

Foundational Skills

Research Basis: Phonological awareness is the ability to hear, identify, and manipulate sounds in words. It is an essential skill for emergent readers: children must be able to distinguish sounds in words before they can link the sounds to the letters that represent them. Explicit instruction in phonological awareness significantly improves children's reading (National Reading Panel, 2000).

Phonological Awareness Routine 1

Match, Identify, and Isolate Sounds

Purpose: Children listen to beginning, middle, or ending sounds in pairs of words to determine whether the sounds are the same or different. They identify the sound that is the same in a set of words. Then they isolate the sound in a single word. If children need additional instruction in hearing sounds in words, use **Phonological Awareness Routine 12** on BP4.

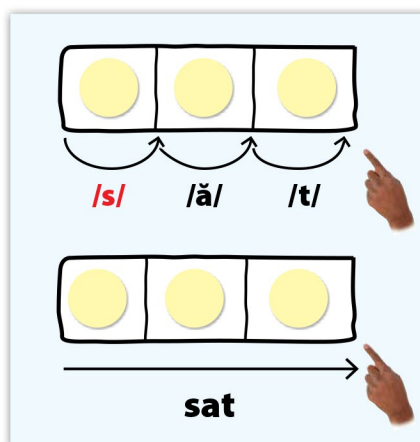
- 1. Match Sounds** Begin by telling children they will listen for sounds in words. Then have children listen as you say two words with the same beginning (middle, ending) sound. Ask children if the two words have the same beginning (middle, ending) sound: *Are the beginning sounds the same?*
- 2. Match and Distinguish Sounds** Continue with other sets of words, some of which do *not* share the same beginning (middle, ending) sounds.
- 3. Identify Matching Sounds** Say two or three words that only share their beginning (middle, ending) sounds. Ask children to say the one sound that is the same in all of the words. Continue with other sets of words.
- 4. Isolate Sounds** Ask children to listen for the beginning (middle, ending) sound of a word. Say the word slowly, and have children repeat it. Then have children say the beginning (middle, ending) sound in the word.

Phonological Awareness Routine 2

Blend Sounds

Purpose: Children blend sounds to make words.

- 1. Listen to Sounds** Tell children that you will say a word slowly and then they will say it quickly. Say the word, sound by sound, holding each continuous sound for a few seconds. (The following consonant sounds are continuous: /f/, /h/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, /z/.)
- 2. Use Sound Boxes** Tell children that for every sound they say, they will put one chip in one sound box. Have children repeat the word sound by sound with you as you model how to put chips in the sound boxes to show each sound. Then model how to blend the sounds to say the word fast. Begin by pointing to the first box. Loop your finger below each chip or box as you say each sound: /s/ /ă/ /t/. *What's the word? sat.* Sweep your finger quickly under the boxes as children repeat the word.
- 3. Blend Sounds** Have children clear the chips from their boxes. Say the next word sound by sound, holding continuous sounds. Have children put a chip in their sound boxes for each new sound. Then have children blend sounds to say the word. Repeat for remaining words. If children make an error, ask them to try again. If they repeat the error, provide corrective feedback. (See **Corrective Feedback Routine 1** on BP9.)



Best Practices

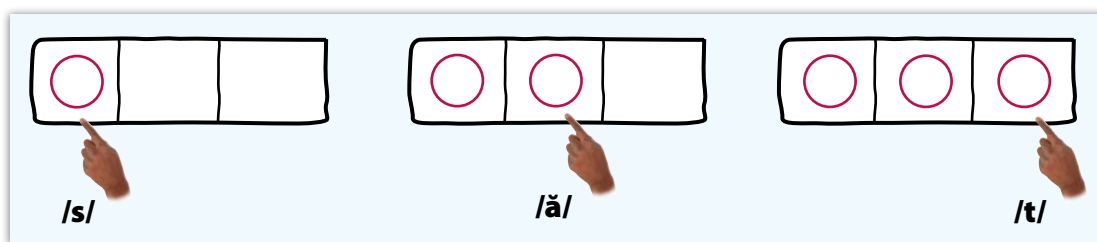
Scaffold Meaning The primary purpose of instruction in phonological awareness is to help children hear, identify, and manipulate sounds. Choose words that are familiar to your children. When words are unfamiliar, *briefly* scaffold meaning with a gesture or explanation. Remember to keep the focus of instruction on the sounds in the words.

Phonological Awareness Routine 3

Segment Sounds

Purpose: Children segment a word into individual sounds.

1. **Use Sound Boxes** Display sound boxes and tell children that the boxes will help them say a word slowly. Explain that they will say a new sound each time you point to a new sound box.
2. **Listen to a Model** Say a word. Model how to say it slowly, switching to each new sound as you place a coin or chip on the next sound box. Say the word again together slowly, cueing children for each new sound by switching to the next sound box. Have children repeat.
3. **Segment Sounds** Say the next word. Have children say the word slowly as they point to the sound boxes. Repeat for the remaining examples.



4. **Count Sounds** Have children say the word again slowly and put chips in sound boxes to show the sounds. Ask them to count sounds by counting the chips.

Phonological Awareness Routine 4

Add Sounds

Purpose: Children add sounds to words to make new words.

1. **Say a Word** Begin by telling children they will add a sound to a word to make a new word. Say a word that can have a sound added to the beginning or end to make a new word. Have children say the word with you.
2. **Listen to a Model** Identify the added sound, and tell where it will be added. Model how to say the new word slowly and then fast: *Listen to this word: hi. Let's add /d/ to the end of hi: hi, /d/, hide. What's the word? hide.* Have children repeat the new word with you.
3. **Add Sounds** Say another word and have children repeat it. Identify the sound to add, and where to add it. Have children say the new word along with you, slowly and then fast. Repeat the steps with another word and sound, but let children say the new word on their own. Continue with the remaining examples.

Phonological Awareness Routine 5

Delete Sounds

Purpose: Children delete sounds from words to make new words.

1. **Say a Word** Begin by telling children that they will take a sound away from a word to make a new word. Then say a word that can have a sound deleted from the beginning or end to make a new word. Have children say the word with you.
2. **Listen to a Model** Identify the sound to take away, and tell where to take it from (beginning, end). Model how to segment the sound and say the remaining word: *Listen to this word: tear. Let's take away the beginning sound /t/ from tear: /t/ear. What word is left? ear.* Have children say the new word with you.
3. **Delete Sounds** Say another word and have children repeat it. Identify the sound to take away, and tell where it is taken from (beginning, end). Have children say the sound and new word along with you, and repeat the new word. Repeat, having children segment the sound and say the new word on their own. Continue with the remaining examples.

Best Practices

Pronouncing and Segmenting

Sounds Clear pronunciation helps children distinguish sounds. Follow these tips to pronounce clearly without distorting sounds.

- Do hold continuant sounds for emphasis. The sounds /f/, /h/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, and /z/ can be held without distortion.
- Use caution when pronouncing stop sounds. Repeat the sound or word, rather than adding force to the sound. Emphasizing stop sounds can result in distortion, such as pronouncing "tuh" instead of /t/ at the beginning of words such as *tin* or *tan*.
- When segmenting sounds, say the word slowly holding any continuant sounds, rather than creating pauses between sounds. For example, when segmenting the word *fast* (/f/ /a/ /s/ /t/), say "fffaasst."



Word Builder

Phonological Awareness Routine 6

Substitute Sounds

Purpose: Children substitute sounds to make new words.

- 1. Listen to a Model** Tell children they will change a sound in a word to make a new word. Use sound boxes and chips to model changing the beginning (middle, ending) sound in a word. Say a word, and repeat it slowly, having children place a chip for each sound in a box: *Listen to this word: pan. Say it slowly with me: /p/ /ă/ /n/. Now say it again slowly. Put a chip in a sound box every time you say a new sound.* Identify the beginning (middle, ending) sound in the word. Have children say the sound as they point to the sound box: *The beginning sound is /p/. Point to the box for /p/.*
- 2. Substitute Sounds** Have children change the sound: *Now change the /p/ in pan to /v/. What word is it? van* Have children say the word slowly and then quickly as they point to the chips in the sound boxes. Repeat with remaining words.

Phonological Awareness Routine 7

Count Syllables

Purpose: Children count the number of syllables in words.

- 1. Say a Word** Tell (or remind) children that words can have one or many syllables. Give examples. Then tell children that they are going to clap each syllable in a word. Say the first word.
- 2. Clap Syllables** Repeat the word slowly, clapping out (or tapping) the syllables. Have children repeat the word as they tap or clap the syllables with you.
- 3. Count Syllables** As you say the word again, have children place in a row one block or square of paper for each syllable. Then have them count the syllables in the word by counting the blocks or squares. Continue clapping and counting syllables in other words.

Phonological Awareness Routine 8

Combine Syllables

Purpose: Children combine syllables to make words.

- 1. Listen to a Word** Tell (or remind) children that words can have one or many syllables. Give examples. Then tell children that they are going to put syllables together to make a word. Say a word, syllable by syllable.
- 2. Blend Syllables** Ask children to blend the syllables to say the word quickly. Say another word, syllable by syllable. Ask children to say the word. Repeat for remaining examples.

Best Practices

Streamline Instructional

Language Young children beginning formal instruction, or beginning formal instruction in English, may enter school with little knowledge of the language of instruction. Provide simple, clear explanations or directives that can be easily understood by all children.

Model and Guide Practice Model each task, including questions and responses. Then have children complete the task along with you by echoing or chiming in. Finally, have children complete the task on their own. Listen for errors and provide immediate feedback. See **Corrective Feedback Routine 1** on BP9.



Phonological Awareness Routine 9

Segment Syllables

Purpose: Children divide a word into syllables.

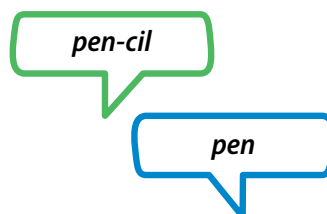
1. **Listen to a Word** Tell children they are going to say each syllable in a word. Say a word.
2. **Segment Syllables** Say the word again, clapping (or tapping) as you say each syllable. Have children tap or clap as they say each syllable with you. Say a new word, and have children clap (or tap) as they say each syllable. Repeat with remaining examples.

Phonological Awareness Routine 10

Delete Syllables

Purpose: Children delete syllables from a word.

1. **Listen to a Word** Tell children they are going to listen to a word and take away one of the syllables. Say the word. Have children repeat the word.
2. **Delete Syllables** Say: *Listen to this word and clap the syllables: pencil. (pen-cil) Now say only the first syllable. (pen)* Repeat with remaining examples.



Phonological Awareness Routine 11

Substitute Syllables

Purpose: Children substitute syllables in a word.

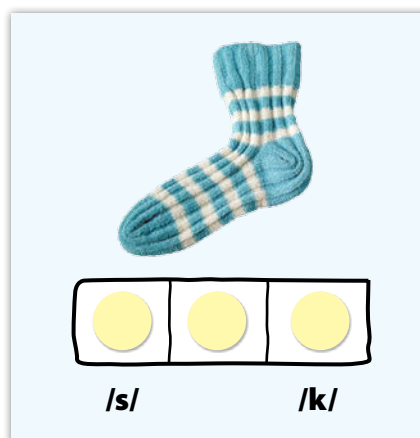
1. **Listen to a Word** Tell children they are going to listen to a word and change one of the syllables. Say the word. Have children repeat the word.
2. **Substitute Syllables** Say: *Listen to this word and clap the syllables: bigger. Now change the final syllable ger to gest. What is the new word? (biggest)* Repeat with remaining examples.

Phonological Awareness Routine 12

Hear and Identify Sounds in Words

Purpose: Children say a word slowly and identify the beginning or ending sound.

1. **Listen to Sounds** Show children a picture of an object whose name has three sounds, and whose initial sound is continuous. Under the picture show a three-box grid. Using three chips, demonstrate saying the word slowly, while moving a chip into each corresponding box. Have the children repeat the word while moving each chip, matching each sound with the corresponding sound box.
2. **Identify Initial Sound** Have the children say the word again slowly while pointing to the corresponding sound boxes. Point to the first box and ask: *What sound do you hear at the beginning of _____?* Have the children start saying the word again and identify the initial sound.
3. **Identify Final Sound** Have children say the word again slowly while pointing to the corresponding sound boxes. As they finish saying the word, have them listen to that final sound. Point to that last box and ask: *What sound do you hear at the end of _____?*



Best Practices

Teach in Small Groups Phonological awareness instruction is most effective in a small-group setting. This instruction should also be done in short periods of time, and shouldn't take up more than 20 instructional hours over the school year. Three 5-minute small group lessons will be more effective than one fifteen minute whole-group lesson (Carnine et al. 2005).

Research Basis: Explicit instruction in phonics helps children understand the alphabetic principal—that patterns of letters in written words represent the sounds in spoken words. This principal is the foundational skill of reading and lays the framework for children to decode and comprehend successfully as they progress in their reading development. Instruction should be systematic and include six core components: phonemic awareness warm-up, explicit instruction in sound/spelling relationships, practice blending, application to decodable text, dictation and spelling, and word work. (National Reading Panel, 2000; CORE Reading Sourcebook, 2000.) Effective practice also includes immediate feedback on errors and reteaching for those children who need additional support.

Decoding Routine 1

Associate Sound and Letter

Purpose: Children listen for the target sound in words and associate the sound and its spelling(s).

Step 1 Develop Phonological Awareness

1. **Listen for Sounds** Provide examples of words with the target sound in the initial, final, and medial positions. (Note that some positions may not be applicable with all elements.)
2. **Identify Sounds** Say a series of words, some with the target sound and some without. Have students respond to indicate when they hear the target sound.

Step 2 Introduce Sound/Spelling Card

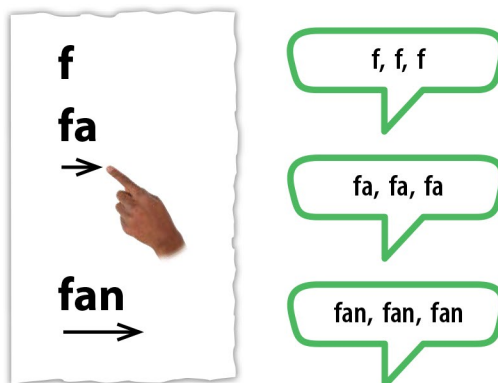
1. **Name the Picture** Cover all non-target spellings on the **Sound/Spelling Card** before beginning the lesson. Display the picture-only side of the **Sound/Spelling Card**. Name the picture and have children repeat it three times.
2. **Say the Sound** Say the target sound, and have children repeat it three times.
3. **Say the Spellings** Turn the **Sound/Spelling Card** over. Point to and name the spelling(s) for the sound. Have children repeat the spelling three times.
4. **Identify Examples** Give examples of words with the sound/spelling in various positions.

Decoding Routine 2

Sound-by-Sound Blending

Purpose: Children use sound/spelling associations to blend words with the target sound/spelling.

1. **Identify Sound/Spelling(s)** Write the spelling of the first sound in the word. Point to the spelling and say the sound. Point to the spelling again and have children say the sound. (Note that in some cases, such as soft *c* or *g*, the initial sound is unknown until the subsequent vowel is added. Explain to children why you are not saying the sound yet.)
2. **Blend Sounds** Write the spelling of the second sound and repeat the procedure. If the second sound is a vowel, blend the first sound with the vowel sound as you sweep your hand beneath the two spellings. (Note that in CVCe words, the sound of the vowel depends on the silent *e*, so write a space and the silent *e* as part of the vowel pattern in this step.)
3. **Continue Identifying and Blending Sounds** Write the spelling of the next sound, and continue the procedure until the word is complete. When you have written the complete word, sweep your hand below the word. Have children blend the sounds and read the word.
4. **Repeat for More Words** Repeat the procedure for other words. Point out variations in the pattern during this step and have children blend several words with each variation.

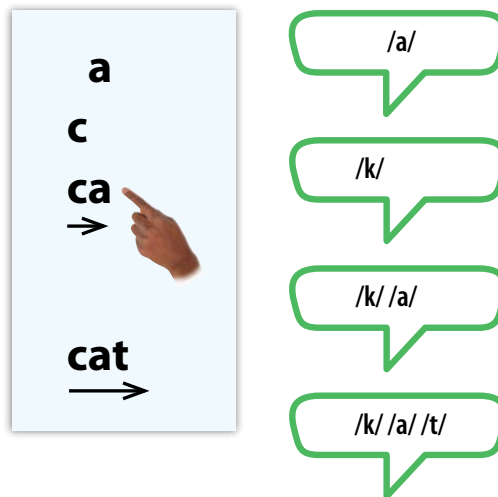


Decoding Routine 3

Vowel-First Blending

Purpose: Children who have difficulty blending and reading words use vowel-first blending to focus on a word's vowel sound before blending the whole word.

- 1. Identify the Vowel Spelling** Write the spelling for the word's vowel sound. Point to the vowel spelling and say the sound. Have children repeat the sound.
- 2. Identify Sound/Spelling(s) Before the Vowel** Explain that you will write the letters that come before the vowel sound. Explain that you will remember to say the vowel sound when you blend the word. Write the spelling for the first sound(s) in the word. Point to the spelling and say the sound. Have children repeat the sound.
- 3. Blend the Word** Blend the word through the vowel sound, sweeping your hand below the letters. Have children repeat the sounds.
- 4. Identify Sound/Spelling(s) After the Vowel** Write any remaining spellings that follow the vowel. Point to each spelling and say the sound. Have children repeat each sound.
- 5. Blend the Word** Blend the whole word as you sweep your hand below the letters. Have children blend the sounds and read the word.



Best Practices

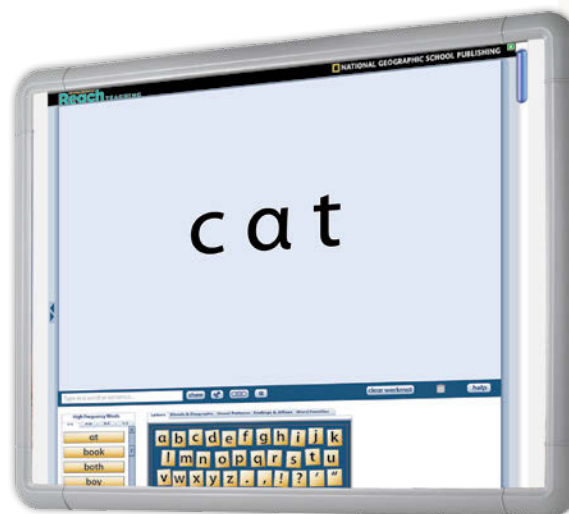
Select a Blending Routine Each blending routine has an important role in instruction. For many children, sound-by-sound blending instruction helps them understand the alphabetic principal that links letter patterns and sounds. If children struggle with sound-by-sound blending, use the vowel-first blending routine to help them identify the vowel sound before they blend each word. Once children have mastered sound-by-sound blending, they should begin to read whole words and further develop structural analysis decoding strategies that focus on word patterns and word structure.

Decoding Routine 4

Continuous Blending

Purpose: Children use this routine as they move on from sound-by-sound blending.

- 1. Listen to a Model** Write the word. Sweep your hand below the letters and blend the sounds, stretching out the word. Then say the whole word naturally.
- 2. Blend the Whole Word** Have children blend the word in the same way.



Word Builder

Decoding Routine 5

Read Decodable Text

Purpose: Children engage in repeated readings of materials at their Instructional level to decode words in context, develop fluency, and build comprehension.

First Read Whisper Read

- 1. Read Aloud** Have children read the first page aloud quietly. Monitor children as they read, and listen for errors. If children make errors, ask them to try again, or ask if what they read made sense. If children don't self-correct, then provide corrective feedback. (**See Corrective Feedback Routine 2** on BP39.) Then ask children to reread the sentences. If necessary, pronounce nondecodable Story Words for students..
- 2. Summarize** After children read, summarize the common errors you identified. Reteach the related **Sound/Spelling Cards**.
- 3. Repeat** Have children continue reading. Repeat Steps 1 and 2.
- 4. Discuss Decoding Strategies** Have children show you the hard words they found in the selection and tell how they used the **Read New Words** strategy to figure out those words.

Decoding Routine 5, continued

Second Read Choral Read

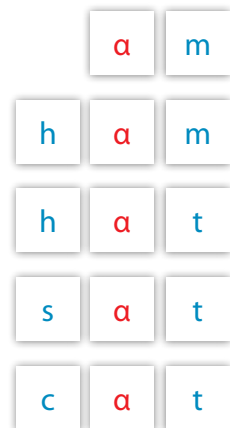
- 1. Read Aloud** Explain that you will be reading together as a group. Read the text aloud with children.
- 2. Practice Fluent Reading** Model reading with appropriate pronunciation, rate, and expression. Encourage children to echo two sentences, and listen to assess their phrasing. When children have successfully read the decodable text several times, assess their understanding with appropriate comprehension questions.

Decoding Routine 6

Build Word Strings

Purpose: By changing individual letters to build different words, children have added opportunities to practice blending. Changing first, last, and middle letters also supports children in attending to the letter/sounds in those positions.

- 1. Build a Word** Use letter cards and a pocket chart, magnetic letters, or the **Word Builder** to build a word using known letter/sounds. Think aloud: *The first sound is /a/ so I will put the letter a in the pocket. The last sound is /m/ so I will put the m in next.*
- 2. Model Reading the Word** Move your finger to cue each sound as you read. Read the word once slowly and then read it a second time at a natural pace.
- 3. Have Children Read the Word** Chorally read the word.
- 4. Replace or Add a Letter** Repeat the routine to make a new word. Continue replacing beginning, ending, and middle letters.



Dictation Routine 1

Sound-by-Sound Spelling

Purpose: Children segment sounds to spell words with the target sound/spelling.

1. **Say the Word** Say the first word.
2. **Segment Sounds** Model how to segment the sounds in the word. Have children say the first sound in the word.
3. **Display the Sound/Spelling Cards** Display the corresponding **Sound/Spelling Cards** for the word and have children match the first sound to the appropriate card and write the spelling for the first sound.
4. **Repeat** Repeat for the remaining sound/spellings in the word.
5. **Check and Correct Spelling** Write the word. Have children check their spelling. If a word is misspelled, children should circle it and write it correctly.

Dictation Routine 2

Whole Word Spelling

Purpose: Children spell words to write sentences with the target sound/spelling.

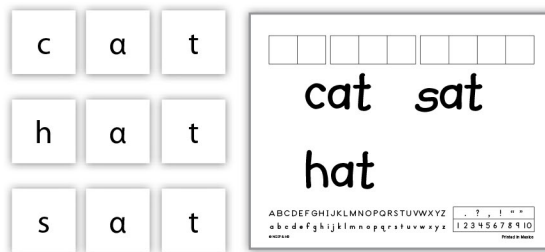
1. **Say a Sentence** Have children listen as you read the sentence.
2. **Spell Words** As you read the sentence slowly several times, have children write it. Remind children to use the Word Wall for help with high frequency words.
3. **Check and Correct Spelling** Write the sentence. Have children check their spelling. Children should circle any misspelled words and write them correctly.

Word Work Routine 1

Word Building

Purpose: Children use **Letter Cards**, magnetic boards and tiles, or **Write-On/Wipe-Off Boards** to build and transform words. In the beginning of the year, you may want to limit the number of **Letter Cards** children work with at once.

1. **Build a Word** Say a word and ask children to make or spell it. Children should say the word slowly and place or write the spelling for each sound they hear.
2. **Self-Check** Circulate and check for accuracy. Then display the word and ask children to self-check.



Word Work Routine 2

Word Sorts

Purpose: Children sort words into categories based on sound and/or spelling patterns.

1. **Prepare** Create word sort charts by drawing column lines on blank paper and making copies. Distribute and have children write key words or sort categories at the top of each column.
2. **Sort Words** Provide a word list or have children choose words to sort into the categories. Children write each word in the appropriate column.
3. **Read Words Aloud** Have children read each group of words aloud. Ask them to tell what is the same about the words in each group.

Variations: Children can sort **Phonics Picture Cards** by beginning, ending, or middle sound. They can sort words by sound or by spelling pattern. Once children are familiar with sorting, they can do open sorts. In an open sort, children decide how to group the words.

Corrective Feedback Routine 1

Phonological Awareness

Purpose: Children receive immediate feedback on errors made during phonological awareness instruction.

1. **Correct the Error** Pause the activity when you hear the error. Demonstrate the correct task and/or answer. *Listen to this word: mine. Now I'll say the word slowly: /m//i//n/.*
2. **Check Understanding** Have children repeat the task on their own.

Corrective Feedback Routine 2

Phonics

Purpose: Children receive immediate feedback on errors made during phonics instruction.

1. **Correct the Error** Say the correct word: (Point to word.) *The word is mat.* If you are working on letter/sound correspondences, say the correct sound for the target letter: (Point to letter a.) *This says /ă/.* Use the **Sound/Spelling Card** to point out the correct sound/spelling.
2. **Model** Demonstrate how to blend sounds to read the word. Point to the first letter to begin, and loop under each letter as you blend. Say: *I will say the sounds. /m/ /ă/ /t/. What's the word? mat.*
3. **Guide Practice** Have children sound out the word with you, going sound by sound. Again, point to the first letter to begin, and loop under each letter as you blend. Say: *Say the sounds with me. /m/ /ă/ /t/. What's the word? mat.*
4. **Check Understanding** Have children sound out the word. Then ask them to say the word.
5. **Reinforce Learning** Have children go back and reread the text containing the target word.

Reteaching Routine 1

Phonics/Decoding & Spelling

Purpose: Children review the target sound/spelling, and read and write words with that sound/spelling.

1. **Display the Word** Display a word with the target phonics element or word structure.
2. **Say the Word** Identify the word for students and ask them to repeat it.
3. **Read the Word** Point to the target phonics element or word structure. Identify the target letter(s) and sound(s). Ask children to repeat the target letter(s) and sound(s). Then display more words with the target element. Point to the letter(s) and ask: *What is the letter? What is the sound?*

Reteaching Routine 2

Phonics

Purpose: Children contrast long and short vowel sounds and identify corresponding spelling patterns.

1. **Contrast Long and Short Vowel Sounds** Have children repeat the target sounds. Then read pairs of words with contrasting vowel sounds: *cap/cape. Which one has the long vowel sound for the letter a? (cape)* Repeat with additional words.
2. **Use Word Patterns to Decode Words** Post and read aloud pairs of contrasting words such as tap/tape, cap/cape, pin/pine, hid/hide. Have children use the spelling patterns to identify the sound of the vowel. Ask: *How many vowels are in hid? (one) In hide? (two). What kind of letter comes after the vowel in hid? (a consonant) In hide? (a consonant). Are there any other letters in hid? (no) In hide? (yes, one) Is the vowel long or short in hid? (short)* Repeat for other sets of words.

Best Practices

Self-Correction Opportunities to self-correct are important for English language learners. When children make errors, give them an opportunity to correct themselves by cueing them to the error. For example, point to the word and say: *Something tricked you. Try that again.* If children repeat the error, pause the activity and provide immediate feedback, following the routines at left.

Activities for Daily High Frequency Word Practice

Whole Group Practice: Word Wall



Post Words

After introducing new High Frequency Words, post the **High Frequency Word Cards** cut from the **Practice Masters** (see the Practice Master section of each Teacher's Edition) on a classroom Word Wall. Organize words by the sound of the first letter.

Sound Sort

Children take turns saying a sound, other children name the words on the Wall that start with that sound.

Random Reading

Point to words at random and have children read them aloud. Increase the pace as children gain familiarity with the words.

Word Sorts

Have children sort words by beginning letter, numbers of letters, rhymes, rimes, onsets, vowel sounds, or other categories.

Create Sentences

Post sentences with High Frequency Words. Read them aloud or have volunteers read them. Underline the high frequency word and have children place the matching High Frequency Word card in the Pocket Chart.

I am a <u>mother</u> .	mother
I am <u>his</u> mother.	his
I <u>have</u> a mother.	have
I have a sister, <u>too</u> .	too
My sister <u>has</u> a mother and a sister.	has
<u>Find</u> the mother and her son.	find

Whole Group Games



Word Clues

Spell words from the Word Wall one letter at a time. Pause after placing each letter, give a clue to the word, and see if students can guess the word you are spelling. Children can respond with the correct answer orally, in writing, or by holding up individual **Word Cards**. Continue adding letters and clues until children guess the word. Clues can include number of letters, meanings, antonyms or synonyms, or sentence frames. This activity can be done with **Word Builder** or with **Letter Cards** in a pocket chart.

It has three letters.
It begins with *n*.
It rhymes with *blue*.
It completes the sentence:
I want to buy some _____ shoes.



Bop!

Organize children into two teams in front of the Word Wall. Give the first child on each team a cardboard tube. Read a word. The first child to bop the word with the tube spells and reads the word to score a point for that team. Play continues until all children have had a turn.



Build, Mix, Fix

Write or display a High Frequency Word. Have children build the word with **Letter Cards**. After all children have spelled the word, have them mix up their letters. Cover the displayed word and have children fix their word by putting the letters back in the correct order. Uncover the word and have children check and correct their work. Then chant the word's spelling. Continue with remaining words.

Toss and Spell

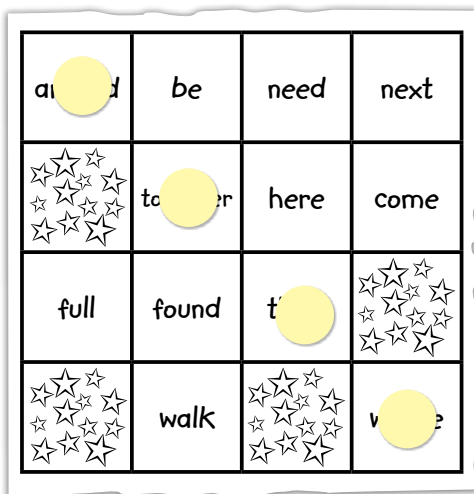
Use a bean bag and sit in a circle. The first child says a High Frequency Word and its first letter, and tosses the bean bag to next child. That child says the next letter. Tossing continues until word is complete. The child who says last letter also uses the word in an oral sentence.

Whole Group Games, continued



Wordo

Create Wordo grids boards by drawing a grid like the one below and making copies. Distribute Wordo grids and game chips. (Depending on the number of words you are using, you may want to fill extra spaces with stars to show that they are bonus spaces.) Have children write the target words in random order on the Wordo grid. Shuffle the **High Frequency Word Cards** for the same set of words. As you call out each word, chant the spelling together and have children mark their boards. The first child to mark a 4-word row horizontally, vertically, or diagonally says “Wordo!” and play begins again.



Hopscotch

Make a hopscotch grid on the classroom floor with tape. Choose a Word Wall word and write one letter in each box of the hopscotch and the whole word at the top. Students hop and say each letter to spell the word and then say the word at the end. Repeat for additional words.

Small Group and Partner Games



Bang!

Place **High Frequency Word Cards** and three or four cards that say Bang! in a container. Have a small group of children pass the container and choose a card. If they can read the word and use it in a sentence, they get to keep the card. If they get a Bang! Card, they return all of their cards to the container.

Clues and Choose

Lay several **High Frequency Word Cards** face up on the floor. Have a small group of children sit in a circle around the cards. One child mentally chooses a word and gives a clue about it: *This word begins with a b.* The child can continue to give clues until another child is the first to touch the correct card. He or she gets to give the next set of clues.

Guess the Missing Word

Write sentences with the target High Frequency Words. Cover up the target word in each with a stick-on note. Work with a small group of children. Have children guess the word with no letters showing. Write 5 reasonable guesses out to the side. Uncover the onset and cross out any guesses that are eliminated. Make additional guesses if necessary. Show the whole word and help children confirm which guess makes sense and has the right letters.

Memory or Matching

Create two of each target **High Frequency Word Card** (see the Practice Master section of each Teacher’s Edition). Partners lay the cards face down and take turns turning up two cards. If the cards match, the child keeps the cards. If the cards don’t match, the child turns the cards face down again and play continues. When all cards are matched up the child with the most pairs wins.

Word Hunt

Partners or small groups find words from the list in their reading selections or in print around the school or classroom.

Flashcard Routine

Use **High Frequency Word Cards** as flashcards. Show each card and have children read the word. If children can read the word easily the card goes in their pile. If they have trouble you keep the card. Review the tricky words in your pile at the end of the activity. (This game can be played one-on-one, with small groups, or as a whole group.)

Articulation of Sounds

Articulation of English Consonant and Vowel Sounds

How Are Consonant Phonemes Classified?

Consonant phonemes are generally classified according to manner of articulation (type of consonant sound), place of articulation (position in the mouth), and whether they are voiced or voiceless. Consonant sounds are also classified as either a continuous sound or a complete stop. When a consonant phoneme is produced, the air flow is cut off either partially or completely.

CONSONANT PHONEME CLASSIFICATIONS

Manner of Articulation

How is the sound produced?

- **Plosives:** formed by closing or blocking off the air flow and then exploding a puff of air; for example, /b/ as in *box*.
- **Nasals:** formed when the mouth is closed, forcing air through the nose; for example, /m/ as in *man*.
- **Fricatives:** formed by narrowing the air channel and then forcing air through it, creating friction in the mouth; for example, /v/ as in *voice*.
- **Affricatives:** formed by a stop followed by a fricative; for example, /ch/ as in *chip*.
- **Glides:** formed in similar ways as vowels; for example, /y/ as in *yes*.
- **Lateral:** formed by interrupting the air flow slightly, but no friction results; for example, /l/ as in *line*.

Place of Articulation

Where in the mouth is the sound produced?

- Lips (bilabial)
- Lips and teeth (labiodental)
- Tongue between teeth (dental)
- Tongue behind teeth (alveolar)
- Roof of mouth (palatal)
- Back of mouth (velar)
- Throat (glottal)

Voiced or Voiceless

- **Voiced:** the vocal cords vibrate; for example, /z/ as in *zoo*.
- **Voiceless:** the vocal cords do not vibrate; for example, /s/ as in *sit*.

Continuous or Stop

- **Continuous:** a sound that can be produced for several seconds without distortion; for example, /s/ as in *sun*.
- **Stop:** a sound that can be produced for only an instant; for example, /p/ as in *pop*.

CONSONANT PHONEME ARTICULATION

Place ▼ Manner	Lips	Lips and Teeth	Tongue Between Teeth	Tongue Behind Teeth	Roof of Mouth	Back of Mouth	Throat
Plosives	/p/ /b/*			/t/ /d/*		/k/ /g/*	
Fricatives		/f/ /v/*	/th/ /th/*	/s/ /z/*	/sh/ /zh/*		/h/
Affricatives					/ch/ /j/*		
Nasals	/m/			/n/		/ng/	
Lateral				/l/			
Glides	/hw/ /w/*			/r/	/y/		

* Boldface indicates a voiced phoneme. Note the voiceless-voiced consonant pairs.

CONSONANT PHONEMES

Continuous Sounds

/f/, /h/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, /z/

Stop Sounds

/b/, /d/, /g/, /j/, /p/, /t/, /k/, /ch/

Some students may need extra practice in producing consonant sounds that do not transfer from their native languages. Use the scripts and information below to model and discuss the English consonant sounds.

/m/	
Place of Articulation: Lips	Say the sound /m/. Pay attention to your mouth. What part of your mouth moves? (<i>lips</i>) How do they move? (<i>They are pressed tightly together.</i>) Does any air come out? (<i>yes</i>) Now hold your nose. Can you still say /m/? (<i>no</i>) That's because air comes out through your nose.
Manner of Articulation: Nasal	
Voiced	
/p/	
Place of Articulation: Lips	Now say /p/. What part of your mouth moves? (<i>lips</i>) The lips help make /p/ also. Close your lips and then open them quickly. Does any air come out? (<i>yes, a lot</i>) When you say a /p/, you stop the air for a moment, and then you let the air rush out. Put your hand in front of your mouth and feel the air when you say /p/.
Manner of Articulation: Stop	
Voiceless	
/t/	
Place of Articulation: Tongue Behind Teeth	Try making the sound /t/. Put your hand in front of your mouth. Do you feel a lot of air coming out? (<i>yes</i>) Now try to close your lips and say /t/. Does it work? (<i>no</i>) Another part of your mouth makes /t/. Can you feel what part? (<i>the tongue</i>) Where does it stop the air? (<i>on the hard ridge behind your top teeth</i>)
Manner of Articulation: Stop	
Voiceless	
/b/	
Place of Articulation: Lips	Do you remember saying the /p/ sound? Say /p/. What makes the air stop? (<i>lips</i>) Do you feel a lot of air come out? (<i>yes</i>) Now use your mouth in the same way, but use your voice also. This sound is /b/. Do you think you really use your voice? Cover your ears and say /p/ and /b/. Which one sounds louder? (<i>/b/</i>) That is because you are using your voice. Say <i>pit, bit</i> . Notice that when you change only one sound, you can get a different word.
Manner of Articulation: Stop	
Voiced	
/k/	
Place of Articulation: Back of Mouth	Now try saying /k/. Put your hand in front of your mouth. Do you feel a lot of air come out? (<i>yes</i>) What stops the air? Do your lips move? (<i>no</i>) Do you put your tongue up behind your top teeth? (<i>no</i>) Where is your tongue? (<i>The front is low because the back of the tongue stops the air.</i>) Where? (<i>in the back of the mouth</i>) The /k/ is pronounced in the back of the mouth.
Manner of Articulation: Stop	
Voiceless	

/n/	
Place of Articulation: Tongue Behind Teeth	Let's say the sound /n/. Keep on saying /n/, and put your hand in front of your mouth. Does any air come out? (<i>no</i>) Now hold your nose. Can you say an /n/ now? (<i>no</i>) What other sound did we practice where air came through the nose? (<i>/m/</i>) Say an /m/ now. What part of your mouth did you use? (<i>lips</i>) We don't use our lips for the /n/ sound. Say /m/ and /n/. Where does your tongue move to? Say <i>meat, neat</i> . The tongue is behind the teeth for <i>neat</i> , and air still comes out the nose.
Manner of Articulation: Nasal	
Voiced	
/d/	
Place of Articulation: Tongue Behind Teeth	Now let's say /d/. Does a lot of air come out? (<i>yes</i>) How do you know that? (<i>I put my hand in front of my mouth.</i>) Cover your ears when you make /d/. Do you use your voice in making this sound? (<i>yes</i>) Say /t/, /d/, /t/, /d/. How are these sounds different? (<i>We use our voice for /d/ but not for /t/. That is the only difference.</i>)
Manner of Articulation: Stop	
Voiced	
/g/	
Place of Articulation: Back of Mouth	Watch my face as I say a /g/ sound (as in <i>get</i>). Does any part of my face move? (<i>no</i>) (If someone does notice your throat, you should recognize the good observation and come back to it later.) Now let's make the sound and see if a lot of air comes out. (<i>yes</i>) You should have put your hand up to be sure. Do you use your voice? How do you know? (<i>cover your ears</i>) Notice where your tongue stops the air when you start to make the sound. Is it in the front of your mouth or the back? (<i>in the back</i>) Now say /k/, /g/, /k/, /g/. These sounds are pronounced in the same place, but we use our voice for one. Which one? (<i>/g/</i>)
Manner of Articulation: Stop	
Voiced	
/l/	
Place of Articulation: Tongue Behind Teeth	Say an /l/. Does a lot of air come out? (<i>no</i>) The air is not stopped for /l/, so you don't feel a puff of air when you make this sound. Keep saying /l/. Can you say /t/ and hold it? (<i>no</i>) The air stops on /t/ and then rushes out. For /l/, the air flows out at both sides of the tongue. Can you tell me where the tip of the tongue is for /l/? (<i>on the upper ridge behind the front teeth</i>)
Manner of Articulation: Lateral	
Voiced	

Articulation of Sounds, continued

/f/

Place of Articulation:
Lips and Teeth
Manner of Articulation:
Fricative
Voiceless

Try saying an /f/ sound. Can you keep saying this sound? (yes) Watch my face as I say the sound /f/. What part of my mouth moved? (*Students may say lips.*) Watch again closely. Do both lips move? (*no, just one*) Which? (*the lower lip*) Say the sound /f/ yourself. The lower lip comes up close to your upper teeth and makes the air sound noisy. Keep saying the /f/ and listen to the noise of the air.

/h/

Place of Articulation:
Throat
Manner of Articulation:
Fricative
Voiceless

Now say /h/, /h/, /h/ and hold your hand in front of your mouth. Do you feel a puff of air? (yes) Now say *eee*. Then say *he, he, he*. Did you feel a difference from when you said *eee*? (yes) Now say *ooo, ho, ho, ho*. When we put a small puff of air before another sound, it is the /h/ sound. Say *I, hi, or it, hit*. Does the /h/ sound make a difference in the meaning? (yes)

/r/

Place of Articulation:
Tongue Behind Teeth
Manner of Articulation:
Glide
Voiced

Try saying the sound /r/. Can you keep saying this sound for a long time? (yes) /r/ does not stop the air. Now stop making /r/, but keep your tongue ready to say the sound. Take a deep breath. The part of your tongue that feels cool is the part that helps to make this sound. It is under part of the tip of your tongue. This part comes close to a part of your mouth. What part of your mouth does the tongue come close to? (*the roof of the mouth*) Say *at*. Now put the /r/ first and say *rat*. Do *at* and *rat* mean different things? (Yes, *the /r/ makes a difference in meaning.*)

/w/

Place of Articulation:
Lips
Manner of Articulation:
Glide
Voiced

For the next sound, I am going to get ready to say it, but I won't say it. Can you guess what sound it is? (Round your lips to pronounce /w/, but do not say it.) Can you tell me what sound I was going to make? (/w/) Now let's all make the /w/ sound. Which part of your mouth moves? (*lips*) What do they do? (*get round and tight*) Do you use your voice to say the /w/ sound? (yes) Say *itch*, then *witch*. Does the /w/ sound make a difference in meaning? (yes)

/sh/

Place of Articulation:
Roof of Mouth
Manner of Articulation:
Fricative
Voiceless

Next, we are going to make another sound where the lips are round but not as tight. Try /sh/. Can you keep saying this sound? (yes) (Have a student stand in the corner of the room and make the /sh/.) Could everyone hear (student's name) make the /sh/? (yes) The air is very noisy. Remember, the air gets noisy when it rushes past a close or narrow place. The lips help make this narrow place, and so does the top of the front part of the tongue. The tip of the tongue comes close to the roof of your mouth.

/s/

Place of Articulation:
Tongue Behind Teeth
Manner of Articulation:
Fricative
Voiceless

Watch my lips as I change from making /sh/ to /s/. How do my lips change? (*They are no longer rounded.*) Does the air make a lot of noise in /s/? (yes) Are your teeth close together or far apart? (*close together*) The top of your tongue makes this sound also, but it has moved from the ridge to come close to another part of your mouth. Can you tell where? (*It comes close behind your teeth.*) Say *she, see, or ship, sip*. Does /s/ make a difference in meaning? (yes)

Source

This material was adapted from Phonological Awareness Training for Reading (pp. 7, 32, 33–34) by Joseph K. Torgesen and Bryan R. Bryant, 1994, Austin, TX: PRO-ED. Copyright © 1994 by PRO-ED, Inc. Adapted with permission.

How Are Vowel Phonemes Classified?

When a consonant phoneme is produced, the air flow is cut off either partially or completely. When a vowel phoneme is produced, however, the air flow is unobstructed, or continuous. Vowel phonemes are all continuous sounds. They are classified according to tongue position and mouth position. All vowel sounds are voiced.

VOWEL PHONEME CLASSIFICATIONS

Tongue Position

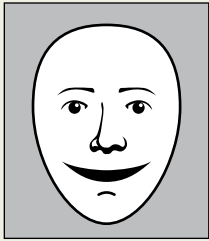
1. Is the tongue high, in neutral position, or low in the mouth?
2. Is the tongue near the front, center, or back of the mouth?

Mouth Position

1. How rounded are the lips?
2. How tense are the mouth and jaw muscles?

In the chart below, the most common English spellings are listed under each vowel sound. Notice that to produce the /ē/ sound in the word *tree*, the mouth position is wide and smiling; the jaw muscles are tense. To pronounce the /ō/ sound in the word *lot*, the mouth position is round and wide open; the jaw muscles are relaxed. To pronounce the /ōō/ sound in the word *boot*, the mouth position is round and partially open; the jaw muscles are tense.

VOWEL PHONEMES BY MOUTH POSITION



/ē/

tree
these
be
seat
key
sunny
chief
either

/i/

pit
gym
build

/ā/

rake
trail
way
they
eight
vein
great

/è/

bed
head
said
says

/ă/

mat
have
plaid
laugh

/ī/

time
lie
right
sky
rifle
guy

/ə/

table
about
soda
lesson

/ō/

lot
box
rock
father

/ū/

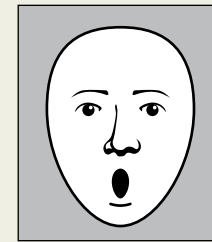
cut
flood
tough
does
hover
among

/ô/

saw
tall
water
pause
talk
broad

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poke
toe
boat
row
open
bold



/ōō/

book
put
should

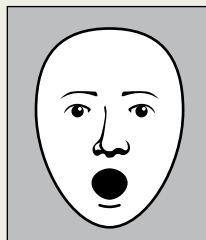
boot
tube
suit
chew
ruby
soup

/oi/

boil, joy, lawyer

/ow/

cloud, now



/ûr/

bird, herd, fur

/är/

car

/ôr/

four, horn

Predecodable and Decodable Readers

Use the following list to find predecodable and decodable texts that align with phonics instruction. The book numbers in the chart correspond to the Read On Your Own Texts, and the 📖 icons correspond to decodable texts that are available on NGReach.com. The online texts in Units 1 and 2 are predecodable; the remaining are decodable texts.

New Sound-Spelling	Unit	Week	New High Frequency Words	Titles
Mm	1	1	N/A	Book 1: Mmmmm!
Mm	1	2	a	Book 2: <i>Man in the Moon</i> 📖 1: <i>A Tool for School</i> 📖 2: <i>A Farm</i>
Ss	2	1	my	Book 3: <i>My Sister</i> 📖 3: <i>In My Classroom</i> 📖 4: <i>My Family</i>
Tt	2	2	see	Book 4: <i>See</i> 📖 5: <i>See My Day</i> 📖 6: <i>See My School</i>
Pp	2	3	the	Book 5: <i>The Picnic</i> 📖 7: <i>See the Sky</i> 📖 8: <i>See the Farm</i>
Cc	2	4	I	Book 6: <i>Clap, Clap, Clap</i> 📖 9: <i>I See</i> 📖 10: <i>I See Animals</i>
Short a	3	1	look	Book 7: <i>Look!</i> 📖 11: <i>Pat Sam</i>
Review Ss	3	1	review	📖 12: <i>My Cat Sam</i>
Nn	3	2	this	Book 8: <i>Tap, Nan, Tap!</i> 📖 13: <i>The Nap</i>
Hh	3	3	is	Book 9: <i>My Hat My Cap</i> 📖 14: <i>Tap the Hat</i>
Rr	3	4	like	Book 10: <i>Like a Ram</i> 📖 15: <i>Pat Ran</i>
Review Ss	3	4	review	📖 16: <i>Pam and Sam Nap</i>
Short i	4	1	and	Book 11: <i>Look at Nan!</i> 📖 17: <i>Nip! Nip!</i>
Review Tt	4	1	review	📖 18: <i>Look at Tam</i>
Ff	4	2	for	Book 12: <i>Can It Fit?</i> 📖 19: <i>Tip It In</i>
Gg	4	3	here	Book 13: <i>Look Here, Tig</i> 📖 20: <i>Tag Can Hit</i>
Bb	4	4	go	Book 14: <i>A Big Bat</i> 📖 21: <i>Pig Can Go</i>
Review Tt	4	4	review	📖 22: <i>A Big Hit</i>
Short o	5	1	you	Book 15: <i>It Is Hot</i> 📖 23: <i>Bob Can Hop</i>
Review Pp	5	1	review	📖 24: <i>On Top</i>

New Sound-Spelling	Unit	Week	New High Frequency Words	Titles
Ll	5	2	what	Book 16: <i>What Is It?</i> 🔗 25: <i>The Lab</i>
Dd	5	3	to, do	Book 17: <i>What Do You Like to Do?</i> 🔗 26: <i>Dad and Tod</i>
Vv	5	4	me, we	Book 18: <i>In the Van</i> 🔗 27: <i>The Van</i>
Review Pp	5	4	review	🔗 28: <i>Where Is Pal?</i>
Short e	6	1	have	Book 19: <i>What Do You Have?</i> 🔗 29: <i>Ted and Mel</i>
Jj	6	2	he, she	Book 20: <i>I See You!</i> 🔗 30: <i>Jog to the Top</i>
Ww	6	3	come, with	Book 21: <i>Come with Me!</i> 🔗 31: <i>Wes</i>
Kk	6	4	good, they	Book 22: <i>I Like It Here</i> 🔗 32: <i>The Kid</i>
Review Cc	6	4	review	🔗 33: <i>Cop Dog</i>
Short u	7	1	are	Book 23: <i>We Are Vets</i> 🔗 34: <i>Hum, Bug, Hum</i>
Review Cc	7	1	review	🔗 35: <i>They Can Do It</i>
Yy	7	2	from, no	Book 24: <i>Yams</i> 🔗 36: <i>A Yak</i>
Zz	7	3	want, some	Book 25: <i>Zig Zag</i> 🔗 37: <i>Zig Zig Pig</i>
Qu, qu Xx	7	4	little, play	Book 26: <i>Max and Quin</i> 🔗 38: <i>Can Quin Get It?</i> 🔗 39: <i>Do Not Quit, Bun</i> 🔗 40: <i>In the Mix</i>
Long a: a_e	8	1	there, find	Book: 27: <i>Look Up</i> 🔗 41: <i>The Game</i>
Long a: a_e	8	2	that, give	Book 28: <i>Pass the Tape</i> 🔗 42: <i>Gabe Can Play</i>
Long i: i_e	8	3	how, now	Book 29: <i>The Sun Is Up</i> 🔗 43: <i>The Kite</i>
Long o: o_e	8	4	said, put	Book 30: <i>A Home for Fox</i> 🔗 44: <i>The Rope</i>
Long u: u_e	9	1	all, one	Book 31: <i>One and All</i> 🔗 45: <i>A Cute Tune</i>
Long e: e_e	9	2	who, your	Book 32: <i>The Good Little Pig</i> 🔗 46: <i>Pete, Eve, and Zeke</i>