

Sound Boxes

CVC Words

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Sound Boxes

4 Phonemes

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Sound Boxes

Magic e Words

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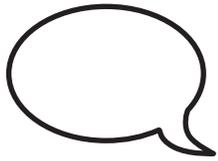
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Sound Boxes

5 Phonemes

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Say the word.

Build the word.

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Spell the word.

Alphabet and Phonemic Awareness Prompting Guide

If a student...	Then...	Examples
can't articulate a letter's sound within three seconds	give choices. tell the sound with student repetition.	"Is it /b/ or /e/?" "[point to the letter] /b/. Say /b/."
can't say a letter's name within three seconds	give choices. tell the name with student repetition.	"Is it B or N?" "[point to the letter] B. Say B."
selects letter based on its sound or name	tell the name and sound with student repetition.	"[point to the letter] B spells /b/. Say B /b/."
is confused by similar looking letters	give more information about the form.	"That is an o /o/. A /a/ looks similar, but it has a line beside the circle. Say /a/ [point to the letter]."
is confused by similar letter sounds	give more information about the articulation.	"When we say /v/, our voice is on. When we say /f/, our voice is off."
says the wrong sound when isolating, blending, or segmenting	model again.	"Watch me. <i>Sag.</i> /g/. Make your mouth look like mine."
pauses between sounds when blending	remind students to keep their voice on as they go to the next sound.	"When we're saying the sounds, we're going to keep our motor running and run into the last sound in the word. Watch me: <i>mmmm mmmmaaaaat!</i> "
adds or changes a sound	focus on articulation.	"Say the word with me and watch my mouth. Feel how your mouth makes the first sound, /b/. Now, try again and make sure you feel that sound."
does not say each sound	count the sounds together.	"Say the word slowly with me. Watch my mouth move three times: /m/ /a/ /t/. Count each sound with me: three sounds."
does not select the correct letter for a sound in a word	point to the error and repeat the correct word or sound.	"The word is <i>bag</i> [point to wrong letter]. What sound do we need first?"
can't form a letter	tell student to envision the letter again. help student to check the example. help student compare their letter to the example.	"Can you picture the letter <i>d</i> in your mind? Try to see it and then form it." "Did you form a <i>d</i> ? Check our letter <i>d</i> card to see why yours is not the correct shape." "Have you followed the rules of where the letter should sit on the lines?"

Alphabet and Phonemic Awareness Planning Template

Date:	Group members:
Targeted need: <input type="checkbox"/> Letter-sound knowledge <input type="checkbox"/> Articulation <input type="checkbox"/> Blending <input type="checkbox"/> Segmenting <input type="checkbox"/> Formation	Target letters or sounds:
Materials:	

Lesson Plan

Review	Review previously learned letter-sound correspondences.	Write the letters here:
Explicit instruction	Teach the letter, letter articulation, letter formation, or the phonemic awareness skill.	Write explicit language here:
Practice & Application	Select an appropriate activity: <input type="checkbox"/> Mix It Up <input type="checkbox"/> Who's Got it <input type="checkbox"/> "Read" It <input type="checkbox"/> In a Word <input type="checkbox"/> Picture This <input type="checkbox"/> Who's Mouth is It Anyway? <input type="checkbox"/> Sam Says <input type="checkbox"/> Successive Blending <input type="checkbox"/> Word Boxes <input type="checkbox"/> Handwriting	Write out the directions for the activity here:

Next steps

Who was successful (90% or more correct during practice)?	Who needs more practice (less than 80% correct during practice)?
During independent or partner time, this group should work what focus skill: _____ using what materials: <input type="checkbox"/> PA or alphabet learning app <input type="checkbox"/> Looking at known books <input type="checkbox"/> Listening to eBooks <input type="checkbox"/> Partner game _____	