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This packet takes parallel portions of the Rosner program and organized them according to the order and types of activities in the EFRS program. Please note that the Rosner lettering system (i.e., Level D, E, etc.) and the EFRS lettering system differ at points and these will be indicated. So, these activities in this packet can be copied as needed. Before considering copying these for parents, see the note on the next page.

Perceptual Skills Curriculum

PROGRAM II

Auditory-motor Skills

by
Jerome Rosner

Illustrated by
Joanne Cass



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There is some reluctance with simply sending these materials home to parents. There are several key concerns. First, parents need to know that these activities are about sounds, not letters. Folks not trained in phonological awareness naturally default to letters. Second, people naturally default to pronouncing consonant sounds with a vowel attached (so b, m, p, t, etc. are pronounced buh, muh, puh, tuh, etc.). This can undermine the effectiveness of these activities. Third, there is no teaching element like there is in the EFRS program. What are parents to do when students get stuck? Fourth, parents may not know how much of these activities to do - too much or not enough? Fifth, parents may not realize that there are really more activities in this packet than meet the eye, because many of these can be easily reversed and reused. Also related to this, many levels lend themselves to easily creating new items out of any words, especially levels D, E, F, G, and H.

So, if this packet is used with parents as follow up to what a teacher or tutor is doing, it will be important for teachers/tutors to communicate these issues with parents to allow these activities to be used effectively.

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The Rosner D levels mixed what are separate as D1 and D2 activities in EFRS

Some Rosner activities begin with a story.

AUDITORY-MOTOR

Level D Note that in Rosner, Level D includes Levels D1 and D2 in EFRS

for Unit 8:

1. Story Lesson (to be read aloud).

ELLIE ELEPHANT

Ellie is a baby elephant. She is learning to be a circus elephant. "Time for bed, Ellie," said mother elephant. "Tomorrow the circus opens. It will be your first circus parade. You will have to get up early to dress for the parade in new gold spangles and bright red plumes."

Ellie dreamed all night....how handsome she would be!

Ellie awoke as the sun came up. "What a beautiful day for a walk," she thought. She trotted out of the tent and down the path toward the town. Ellie forgot all about the circus and the parade.

Soon she saw children playing in a playground. Two of them were on a seesaw. Up and down went the seesaw. "I'd like to ride on a seesaw," said Ellie. So she sat down on one end of the seesaw. All the children sat on the other end, but the seesaw wouldn't go up. Ellie forgot....elephants can't seesaw. Even baby elephants are too heavy.

She walked on down the path. After a while she felt tired so she sat down to rest on a green park bench. Crash! Ellie forgot... elephants can't sit on a park bench. Even a baby elephant is too heavy.

Ellie watched the squirrels gathering nuts, a dog chewing on a bone, and bees gathering honey from the flowers. I'm getting hungry, too, thought Ellie, but I forgot my lunch. I'm hungry for peanuts. So she hurried back to mother's tent. Mother flapped her ears and scolded, "Some day you'll forget your trunk. Some day, Ellie, some day."

AUDITORY-MOTOR
Level D

for Unit 8 (continued):

1. Story Lesson (continued).

Testing Ellie, she said, "when will you forget your trunk?
Some ____." Ellie forgot.

Follow-up Lesson

You say someday. Now say it again but forget to say day.
Again, say someday. Say it again but this time forget to say some.
Just say what's left. Let's pretend we're Ellie and forget parts of
these words.

Say seesaw. Say it again but forget to say see. (What's left?)
Say seesaw but don't say saw. (What's left?)

Continue the same game using compound words at first then other two-
syllable words.

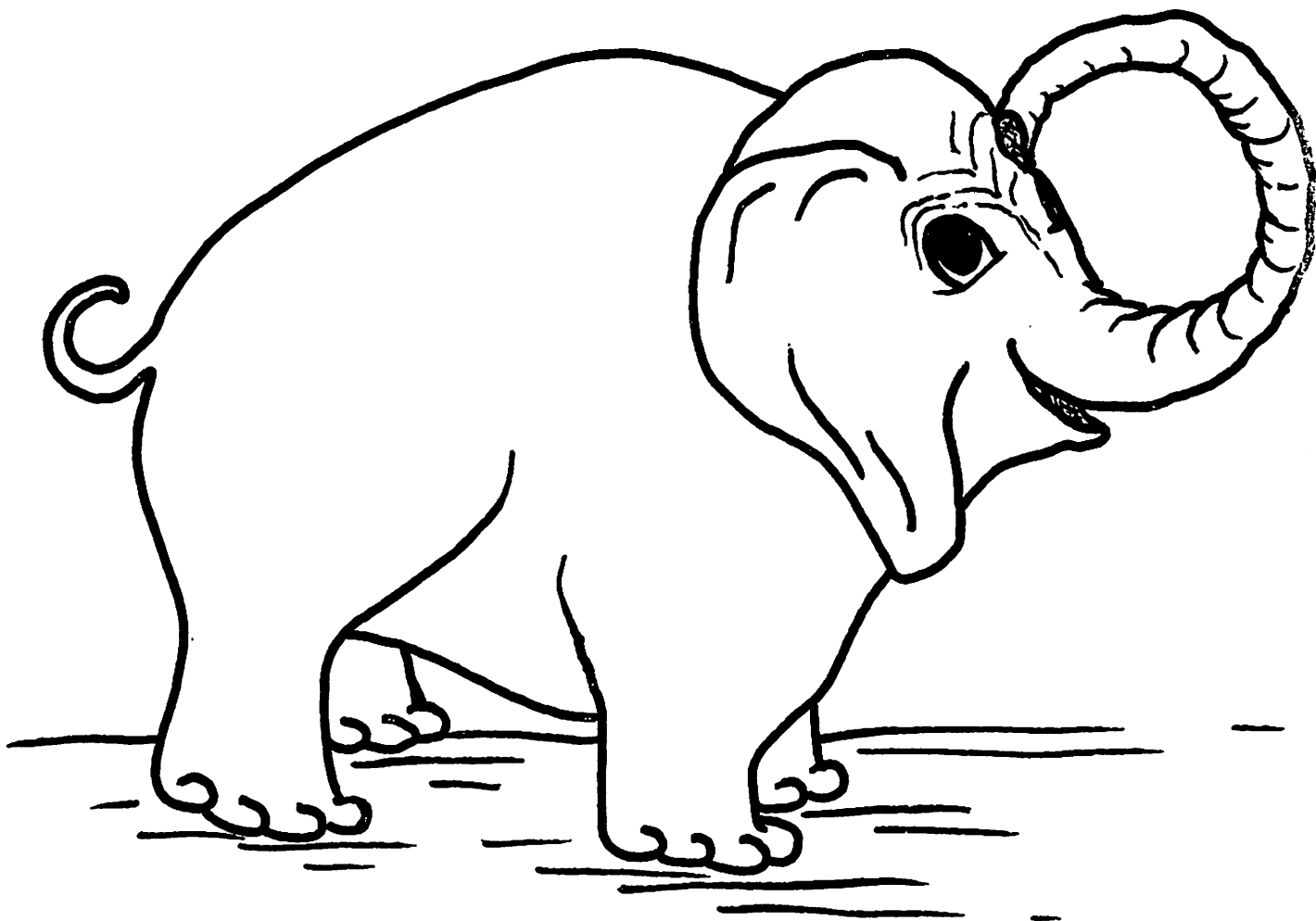
playground	cupcake	bedroom
candy	sandwich	toothbrush
before	window	baby
okay	pocket	yellow
baseball	maybe	birthday
under	forget	rainbow

Children's names (two syllables)

Ellie	Mary	Joseph
Johnny	Brian	Lucy
David	Linda	Michael
Lisa	Judy	Kathy

At the conclusion of the lesson, give each child a picture of Ellie
Elephant (illustration D-8) to color.

Auditory Motor
Level D
Unit 8



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ELLIE ELEPHANT D·8

II-157

AUDITORY-MOTOR
Level D

The top 3/4 of the page do a different activity than EFRS, but may be useful. Starting at the bottom is the deletion activity like in EFRS that can be used for Level D activities.

for Unit 8 (continued):

2. Follow-up Lesson to be used after Story Lesson for Level D, Unit 8.

Use hand signals. Hold up right hand as you say first syllable of a two-syllable word. Hold up left hand as you say second syllable. Ask the child to say _____ without _____ as you drop that hand. Instruct him to say only this part, indicating other hand. Gradually fade hand signals by using one finger on each hand or nodding head from left to right until no visual support is needed.

3. Say the word without the part. (Note: In teaching this skill, it will be helpful at first to have the child draw dashes for each "part" (syllable) and restate them at the same time. Eventually, he must be able to respond correctly without the dashes.) For example:

Teacher: SAY THE WORD RAINBOW AND DRAW THE LINES FOR IT AS YOU SAY IT (pause).

NOW SAY IT AGAIN, BUT DON'T SAY BOW.

(Teacher points to the second dash as she says BOW.)

JUST SAY WHAT'S LEFT. (Teacher points to first dash as that instruction is given.)

The following list is offered as suggestions:

SAY GOODNIGHT AND DRAW THE LINES FOR IT AS YOU SAY IT. NOW SAY IT AGAIN, BUT DON'T SAY GOOD.

SAY BASEBALL AND DRAW THE LINES FOR IT AS YOU SAY IT. NOW SAY IT AGAIN, BUT DON'T SAY (or LEAVE OUT) BALL.

SAY CARTOON AND DRAW THE LINES FOR IT AS YOU SAY IT. NOW SAY IT AGAIN, BUT DON'T SAY (or LEAVE OUT) CAR.

Note: In addition to the words shown here, a list of two-syllable words will be found at the end of this Level. In all instances, the child is asked to SAY ? , NOW SAY IT AGAIN, WITHOUT ? . (The child is to learn to omit either syllable.)

AUDITORY-MOTOR Level D You can go twice first deleting the first part, then later the second part.

This is an ORAL activity, so focus on sounds in spoken language, not the word's spelling. For example, No/thing is "Nuh-thing," not "No" "thing" ("Say 'nuh-thing' without saying 'nuh'"; for the word on/ly, "say 'only,' but don't say 'own'" [answer: 'lee']). *Again, focus on the sounds in words, not the spelling patterns.*

Two-syllable words for Units 5, 7, and 8

some/thing	se/cret	in/side	e/nough
may/be	on/ly	ar/my	win/ter
be/cause	won/der	list/en	prac/tice
win/dow	rea/dy	sis/ter	chil/dren
hus/band	pa/per	in/stead	hun/dred
no/thing	ma/ma	ri/ver	pic/nic
a/round	al/ways	for/got	car/toon
in/to	doc/tor	ma/chine	su/pper
gar/den	mo/ney	ki/tchen	sha/dow
af/ter	sta/tue	bro/ken	vis/it
ba/by	some/place	hun/ter	tea/cher
mon/ster	num/ber	T/V	break/fast
per/son	da/ddy	her/self	coun/try
ma/rry	some/times	wi/cket	a/fraid
flow/er	ug/ly	re/cord	es/cape
stor/y	al/most	ca/rrot	eye/brow
mor/ning	ex/cept	sur/prised	bur/clar
some/one	ro/bber	book/shelf	ar/tist
chim/ney	un/der	ne/ver	ca/bin
a/gain	okay	be/side	ro/cket
out/side	bul/let	fin/ish	al/so
moun/tain	pre/tend	cor/ner	dra/gon
ha/ppen	shoul/der	dark/ness	de/sign
po/cket	a/sleep	space/ship	pla/net
buil/ding	air/plane	fin/ger	be/fore
gui/tar	a/cross	spoo/ky	un/til
Bed/room	Christ/mas	din/ner	me/tal

This represents levels D3 & D4 (substituting a syllable in a compound or non-compound word) that was in the original 2002 version of EFRS but removed for several reasons. However, some students may enjoy this and it may sharpen their skills.

AUDITORY-MOTOR

Level G Note this is not Level G in EFRS

Also, these words can be used for D1 and D2 activities. Just have students delete rather than substitute syllables.

for Unit 9 (continued):

3. State a two-syllable word. Then ask the child to restate the word, substituting one of the syllables with another. For example:

SAY STEAMBOAT (pause). NOW SAY IT AGAIN, BUT INSTEAD OF STEAM, SAY ROW. (rowboat)

The following are appropriate for this activity:

SAY BASKETBALL. NOW SAY IT AGAIN BUT INSTEAD OF BASKET, SAY BASE. (baseball)

SAY SUNSHINE. NOW SAY IT AGAIN BUT INSTEAD OF SHINE, SAY BURN. (sunburn)

SAY MISTER. NOW SAY IT AGAIN BUT INSTEAD OF MIS, SAY SIS. (sister)

SAY PLASTIC. NOW SAY IT AGAIN BUT INSTEAD OF TIC, SAY TER. (plaster)

SAY WALKING. NOW SAY IT AGAIN BUT INSTEAD OF WALK, SAY TALK. (talking)

SAY BUNDLE. NOW SAY IT AGAIN BUT INSTEAD OF BUN, SAY CAN. (candle)

SAY DENTAL. NOW SAY IT AGAIN BUT INSTEAD OF DEN, SAY MEN. (mental)

SAY BOOKMARK. NOW SAY IT AGAIN BUT INSTEAD OF MARK, SAY CASE. (bookcase)

SAY CABBAGE. NOW SAY IT AGAIN BUT INSTEAD OF CABB, SAY BAGG. (baggage)

SAY CAREFUL. NOW SAY IT AGAIN BUT INSTEAD OF FUL, SAY LESS. (careless)

SAY DEPART. NOW SAY IT AGAIN BUT INSTEAD OF PART, SAY PEND. (depend)

SAY UPSTAIRS. NOW SAY IT AGAIN BUT INSTEAD OF UP, SAY DOWN. (downstairs)

AUDITORY-MOTOR
Level G

for Unit 9 (continued):

SAY FIREMAN. NOW SAY IT AGAIN BUT INSTEAD OF MAN, SAY SIDE. (fireside)

SAY KEYHOLE. NOW SAY IT AGAIN BUT INSTEAD OF KEY, SAY KNOT. (knothole)

SAY EARRING. NOW SAY IT AGAIN BUT INSTEAD OF RING, SAY PHONE. (earphone)

SAY HILLTOP. NOW SAY IT AGAIN BUT INSTEAD OF TOP, SAY SIDE. (hillside)

SAY DAMPER. NOW SAY IT AGAIN BUT INSTEAD OF DAMP, SAY CAMP. (camper)

SAY FIFTEEN. NOW SAY IT AGAIN BUT INSTEAD OF FIF, SAY FOUR. (fourteen)

SAY CATNIP. NOW SAY IT AGAIN BUT INSTEAD OF NIP, SAY FISH. (catfish)

SAY HEADACHE. NOW SAY IT AGAIN BUT INSTEAD OF HEAD, SAY EAR. (earache)

SAY LETTER. NOW SAY IT AGAIN BUT INSTEAD OF LET, SAY BET. (better)

SAY MEMBER. NOW SAY IT AGAIN BUT INSTEAD OF MEM, SAY NUM. (number)

SAY DAYLIGHT. NOW SAY IT AGAIN BUT INSTEAD OF LIGHT, SAY TIME. (daytime)

SAY LOTION. NOW SAY IT AGAIN BUT INSTEAD OF LO, SAY NO. (notion)

SAY IMPORT. NOW SAY IT AGAIN BUT INSTEAD OF IM, SAY EX. (export)

SAY COLLAR. NOW SAY IT AGAIN BUT INSTEAD OF LAR, SAY LEE. (collie)

SAY OUTCOME. NOW SAY IT AGAIN BUT INSTEAD OF COME, SAY DOORS. (outdoors)

AUDITORY-MOTOR
Level G

for Unit 9 (continued):

SAY MEALTIME. NOW SAY IT AGAIN BUT INSTEAD OF MEAL, SAY NOON. (noontime)

SAY ENJOY. NOW SAY IT AGAIN BUT INSTEAD OF JOY, SAY TER.
(enter)

SAY PERFUME. NOW SAY IT AGAIN BUT INSTEAD OF FUME, SAY MIT. (permit)

SAY MOTEL. NOW SAY IT AGAIN BUT INSTEAD OF MO, SAY HO.
(hotel)

SAY PIGPEN. NOW SAY IT AGAIN BUT INSTEAD OF PEN, SAY TAIL.
(pigtail)

SAY NEEDLESS. NOW SAY IT AGAIN BUT INSTEAD OF NEED, SAY HEED. (heedless)

SAY FREEWAY. NOW SAY IT AGAIN BUT INSTEAD OF FREE, SAY PARK. (parkway)

4. State a consonant-vowel-consonant word. Then ask the children to restate the word, replacing the initial sound with another. For example:

SAY MAKE (pause). NOW SAY IT AGAIN, BUT INSTEAD OF /m/ SAY /s/. (Note: Always pronounce the sound of the letter, not the letter name.)

The following words are appropriate for this activity:

SAD: INSTEAD OF /s/ SAY /m/ - MAD

KALE: INSTEAD OF /k/ SAY /s/ - SALE

TAN: INSTEAD OF /t/ SAY /m/ - MAN

SAT: INSTEAD OF /s/ SAY /k/ - CAT

TABLE: INSTEAD OF /t/ SAY /k/ - CABLE

MY: INSTEAD OF /m/ SAY /s/ - SIGH

MAKE: INSTEAD OF /m/ SAY /t/ - TAKE

This page ends with some
Level G activities

These follow the same pattern as D, having the student say the word then deleting the first (E2, E3, E4) or last (E5) syllable.

AUDITORY-MOTOR

Level E *The E activities in Rosner could be similar to E1, E2, E3, E4, or E5 in EFRS*

for Unit 8 (continued):

1. Story Lesson (continued)

Continue with familiar three-syllable words:

telephone	understand	unhappy
kangaroo	umbrella	hamburger
forgetful	spaghetti	engineer
elephant	wallpaper	recorder
introduce	September	thundering
animal	seventeen	butterfly
anyone	carefully	example
lemonade	untangle	dynamite

At the conclusion of this lesson, give the children an illustration of Ellie Elephant (illustration E-8) to color.

Additional word lists, appropriate for this lesson, may be found on pages 198-200.

AUDITORY-MOTOR
Level E

three-syllable words

acrobat	Halloween	practical	turpentine
buffalo	hamburger	principal	umbrella
bumblebee	handkerchief	production	understand
butterfly	holiday	quarterback	upsidedown
buttonhole	happiness	radio	vacation
carefully	important	recapture	valentine
carpenter	introduce	reentry	vitamin
Columbus	jamboree	refreshment	wintergreen
company	kangaroo	remember	wonderful
container	lemonade	Saturday	deliver
continue	lollipop	selfcontrol	exercise
disobey	marshmallow	September	fisherman
election	microphone	silverware	friendliness
elastic	neighborhood	spaghetti	grocery
elephant	newspaper	spiderweb	honeymoon
Eskimo	November	strawberry	macaroon
everyone	octopus	summertime	mockingbird
family	October	symphony	occupy
fingernail	pajama	tablecloth	opening
flamingo	peppermint	taxicab	opinion
forgotten	perfectly	telephone	painfully
gasoline	performance	thunderbolt	penniless
gingerbread	pillowcase	toboggan	phonograph
goodlooking	policeman	tomorrow	photograph
gyroscope	potato	tomato	pioneer

AUDITORY-MOTOR

Level F *Level F in Rosner can equal F1 or F2 in EFRS, depending on which part of the word is removed (e.g., "fan" can become "an" or "f" depending on the part removed).*

for Unit 8 (continued):

1. Story Lesson (continued).

Ellie heard the trainer say 'seat' but she was thinking about words without their beginning sound. Seat without the beginning /s/ sound is 'eat' and that reminded Ellie that she was hungry so she strolled right out of the tent and went to find something to eat.

While she was eating her lunch, she decided it would be fun to make a game out of saying words without their beginning sound. As she nibbled a piece of pie she thought "pie - eye." Pie without the /p/ sound is eye. A clown came by and winked at Ellie. Ellie smiled and said "wink - ink." Wink without the /w/ sound is ink.

Across the park she saw a seal balancing a ball on his nose. She laughed and said "seal - eel." "Seal without the /s/ sound is eel."

Follow-up Lesson

Let's see how well you can play Ellie's game. Say: bake. Now say: bake without the /b/ sound. (Right.) Bake without the /b/ sound is ache.

Say ball. Now say ball without the /b/. 'All' Ball without the /b/ is 'all.'

Continue with one-syllable words with single consonant initial sounds (do not use blends). Suggested word list:

(l)ark	(f)an	(b)in	(c)all
(p)art	(m)at	(r)an	(s)in
(m)ake	(m)ill	(c)at	(t)an
(f)all	(l)ake	(p)ill	(b)at
(f)in	(w)all	(t)ake	(s)ink

AUDITORY-MOTOR
Level F

for Unit 8 (continued):

1. Story Lesson (continued).

(f)ill	(p)an	(t)in	(s)at
(p)ark	(f)at	(p)in	(w)ill

At the conclusion of the lesson, give each child a picture of Ellie Elephant (illustration F-8) to color.

Additional word lists can be found on page 233.

2. Suggested Follow-up Lessons to be used after the Story Lesson for Level F, Unit 8.

- a. The following sequence is effective for teaching Level F, Unit 8 behaviors. This sequence reviews the behavioral objectives of all the previous units. For example:

WHICH WORD BEGINS WITH /m/ - CAT OR MAT?
WHAT IS THE BEGINNING SOUND IN MAT?
SAY AT. NOW SAY MAT. WHAT SOUND WAS ADDED?
SAY MAT. NOW SAY AT. WHAT SOUND IS MISSING?
SAY MAT WITHOUT THE /m/.

For the above sequence, use words with single consonant beginning sound that remain meaningful when beginning sound is omitted. Appropriate word lists may be found on page 233.

(Note: Always use the letter sound--not the letter name.)

This represents a different activity than in EFRS, which is to add sounds. This is essentially a blending task. It can be useful. But these words can also be used for Level F1 which is deleting the beginning consonant sound before the vowel sound.

AUDITORY-MOTOR
Level F

Additional words for Units 7 and 8

(n)or	(p)each	(w)oke	(p)itch
(b)urn	(b)ait	(p)ending	(n)ear
(h)earth	(h)arm	(r)ash	(f)ate
(w)are	(d)oe	(w)onder	(b)eg
(p)ad	(j)oke	(d)are	(g)alley
(r)oar	(g)ale	(h)ail	(b)all
(p)ink	(f)or	(r)each	(k)it
(r)ant	(c)ash	(r)ally	(b)eat
(c)all	(d)oubt	(w)ill	(h)aul
(j)ar	(h)all	(h)ad	(l)ice
(r)ail	(p)ouch	(p)air	(f)ern
(v)ery	(d)ate	(g)old	(h)am
(p)ace	(b)oil	(d)ad	(h)and
(b)at	(c)art	(b)ad	(h)eat
(l)ake	(l)ark	(l)ace	(l)ad
(l)it	(p)up	(g)oat	(k)eel
(f)ail	(d)art	(c)oat	(n)ice
(f)ace	(f)ox	(c)old	(l)eave
(c)oat	(c)an't	(c)ame	(l)ax
(f)oul	(j)am	(h)as	(h)older
(l)ash	(l)ore	(d)ear	(w)age
(g)ear	(b)and	(d)ill	(g)out
(l)earn	(b)ake	(p)inch	(w)itch
(v)an	(r)amble	(c)are	(v)owel
(r)age	(w)eave	(b)ar	(p)arch

AUDITORY-MOTOR
Level F

for Unit 7 (continued):

1. Story Lesson (continued).

Say fat. Now say at. What sound is missing in at that you heard in fat?

mat - at	tin - in	pin - in
mice - ice	four - or	fan - an
tan - an	ball - all	fall - all
pat - at	call - all	tall - all

2. State a consonant-vowel-consonant word that begins with a /m/ sound, a /t/ sound, or a /s/ sound; then restate it without its initial sound and ask the child to say the missing sound. For example:

SAY TOE. (child responds) NOW SAY OH. WHAT SOUND DID WE TAKE AWAY FROM TOE TO MAKE OH? SAY THE SOUND WE TOOK AWAY. THINK ABOUT HOW YOUR MOUTH FEELS AS YOU SAY THE WORDS.

The following words are appropriate for this activity:

mace - ace	Sam - am	tale - ail
my - eye	mask - ask	sill - ill
mice - ice	mad - add	socks - ox
mall - all	maim - aim	tall - all
sour - our	sad - add	teach - each
many - any	page - age	make - ache
seat - eat	sold - old	turn - earn
tan - an	moan - own	supper - upper
till - ill	fear - ear	sink - ink
sew - oh	tally - alley	mare - air
toe - oh	tile - I'll	mend - end
sigh - I	soil - oil	tax - ax

This uses a different activity than in EFRS, but still worthwhile. The words below can also be used for simple Level F1 deletion

The top section of this page involves D3 and D4 activities (see those sheets). The bottom starts Level G like in the EFRS program.

AUDITORY-MOTOR

Level G *The G activities here are similar to G1 in EFRS.*

for Unit 9 (continued):

SAY MEALTIME. NOW SAY IT AGAIN BUT INSTEAD OF MEAL, SAY NOON. (noontime)

SAY ENJOY. NOW SAY IT AGAIN BUT INSTEAD OF JOY, SAY TER. (enter)

SAY PERFUME. NOW SAY IT AGAIN BUT INSTEAD OF FUME, SAY MIT. (permit)

SAY MOTEL. NOW SAY IT AGAIN BUT INSTEAD OF MO, SAY HO. (hotel)

SAY PIGPEN. NOW SAY IT AGAIN BUT INSTEAD OF PEN, SAY TAIL. (pigtail)

SAY NEEDLESS. NOW SAY IT AGAIN BUT INSTEAD OF NEED, SAY HEED. (heedless)

SAY FREEWAY. NOW SAY IT AGAIN BUT INSTEAD OF FREE, SAY PARK. (parkway)

4. State a consonant-vowel-consonant word. Then ask the children to restate the word, replacing the initial sound with another. For example:

SAY MAKE (pause). NOW SAY IT AGAIN, BUT INSTEAD OF /m/ SAY /s/. (Note: Always pronounce the sound of the letter, not the letter name.)

The following words are appropriate for this activity:

SAD: INSTEAD OF /s/ SAY /m/ - MAD

KALE: INSTEAD OF /k/ SAY /s/ - SALE

TAN: INSTEAD OF /t/ SAY /m/ - MAN

SAT: INSTEAD OF /s/ SAY /k/ - CAT

TABLE: INSTEAD OF /t/ SAY /k/ - CABLE

MY: INSTEAD OF /m/ SAY /s/ - SIGH

MAKE: INSTEAD OF /m/ SAY /t/ - TAKE

These are the Level G1 activities and they continue on the next pages.

AUDITORY-MOTOR
Level G

for Unit 9 (continued):

MILL: INSTEAD OF ~~/k/~~^h SAY /m/ - MILL
MARE: INSTEAD OF /m/ SAY /k/ - CARE
MILK: INSTEAD OF /m/ SAY /s/ - SILK
CALL: INSTEAD OF /k/ SAY /t/ - TALL
SIT: INSTEAD OF /s/ SAY /k/ - KIT
TASK: INSTEAD OF /t/ SAY /m/ - MAST
CAGE: INSTEAD OF /k/ SAY /s/ - SAGE
MORE: INSTEAD OF /m/ SAY /t/ - TORE
MAIN: INSTEAD OF /m/ SAY /k/ - CANE
TAKE: INSTEAD OF /t/ SAY /s/ - SAKE
MEND: INSTEAD OF /m/ SAY /t/ - TEND
TIN: INSTEAD OF /t/ SAY /k/ - KIN
SEAL: INSTEAD OF /s/ SAY /m/ - MEAL
CASH: INSTEAD OF /k/ SAY /s/ - SASH
TANGLE: INSTEAD OF /t/ SAY /m/ - MANGLE
SELL: INSTEAD OF /s/ SAY /t/ - TELL
MOAT: INSTEAD OF /m/ SAY /k/ - COAT
TEND: INSTEAD OF /t/ SAY /s/ - SEND
FILL: INSTEAD OF /f/ SAY /h/ - HILL
HEART: INSTEAD OF /h/ SAY /d/ - DART
LACE: INSTEAD OF /l/ SAY /p/ - PACE
DART: INSTEAD OF /d/ SAY /p/ - PART
GOAT: INSTEAD OF /g/ SAY /b/ - BOAT
FAME: INSTEAD OF /f/ SAY /g/ - GAME
HALL: INSTEAD OF /h/ SAY /w/ - WALL

AUDITORY-MOTOR
Level G

for Unit 9 (continued):

BAG: INSTEAD OF /b/ SAY /n/ - NAG
DARE: INSTEAD OF /d/ SAY /w/ - WARE
JUST: INSTEAD OF /j/ SAY /r/ - RUST
GATE: INSTEAD OF /g/ SAY /l/ - LATE
FOLD: INSTEAD OF /f/ SAY /b/ - BOLD
NEAR: INSTEAD OF /n/ SAY /g/ - GEAR
VANE: INSTEAD OF /v/ SAY /j/ - JANE
NOTE: INSTEAD OF /n/ SAY /v/ - VOTE
DILL: INSTEAD OF /d/ SAY /h/ - HILL
JUMP: INSTEAD OF /j/ SAY /p/ - PUMP
HAND: INSTEAD OF /h/ SAY /l/ - LAND
FAR: INSTEAD OF /f/ SAY /b/ - BAR
NICE: INSTEAD OF /n/ SAY /r/ - RICE
PEER: INSTEAD OF /p/ SAY /n/ - NEAR
HASH: INSTEAD OF /h/ SAY /r/ - RASH
RALLY: INSTEAD OF /r/ SAY /v/ - VALLEY
FAN: INSTEAD OF /f/ SAY /d/ - DAN
WEAVE: INSTEAD OF /w/ SAY /l/ - LEAVE
HEEL: INSTEAD OF /h/ SAY /f/ - FEEL
WOKÉ: INSTEAD OF /w/ SAY /j/ - JOKE
VIEW: INSTEAD OF /v/ SAY /f/ - FEW
PAGE: INSTEAD OF /p/ SAY /g/ - GAGE
LUNCH: INSTEAD OF /l/ SAY /h/ - HUNCH
RAMBLE: INSTEAD OF /r/ SAY /g/ - GAMBLE

AUDITORY-MOTOR
Level G

This page is from earlier in the Rosner manual
but has lists of words that can be easily used for
G1 activities.

for Unit 9 (continued):

1. Story Lesson (continued).

Continue by changing the /h/ in hat to /k/ (cat); to /r/ (rat); to /b/ (bat); to /p/ (pat).

Continue with one-syllable words with single consonant beginning sound.

bill	ball	pan	wag	lock
hill	wall	tan	bag	sock
mill	tall	ran	tag	mock
till	hall	fan	sag	rock
will	fall	ban	nag	dock
fill	call	can	gag	tock
dill	mall	Dan	rag	
kill		man		
pill		van		
sill				

At the conclusion of the lesson, give each child a picture of Betsy Butterfly (illustration G-9) to color.

2. Also teach substitution of ending sounds, use the same format as above.

Say word: i. e., rag
Identify ending sound: /g/
Change /g/ to /t/ - rat

Continue with one-syllable word with single consonant ending sound.

rag	hit	pat	cake	cap
rat	him	pan	case	cab
rap	hill	pass	cane	cot
ran	hip	pad	cage	cough (f sound)
	hid	pack	cape	

Rosner AUDITORY-MOTOR Level H *This represents Level H1 in EFRS*

Rosner's program mixed together types of sound manipulations that represent a few different levels in the EFRS program on pages 300-303 of his manual. These have been separated out by section for easier use. Below are EFRS type Level H1 activities.

(b)lack	(b)rain	(b)rush
(b)lank	(b)rake	(c)raft
(b)lare	(b)ranch	(c)ramp
(b)leed	(b)rat	(c)rest
(b)lend	(b)ray	(c)rib
(b)less	(c)rank	(c)ruise
(b)lest	(c)rash	(c)rush
(b)read	(c)reep	(d)raft
(b)light	(b)rig	(d)rag
(b)reed	(c)lap	(d)rain
(c)laim	(c)lash	(d)raw
(b)rick	(b)right	(d)rank
(b)lock	(b)rim	(d)read
(b)ride	(c)lass	(d)ream
(c)lamp	(b)ring	(d)rill
(b)loom	(c)lean	(d)rink
(b)lot	(b)room	(d)rip
(b)low	(b)rought	(f)lier
(b)race	(c)lock	(d)rove
(b)rag	(b)row	(f)light

(d)rug	(f)law	(p)lain
(f)lit	(g)lass	(s)lid
(d)rum	(f)lee	(s)lit
(f)low	(f)leece	(s)lide
(g)low	(g)rate	(s)wing
(g)lue	(g)rave	(t)rack
(g)race	(g)reed	(t)rap
(g)rade	(g)rey	(t)rim
(g)raft	(g)rill	(t)ry
(g)rail	(g)rip	(s)lim
(g)rain	(g)round	(f)led
(g)rasp	(g)row	(p)ray
(f)lair	(g)rub	(g)loss
(f)lume	(p)lank	(g)low
(f)lake	(p)late	(f)lap
(g)land	(p)lay	(s)lap
(f)lame	(p)ly	(s)lip
(g)lad	(p)rank	(s)tick
(f)lash	(p)ray	(f)lake
(g)lade	(p)laid	
(g)lare	(p)ry	

Rosner AUDITORY-MOTOR

Level H These are I1 activities in EFRS, not H.

Rosner's program mixed together types of sound manipulations that represent a few different levels in the EFRS program on pages 300-303 of his manual. These have been separated out by section for easier use. Below are EFRS type Level I1 activities.

These are in alphabetical order, but are best done out of order, perhaps going across the columns from left to right.

Also notice the word that remains may not have the same spelling pattern. For example, if you take away the /d/ sound in *word*, you would get *were*.

ar(ch)	clam(p)	laun(ch)
ar(m)	clas(p)	los(t)
ban(d)	cram(p)	pas(te)
bar(n)	cres(t)	plai(n)
bel(t)	den(t)	plan(t)
ben(ch)	dor(m)	pla(te)
ben(d)	fen(d)	ran(ch)
ben(t)	fil(m)	ran(k)
bes(t)	fin(d)	ser(ve)
bir(d)	for(d)	shel(f)
boar(d)	four(th)	skim(p)
bol(t)	gol(d)	swor(d)
bran(ch)	gras(p)	tor(n)
buil(d)	gues(t)	war(m)
buil(d)	hal(t)	war(n)
buil(t)	hear(d)	wil(t)
cam(p)	hol(t)	win(ce)
can'(t)	hum(p)	wor(d)
car(d)	in(ch)	wor(k)
car(t)	join(t)	

Here students are asked to delete the ending sound from a single syllable word, for example "Say 'wake.' Now say 'wake' without the /k/" Answer: "way"

Be sure to say the sounds, not the letters.

AUDITORY-MOTOR

Level G *Note that in EFRS, this is Level I2, not G*

Words for use with Units 7 and 8

wa(ke)	tea(k)	see(n)	stai(n)
tri(te)	ri(ce)	mee(k)	law(n)
mea(l)	tra(i)n	lea(gue)	pa(ge)
lo(be)	no(se)	grou(p)	si(de)
ja(de)	coi(l)	ho(pe)	hea(t)
di(re)	lo(pe)	see(k)	pa(ce)
kee(p)	plea(d)	ti(re)	wea(l)
wai(t)	boa(t)	gai(l)	coo(p)
no(te)	ty(ke)	mi(re)	li(fe)
bi(de)	hai(l)	joi(n)	ma(de)
fee(l)	pla(gue)	goa(t)	coi(n)
gra(ce)	sea(t)	ra(ke)	goe(s)
fu(se)	mo(de)	lea(p)	ra(ge)
ti(le)	frea(k)	ho(ne)	ho(se)
lea(se)	la(ce)	ma(te)	hi(de)
bi(ke)	sea(l)	bea(d)	tee(n)
sa(ne)	wa(ge)	ri(de)	ba(se)
boi(l)	du(ke)	grow(n)	sie(ge)
rai(n)	ha(ze)	coo(l)	gra(pe)
kee(n)	see(p)	mea(t)	loa(d)
new(t)	la(me)	ru(de)	soa(p)
rai(l)	mi(ne)	mi(le)	hai(l)
plea(t)	sa(ke)	pri(ze)	pi(le)
shi(ne)	mi(ght)	li(ke)	bea(m)
loa(m)	how(l)	ga(ze)	pla(te)
sta(ge)	loa(n)	hee(l)	lea(n)

AUDITORY-MOTOR
Level G

Words for use with Units 7 and 8 (continued)

si(ze)	ma(ke)	tra(i)l	fla(me)
plea(se)	wai(l)	to(ne)	moo(n)
grai(l)	roa(m)	bee(f)	ho(me)
do(pe)	choo(se)	no(de)	rai(d)
la(te)	bea(n)	sa(fe)	jai(l)
ri(pe)	ga(te)	kee(l)	slo(pe)
loa(f)	gro(pe)	gra(ze)	new(s)
ma(ce)	wa(le)	tu(ne)	wee(k)
bi(te)	tea(se)	awa(ke)	ly(re)
vi(ne)	pi(ke)	lea(k)	sla(te)
bea(k)	wee(d)	see(d)	sa(ge)
sa(me)	ra(ce)	hou(se)	pri(me)
goa(l)	ri(se)	prai(se)	mai(n)
sigh(t)	ti(me)	goa(d)	sta(ke)
tea(m)	ro(pe)	fee(t)	gra(de)
cu(te)	sai(l)	li(ne)	mai(l)
flu(me)	wee(p)	mea(d)	pai(n)
sig(n)	strai(n)	da(ze)	No(me)
pai(l)	soa(k)	ligh(t)	Ni(le)
fu(me)	bee(t)	pai(d)	sta(te)
mai(ze)	brea(k)	see(m)	lai(d)
fee(d)	lea(f)	blue(s)	croa(k)
grai(n)	hi(re)	na(pe)	ba(le)
fi(re)	deu(ce)	li(me)	dra(in)
rhy(me)	wai(f)	clai(m)	rai(se)
draw(n)	craw(l)	dy(ke)	pla(ce)

AUDITORY-MOTOR
Level G

Words for use with Units 7 and 8 (continued)

clau(se)	lai(n)	free(ze)	sta(le)
plai(n)	bai(t)	tea(l)	mai(m)
mea(n)	na(me)	pi(ne)	gai(n)
grea(t)	li(ke)	fla(ke)	feu(d)

**EFRS LEVEL J
(Rosner Level H)**

Rosner had very few Level J activities. These were taken from a list of mixed activities from pages 302 to 304 of the Rosner manual with some additional examples added.

Note a small vowel letter between the slash marks refers to the “short” vowel and an uppercase vowel refers to the “long” vowel.

Short vowels: /a/ like in *pat*; /e/ like in *pet*; /i/ like in *pit*; /o/ like in *pot*; /u/a like in *putt*

Long vowels /A/ like in *cake*; /E/ like in *feet*; /I/ like in *ride*; /O/ like in *code*; /U/ like in *cute* or *flute*

Say *sit*: now say *sit* again but instead of /i/ say /a/ - *sat*

Say *time*: now say *time* again but instead of /I/ say /A/ - *tame*

Say *time*: now say *time* again but instead of /I/ say /E/ - *team*

Say *sip*: now say *sip* again but instead of /i/ say /a/ - *sap*

Say *fast*: now say *fast* again but instead of /a/ say /i/ - *fist*

Say *feet*: now say *feet* again but instead of /E/ say /i/ - *fit*

Say *sing*: now say *sing* again but instead of /i/ say /aw/ - *song*

Say *knee*: now say *knee* again but instead of /E/ say /O/ - *know*

Say *red*: now say *red* again but instead of /e/ say /i/ - *rid*

Say *rate*: now say *rate* again but instead of /A/ say /O/ - *wrote*

Say *cap*: now say *cap* again but instead of /a/ say /u/ - *cup*

Say *hat*: now say *hat* again but instead of /a/ say /u/ - *hut*

Say *map*: now say *map* again but instead of /a/ say /o/ - *mop*

Say *beat*: now say *beat* again but instead of /E/ say /a/ - *bat*

Say *bank*: now say *bank* again but instead of /a/ say /u/ - *bunk*

Say *lamp*: now say *lamp* again but instead of /a/ say /i/ - *limp*

Say *last*: now say *last* again but instead of /a/ say /i/ - *list*

Say *bake*: now say *bake* again but instead of /A/ say /a/ - *back*

Say *ply*: now say *ply* again but instead of /I/ say /A/ - *play*

Say *speed*: now say *speed* again but instead of /E/ say /e/ - *sped*

Say *top*: now say *top* again but instead of /o/ say /a/ - *tap*

Say *stake*: now say *stake* again but instead of /A/ say /i/ - *stick*

Say *flute*: now say *flute* again but instead of /U/ say /a/ - *flat*

Say *run*: now say *run* again but instead of /u/ say /a/ - *ran*

Say *which*: now say *which* again but instead of /i/ say /o/ - *watch*

Say *black*: now say *black* but instead of /a/ say /o/ - *block*

Say *brake*: now say *brake* but instead of /A/ say /O/ - *broke*

Say *clock*: now say *clock* but instead of /o/ say /i/ - *click*

Say *crash*: now say *crash* but instead of /a/ say /n/ - *crush*

Say *draft*: now say *draft* but instead of /a/ say /i/ - *drift*

Say *drink*: now say *drink* but instead of /i/ say /a/ - *drank*

Say *drip*: now say *drip* but instead of /i/ say /o/ - *drop*

Say *drive*: now say *drive* but instead of /i/ say /O/ - *drove*

Say *flash*: now say *flash* but instead of /a/ say /e/ - *flesh*

Say *grain*: now say *grain* but instead of /A/ say /O/ - *groan*

Say *grip*: now say *grip* but instead of /i/ say /O/ - *grope*

Say *sled*: now say *sled* but instead of /e/ say /i/ - *slid*

Say *track*: now say *track* but instead of /a/ say /i/ - *trick*

Say *trip*: now say *trip* but instead of /i/ say /a/ - *trap*

These are Level K1 activities

AUDITORY-MOTOR Level H *In EFRS, this is Level K1, not H*

Rosner's program mixed together types of sound manipulations that represent a few different levels in the EFRS program on pages 300-303 of his manual. These have been separated out by section for easier use. Below are EFRS type Level K1 activities.

These are alphabetical, but it is best not to do them alphabetically. Perhaps go from left to right across the columns.

Remember this is an oral activity – focus on the sounds, not the letters.

For example: Say *black*. Now say *black* without the /l/. Answer: *back*

b(l)ack	b(l)ow	c(l)amp	d(r)ain
b(l)ank	b(r)ag	c(l)ash	d(r)ank
b(l)are	b(r)ain	c(l)ean	d(r)awn
b(l)eed	b(r)at	c(l)ing	d(r)ead
b(l)end	b(r)ay	c(l)ock	d(r)eam
b(l)ess	b(r)ead	c(l)ot	d(r)eary
b(l)est	b(r)eed	c(l)ub	d(r)ill
b(l)ight	b(r)ig	c(l)utter	d(r)ip
b(l)ind	b(r)ight	c(r)amp	d(r)ive
b(l)oat	b(r)oom	c(r)ash	d(r)ove
b(l)onde	b(r)ought	c(r)EEP	d(r)ug
b(l)ood	b(r)ow	c(r)ook	d(r)um
b(l)oom	c(l)aim	d(r)aft	f(l)air

f(l)ake	f(r)og	g(r)ey	s(l)ip
f(l)ake	f(r)og	g(r)ill	s(l)it
f(l)ame	f(r)yer	p(l)aid	s(l)it
f(l)at	g(l)ass	p(l)ain	s(m)ell
f(l)ee	g(l)aze	p(l)aint	s(p)un
f(l)eet	g(l)ide	p(l)y	s(t)ick
f(l)ier	g(l)ow	p(l)y	s(t)y
f(l)ight	g(l)ow	p(r)ay	s(w)ing
f(l)oor	g(r)ail	p(r)ay	t(r)ack
f(l)orist	g(r)ain	s(l)ap	t(r)ap
f(r)ame	g(r)asp	s(l)ed	t(r)im
f(r)ee	g(r)ate	s(l)id	t(r)y
f(r)izzle	g(r)ave	s(l)ide	

AUDITORY-MOTOR

Level H *Note these are Level K2 activities in EFRS, not H)*

for Unit 9 (continued):

1. Story Lesson (continued).

While very few in number, below are the Level K2 activities in Rosner. There were additional K2 activities mixed in with other activities on pages 302 to 304 and those have been pulled out and included on the next page.

Follow-up Lesson

Just as Betsy changed into a butterfly, and Molly into a moth, you can change one word into another word by changing one sound. Let's pretend you are waiting in a cocoon. I'll give you a word; if you can correctly change one sound to make a new word, you will become a beautiful butterfly.

Say slap. Now change the /s/ sound to /k/. (Teacher note: Say letter sound, not letter name.) The new word is clap.

Continue the lesson with words containing a two-consonant blend, that yield a new word when one sound in the blend is substituted with another.

Suggested word list:

skip - slip

glass - glass

bent - best

slip - snip

slash - smash

bent - bend

slow - snow

brick - trick

clamp - clasp

stick - slick

blow - grow

crest - crept

At the end of the lesson, give each child a picture of Betsy Butterfly (illustration H-9) to color.

Additional words are listed on pages 302-304.

Additional K2 Activities from Rosner pages 302 to 304

Level K2

Sample

Say *slip*: Now say *slip* again but instead of /l/ say /k/ - *skip*

Say *swell*: instead of /w/ say /m/ - *smell*

Say *bleed*: instead of /l/ say /r - *breed*

Say *blight*: instead of /l/ say /r/ - *bright*

Say *broom*: instead of /r/ say /l/ - *bloom*

Say *crash*: instead of /r/ say /l/ - *clash*

Say *flame*: instead of /l/ say /r/ - *frame*

Say *free*: instead of /r/ say /l/ - *flee*

Say *fryer*: instead of /r/ say /l/ - *flyer*

Say *gland*: instead of /l/ say /r/ - *grand*

Say *glass*: instead of /l/ say /r/ - *grass*

Say *glow*: instead of /l/ say /r/ - *grow*

Say *plank*: instead of /l/ say /r/ - *prank*

Say *pray*: instead of /r/ say /l/ - *play*

Say *swing*: instead of /w/ say /t/ - *sting*

Below are some EFRS type Level L1 activities from the Rosner program.

AUDITORY-MOTOR

Level G *This represents Level L in EFRS, not G*

for Unit 9 (continued):

5. State a consonant-vowel-consonant word. Then ask the children to restate the word, replacing the final sound with another. For example:

SAY RHYME (pause). NOW SAY IT AGAIN, BUT INSTEAD OF /m/ SAY /s/. (Note: Always say the letter sound--not the letter name.)

The following words are appropriate for this activity:

TOSS: INSTEAD OF /s/ SAY /m/ - TOM

TOM: INSTEAD OF /m/ SAY /t/ - TOT

BOSS: INSTEAD OF /s/ SAY /t/ - BOUGHT

BAIT: INSTEAD OF /t/ SAY /s/ - BASE

BEAM: INSTEAD OF /m/ SAY /t/ - BEAT

LACE: INSTEAD OF /s/ SAY /t/ - LATE

LAME: INSTEAD OF /m/ SAY /s/ - LACE

RACK: INSTEAD OF /k/ SAY /t/ - RAT

RACK: INSTEAD OF /k/ SAY /m/ - RAM

GATE: INSTEAD OF /t/ SAY /m/ - GAME

MATE: INSTEAD OF /t/ SAY /k/ - MAKE

MITE: INSTEAD OF /t/ SAY /s/ - MICE

BAKE: INSTEAD OF /k/ SAY /s/ - BASE

SEAT: INSTEAD OF /t/ SAY /k/ - SEEK

PRIME: INSTEAD OF /m/ SAY /s/ - PRICE

LATE: INSTEAD OF /t/ SAY /m/ - LAME

BITE: INSTEAD OF /t/ SAY /k/ - BIKE

FAKE: INSTEAD OF /k/ SAY /s/ - FACE

BASE: INSTEAD OF /s/ SAY /k/ - BAKE

LEAK: INSTEAD OF /k/ SAY /s/ - LEASE

AUDITORY-MOTOR
Level G

for Unit 9 (continued):

FLAME: INSTEAD OF /m/ SAY /k/ - FLAKE
FACE: INSTEAD OF /s/ SAY /t/ - FATE
WELL: INSTEAD OF /l/ SAY /t/ - WET
STEEL: INSTEAD OF /l/ SAY /p/ - STEEP
CASH: INSTEAD OF /sh/ SAY /n/ - CAN
CUFF: INSTEAD OF /f/ SAY /b/ - CUB
DRUG: INSTEAD OF /g/ SAY /m/ - DRUM
BEAD: INSTEAD OF /d/ SAY /n/ - BEAN
SAFE: INSTEAD OF /f/ SAY /j/ - SAGE
COOL: INSTEAD OF /l/ SAY /p/ - COOP
LEAGUE: INSTEAD OF /g/ SAY /n/ - LEAN
PAGE: INSTEAD OF /j/ SAY /l/ - PALE
LOAF: INSTEAD OF /f/ SAY /d/ - LOAD
STAGE: INSTEAD OF /j/ SAY /t/ - STATE
HOLE: INSTEAD OF /l/ SAY /p/ - HOPE
GRADE: INSTEAD OF /d/ SAY /n/ - GRAIN
HOPE: INSTEAD OF /p/ SAY /z/ - HOSE
GAIN: INSTEAD OF /n/ SAY /z/ - GAZE
HIDE: INSTEAD OF /d/ SAY /r/ - HIRE
PAN: INSTEAD OF /n/ SAY /s/ - PASS
BEND: INSTEAD OF /d/ SAY /t/ - BENT
WIN: INSTEAD OF /n/ SAY /g/ - WIG
PLEAD: INSTEAD OF /d/ SAY /z/ - PLEASE
FAIR: INSTEAD OF /r/ SAY /l/ - FAIL
MAIL: INSTEAD OF /l/ SAY /d/ - MAID

skip: instead of /p/ say /n/ - skin
greet: instead of /t/ say /n/ - green
slam: instead of /m/ say /p/ - slap
grate: instead of /t/ say /n/ - grain

The additional ones on the left were
pulled from some mixed activities from
pages 302 to 304

These are Level M1 Activities
(With a few M2 activities on the second page)

Rosner AUDITORY-MOTOR Level H *This is Level M1 in EFRS, not H*

Rosner's program mixed together types of sound manipulations that represent a few different levels in the EFRS program on pages 300-303 of his manual. These have been separated out by section for easier use. Below are EFRS type Level M1 activities.

These are alphabetical, but it is best not to do them alphabetically. Perhaps go from left to right across the columns.

Remember this is an oral activity – *focus on the sounds, not the letters.*

For example: Say *soft*. Now say *soft* without the /f/. Answer: *sought*

be(n)d	du(s)k	li(f)t
be(n)t	ea(s)t	li(s)t
be(s)t	e(n)d	ne(s)t
ble(n)d	fa(s)t	pa(s)t
boa(s)t	fe(n)d	pe(s)t
bui(l)d	fi(s)t	pu(m)p
bui(l)t	ga(s)p	ra(f)t
ca(m)p	gho(s)t	ra(m)p
ca(m)p	gue(s)t	ra(n)t
ca(n)t	ha(n)d	ri(n)d
ca(s)t	ha(s)te	sa(n)d
cla(m)p	ha(s)te	se(n)d
cla(s)p	he(l)d	si(f)t
cla(s)p	he(l)m	ski(m)p
coa(s)t	hi(l)t	so(f)t
co(s)t	hi(n)t	ve(n)t
cra(m)p	hu(m)p	we(s)t
cra(n)k	hu(n)t	wi(l)t
cu(l)t	je(s)t	
de(n)t	le(f)t	
de(s)k	le(n)d	

Below are the very few EFRS M2 type of activities pulled from some mixed activities on Rosner's manual, pages 302 to 304.

Say *clamp*: now say *clamp* again, but instead of /m/ say /s/ - *clasp*

Say *crest*: now say *crest* again instead of /s/ say /p/ - *crept*

Say *lilt*: now say *lilt* again, but instead of second /l/ say /s/ - *list*

Say *lint*: now say *lint* again, but instead of /n/ say /s/ - *list*

Say *ramp*: now say *ramp* again, but instead of /m/ say /s/ - *rasp*

Say *west*: now say *west* again, but instead of /s/ say /p/ - *wept*

Say *list*: now say *list* again, but instead of /s/ say /f/ - *lift*

Say *lisp*: now say *lisp* again, but instead of /s/ say /m/ - *limp*

Say *graft*: now say *graft* again, but instead of /f/ say /n/ - *grant*

Say *lift*: now say *lift* again, but instead of /f/ say /n/ - *lint*

Say *vest*: now say *vest* again, but instead of /s/ say /n/ - *vent*

Say *shift*: now say *shift* again, but instead of /f/ say /p/ - *shipped*

Say *mint*: now say *mint* again, but instead of /n/ say /ks/ - *mixed*

Say *tent*: now say *tent* again, but instead of /n/ say /s/ - *test*

Say *tapped*: now say *tapped* again, but instead of /p/ say /k/ - *tacked*

Say *burst*: now say *burst* again, but instead of /s/ say /n/ - *burnt*

Say *roost*: now say *roost* again, but instead of /s/ say /f/ - *roofed*

Say *sift*: now say *sift* again, but instead of /f/ say /p/ - *sipped*

Say *sent*: now say *sent* again, but instead of /n/ say /k/ - *sect*

Say *tusk*: now say *tusk* again, but instead of /s/ say /f/ - *toughed*

Say *rent*: now say *rent* again, but instead of /n/ say /l/ - *wrecked*

Say *least*: now say *least* again, but instead of /s/ say /p/ - *leaped*

Say *past*: now say *past* again, but instead of /s/ say /n/ - *pant*

Say *joint*: now say *joint* again, but instead of /n/ say /s/ - *joist*

Say *wrist*: now say *wrist* again, but instead of /s/ say /p/ - *ripped*