



PRIMARY
Curriculum
2022 Edition

Phonemic Awareness

24-weeks of Explicit and Systematic Phonemic Awareness Lessons

Sample
Lessons



The #1 Phonemic Awareness Curriculum

EQUIPPING TEACHERS TO EMPOWER READERS SINCE 2003

Heggerty Phonemic Awareness - Primary Sample

What's Inside?

Scope and Sequence

This Scope and Sequence explores the areas of development and progression of skills addressed by the Heggerty Phonemic Awareness Curriculum for Primary, 2022 Edition.

Getting Started

Found at the beginning of our curriculum volumes, this brief overview page highlights the key features of the Heggerty curriculum and guidance on how the curriculum should be used.

Lesson Overview Example

Every few weeks, teachers will find a Lesson Overview page providing details about the next collection of lessons. This example found within this sample provides a preview of the lesson overview for weeks 3-9.

Lesson Week Samples

The Heggerty Phonemic Awareness Curriculum for Primary provides daily instruction, 5 days a week. This sample provides you with a complete look at weeks 1, 5, 10, and 18 of the curriculum.

Scope and Sequence: Primary

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	Optional Intervention Lessons																														
Rhyme	Recognition			Production																											
Initial Phoneme Isolation	Initial consonants & vowels					Consonant Digraphs & Blends																									
Blend	Syllables		2 & 3-phonemes							4+ phonemes													Intervention: Phonemes			Intervention: Syllables					
Phoneme Isolation: Final or Medial	Final Phoneme						Medial Phoneme /Vowel					Phoneme Isolation	Optional Medial Phoneme Isolation																		
Segment	Syllables		Words into 2 & 3-phonemes							Words into 4+ phonemes													Intervention: Phonemes			Intervention: Syllables					
Add	Syllables		Initial Phoneme							Initial phoneme of a blend					Final Phoneme			Within word: 2nd phoneme of blend				Intervention: Initial phonemes		Intervention: Final phonemes		Intervention: Within words					
Delete	Syllables		Initial Phoneme							Initial phoneme of a blend					Final Phoneme			Within word: 2nd phoneme of blend				Intervention: Initial phonemes		Intervention: Final phonemes		Intervention: Within words					
Substitute	Syllables		Initial Phoneme										Initial phoneme of blend		Final Phoneme			Within word: Vowels Week 24: 2nd phoneme of blend				Intervention: Initial phonemes		Intervention: Final phonemes		Intervention: Vowels					

Early Literacy Skills

Phoneme - Grapheme Connection	Alphabet Knowledge: Letter names & sounds	Connect Phonemes to Graphemes to words in the lessons, with optional Alphabet Knowledge activities for consonant digraphs, blends & vowels.
Language Awareness	Word Awareness with Sentences	

Getting Started

You have purchased the Heggerty curriculum, now what? Read below for some tips on how to get started with this supplemental resource in your classroom and provide your students with the explicit phonemic awareness instruction that they need!

What is included in a Heggerty lesson?

Within this curriculum, you will begin by teaching 8 phonemic awareness skills daily including Rhyme, Phoneme Isolation, Blending, Segmenting, and Manipulation. Students will also have opportunities to build alphabet knowledge, language awareness, and phoneme-grapheme connections.

When do I teach Heggerty?

We recommend that you implement this instruction into your classroom as a warm up to phonics instruction. Phonemic awareness is a great way for students to activate their brains and hone in on oral language - the speech - before they begin working with print during the rest of their literacy instruction.

How do I use Heggerty?

Phonemic awareness is the missing piece for so many readers. This explicit instruction provides a foundation for students to anchor their reading and writing skills during phonics instruction. For this reason, we encourage teachers to utilize this as a Tier 1 curriculum to provide all students with the necessary foundation in phonological and phonemic awareness.

This curriculum can also be used as a way to support students struggling in the Tier 1 setting. Utilizing the assessments from our website, as well as informal observations, teachers can use the index and scope and sequence within the preface pages of this curriculum to plan for small group instruction and target individual student needs.

What resources will I find throughout the lessons for additional support?

Within the lessons you will see a variety of scaffolds and supports written in to support you as you deliver these lessons, including QR codes, direct teacher language and examples, a skill focus, and an explanation for hand motions.

<p>—————> QR Code: Scan the QR code within the lessons to access additional digital resources to support you with curriculum implementation: Monday’s lesson video, hand motions, & additional scaffolds and support videos are all available.</p> <p>—————> Teacher Directions and Examples: Within each skill on the left hand side, you will see explicit teacher directions, as well as a teacher and student example. We encourage you to review this example with students before diving into the lesson on Monday.</p>	<p>—————> Skill Focus: Next to each skill heading, you will see the skill focus. This explicit language can be used to support students’ understanding of each skill.</p> <p>—————> Hand Motions: You will see the hand symbol on the right hand side of the lesson pages, providing you with explicit directions of how to incorporate the use of hand motions with specific skills. Hand motions become optional, and are eventually removed throughout the lessons.</p>
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Rhyme Recognition

▷ I will say two words. You will say the words back to me. Show me thumbs up if the words rhyme and thumbs down if they don't rhyme.

⌚ EXAMPLE: T: sad, mad
→ S: sad, mad (thumbs up)

► SKILL FOCUS: When words rhyme, we hear the same middle and final sounds.

sad, mad boot, pig run, fun pin, leap rip, bag	tip, lip coat, boat mop, mile bed, head most, light	brain, train sit, seat west, rest code, job ramp, camp	school, tool sat, back feet, foot bump, jump height, lunch	book, took fish, dish teach, talk mess, less road, ride
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Teachers may help identify why words rhyme like this: sad and mad rhyme because we hear the same middle and final sounds (-ad) in both words.

Initial Phoneme Isolation

▷ I will say a word. You will repeat the word, and isolate the first sound you hear.

⌚ EXAMPLE: T: bake → S: bake, /b/
/*/ Say sound, not letter name.

► SKILL FOCUS: We are listening for the **first** sound we hear in a word.

WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND
bake	/b/	paint	/p/	yell	/y/	hoop	/h/	voice	/v/
hope	/h/	mix	/m/	rope	/r/	zip	/z/	ripe	/r/
cane	/k/	nap	/n/	cool	/k/	deal	/d/	cape	/k/
dent	/d/	sun	/s/	guard	/g/	feast	/f/	tool	/t/
jump	/j/	toad	/t/	went	/w/	live	/l/	desk	/d/

Blending Syllables

▷ I will say two or three syllables. You will repeat the syllables, and blend them together to make one big word.

⌚ EXAMPLE: T: nap - kin → S: nap - kin, napkin

► SKILL FOCUS: When we blend, we put syllables together to make one big word. A syllable is a part of a word with a vowel sound.

SYLLABLES	WHOLE WORD	SYLLABLES	WHOLE WORD	SYLLABLES	WHOLE WORD	SYLLABLES	WHOLE WORD	SYLLABLES	WHOLE WORD
nap - kin	napkin	pen - cil	pencil	prob - lem	problem	sē - quence	sequence	sū - per	super
sand - wich	sandwich	den - tist	dentist	hab - ĭ - tat	habitat	ex - plode	explode	re - cess	recess
plas - tic	plastic	gym - nas - tics	gymnastics	mas - ter	master	dē - vice	device	stu - dē - o	studio
con - test	contest	ath - let - ic	athletic	pres - ĭ - dent	president	ēa - gle	eagle	cap - tĭ - vate	captivate
pic - nic	picnic	sep - tem - ber	September	hol - ĭ - day	holiday	lea - der - ship	leadership	mis - ta - ken	mistaken
vel - vet	velvet	fan - tas - tic	fantastic	ac - tiv - ly	actively	bi - lin - gual	bilingual	mem - er - ize	memorize

👏 **Blending hand motion:**
Place palms together to create "choppers." As the teacher, chop from right to left, 1 chop per syllable. Then slide your hands right to left to say the whole word. Students will mirror the teacher.

Phoneme Isolation: Final Sounds

▷ We listened for the first sound in a word, and now we will listen for the last sound we hear. I will say a word. You will repeat the word, and isolate the last sound you hear.

⌚ EXAMPLE: T: duck → S: duck, /k/
/*/ Say sound, not letter name.

► SKILL FOCUS: We are listening for the **last** sound we hear in a word.

WORD	FINAL SOUND	WORD	FINAL SOUND	WORD	FINAL SOUND	WORD	FINAL SOUND	WORD	FINAL SOUND
duck	/k/	ride	/d/	plug	/g/	love	/v/	rain	/n/
rope	/p/	hat	/t/	maze	/z/	drop	/p/	life	/f/
huge	/j/	come	/m/	cone	/n/	fame	/m/	test	/t/
neat	/t/	globe	/b/	brief	/f/	wait	/t/	glad	/d/
froze	/z/	give	/v/	less	/s/	speak	/k/	cook	/k/
pace	/s/	pick	/k/	web	/b/	cage	/j/	have	/v/

👏 **Final Sound hand motion:**
Punch it Out - Teacher slides left arm across body when saying the first part of the word, and punches left fist straight up in the air when saying the final sound. Students mirror the teacher, and will use their right arm.

	Monday		Tuesday		Wednesday		Thursday		Friday	
<div>Segmenting into Syllables</div> <div>▷ I will say a word. You will repeat the word, and segment or separate the word into the syllables you hear.</div> <div>🕒 EXAMPLE: T: super → S: super, su - per</div>	► SKILL FOCUS: When we segment, we listen to a whole word and separate it into two or three syllables. <i>Remember, a syllable is a part of a word with a vowel sound.</i>									
	WORD	SYLLABLES	WORD	SYLLABLES	WORD	SYLLABLES	WORD	SYLLABLES	WORD	SYLLABLES
	super	su - per	napkin	nap - kin	pencil	pen - cil	problem	prob - lem	sequence	se - quence
	recess	re - cess	sandwich	sand - wich	dentist	den - tist	habitat	hab - i - tat	explode	ex - plode
	studio	stu - de - o	plastic	plas - tic	gymnastics	gym - nas - tics	master	mas - ter	device	de - vice
	captivate	cap - tiv - ate	contest	con - test	athletic	ath - let - ic	president	pres - i - dent	eagle	ea - gle
	mistaken	mis - ta - ken	picnic	pic - nic	September	sep - tem - ber	holiday	hol - i - day	leadership	lea - der - ship
	memorize	mem - er - ize	velvet	vel - vet	fantastic	fan - tas - tic	actively	ac - tiv - ly	bilingual	bi - lin - gual

👏 **Segmenting hand motion:**
Students place palms together to create "choppers." Students will make a chopping motion when saying each syllable.
Note: Teachers will chop from right to left so that students mirror your movements.

Adding Final Syllables

▷ We can add a syllable to make a new word. I will say a word or word part, and you will repeat it. I will add a syllable at the end, and you will say the new word.

⌚ EXAMPLE: T: Say, be → S: be

T: Add -fore at the end and the word is? → S: before

► SKILL FOCUS: We can add a syllable at the end of a word to make a new word. Optional Extension: Who can tell me what a syllable is?														
SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:
be-	-fore	before	in-	-volve	involve	win-	-ter	winter	laugh-	-ter	laughter	res-	-cue	rescue
be-	-side	beside	in-	-sert	insert	win-	-dōw	window	part-	-ner	partner	mag-	-net	magnet
be-	-low	below	in-	-come	income	win-	-dy	windy	cen-	-ter	center	hū-	-min	human
be-	-gin	begin	in-	-sect	insect	re-	-turn	return	mem-	-ber	member	el-	-bōw	elbow
be-	-neath	beneath	in-	-dex	index	re-	-lax	relax	won-	-der	wonder	hab-	-it	habit
be-	-hind	behind	in-	-ject	inject	re-	-fill	refill	ō-	-ver	over	tō-	-ken	token

👏 **Adding hand motion:**
The teacher holds out the right hand with an open palm to represent the initial syllable. Then show the left hand to add the final syllable, and lightly clap hands together for the whole word.

Deleting Final Syllables

▷ Now we will delete or take away a syllable from the words we just heard. I will say a word, and you will repeat it. I will delete or take away a syllable from the end, and you will say what is left.

⌚ EXAMPLE: T: Say, before → S: before
T: Without -fore, what's left is? → S: be

► SKILL FOCUS: We can delete a syllable from the end of a word and say what is left.														
SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	THE WORD IS:	SAY:	WITHOUT:	THE WORD IS:	SAY:	WITHOUT:	THE WORD IS:
before	-fore	be	involve	-volve	in	winter	-ter	win	laughter	-ter	laugh	rescue	-cue	res-
beside	-side	be	invent	-vent	in	window	-dōw	win	partner	-ner	part	magnet	-net	mag-
below	-low	be	income	-come	in	windy	-dē	win	center	-ter	cen-	human	-min	hu-
begin	-gin	be	insect	-sect	in	return	-turn	re	member	-ber	mem-	elbow	-bōw	el-
beneath	-neath	be	index	-dex	in	relax	-lax	re	wonder	-der	won	habit	-it	hab-
behind	-hind	be	inject	-ject	in	refill	-fill	re	over	-ver	o-	token	-ken	tō-

👏 **Deleting hand motion:**
The teacher holds out both hands with open palms. The right hand represents the initial syllable and the left hand represents the final syllable. Remove the left hand to delete the final syllable and show the remaining syllable with the right hand.

◇ **Scaffolded Support:** These words match the words from each day's adding activity.

Monday

Tuesday

Wednesday

Thursday

Friday

Substituting Initial Syllables

▷ I will say a word, and you will repeat it. I will substitute or change the first syllable, and you will say the new word.

⇒ EXAMPLE: **T**: Say, tallest → **S**: tallest
T: Change tall to big and the word is? → **S**:biggest

► SKILL FOCUS: We can substitute or change a syllable to make a new word.

SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:
tallest	tall to big	biggest	speaking	speak to help	helping	nicer	nice to quick	quicker	enter	en to fil	filter	wonder	won to thun	thunder
biggest	big to brave	bravest	helping	help to float	floating	quicker	quick to big	bigger	joyful	joy to play	playful	robin	rob to cab	cabin
bravest	brave to high	highest	floating	float to reach	reaching	bigger	big to cold	colder	navy	na to gra	gravy	station	stay to fic	fiction
highest	high to great	greatest	reaching	reach to watch	watching	colder	cold to fast	faster	puddle	pud to need	needle	monster	mon to ham	hamster
greatest	great to bright	brightest	watching	watch to read	reading	faster	fast to warm	warmer	monkey	mon to tur	turkey	planet	plan to com	comet
brightest	bright to tall	tallest	reading	read to speak	speaking	warmer	warm to nice	nicer	vowel	vow to cam	camel	invent	in to pre	prevent

👉 **Substituting hand motion:**
Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first syllable, left fist is the second syllable. Pull right fist away to represent the initial syllable being substituted, and replace it while saying the new syllable. Lightly pound your fists together when you say the new word.

Early Literacy Skills

Alphabet Knowledge

▷ Knowing letter names and letter sounds is important for reading and writing.

We will review the letter names and the sound(s) each letter makes. I will show a letter, and together, we will say its name and sound(s).

► SKILL FOCUS: We can learn letter names and sounds.

PRACTICE WITH 26 LETTERS, A - Z	PRACTICE WITH 26 LETTERS, A - Z	PRACTICE WITH 26 LETTERS, A - Z	PRACTICE WITH 26 LETTERS, A - Z	PRACTICE WITH 26 LETTERS, A - Z
Show alphabet cards and say, "Letter is ____;" "Sound is /sounds are ____."	1. Letter names only 2. Sounds only (for speed and accuracy)	Show alphabet cards and say, "Letter is ____;" "Sound is /sounds are ____."	1. Letter names only 2. Sounds only (for speed and accuracy)	Show alphabet cards and say, "Letter is ____;" "Sound is /sounds are ____."

Language Awareness

▷ I will say a sentence aloud. You will repeat the sentence. Then we will say the sentence once more together and count the words we hear.

Note: Number of words in each sentence is shown in parenthesis.

► SKILL FOCUS: We can develop word awareness and count the words we hear in a sentence.

Today is Monday.	(3)	Learning is fun!	(3)	Always do your best!	(4)	What color is your jacket?	(5)	The principal is nice.	(4)
Is the weather warm today?	(5)	We will be busy learners today.	(6)	I can use a whisper voice.	(6)	Dancing silly is fun!	(4)	What is your favorite book?	(5)
What do you play at recess?	(6)	The calendar shows the date.	(5)	I like to listen to music.	(6)	I like being your teacher!	(5)	Did you bring an umbrella?	(5)
We listen to our teachers.	(5)	Is the sun shining today?	(5)	Our library has a lot of books.	(7)	Do you need a drink of water?	(7)	Are you walking home from school today?	(7)
My yellow pencils are very sharp.	(6)	Do you play soccer during recess?	(6)	How many people are in our class?	(7)	Can you count to one hundred?	(6)	Friday is the last day of our school week.	(9)

Lesson Overview: Weeks 3 – 9

Objectives:

- *Students will spend one final week working with recognizing rhyming words.
- *Students will work with rhyme production by engaging in three different activities that work to build understanding that rhymes can be produced by changing the initial sound.
- *Students will isolate the intial sound in a spoken word.
- *Students will learn to blend two or three phonemes or sounds into a spoken word.
- *Students will isolate the final sound, including consonants and consonant digraphs in a spoken word.
- *Students will isolate the medial phoneme (vowel sound) in a spoken word.
- *Students will learn to segment a spoken word into individual sounds/phonemes.
- *Students will manipulate initial phonemes by adding, deleting, and substituting to make new words.

What to Expect:

- *Activities this week shift to work at the phoneme level. Note: In all phonemic awareness activities, we will be using the **sound or phoneme** of individual letters not the letter or grapheme name.
- *Focus Sounds: consonants, long and short vowels, digraphs, and consonant blends.
- *Optional prompts included to ensure students understand what a digraph is. *A digraph is two letters that make one sound. Note: the voiced and unvoiced sound for /th/ is used throughout.*
- *Optional prompts included to ensure students can define a consonant blend. *A consonant blend is two consonants that each make their own sound.*
- *Suggestions for adding more support and differentiating instruction are included with some skills.
- *QR codes are provided weekly and include Monday's lesson demonstration, hand motion videos, and occasional short teacher support videos.

<div>Rhyme Recognition</div> <div>Week 3</div>	<div>► SKILL FOCUS: When words rhyme, we hear the same middle and final sounds.</div> <div>Students will be given the prompt, "Which word rhymes with __?" Then they will be given two words and will have to choose the word that rhymes.</div>
<div>Rhyme Production</div> <div>Weeks 4-9</div> <div>Rhyme activities are discontinued after week 9.</div>	<div>► SKILL FOCUS: When we make rhyming words, we change the first sound(s), and the middle/vowel and final sounds always stay the same.</div> <div>Students will produce rhyming words through activities that enhance the understanding that the first sound can be manipulated or changed while leaving the middle/ vowel and final sound to stay the same. The activities include generating rhyming words for real and nonsense words, as well as specific word families or rimes.</div>
<div>Initial Phoneme Isolation</div> <div>This activity will be discontinued after Week 9.</div>	<div>► SKILL FOCUS: We are listening for the first sound we hear in a word.</div> <div>Students will listen to a word. They will then repeat the word and isolate the first sound they hear. Students will hear single syllable and multisyllabic words.</div> <div>Focus Sounds: Weeks 3-5: Consonants, long and short vowels Weeks 6-7: Consonants, long and short vowels, consonant digraphs Weeks 8-9: Consonants, long and short vowels, consonant blends</div> <div>Note: To reinforce the understanding of isolating the first sound in a word, teachers can use Elkonin boxes with colored chips to offer a visual for support for phoneme location.</div>
<div>Blending Phonemes</div>	<div>► SKILL FOCUS: When we blend, we put sounds together to make one word.</div> <div>Blending combines individual phonemes or sounds to make one word, and orally transfers to print when students read and decode words. Students will hear two or three sounds, repeat the sounds, and blend them into a spoken word.</div> <div>Focus Sounds: Weeks 3-8: Consonants, long and short vowels Week 9: Consonants, long and short vowels, consonant digraphs</div> <div>Note: In Week 6, students will no longer be asked to repeat the sounds. They will be prompted to blend the sounds directly into a word.</div>

👋 **Blending hand motion:** Place palms together to create "choppers." Teacher chops their hands from right to left, one chop for each sound. Students can mirror the teacher by chopping and then sliding their hands to say the whole word.

<div>Phoneme Isolation: Final Sounds</div> <div>Weeks 3-7</div>	<div>► SKILL FOCUS: We are listening for the last sound we hear in a word.</div> <div>Students will listen to a word, repeat the word, and then isolate the last sound they hear.</div> <div>Focus Sounds: Weeks 3-4: Consonants</div> <div>Week 5: Consonants, consonant digraphs</div> <div>Weeks 6-7: Consonant digraphs, final sound of a blend</div> <div>Note: To reinforce the understanding of isolating the final sound in a word, teachers can use Elkonin boxes with colored chips to offer a visual for support for phoneme location.</div> <div>✋ Final Sound hand motion: Punch it Out - Teacher slides left arm across body when saying the first part of the word, and punches left fist straight up in the air when saying the final sound. Students mirror the teacher, and will use their right arm.</div>
<div>Phoneme Isolation: Medial Sounds</div> <div>Weeks 8-9</div>	<div>► SKILL FOCUS: We are listening for the middle or vowel sound we hear in a word.</div> <div>Students will listen to a word, repeat it and isolate the medial phoneme/vowel sound they hear.</div> <div>Focus Sounds: Weeks 8-9: Short or long vowels</div> <div>Note: To reinforce the understanding of isolating the medial sound in a word, teachers can use Elkonin boxes with colored chips to offer a visual for support for phoneme location.</div> <div>✋ Roller coaster hand motion: Teacher and students move one arm like a roller coaster going over a hill. Bottom of the hill is the beginning of the word; top of the hill is the middle of the word; bottom of the hill is the end of the word.</div>
<div>Segmenting a Word into Phonemes</div>	<div>► SKILL FOCUS: When we segment, we separate a word into the sounds we hear.</div> <div>Segmenting separates a spoken word into sounds. This applies to encoding, or when students spell words. Students will listen to a word with 2 or 3 phonemes, repeat the word and then segment or separate the word into the individual sounds they hear.</div> <div>Focus Sounds: Weeks 3-8: Consonants, long and short vowels</div> <div>Week 9: Consonants, long and short vowels, consonant digraphs</div> <div>Option: To build support for how the skill of segmenting transfers to spelling, teachers may choose to have students count the number of sounds in words.</div> <div>✋ Segmenting hand motion: Students place palms together to create "choppers." Students will make a chopping motion when saying each phoneme. If segmenting with the students, the teacher chops from right to left so that students mirror your movements.</div>
<div>Adding Initial Phonemes</div>	<div>► SKILL FOCUS: We can add a sound to the beginning of a word or word part to make a new word.</div> <div>Students will hear and repeat a word or a word part. Students will then be asked to add a sound/phoneme to the beginning and say the new word.</div> <div>Focus Sounds: Weeks 3-8: Consonant sounds</div> <div>Week 9: Consonant digraphs</div> <div>✋ Adding hand motion: The teacher holds out the left hand with an open palm to show the word or word part (rime). Add the first sound with right hand, and lightly clap hands together for the whole word.</div>

Lesson Overview: Weeks 3 – 9

Deleting Initial Phonemes	<p>► SKILL FOCUS: We can delete or take away the first sound from a word and say what is left.</p> <p>Students will hear and repeat a word. Students will then be asked to delete the intial sound, and say what is left.</p> <p>Focus Sounds: Weeks 3-8: Consonant sounds Week 9: Consonant digraphs</p> <p>👏 Deleting hand motion: The teacher holds out both hands with open palms. The right hand represents the initial phoneme and the left hand represents the final phoneme. Remove the right hand to delete the initial phoneme and show the remaining phoneme with the left hand.</p>
Substituting Initial Phonemes	<p>► SKILL FOCUS: We can change the first sound in a word to make a new word. When we change the first sound, we make words that rhyme.</p> <p>Students will hear and repeat a word. Students will then listen as the first sound/phoneme is changed to a new sound. Students will then say the new word.</p> <p>Focus Sounds: Weeks 3-8: Consonant sounds Week 9: Consonant digraphs</p> <p>👏 Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the initial sound, left fist is the rest of the word. Pull the right fist away to represent the initial sound being substituted, and replace it while saying the new sound. Lightly pound your fists together when you say the new word.</p>

Early Literacy Skills

Alphabet Knowledge Weeks 3 - 4	<p>► SKILL FOCUS: We can learn letter names and sounds.</p> <p>An opportunity for building alphabet knowledge is continued in Weeks 3-4. Students identify the letter name and letter sound(s), including the multiple sounds for vowels and some consonants. Any set of letter cards can be used for this instruction.</p>
Phoneme-Grapheme Connection Weeks 5 - 9	<p>The purpose of this activity is to help students see the relationship and make the connection between the sounds (phonemes) we hear in words to the letters (graphemes) that match the sounds. Words that were used with phoneme isolation activities in Weeks 5-7 are reviewed and students have the opportunity to match phonemes to graphemes. Students connect the sounds that were blended into spoken words to print in Weeks 8-9.</p> <p>*Weeks 5-6: Initial Phoneme Isolation *Week 7: Final Phoneme Isolation *Weeks 8-9: Blending Phonemes</p> <p>Magnetic letters, letter tiles, letter cards, or a dry erase board can be used to show the letters and words during the activity. The teacher shows or writes the letter when the students provide the letter name that matches the sound they hear.</p> <p>Option for differentiation: The teacher shows three letter cards and students identify the letter that matches the sound.</p>



Rhyme Production

▷ We will be producing rhyming words. I will say a word family (rime) and a word that rhymes with it. Can you tell me more words that rhyme? Rhyming words have the same middle and final sounds.
Possible student responses provided.

► SKILL FOCUS: When we make rhyming words, we change the first sound(s), and the middle and final sounds always stay the same. We can also add an initial phoneme to the rime to make a word.

Rime:-at	Rime:-ack	Rime:-ed	Rime:-en	Rime:-ick	Rime:-ip	Rime:-ock	Rime:-op	Rime:-ug	Rime:-unk
EXAMPLE: HAT	EXAMPLE: BACK	EXAMPLE: RED	EXAMPLE: HEN	EXAMPLE: KICK	EXAMPLE: TIP	EXAMPLE: LOCK	EXAMPLE: TOP	EXAMPLE: BUG	EXAMPLE: JUNK
cat	pack	bed	ten	sick	hip	knock	hop	rug	dunk
that	snack	head	when	lick	ship	shock	shop	hug	bunk
flat	black	sled	pen	stick	flip	block	stop	plug	skunk

Initial Phoneme Isolation

▷ I will say a word. You will repeat the word, and isolate the first sound you hear. The first sound may be a consonant sound or a vowel sound.
⌚ EXAMPLE: T: ostrich → S: ostrich, /ō/
/*/ Say sound, not letter name.

► SKILL FOCUS: We are listening for the **first** sound we hear in a word.

WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND
ostrich	/ō/	balloon	/b/	episode	/ě/	holidays	/h/	April	/ā/
feather	/f/	accurate	/ă/	volunteer	/v/	ocean	/ō/	unit	/ū/
unicorn	/ū/	location	/l/	garage	/g/	captain	/k/	national	/n/
purple	/p/	island	/ī/	itchy	/ī/	effort	/ě/	telescope	/t/
eating	/ē/	museum	/m/	gigantic	/j/	brightly	/b/	easier	/ē/

Blending Phonemes

▷ When we read words, we say the sounds and blend them together. I will say three sounds. You will repeat the sounds, and blend them into a word.
⌚ EXAMPLE: T: b - ě - t → S: b - ě - t, bet
Note: Teacher says sounds, not letter names.

► SKILL FOCUS: When we blend, we put sounds together to make a word.

PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD
b - ě - t	bet	v - ā - s	vase	w - ě - b	web	t - ī - p	type	n - ō - b	knob
w - ī - z	wise	j - ě - t	jet	n - ō - t	note	w - ā - v	wave	m - ē - t	meet
s - ā - m	same	s - ĭ - p	sip	g - ŭ - m	gum	s - ō - k	sock	b - ŭ - s	bus
r - ĭ - p	rip	n - ē - d	need	t - ā - p	tape	c - ŭ - b	cub	n - ā - p	nap
f - ā - s	face	m - ō - m	mom	l - ĭ - v	live	p - ě - g	peg	m - ĭ - t	mitt
h - ō - m	home	r - ī - d	ride	s - ē - d	seed	h - ĭ - t	hit	f - ō - n	phone

👏 **Blending hand motion:**
Place palms together to create "choppers."Teacher chops their hands from right to left, one chop for each sound. Students can mirror the teacher by chopping and then sliding their hands to say the whole word.

Phoneme Isolation: Final Sounds

▷ **Mon & Tues:** I will say a word. You will repeat the word, and isolate the last sound you hear. Today you will be isolating digraph sounds.
⌚ EXAMPLE: T: fish → S: fish, /sh/
Wed, Thurs & Fri: I will say a word. You will repeat the word, and isolate the last sound you hear.
⌚ EXAMPLE: T: heart → S: heart, /t/
/*/ Say sound, not letter name.

► SKILL FOCUS: We are listening for the **last** sound we hear in a word.

WORD	FINAL SOUND	WORD	FINAL SOUND	WORD	FINAL SOUND	WORD	FINAL SOUND	WORD	FINAL SOUND
fish	/sh/	fourth	/th/	heart	/t/	noise	/z/	search	/ch/
beach	/ch/	match	/ch/	south	/th/	push	/sh/	dream	/m/
wreath	/th/	ninth	/th/	block	/k/	perch	/ch/	leash	/sh/
dish	/sh/	fresh	/sh/	wish	/sh/	snoop	/p/	smudge	/j/
reach	/ch/	touch	/ch/	teach	/ch/	truth	/th/	clown	/n/
with	/th/	mouth	/th/	leash	/sh/	groan	/n/	proud	/d/

Note: A digraph is two consonants that make one sound.

👏 **Final Sound hand motion:**
Punch it Out -Teacher slides left arm across body when saying the first part of the word, and punches left fist straight up in the air when saying the final sound. Students mirror the teacher, and will use their right arm.

Monday

Segmenting into Phonemes

▷ When we write and spell words, we listen for each sound and match the sounds to letters. We will segment or separate words into the sounds we hear. I will say a word. You will repeat the word, and segment the word into sounds. Can you count the sounds you hear?

⌚ EXAMPLE: T: knob → S: knob, n - ă - b (3 sounds)

Note: Students say sounds, not letter names.

Tuesday

► SKILL FOCUS: When we segment, we separate a word into the sounds we hear.

WHOLE WORD	PHONEMES	WHOLE WORD	PHONEMES
knob	n - ă - b	bet	b - ě - t
meet	m - ě - t	wise	w - ĭ - z
bus	b - ũ - s	same	s - ā - m
nap	n - ă - p	rip	r - ĭ - p
mitt	m - ĭ - t	face	f - ā - s
phone	f - ă - n	home	h - ă - m

Wednesday

WHOLE WORD	PHONEMES
vase	v - ā - s
jet	j - ě - t
sip	s - ĭ - p
need	n - ě - d
mom	m - ă - m
ride	r - ĭ - d

Thursday

WHOLE WORD	PHONEMES
web	w - ě - b
note	n - ă - t
gum	g - ũ - m
tape	t - ā - p
live	l - ĭ - v
seed	s - ě - d

Friday

WHOLE WORD	PHONEMES
type	t - ĭ - p
wave	w - ā - v
sock	s - ă - k
cub	c - ũ - b
peg	p - ě - g
hit	h - ĭ - t

👏 **Segmenting hand motion:**
Students place palms together to create "choppers." Students will make a chopping motion when saying each phoneme. If modeling, teachers will chop from right to left so that students mirror your movements.

Adding Initial Phonemes

▷ I will say a word or word part, and you will repeat it. I will add a sound at the beginning, and you will say the new word.

⌚ EXAMPLE: T: Say, -ox → S: -ox
T: Add /f/ at the beginning and the word is? → S: fox

/*/ Say sound, not letter name.

► SKILL FOCUS: We can add a sound at the beginning of a word or word part to make a new word.

SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:
-ox	/f/	fox	-ape	/k/	cape	-ix	/f/	fix	-um	/g/	gum	-esh	/m/	mesh
-eat	/n/	neat	-ed	/f/	fed	-ice	/d/	dice	-ack	/b/	back	-ake	/t/	take
-ag	/b/	bag	-ib	/r/	rib	-ake	/l/	lake	-end	/l/	lend	-is	/h/	his
-ite	/s/	sight	-ab	/j/	jab	-ock	/n/	knock	-ime	/r/	rhyme	-eek	/w/	week
-eck	/d/	deck	-ide	/s/	side	-uch	/s/	such	-og	/f/	fog	-ut	/h/	hut
-ig	/f/	fig	-it	/b/	bit	-ill	/w/	will	-āce	/r/	race	-oap	/s/	soap

👏 **Adding hand motion:**
Teacher holds left palm out to show the word or word part. Add the first sound with right hand and lightly clap hands together for the the whole word.

Deleting Initial Phonemes

▷ I will say a word, and you will repeat it. I will delete or take away a sound at the beginning, and you will say what is left.

⌚ EXAMPLE: T: Say, mesh → S: mesh
T: Without /m/, what's left is? → S: -esh


/*/ Say sound, not letter name.

► SKILL FOCUS: We can take away the first sound from a word and say what is left.

SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:
mesh	/m/	-esh	fox	/f/	-ox	cape	/k/	-ape	fix	/f/	-ix	gum	/g/	-um
take	/t/	-ake	neat	/n/	-eat	fed	/f/	-ed	dice	/d/	-ice	back	/b/	-ack
his	/h/	-is	bag	/b/	-ag	rib	/r/	-ib	lake	/l/	-ake	lend	/l/	-end
week	/w/	-eek	sight	/s/	-ite	jab	/j/	-ab	knock	/n/	-ock	rhyme	/r/	-ime
hut	/h/	-ut	deck	/d/	-eck	side	/s/	-ide	such	/s/	-uch	fog	/f/	-og
soap	/s/	-oap	fig	/f/	-ig	bit	/b/	-it	will	/w/	-ill	race	/r/	-ace

👏 **Deleting hand motion:**
Hold 2 open palms out in front of you. Teacher's right hand is the initial sound, left hand is the rest of the word. Pull your right hand away when deleting the first sound, and show what part remains with your left hand.

	Monday	Tuesday	Wednesday	Thursday	Friday										
<h3>Substituting Initial Phonemes</h3> <p>▷ I will say a word, and you will repeat it. I will substitute or change the first sound, and you will say the new word.</p> <p>⌚ EXAMPLE: T: Say, nap → s: nap</p> <p>T: Change /n/ to /m/ and the word is? → s: map</p> <p>/*/ Say sound, not letter name.</p>	► SKILL FOCUS: We can substitute or change the first sound in a word to make a new word.														
	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:
	nap	/n/to/m/	map	make	/m/to/t/	take	ten	/t/to/h/	hen	hop	/h/to/t/	top	nice	/n/to/r/	rice
	dig	/d/to/b/	big	type	/t/to/w/	wipe	like	/l/to/b/	bike	rise	/r/to/w/	wise	beg	/b/to/l/	leg
	wet	/w/to/s/	set	read	/r/to/l/	lead	job	/j/to/k/	cob	back	/b/to/p/	pack	phone	/f/to/k/	cone
	nod	/n/to/p/	pod	joke	/j/to/p/	poke	wave	/w/to/s/	save	sun	/s/to/f/	fun	pin	/p/to/w/	win
	gum	/g/to/k/	come	cute	/k/to/m/	mute	feet	/f/to/m/	meet	king	/k/to/r/	ring	loose	/l/to/m/	moose
	sad	/s/to/h/	had	meet	/m/to/n/	neat	sick	/s/to/p/	pick	will	/w/to/b/	bill	dog	/d/to/f/	fog

 **Substituting hand motion:** Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the initial sound, left fist is the rest of the word. Pull the right fist away to represent the initial sound being substituted, and replace it while saying the new sound. Lightly pound your fists together when you say the new word.

Early Literacy Skills

Phoneme-Grapheme Connection: Initial Phoneme Isolation

▷ Let's match the phonemes or sounds that we heard to the letters or graphemes that match those sounds.

Teachers may choose to use letter cards to match the phonemes to graphemes, or the letter can be written on a dry erase board.

Differentiation Option:

Teachers show 3 letter cards and one is the correct letter. Students choose the letter that matches the sound.

► SKILL FOCUS: We can match letters (graphemes) to the sounds (phonemes) we heard in words.														
We isolated the first sound we heard in words. Now we will match the sound we heard to the letter we would see in print.			We isolated the first sound we heard in words. Now we will match the sound we heard to the letter we would see in print.			We isolated the first sound we heard in words. Now we will match the sound we heard to the letter we would see in print.			We isolated the first sound we heard in words. Now we will match the sound we heard to the letter we would see in print.			We isolated the first sound we heard in words. Now we will match the sound we heard to the letter we would see in print.		
⌚ EXAMPLE: T: ostrich. What is the first sound we hear and what letter makes that sound? → S: /ɔ̃/, letter o			⌚ EXAMPLE: T: balloon. What is the first sound we hear and what letter makes that sound? → S: /b/, letter b			⌚ EXAMPLE: T: episode. What is the first sound we hear and what letter makes that sound? → S: /ě/, letter e			⌚ EXAMPLE: T: holidays. What is the first sound we hear and what letter makes that sound? → S: /h/, letter h			⌚ EXAMPLE: T: April. What is the first sound we hear and what letter makes that sound? → S: /ā/, letter a		
WORD	SOUND	LETTER	WORD	SOUND	LETTER	WORD	SOUND	LETTER	WORD	SOUND	LETTER	WORD	SOUND	LETTER
ostrich	/ɔ̃/	o(short o)	balloon	/b/	b	episode	/ě/	e(short e)	holidays	/h/	h	April	/ā/	a(long a)
feather	/f/	f	accurate	/ă/	a(short a)	volunteer	/v/	v	ocean	/ō/	o(long o)	unit	/ū/	u(long u)
unicorn	/ū/	u	location	/l/	l	garage	/g/	g	captain	/k/	c	national	/n/	n
purple	/p/	p	island	/i/	i(long i)	itchy	/i/	i(short i)	effort	/ě/	e(short e)	telescope	/t/	t
eating	/ē/	e(long e)	museum	/m/	m	gigantic	/j/	g(soft)	brightly	/b/	b	eagle	/ē/	e(long e)
Letters: o, f, u, p, e			Letters: b, a, l, i, m			Letters: e, v, g, i, j			Letters: h, o, c, e, b			Letters: a, u, n, t, e		



Blending Phonemes

▷ When we read words, we say the sounds and blend them together. I will say three sounds, and you will blend the sounds into a word.

⌚ EXAMPLE: T: sh - or - t → S: short

Note: Teacher says sounds, not letter names.

*voiced /th/

► SKILL FOCUS: When we blend, we put sounds together to make a word. This week we will hear words with consonant digraphs. A digraph is two letters that make one sound.

PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD
sh - or - t	short	sh - ö - ck	shock	f - ë - ch	fetch	w - ĩ - sh	wish	b - ē - ch	beach
ch - ë - s	chess	ch - oo - z	choose	l - ē - sh	leash	r - ē - ch	reach	t - ē - th	teeth
th - ē - f	thief	sh - oo - t	shoot	m - ou - th	mouth	n - or - th	north	r - ä - sh	rash
sh - ar - k	shark	*th - ē - z	these	r - ũ - sh	rush	p - ē - ch	peach	s - er - ch	search
ch - oi - s	choice	ch - ur - ch	church	m - ä - th	math	s - ou - th	south	f - or - th	fourth
wh - ĩ - ch	which	ch - ar - t	chart	p - ä - ch	patch	p - er - ch	perch	w - er - th	worth

👏 **Blending hand motion:**
Place palms together to create "choppers."Teacher chops their hands from right to left, one chop for each sound.

Phoneme Isolation:
Medial Sounds

▷ I will say a word. You will repeat it, and tell me the middle/vowel sound. Then you will tell me if the vowel sound is short or long.

⌚ EXAMPLE: T: shop → S: shop, /ö/; short o

Note: Students identify vowel as short or long.

► SKILL FOCUS: We are listening for the **vowel sound** we hear in the middle of a word.

WORD	MEDIAL SOUND	WORD	MEDIAL SOUND	WORD	MEDIAL SOUND	WORD	MEDIAL SOUND	WORD	MEDIAL SOUND
shop	/ö/	shed	/ě/	meat	/ē/	them	/ě/	shake	/ā/
wait	/ā/	side	/ī/	shut	/ŭ/	sheet	/ē/	hide	/ī/
hitch	/ĩ/	bake	/ā/	tame	/ā/	gap	/ă/	goat	/ō/
hot	/ö/	cove	/ō/	chess	/ě/	ship	/ĩ/	tax	/ă/
cute	/ū/	kite	/ī/	rich	/ĩ/	touch	/ŭ/	rock	/ö/
weed	/ē/	gum	/ŭ/	coach	/ō/	ride	/ĩ/	mute	/ū/

👏 **Roller Coaster hand motion:**
Teachers and students move their arm like roller coasters going over a hill. The bottom of the hill is the beginning of the word; top of the hill is the middle of the word; bottom of the hill is the end of the word.

Segmenting into Phonemes

▷ When we write and spell words, we listen for each sound and match the sounds to letters. We will segment or separate words into the sounds we hear. I will say a word. You will repeat the word, and segment the word into sounds. Can you count the sounds you hear?

⌚ EXAMPLE: T: beach → S: beach, b - ē - ch (3 sounds)

Note: Students say sounds, not letter names.

*voiced /th/ sound

► SKILL FOCUS: When we segment, we separate a word into the sounds we hear. This week we will hear consonant digraphs in each word, and they will make one sound.

WHOLE WORD	PHONEMES	WHOLE WORD	PHONEMES	WHOLE WORD	PHONEMES	WHOLE WORD	PHONEMES	WHOLE WORD	PHONEMES
beach	b - ē - ch	short	sh - or - t	shock	sh - ö - ck	fetch	f - ë - ch	wish	w - ĩ - sh
teeth	t - ē - th	chess	ch - ë - s	choose	ch - oo - z	leash	l - ē - sh	reach	r - ē - ch
rash	r - ä - sh	thief	th - ē - f	shoot	sh - oo - t	mouth	m - ou - th	north	n - or - th
search	s - er - ch	shark	sh - ar - k	these	*th - ē - z	rush	r - ũ - sh	peach	p - ē - ch
fourth	f - or - th	choice	ch - oi - s	church	ch - ur - ch	math	m - ä - th	south	s - ou - th
worth	w - er - th	which	wh - ĩ - ch	chart	ch - ar - t	patch	p - ä - ch	perch	p - er - ch

👏 **Segmenting hand motion:**
Students place palms together to create "choppers." Students will make a chopping motion when saying each phoneme. If modeling, teachers will chop from right to left so that students mirror your movements.

	Monday	Tuesday	Wednesday	Thursday	Friday										
<div>Adding Initial Phonemes</div> <div>▷ I will say a word or word part, and you will repeat it. I will add a sound at the beginning, and you will say the new word.</div> <div>⌚ EXAMPLE: T: Say, -ed → s: -ed</div> <div>T: Add /sh/ at the beginning and the word is? → s: shed</div> <div>/*/ Say sound, not letter name.</div> <div>/th/* voiced sound</div>	► SKILL FOCUS: We can add a sound at the beginning of a word or word part to make a new word. We are hearing words with digraphs this week.														
	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:
	-ed	/sh/	shed	-ill	/ch/	chill	-ink	/th/	think	-eer	/ch/	cheer	-ace	/ch/	chase
	-at	/th/*	that	-out	/sh/	shout	-row	/th/	throw	-red	/th/	thread	-aid	/sh/	shade
	-ort	/sh/	short	-ēild	/sh/	shield	-air	/sh/	share	-eez	/ch/	cheese	-ip	/ch/	chip
	-air	/ch/	chair	-urn	/ch/	churn	-eek	/ch/	cheek	-in	/th/	thin	-eat	/ch/	cheat
	-arp	/sh/	sharp	-eye	/sh/	shy	-ape	/sh/	shape	-art	/ch/	chart	-in	/sh/	shin
	-ite	/wh/	white	-ake	/sh/	shake	-ud	/th/	thud	-or	/ch/	chore	-amp	/ch/	champ

👏 **Adding hand motion (optional):**
Teacher holds left palm out to show the word or word part. Add the first sound with right hand and lightly clap hands together for the the whole word.
Teacher's Note: Begin to think about removing the hand motion. Students have reached proficiency when they can complete these activities without the use of visuals.

<div>Deleting Initial Phonemes</div> <div>▷ I will say a word, and you will repeat it. I will delete or take away a sound at the beginning, and you will say what is left.</div> <div>⌚ EXAMPLE: T: Say, chase → S: chase</div> <div>T: Without /ch/, what's left is? → S: -ace</div> <div>/*/ Say sound, not letter name.</div> <div>/th/* voiced sound</div>
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► SKILL FOCUS: We can take away the first sound from a word and say what is left. We are hearing words with digraphs this week.														
SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:
chase	/ch/	-ace	shed	/sh/	-ed	chill	/ch/	-ill	think	/th/	-ink	cheer	/ch/	-eer
shade	/sh/	-aid	that	/th/*	-at	shout	/sh/	-out	throw	/th/	-row	thread	/th/	-red
chip	/ch/	-ip	short	/sh/	-ort	shield	/sh/	-ēild	share	/sh/	-air	cheese	/ch/	-eez
cheat	/ch/	-eat	chair	/ch/	-air	churn	/ch/	-urn	cheek	/ch/	-eek	thin	/th/	-in
shin	/sh/	-in	sharp	/sh/	-arp	shy	/sh/	-eye	shape	/sh/	-ape	chart	/ch/	-art
champ	/ch/	-amp	white	/wh/	-ite	shake	/sh/	-ake	thud	/th/	-ud	chore	/ch/	-or

👏 **Deleting hand motion (optional):**
Hold 2 open palms out in front of you. Teacher's right hand is the initial sound, left hand is the rest of the word. Pull your right hand away when deleting the first sound, and show what part remains with your left hand.

Monday

Tuesday

Wednesday

Thursday

Friday

Substituting Initial Phonemes

▷ I will say a word, and you will repeat it. I will substitute or change the first sound, and you will say the new word.

→ EXAMPLE: T: Say, west → s: west
T: Change /w/ to /ch/ and the word is? → s: chest

/*/ Say sound, not letter name.
/th/* voiced sound

► SKILL FOCUS: We can substitute or change the first sound in a word to make a new word.

SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:
west	/w/ to /ch/	chest	seat	/s/ to /wh/	wheat	booth	/b/ to /t/	tooth	teach	/t/ to /b/	beach	where	/wh/to /ch/	chair
bird	/b/ to /th/	third	keep	/k/ to /sh/	sheep	such	/s/ to /m/	much	wish	/w/ to /d/	dish	chip	/ch/to /sh/	ship
pen	/p/ to /wh/	when	mess	/m/ to /ch/	chess	math	/m/ to /p/	path	lash	/l/ to /m/	mash	thin	/th/to /ch/	chin
made	/m/ to /sh/	shade	pink	/p/ to /th/	think	forth	/f/ to /n/	north	patch	/p/ to /m/	match	chew	/ch/to /sh/	shoe
tip	/t/ to /sh/	ship	knock	/n/ to /sh/	shock	reach	/r/ to /b/	beach	wreath	/r/ to /t/	teeth	thief	/th/to /ch/	chief
burn	/b/ to /ch/	churn	week	/w/ to /ch/	cheek	with	/w/ to /m/	myth	gush	/g/ to /h/	hush	show	/sh/to /th/*	though

Teacher's Note: Ask students, "Where do you hear the digraph sound in these words?"

👏 Substituting hand motion:
Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the initial sound, left fist is the rest of the word. Pull the right fist away to represent the initial sound being substituted, and replace it while saying the new sound. Lightly pound your fists together when you say the new word.

Phoneme-Grapheme Connection: Blending Phonemes

▷ Let's match the phonemes or sounds that we heard to the letters or graphemes that match those sounds.

I will say the sounds and show/write the letter(s) that make that sound. We will say each sound and blend the sounds to decode each word.

Building Alphabet Knowledge: Teachers can show consonant digraph flashcards and review the letter names and sound(s).

"Letters are __; Sound(s) is/are __."

Note: Teachers may choose to use letter cards to match the phonemes to graphemes, or the letters can be written on a dry erase board.

► SKILL FOCUS: We can match letters (graphemes) to the sounds (phonemes) we heard in the words we blended.

T: We blended three sounds into one word. Now we will see the letters that match the sounds, so we can read or decode the words.

PHONEMES & GRAPHEMES	WORD	PHONEMES & GRAPHEMES	WORD	PHONEMES & GRAPHEMES	WORD	PHONEMES & GRAPHEMES	WORD	PHONEMES & GRAPHEMES	WORD
ch - ě - s ● ● ●	chess →	sh - ۆ - ck ● ● ●	shock →	r - ũ - sh ● ● ●	rush →	w - ĩ - sh ● ● ●	wish →	r - ă - sh ● ● ●	rash →
m - ě - s ● ● ●	mess →	r - ۆ - ck ● ● ●	rock →	h - ũ - sh ● ● ●	hush →	d - ĩ - sh ● ● ●	dish →	d - ă - sh ● ● ●	dash →
l - ě - s ● ● ●	less →	l - ۆ - ck ● ● ●	lock →	m - ă - th ● ● ●	math →	f - ĩ - sh ● ● ●	fish →	m - ă - sh ● ● ●	mash →
		s - ۆ - ck ● ● ●	sock →	b - ă - th ● ● ●	bath →	s - w - ĩ - sh* ● ● ● ●	swish →	k - ă - sh ● ● ●	cash →

Letters: e, l, m, ss, ch

Letters: o, l, r, s, ck, sh

Letters: a, u, b, h, m, r, sh, th

Letters: i, d, f, s, w, sh

Letters: a, c, d, m, r, sh



Blending Phonemes

▷ When we read words, we say the sounds and blend them together. This week we will hear words with 2, 3, or 4 sounds, and our focus will be on the vowel sound we hear. The vowel sound will be /aw/, and we will review some words with r-controlled vowels. I will say the sounds, and you will blend the sounds into a word.

➡ EXAMPLE: T: j - aw —→ S: jaw

Note: Teacher says sounds, not letter names.

► SKILL FOCUS: When we blend, we put sounds together to make a word.

PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD
j - aw	jaw	c - l - aw	claw	l - aw	law	b - au - t	bought	y - aw - n	yawn
d - aw - n	dawn	r - aw	raw	k - ar - d	card	s - m - ar - t	smart	t - au - t	taught
h - aw - k	hawk	s - au - s	sauce	th - aw	thaw	l - au - n - ch	launch	p - aw	paw
c - au - z	cause	l - aw - n	lawn	s - t - or - m	storm	f - aw - n	fawn	h - au - n - t	haunt
s - aw	saw	p - au - z	pause	k - au - t	caught	s - t - r - aw	straw	f - l - aw	flaw
m - or - n	mourn	th - ir - s - t	thirst	b - ur - s - t	burst	n - aw	gnaw	c - r - aw - l	crawl

Phoneme Isolation:
Medial Sounds

Optional lessons for advanced vowels

▷ I will say a word. You will repeat the word, and tell me the middle/vowel sound.

Note: r-controlled and vowel team patterns are used.

➡ EXAMPLE: T: lawn —→ S: lawn, /aw/

/*/ Students say sound, not letters.

► SKILL FOCUS: We are listening for the **vowel sound** we hear in the middle of a word.

WORD	MEDIAL SOUND	WORD	MEDIAL SOUND	WORD	MEDIAL SOUND	WORD	MEDIAL SOUND	WORD	MEDIAL SOUND
lawn	/aw/	germ	/er/	paws	/aw/	fawn	/aw/	port	/or/
mark	/ar/	taught	/au/	fern	/er/	yard	/ar/	taunt	/au/
hurt	/ur/	firm	/ir/	yarn	/ar/	crawl	/aw/	curl	/ur/
fort	/or/	tart	/ar/	burn	/ur/	torn	/or/	pause	/au/
dart	/ar/	caught	/au/	talk	/au/	laws	/aw/	cork	/or/
girl	/ir/	pawn	/aw/	fork	/or/	cause	/au/	yawn	/aw/

Segmenting into Phonemes

▷ When we write and spell words, we listen for each sound and match the sounds to letters. We will segment or separate words into the sounds we hear. I will say a word. You will repeat the word, and segment the word into sounds.

➡ EXAMPLE: T: yawn —→ S: yawn, y - aw - n

Note: Students say sounds, not letter names.

Option: Ask students, "How many sounds do you **hear**?"

► SKILL FOCUS: When we segment, we separate a word into the sounds we hear.

WHOLE WORD	PHONEMES	WHOLE WORD	PHONEMES	WHOLE WORD	PHONEMES	WHOLE WORD	PHONEMES	WHOLE WORD	PHONEMES
yawn	y - aw - n	jaw	j - aw	claw	c - l - aw	law	l - aw	bought	b - au - t
taught	t - au - t	dawn	d - aw - n	raw	r - aw	card	c - ar - d	smart	s - m - ar - t
paw	p - aw	hawk	h - aw - k	sauce	s - au - s	thaw	th - aw	launch	l - au - n - ch
haunt	h - au - n - t	cause	c - au - z	lawn	l - aw - n	storm	s - t - or - m	fawn	f - aw - n
flaw	f - l - aw	saw	s - aw	pause	p - au - z	caught	k - au - t	straw	s - t - r - aw
crawl	c - r - aw - l	mourn	m - or - n	thirst	th - ir - s - t	burst	b - ur - s - t	gnaw	n - aw

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Adding Final Phonemes

▷ I will say a word or word part, and add a sound at the end. You will say the new word.

👉 EXAMPLE: T: Listen, law-; add /n/ at the end and the word is? —→ s: lawn

/*/ Say sound, not letter name.

► SKILL FOCUS: We can add a sound at the end of a word or word part to make a new word.

SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:
law-	/n/	lawn	taw-	/k/	talk	craw-	/l/	crawl	fir-	/m/	firm	thaw-	/t/	thought
zoo-	/m/	zoom	star-	/t/	start	fall-	/t/	fault	yo-	/k/	yolk	he-	/p/	heap
claw-	/z/	claws	she-	/p/	sheep	saw-	/s/	sauce	strā-	/t/	straight	join-	/t/	joint
fine-	/d/	find	yaw-	/n/	yawn	stir-	/n/	stern	do-	/n/	dune	paw-	/n/	pawn
paw-	/z/	paws	car-	/v/	carve	chaw-	/k/	chalk	cor-	/d/	cord	scor-	/ch/	scorch
fur-	/n/	fern	spor-	/t/	sport	tor-	/ch/	torch	shoo-	/t/	shoot	sue-	/p/	soup

👏 Adding hand motion:
Teacher holds right palm to show the word/word part. Add the final sound with left hand and lightly clap hands together for the the whole word.

Deleting Final Phonemes

▷ I will say a word, and delete or take away a sound at the end. You will say what is left.

👉 EXAMPLE: T: Listen, thought; without /t/ what's left is? —→ s: thaw

/*/ Say sound, not letter name.

► SKILL FOCUS: We can take away the last sound from a word and say what is left.

SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:
thought	/t/	thaw	lawn	/n/	law	talk	/k/	taw-	crawl	/l/	craw-	firm	/m/	fir
heap	/p/	he	zoom	/m/	zoo	start	/t/	star	fault	/t/	fall	yolk	/k/	yo-
joint	/t/	join	claws	/z/	claw	sheep	/p/	she	sauce	/s/	saw	straight	/t/	strā-
pawn	/n/	paw	find	/d/	fine	yawn	/n/	yaw-	stern	/n/	stir	dune	/n/	do
scorch	/ch/	score	paws	/z/	paw	carve	/v/	car	chalk	/k/	chaw-	cord	/d/	core
soup	/p/	sue	fern	/n/	fur	sport	/t/	spor-	torch	/ch/	tore	shoot	/t/	shoo

👏 Deleting hand motion:
Hold 2 open palms in front of you. Teacher's left hand is the final sound, right hand is the rest of the word. Pull left hand away when deleting the final sound and show what remains with right hand.

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Substituting Final Phonemes

▷ I will say a word, and substitute or change the last or final sound. You will say the new word.

➡ EXAMPLE: T: Listen, wide; change /d/ to /z/ and the word is? —→ S: wise

/*/ Say sound, not letter name.

► SKILL FOCUS: We can substitute or change the last or final sound in a word to make a new word.

SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:
wide	/d/to/z/	wise	neat	/t/to/d/	need	card	/d/to/p/	carp	part	/t/to/k/	park	slide	/d/to/s/	slice
loaf	/f/to/d/	load	seem	/m/to/s/	cease	fight	/t/to/v/	five	sleeve	/v/to/p/	sleep	shark	/k/to/p/	sharp
cave	/v/to/k/	cake	chart	/t/to/m/	charm	rose	/z/to/p/	rope	wide	/d/to/z/	wise	nerve	/v/to/s/	nurse
wreath	/th/to/ch/	reach	peak	/k/to/s/	peace	curve	/v/to/l/	curl	deep	/p/to/d/	deed	cove	/v/to/p/	cope
cream	/m/to/s/	crease	ride	/d/to/s/	rice	creek	/k/to/m/	cream	pork	/k/to/ch/	porch	mice	/s/to/n/	mine
might	/t/to/s/	mice	tile	/l/to/p/	type	nice	/s/to/f/	knife	mark	/k/to/sh/	marsh	yard	/d/to/n/	yarn

👏 An indicator of phonemic proficiency is being able to substitute phonemes automatically, without visual support. Teachers are encouraged to remove the hand motion support for substituting phonemes.

Phoneme-Grapheme Connection: Final Phoneme Substitution

▷ In order to demonstrate how phonemes can be matched to graphemes (letters), we will use words from substituting each day. Teachers may choose to use letter cards to match the phonemes to graphemes, or the letters can be written on a dry erase board to spell each word.

Building Alphabet Knowledge: Teachers can show vowel flashcards to review the multiple sounds vowels can make.

"Letters are __; Sounds are __."

► SKILL FOCUS: We can match letters (graphemes) to the sounds (phonemes) we heard when substituted the final sound.

T: We substituted the final sound in words through the air and now we will match the sounds to print.

I will say a word and we will segment the word into the sounds we hear, and spell each word.

➡ EXAMPLE: cave; k - ā - v. We hear three sounds in the word cave. There are four letters that match those sounds: c - a - ve.

Cave can be changed to cake, by substituting /v/ with /k/; c - a - ke.

WORD	NUMBER OF PHONEMES	GRAPHEMES	WORD	NUMBER OF PHONEMES	GRAPHEMES	WORD	NUMBER OF PHONEMES	GRAPHEMES	WORD	NUMBER OF PHONEMES	GRAPHEMES	WORD	NUMBER OF PHONEMES	GRAPHEMES
cave	● ● ●	<u>c</u> - <u>a</u> - <u>ve</u>	ride	● ● ●	<u>r</u> - <u>i</u> - <u>de</u>	rose	● ● ●	<u>r</u> - <u>o</u> - <u>se</u>	wide	● ● ●	<u>w</u> - <u>i</u> - <u>de</u>	cove	● ● ●	<u>c</u> - <u>o</u> - <u>ve</u>
cake	● ● ●	<u>c</u> - <u>a</u> - <u>ke</u>	rice	● ● ●	<u>r</u> - <u>i</u> - <u>ce</u>	rope	● ● ●	<u>r</u> - <u>o</u> - <u>pe</u>	wise	● ● ●	<u>w</u> - <u>i</u> - <u>se</u>	cope	● ● ●	<u>c</u> - <u>o</u> - <u>pe</u>
cane	● ● ●	<u>c</u> - <u>a</u> - <u>ne</u>	rime	● ● ●	<u>r</u> - <u>i</u> - <u>me</u>	robe	● ● ●	<u>r</u> - <u>o</u> - <u>be</u>	wipe	● ● ●	<u>w</u> - <u>i</u> - <u>pe</u>	cone	● ● ●	<u>c</u> - <u>o</u> - <u>ne</u>
case	● ● ●	<u>c</u> - <u>a</u> - <u>se</u>	ripe	● ● ●	<u>r</u> - <u>i</u> - <u>pe</u>	rode	● ● ●	<u>r</u> - <u>o</u> - <u>de</u>	wife	● ● ●	<u>w</u> - <u>i</u> - <u>fe</u>	code	● ● ●	<u>c</u> - <u>o</u> - <u>de</u>

We can write and spell these four words by changing one sound.

We can write and spell these four words by changing one sound.

We can write and spell these four words by changing one sound.

We can write and spell these four words by changing one sound.

We can write and spell these four words by changing one sound.