



**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

# 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: 26 letters, 44 sounds	Connect Phonemes to Graphemes to words in the lessons, with optional Alphabet Knowledge activities for consonant blends & vowels.
Language Awareness	Word Awareness with Sentences	



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.

<b>sad, mad</b> boot, pig <b>run, fun</b> pin, leap rip, bag	<b>tip, lip</b> <b>coat, boat</b> mop, mile <b>bed, head</b> most, light	<b>brain, train</b> sit, seat <b>west, rest</b> code, job <b>ramp, camp</b>	<b>school, tool</b> sat, back feet, foot <b>bump, jump</b> height, lunch	<b>book, took</b> <b>fish, dish</b> teach, talk <b>mess, less</b> 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 - ĩ - 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 - ĩ - dent	president	ēa - gle	eagle	cap - tĩ - vate	captivate
pic - nic	picnic	sep - tem - ber	September	hol - ĩ - 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					
Segmenting into Syllables	▶ 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
	▷ I will say a word. You will repeat the word, and segment or separate the word into the syllables you hear.									
🕒 EXAMPLE: T: super → S: super, su - per										

👉 **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 word part or 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	magent	-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		
► 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	<b>tall</b> to <b>big</b>	biggest	speaking	<b>speak</b> to <b>help</b>	helping	nicer	<b>nice</b> to <b>quick</b>	quicker	enter	<b>en</b> to <b>fil</b>	filter	wonder	<b>won</b> to <b>thun</b>	thunder
biggest	<b>big</b> to <b>brave</b>	bravest	helping	<b>help</b> to <b>float</b>	floating	quicker	<b>quick</b> to <b>big</b>	bigger	joyful	<b>joy</b> to <b>play</b>	playful	robin	<b>rob</b> to <b>cab</b>	cabin
bravest	<b>brave</b> to <b>high</b>	highest	floating	<b>float</b> to <b>reach</b>	reaching	bigger	<b>big</b> to <b>cold</b>	colder	navy	<b>na</b> to <b>gra</b>	gravy	station	<b>stay</b> to <b>fic</b>	fiction
highest	<b>high</b> to <b>great</b>	greatest	reaching	<b>reach</b> to <b>watch</b>	watching	colder	<b>cold</b> to <b>fast</b>	faster	puddle	<b>pud</b> to <b>need</b>	needle	monster	<b>mon</b> to <b>ham</b>	hamster
greatest	<b>great</b> to <b>bright</b>	brightest	watching	<b>watch</b> to <b>read</b>	reading	faster	<b>fast</b> to <b>warm</b>	warmer	monkey	<b>mon</b> to <b>tur</b>	turkey	planet	<b>plan</b> to <b>com</b>	comet
brightest	<b>bright</b> to <b>tall</b>	tallest	reading	<b>read</b> to <b>speak</b>	speaking	warmer	<b>warm</b> to <b>nice</b>	nicer	vowel	<b>vow</b> to <b>cam</b>	camel	invent	<b>in</b> to <b>pre</b>	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 26 letter names and 44 sounds.				
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 ____."

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



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.*

Monday		Tuesday		Wednesday		Thursday		Friday	
► 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 <b>first</b> 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	/ē/	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	/ē/	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:** Say 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 <b>last</b> 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

Tuesday

Wednesday

Thursday

Friday

Segmenting into Phonemes

▷ When we spell words, we listen for each sound. 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 - ɔ̃ - b (3 sounds)

**Note:** Students say sounds, not letter names

► 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
knob	n - ɔ̃ - b	bet	b - ɛ̃ - t	vase	v - ā - s	web	w - ɛ̃ - b	type	t - ī - p
meet	m - ēe - t	wise	w - ī - z	jet	j - ɛ̃ - t	note	n - ɔ̃ - t	wave	w - ā - v
bus	b - ũ - s	same	s - ā - m	sip	s - ĩ - p	gum	g - ũ - m	sock	s - ɔ̃ - k
nap	n - ă - p	rip	r - ĩ - p	need	n - ēe - d	tape	t - ā - p	cub	c - ũ - b
mitt	m - ĩ - t	face	f - ā - s	mom	m - ɔ̃ - m	live	l - ĩ - v	peg	p - ɛ̃ - g
phone	f - ɔ̃ - n	home	h - ɔ̃ - m	ride	r - ī - d	seed	s - ēe - d	hit	h - ĩ - 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	-īde	/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			
► SKILL FOCUS: We can substitute or change the first sound in a word to make a new word.															
<div>▷ 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.</div> <div>⌚ EXAMPLE: T: Say, nap → s: nap</div> <div>T: Change /n/ to /m/ and the word is? → s: map</div> <div>/* Say sound, not letter name.</div>	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

<b>Phoneme-Grapheme Connection: Initial Phoneme Isolation</b>			► SKILL FOCUS: We can match letters (graphemes) to the sounds (phonemes) we heard in words.											
<div>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.</div> <div>⌚ EXAMPLE: T: ostrich. What is the first sound we hear and what letter makes that sound? → s: /ō/, letter o</div>			<div>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.</div> <div>⌚ EXAMPLE: T: balloon. What is the fir st sound we hear and what letter makes that sound? → s: /b/, letter b</div>			<div>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.</div> <div>⌚ EXAMPLE: T: episode. What is the first sound we hear and what letter makes that sound? → s: /ě/, letter e</div>			<div>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.</div> <div>⌚ EXAMPLE: T: holidays. What is the first sound we hear and what letter makes that sound? → s: /h/, letter h</div>			<div>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.</div> <div>⌚ EXAMPLE: T: April. What is the first sound we hear and what letter makes that sound? → s: /ā/, letter a</div>		
WORD	SOUND	LETTER	WORD	SOUND	LETTER	WORD	SOUND	LETTER	WORD	SOUND	LETTER	WORD	SOUND	LETTER
ostrich	/ō/	o(short o)	balloon	/b/	b	episode	/ě/	e(shorte)	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	/ī/	i(short i)	effort	/ě/	e(shorte)	telescope	/t/	t
eating	/ē/	e(long e)	museum	/m/	m	gigantic	/j/	g(soft)	brightly	/b/	b	eagle	/ē/	e(long e)
<b>Letters:</b> o, f, u, p, e			<b>Letters:</b> b, a, l, i, m			<b>Letters:</b> e, v, g, i, j			<b>Letters:</b> h, o, c, e, b			<b>Letters:</b> 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 - tch	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 - ü - 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 - tch	patch	p - er - ch	perch	w - er - th	worth

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, /ō/; 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	/ō/	shed	/ě/	meat	/ē/	them	/ě/	shake	/ā/
gate	/ā/	side	/ī/	shut	/ü/	sheet	/ē/	hide	/ī/
hitch	/i/	bake	/ā/	tame	/ā/	gap	/ă/	goat	/ō/
hot	/ō/	pole	/ō/	chest	/ě/	ship	/i/	tax	/ă/
cute	/ū/	kite	/ī/	rich	/ĩ/	touch	/ü/	rot	/ö/
weed	/ē/	gum	/ü/	coach	/ō/	ride	/i/	tube	/ū/

Segmenting into Phonemes

▷ When we spell words, we listen for each sound. 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 - tch	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 - ü - 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 - tch	perch	p - er - ch

VIDEOS & RESOURCES  
HEGGERTY.ORG/QR



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

👏 **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 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										
<h3>Adding Initial Phonemes</h3> <p>▷ 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.</p> <p>⌚ EXAMPLE: T: Say, -ed → s: -ed</p> <p>T: Add /sh/ at the beginning and the word is? → s: shed</p> <p>/*/ Say sound, not letter name.</p> <p>/th/* voiced sound</p>	▶ 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	-ear	/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	-oar	/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/	-ear
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/	-oar

👏 **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		
► 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	fourth	/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.

► <b>SKILL FOCUS:</b> 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	PPHONEMES & GRAPHEMES	WORD
ch - ě - s ● ● ●	chess →	sh - ǒ - ck ● ● ●	shock →	r - ů - sh ● ● ●	rush →	w - ĩ - sh ● ● ●	wish →	r - ă - sh ● ● ●	rash →
m - ě - s ● ● ●	mess →	r - ǒ - ck ● ● ●	rock →	h - ů - sh ● ● ●	hush →	d - ĩ - sh ● ● ●	dish →	d - ă - sh ● ● ●	dash →
l - ě - s ● ● ●	less →	l - ǒ - ck ● ● ●	lock →	m - ă - th ● ● ●	math →	f - ĩ - sh ● ● ●	fish →	m - ă - sh ● ● ●	mash →
		s - ǒ - ck ● ● ●	sock →	b - ă - th ● ● ●	bath →	s - w - ĩ - sh* ● ● ● ●	swish →	k - ă - sh ● ● ●	cash →
<b>Letters:</b> e, l, m, ss, ch <b>Rime:</b> <b>ess</b>		<b>Letters:</b> o, l, r, s, ck, sh <b>Rime:</b> <b>ock</b>		<b>Letters:</b> a, u, b, h, m, r, sh, th <b>Rime:</b> <b>ush; ath</b>		<b>Letters:</b> i, d, f, s, w, sh <b>Rime:</b> <b>ish</b>		<b>Letters:</b> a, c, d, m, r, sh <b>Rime:</b> <b>ash</b>	



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	f - l - au - ss	floss
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 - au - s - t	cost

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/

👉 **Optional Medial Sound hand motion:**  
Punch it Out - Raise both arms up when saying the middle sound of the word. May use roller coaster hand motion instead.

Segmenting into Phonemes

▷ When we spell words, we listen for each sound. 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: floss → S: floss, f - l - au - ss

**Note:** Students say sounds, not letter names

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

► 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
floss	f - l - au - ss	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
cost	c - au - s - t	mourn	m - or - n	thirst	th - ir - s - t	burst	b - ur - s - t	gnaw	n - aw

	Monday	Tuesday	Wednesday	Thursday	Friday										
Adding Final Phonemes	► SKILL FOCUS: We can add a sound at the end of a word or word part to make a new word.														
	▷ 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.														
	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	stray-	/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-	/m/	sport	tor-	/ch/	torch	shoe-	/t/	shoot	sue-	/p/	soup	

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

<div>Deleting Final Phonemes</div> <div>▷ 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.</div>		
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► 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/	stray
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/	shoe

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

Monday

Tuesday

Wednesday

Thursday

Friday

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	teen	/n/to/m/	team
cream	/m/to/s/	crease	ride	/d/to/z/	rise	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. The students can use magnetic letters, letter tiles or 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 \_\_"  
**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 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>	rise	● ● ●	<u>r</u> - <u>i</u> - <u>se</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.		
<b>Letters:</b> a, e, c, k, n, s, v Vowel: <b>a_e</b>			<b>Letters:</b> i, e, d, m, p, r, s Vowel: <b>i_e</b>			<b>Letters:</b> o, e, b, d, p, r, s Vowel: <b>o_e</b>			<b>Letters:</b> i, e, d, h, k, v Rime: <b>i_e</b>			<b>Letters:</b> o, e, c, d, n, p, v Vowel: <b>o_e</b>		