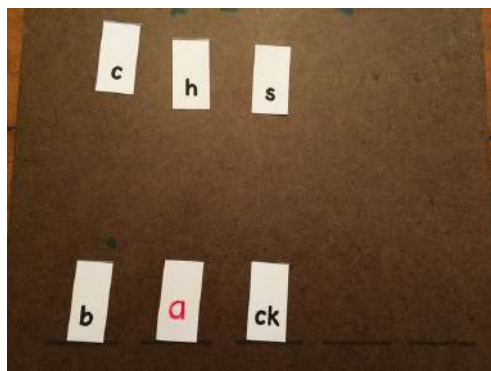
### Purposes

Children will improve multiple reading skills: understanding the concept of the alphabetic principle, sound-based decoding, phonemic segmenting and manipulating, phonics knowledge, and connection between decoding & encoding.

## 2

### Materials

- Back of dry erase board or cardboard with lines at bottom
- Reading Simplified letter-sound cards
- Switch It word list



**Switch It WORD LISTS**

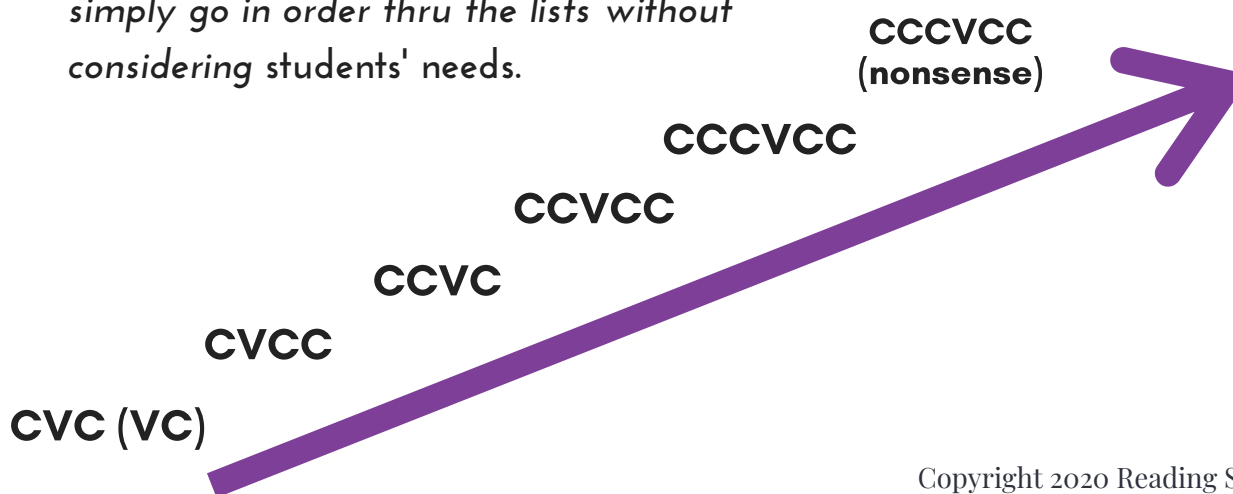
Reading  
SIMPLIFIED

LEVEL 1	a i e o u	c d h m n p s t w	ch th wh ll tt
List Pre 1*	a	d m n p	a i e o u
m p s t	s t	c d h m	a i e o u
		n p s t	p t th
sat	sat	sad	an
mat	sad	had	man
map	sap	hat	math
sap	nap	cat	mad
tap	tap	can	had
	tad	an	hat
	mad	pan	that
			nip

## 3

### Word Selection

Select a word list based on students' challenge phonemic level (i.e., CVC, CVCC, CCVC, etc.), as well as on the short vowel or other consonants or consonant digraphs students need to learn. Do NOT simply go in order thru the lists without considering students' needs.



1**Display letter-sound cards on top of board**

Scramble the cards but group vowels on left and consonants on right.

2**"Let's play Switch It. To start, build the word \_\_\_\_."**

*Run your finger along the lines at bottom of board as you elongate each sound in the target word. Use word in a sentence or define it.*

*"As you pull the sounds down, say each sound please."*

3**"Good. Now try to switch \_\_\_\_ to \_\_\_\_."**

*"...You'll just switch one sound." Elongate and exaggerate the sounds in each word as you say them. Also, run your finger along the lines to signify each sound in the word. "Remember to say each sound as you move it."*

4**"Hmmm...let's check it! Say each sound."**

*Ensure that child segments each sound (phoneme) individually. If you haven't yet, define or elaborate the new word briefly. Words more likely to be unknown should get more attention--define and use these words in a sentence. Perhaps have child repeat the word, too. For ELL students a picture dictionary is great here.*

5**Repeat the Switch It process**

After the lesson routine is learned, a typically Switch It lesson will take about 5, perhaps 7-8, minutes. Aim for an improvement in phonemic manipulation and/or letter-sound knowledge before the activity is over.

Common errors students make & ways in which you can respond to them.

1

## **Student looks like a deer in the headlights & does nothing**

Exaggerate and elongate the sounds in both words and drag your finger along the lines, as you slowly say each word: "We need to switch \_ \_ \_ \_ \_ to \_ \_ \_ \_ \_ . First, which sound should we move?"

2

## **Student moves incorrect letter-sound**

Tell her what that would be making.

"That would make this word, 'thpt'." Grin. "We need tha---t."

3

## **Student moves correct letter-sound card but says incorrect sound as he does it**

"You picked the right picture (or, spelling) but said the wrong sound. This (tap letter-sound card) is /\_ \_ \_ /."

4

## **Student places the correct letter-sound switch in the incorrect place**

"Good. You picked the right sound, but putting it there would make /amt/. We need /ma---t/."

*Be sure to exaggerate the sound in the word that's being switched.*

5

## **Student moves more than one letter-sound that creates more than one error needing response**

Try to control the situation so only 1 error needs to be corrected at a time. "Let's go back to what we had....Switch ' \_ \_ \_ \_ \_ ' to ' \_ \_ \_ \_ \_ '."

b	c	d	f	g	h
j	k	l	m	n	p
qu	r	s	t	v	w
x	y	z	ck	ch	ll
tt	sh	th	wh	ng	tch

				*	
wr	ff	ss	dd	gu	
	b	d	g	m	
n	p	s	t	a	e
i	o	u	ar	or	

- Irregular spelling for /g/ as in “guess”

# SWITCH IT LISTS

## (THE BIG PICTURE)



The main set of Switch It lists increases in phonemic challenge in this sequence:

- CVC to CVCC to CCVC to CCVCC to CCVCC+
- Nonsense Words
- Oral-only or Advanced Switch It

If your student is working at about the 70% or better proficiency level, move up to the next level of phonemic challenge. We provide many lists at each level to ensure teachers have them for students who need more practice at each level. However, many students will work through only a few lists at each level before being ready to move on.

<b>CVC</b> Steps 1-4 on Kinder Streamlined Pathway	<b>Level 1</b> Lists 1a – 2c	<b>Level 2</b> Lists 3a – 6c	The CVC level of Switch It teaches the Basic Code* and phonemic awareness.
	<b>Level 3</b> Lists 7a –10c	<b>Level 4</b> Lists 11a –12c	
<b>CVCC</b>	Lists 13a –14c		<p>When students transition to the adjacent consonant level of Switch It, focus shifts to increasing the phonemic challenge of words.</p> <ul style="list-style-type: none"><li>• 3-sound words</li><li>• 4-sound words with adjacent consonants at end of word</li><li>• 4-sound words with adjacent consonants at beginning of word</li><li>• 5-sound words with adjacent consonants at beginning and end of words</li><li>• 5-sound+ words with consonant clusters</li></ul>
<b>CCVC</b>	Lists 15a –16c		
<b>CCVCC</b>	Lists 17a –17d		
<b>CCVCC+</b>	Lists 18a –20d		

<b>Nonsense Words</b>	Separate Download	At these levels, the focus becomes developing advanced phonemic awareness/advanced phonemic proficiency.
<b>Oral-only Advanced</b>	Please watch Advanced Switch it Workshop	

**C=consonant, V=vowel**

\*Reading Simplified's **Sort It** activity teaches the Advanced Code, such as long vowels. At that level, **Sort It** replaces **Read It** for reinforcing the learning of new phonics information.

LEVEL 1		a i • c d h m n p s t w • ch th wh ll tt			
Lists 1a-d					
LIST 1a	a i c h d m n w ch ll th	LIST 1b	a i c h n m s t ch th wh	LIST 1c	a i d h m n p s ll ch th
LIST 1d	a i m n p t w ll th wh				
math		this		in	an
mad		Sis short for sister		thin	than
had		sit		chin	pan
hid		sat		chill	path
him		that		hill	pith central idea or essence
hill		than		him	with
will		can		ham	will
win		Cam a nickname		dam something to hold back water	till plowing land or crops
chin		ham		dim less bright or clear	tip
Chan a first or lastname		him		dip	whip to beat into foam
can		whim a sudden wish		sip	whim a sudden wish
man		which		sap liquid in trees; like syrup	wham a loud sound

## LEVEL 2

## Lists 3a-d

o e • b f g l r x • sh ng


a i o b d g l p s sh LIST 3a	a i o b d f r s t w ll LIST 3b	a i d f l m n r p x sh LIST 3c	a i o b d f g h m p t x th LIST 3d
gas	if	Max a boy's name	bath
gap	ill sick	mix	bat
lap	will	fix	bit
lip	Bill a boy's name	fin	fit
dip	bit	shin front part of lower leg	fix
dish	bat	ship	fox
dig	rat	rip	Mox a name
dog	rot	rap knock; or music	mop
log	rob	lap	hop
lag to fall behind	sob	lash	hot
bag	sod layer of grass & dirt	dash	dot
bog type of wetlands	sad	dish	dog



LEVEL 3		u · j k qu v · ck			
Lists 9a-d					
LIST 9a	a e i u f k n r t ng ss	LIST 9b	a e o u b c j s t v ck	LIST 9c	a e i u b d j l m n s ch ck
LIST 9d	a i o u b p p t qu th ck				
fuss	us	jam	up		
fun	bus	Sam a boy's name	pup		
fan	but	sum addition of numbers	pop		
tan	cut	sun	top		
ten	cot a narrow bed	bun	tip		
Ken	jot to write quickly	bud beginnings of a plant	quip a joke		
kin relatives or family	jet	mud	quit		
king	vet an animal doctor	muck dirt or slime	bit		
ring	set	luck	bat		
rung	sat	lick	bath		
rut hole or track in ground	sack	chick	path		
nut	back	check	pack		

CVCC		Mixed Short Vowels							
Lists 13a-d									
LIST 13a	a e i	LIST 13b	a e u	LIST 13c	a e	LIST 13d	a e u		
b d f g h l n		h j l m n p		c d f h k l m		b f k l n p			
p s t		s t t x		p s t		r s t w			
hand		lap		help		kept			
sand		lamp		held		wept cried			
send		lump		meld to blend or combine		wet			
bend		jump		melt		bet			
bent		hump		met		belt			
best		hum		mat		felt a soft heavy cloth material; or to feel (past tense)			
pest a nuisance		hut		pat		welt a red, swollen area of flesh			
past		nut		pact an agreement		west			
last		net		fact a true piece of information		rest			
list		next		fast		rust			
lift		text message or writing		mast a tall pole for a ship's sails		runt an unusually small animal			
gift		test		mask		rant to talk loudly and wildly			

CCVC		Mixed Short Vowels			
Lists 15a-d					
LIST 15a	a i o c d f l p r t ll ss	LIST 15b	a i u l m n p r s t w ck ng	LIST 15c	e i o b k l n p r s t ck ng
		LIST 15d	a e i c d f g l n p r sh		
	<b>class</b>		<b>truck</b>		<b>step</b>
	clap		t <u>uck</u>		<b>stop</b>
	flap		st <u>uck</u>		slop food for animals
	<b>flat</b>		<b>stick</b>		slip
	fat		st <u>ing</u>		skip
	<b>fit</b>		swing		<b>skin</b>
	fill		<b>swim</b>		kin relatives or family
	frill a ruffle on clothing		slim slender		<b>red</b>
	drill		slam		kick
	drip		slack loose		tick
	<b>drop</b>		snack		trick
	crop		snap		brick
					grin
					bring
					grid a series of squares or rectangles
					rid
					fresh
					flesh skin
					clash to conflict or fight
					plan
					clan group of related families
					flash
					Fred a boy's name
					Gran a name for a grandmother

CCVCC			
Mixed Short Vowels			
Lists 17a-d			
LIST 17a	LIST 17b	LIST 17c	LIST 17d
a i u b d g k k l n r s t ch	a i o u c l m p s t tch	a i d k l n p r s s t ck	a o e u b c d l n r ch ck tch
grunt	it <u>ch</u>	drink	<b>black</b>
grant to allow or permit	pit <u>ch</u>	drank	cl <u>ack</u> a sudden sharp sound
grand	pat <u>ch</u>	prank a practical joke	cl <u>uck</u> the noise a hen makes
brand	lat <u>ch</u> to fasten	plank a wooden board	clut <u>ch</u> to hold or grasp tightly
bland mild or flavorless food	lap	<b>plant*</b>	crut <u>ch</u> a support for walking
blank*	clap	<b>plan</b>	crun <u>ch</u> *
blink	clasp	plans	brun <u>ch</u> a meal that combines breakfast and lunch
slink to move in a quiet sneaky way	clap <u>p</u> to grip or fasten together	pan <u>s</u>	bun <u>ch</u> a group of things that are alike
slunk past tense of slink	clump	pac <u>ks</u>	ben <u>ch</u>
skunk	slump to fall or sink heavily	sac <u>ks</u>	bend
sunk	stump	stac <u>ks</u>	blend to mix together
ch <u>unk</u>	stomp to tread heavily and noisily	stic <u>ks</u>	blond fair or light-colored hair
*1 tile switch but 2 sound switches; 'n' now represents /ng/ instead of /n/		*1 tile switch but 2 sound switches; 'n' now represents /n/ instead of /ng/	*2 tile switches but 1 sound switch; 'ch' or 'tch' represents /ch/

# JOIN THE **Reading SIMPLIFIED** ACADEMY



## STREAMLINED INSTRUCTION. ACCELERATED ACHIEVEMENT.

*The teaching of reading doesn't have to be as hard as we've made it!*

Join the Reading Simplified Academy to discover a streamlined system to save you time while also getting ALL your students to grade level.

Members of the Reading Simplified Academy learn *the easier way* via:

- 10 hours of core video training
- 1000+ pages of differentiated student materials, K-5
- 24/7 access to discussion board of Reading Simplified experts, including Dr. Marnie Ginsberg
- 35+ one-hour advanced workshops
- Ongoing live workshops & student materials released monthly