

## A POSSIBLE ROUTINE FOR INTRODUCING SOUND-SPELLING RELATIONSHIPS

<b>Phonemic Awareness Warm-Up</b>	<ul style="list-style-type: none"> <li>• Have children blend sounds to create words. Repeat 8 times.</li> <li>• Have children segment words to say sounds. Repeat 8 times.</li> <li>• Have children change one sound in a word to create a new word. Repeat 5 times.</li> </ul> <p>Have more time? You can put several routines together to create a longer lesson, such as doing a full phonemic awareness routine before this one.</p>
<b>Review</b>	Review recently learned spellings.
<b>Sound-Spelling Introduction</b>	<ul style="list-style-type: none"> <li>• Show the spelling. “This is one way to spell the sound _____. Say _____.” “(spelling) spells (sound). Repeat after me.”</li> <li>• Show the spelling in several words. If there are any relevant spelling rules, share with students.</li> <li>• If there are other ways to spell this sound that children already know, discuss them now.</li> </ul>
<b>Word Reading</b>	Have children decode 8 to 10 words (at least half should have the target sound-spelling relationship), saying each sound and blending the sounds back together.
<b>Spelling</b>	Have children spell 8 to 10 words (at least half should have the target sound-spelling relationship), saying each sound to spell each part of the word.
<b>Connection to Reading and Writing</b>	<ul style="list-style-type: none"> <li>• Remind children they should use these skills during real reading and writing. If children are about to engage in another activity where reading or writing is needed, make a direct connection to that activity.</li> <li>• Close by showing the spelling. Have children tell a partner what sound the spelling represents.</li> </ul>

(Based on Fien et al., 2015)