

Pre-Lesson A

Phonemic Awareness Phonograms	Develop a kinesthetic awareness of sounds.
	Cursive i t u s
	Manuscript i t r l

Phonemic Awareness

A Kinesthetic Awareness of Sounds

- Many people have not made a strong connection between the auditory and kinesthetic components of speech. This activity is designed to heighten students’ awareness of the differences in the shape of their mouths as they produce a variety of sounds. This is particularly helpful for students who struggle with auditory processing and students who are kinesthetic learners.

See and Feel the Sounds

- Provide students with a small mirror so they can observe their mouths as they explore the sounds.

/p/

/p/. Say /p/ with me. /p/
 What part of the mouth is used to say /p/? *lips*
 Put your hand in front of your mouth as you say /p/. What do you feel as you say /p/? *air popping out*
 Can you make /p/ louder and softer? *no*
 Make sure students are not saying /pŭ/; just say /p/.

/b/

/b/. Say /b/ with me. /b/
 What part of the mouth is used to say /b/? *lips*
 Put your hand on your throat as you say /p/ and then /b/. What changes when you say /b/? *My throat vibrates.*
 This is your voice box. You turn your voice box on when you say /b/. /b/ is a voiced sound.
 Can you make /b/ louder and softer? *no*
 Make sure students are not saying /bŭ/ rather than /b/.

Materials Needed

Small mirror

Teacher Tip

Why Do Students Guess When Reading?

Students guess at words because many programs teach reading using sight words. In that school of thought, students are taught that “the whole word” on paper is a visual image of a spoken word, without understanding that the letters represent the sounds in the word sequentially. Students are often instructed to guess unknown words from context. This sort of teaching produces students who may have never even considered that words are made up of sounds. Their minds have been trained to focus on the word level. When students learn to sound out phonograms sequentially, there is no more need to guess at words.

Teacher Tip

Student Responses

Students’ actual responses may vary from those that appear in the *student response font*.

/f/

/f/. Say /f/ with me. /f/

What part of the mouth is used to say /f/? **teeth and lips**

Put your hand in front of your mouth as you say /f/. What do you feel? **air**

Keep your hand in front of your mouth. Say /f/ and /p/. How does the air feel different?

With /p/ it explodes. It is fast and then stops. With /f/ it is softer and keeps blowing.

Can you make /f/ louder and softer? **no**

/v/

Say /v/. What part of the mouth is used to say /v/? **teeth and lips**

Compare /f/ and /v/. Put your hand in front of your mouth as you say them, and put your other hand on your throat. What is the same and what is different between /f/ and /v/? **The air is soft and blowing with both. /v/ is voiced and /f/ is unvoiced.**

Can you make /v/ louder and softer? **no**

/ö/

Say /ö/. Say /ö/ with me. /ö/

How is your mouth shaped as you say /ö/? **round and open**

Can you make /ö/ louder and softer? **yes**

/ō/

/ō/. How is your mouth shaped as you say /ō/? **round and open**

Compare /ö/ and /ō/. **The mouth becomes rounder with /ō/.**

Can you make /ō/ louder and softer? **yes**

/s/

Say /s/. How is your mouth shaped as you say /s/? **slightly open, teeth close together**

What is your tongue doing? **The tongue is curved on the sides near the front teeth.**

Do you feel the air blowing over your tongue? Place your hand in front of you mouth. Compare the air as you say /s/, /f/, /p/. **/s/ and /f/ are steady streams. /p/ is short and popping.**

Can you make /s/ louder and softer? **no**

/z/

Say /z/. Compare the shape of your mouth and tongue to /s/. **They are the same.**

Teacher Tip**Stages of Language Development**

The problem of random guessing when reading is compounded by the students' stage of language development. Babies are natural speech learners. They listen intently to the phonemes in the mother-tongue spoken around them. First, they babble the individual sounds. Then they combine these into short one-syllable words, followed by two-syllable words, and then short sentences. By the time a child is ready to learn to read, he has mastered most if not all of the forty-five phonemes of English, and is focused on learning new words. In addition, words in the flow of speech are a blend of sounds with variations in color. We do not speak using pure, individual phonemes. It is no wonder many students have never discovered that words are comprised of a sequential blend of individual sounds.

Teacher Tip**Phonemes**

Phonemes are the individual speech sounds which combine together in a language to form words. The English language has forty-five phonemes.

What is different? */z/ is voiced and /s/ is unvoiced.*

Can you make /z/ louder and softer? *no*

/th/

Say /th/ as in "thin." Where is your tongue? *Sticking out slightly between the teeth.*

Feel the air. Can you make /th/ louder and softer? *no*

/TH/

Say /TH/ as in "this." What is different from /th/? */TH/ is voiced, /th/ is unvoiced.*

Can you make /TH/ louder and softer? *no*

/m/

Say /m/. How is your mouth formed? *It is closed, and the lips are pressed together.*

Is air coming out of your mouth? *no*

What happens if you plug your nose? *I can't say /m/.*

Where is the air coming out? *my nose*

Can you say /th/, /s/ and /b/ if you plug your nose? *yes*

/n/

Say /n/. How is your mouth formed? *The tongue is pressing against the roof of the mouth.*

Where is the air coming out? *the nose*

What happens if you plug your nose? *I can't say /n/.*

/ē/

Say /ē/. How is your mouth shaped as you say /ē/? *It is opened and pulled back in a tense position, like a smile. My tongue is curled against my teeth in the back.*

/ī/

Say /ī/. How is your mouth shaped as you say /ī/? *It is open, my lips are forward and relaxed. My tongue is curled against my teeth in the back.*

Compare /ē/ and /ī/. Is your tongue in the same place? *yes*

What changes? *The lips are pulled back further with /ē/, and they relax to say /ī/.*

Phonograms and Handwriting

(Choose Cursive or Manuscript)

- Students needing handwriting instruction should learn cursive or manuscript with *The Rhythm of Handwriting* Student Book. Each pre-lesson prompts you which Rhythm of Handwriting lessons to teach.
- Students needing to learn only the phonogram sounds may skip the handwriting instruction but they should still write each letter as part of mastering the sounds.
- The order of introduction for handwriting is based upon the initial stroke needed to form each phonogram. By learning all the phonograms that begin with the same stroke, students develop the needed muscle memory more quickly. This is also the reason that the Cursive and Manuscript lessons teach the phonograms in a different order.
- Students begin by learning the lowercase letters because they represent 95% of all we read and write. Uppercase is only used for proper nouns and the beginning of sentences.
- Use the following paragraphs to teach cursive handwriting or skip to the Manuscript section on page 54. Then do the final section, Phonogram Practice, with all students.

Cursive

Paper Position and Line Names

- Position the LOE Whiteboard straight in front of the student. Ask the student to make sweeping curves on the whiteboard by opening and closing his elbow. Notice that the curve does not line up with the lines on the whiteboard. Erase the whiteboard. Ask the student to tilt the whiteboard at the angle needed to match the lines to the natural curve made by opening and closing the elbow. The whiteboard should always be positioned at this angle for writing. (The whiteboard will be tilted the opposite direction for left handed students.) Reposition the whiteboard straight in front of the student. Ask the student to notice how the shoulder and elbow become cramped when writing on the lines. Contrast this a second time with the tilted angle. It is the tilt of the whiteboard or paper that creates the slant when writing.
- *Rhythm of Handwriting Cursive* p. 17. Introduce the student to the terms *baseline*, *midline*, and *top line*.

Teacher Tip

Begin with Sounds, Not Letter Names!

Students should first be taught the sounds, not the names of the letters. Learning the letters names DEE-OH-GEE does not help a child read the word *dog*. Learning the sounds /d-ŏ-g/ provides the necessary information to decode and spell the word. Letter names are important for reading initials, communicating spellings, and reading eye charts; however, they are not foundational to the skill of reading words.

Materials Needed

LOE Whiteboard and marker
Rhythm of Handwriting (ROH)
Cursive book

Basic Phonogram Flash Cards:

i, t, u, s

Cursive Tactile Cards:

i, *t*, *u*, *s*

Teaching How to Read and Write a Phonogram

- Introduce the sounds of i with the Basic Phonogram Flash Card.
- Show the Tactile Card i. Ask the student to compare and contrast how the phonogram is written in bookface vs. cursive. Discuss the connector strokes and how it is easier to write connected letters. Demonstrate how to tilt the Tactile Card at an angle for writing.
- Demonstrate how to write i using the Tactile Card and the full instructions, ending with the sounds.

Start at the baseline, swing up to the midline, down to the baseline, pick up your pencil, dot. /ĩ-ī-ē-y/.
- The student repeats the instructions while tracing the phonogram.

Start at the baseline, swing up to the midline, down to the baseline, pick up your pencil, dot. /ĩ-ī-ē-y/.
- Demonstrate how to write i while saying the bold, rhythmic directions, followed by the sounds.

Swing. Down. Dot. /ĩ-ī-ē-y/.
- The student traces the phonogram as many times as needed while saying:

Swing. Down. Dot. /ĩ-ī-ē-y/.
- The student writes the phonogram using his pointer finger on the LOE Whiteboard while saying:

Swing. Down. Dot. /ĩ-ī-ē-y/.
- The student writes the phonogram five times using a whiteboard marker on the LOE Whiteboard while saying:

Swing. Down. Dot. /ĩ-ī-ē-y/.
- Continue with t, u, and s, following the same steps. Use the full instructions and the bold rhythmic instructions that are found in *Rhythm of Handwriting Cursive* p. 22, 25.

Independent Work

- *Rhythm of Handwriting Cursive* p. 23 – Ask the student to write the phonogram four times on each size of lines. Then ask:
Which size is the easiest for you?
Which size looks the best?
What size is your favorite line size?
- *Rhythm of Handwriting Cursive* p. 24, 26, 27 – The student writes each phonogram on his favorite line size ten times while saying the bold directions and the sounds.
- Ask the student to circle the neatest letters.

Teacher Tip

Mastery

Repeat each step until the student demonstrates mastery.

Teacher Tip

Left-Handed Students

The whiteboard is tilted the opposite direction for left-handed students. Otherwise, all other aspects of writing are the same.

Left-handed students may prefer using whiteboard crayons instead of markers. They do not wipe off as easily as the hand moves across the board.

Manuscript

Paper Position and Line Names

- Position the LOE Whiteboard straight in front of the student. Ask the student to make sweeping curves on the whiteboard by opening and closing his elbow. Notice that the curve does not line up with the lines on the whiteboard. Erase the whiteboard. Ask the student to tilt the whiteboard at the angle needed to match the lines to the natural curve made by opening and closing the elbow. This is the angle the whiteboard should be positioned while writing. (The whiteboard will be tilted the opposite direction for left handed students.) Reposition the whiteboard straight in front of the student. Ask the student to notice how the shoulder and elbow become cramped when writing on the lines. Contrast this a second time with the whiteboard tilted. It is the tilt of the whiteboard or paper that creates the slant when writing.
- Rhythm of Handwriting Manuscript* p. 13. Introduce the student to the terms *baseline*, *midline*, and *top line*.

Teaching How to Read and Write a Phonogram

- Introduce the sounds of i with the Basic Phonogram Flash Card.
- Show the Tactile Card i. Ask the student to compare and contrast how the phonogram is written in bookface vs. manuscript. Discuss how tilting the paper to make words flow naturally along the lines also causes the letters to be naturally slanted.
- Demonstrate how to write i using the Tactile Card and the full instructions, ending with the sounds.

Start at the midline, straight to the baseline, pick up the pencil, dot. /ĩ-ī-ē-y/.
- The student repeats the instructions while tracing the phonogram.

Start at the midline, straight to the baseline, pick up the pencil, dot. /ĩ-ī-ē-y/.
- Demonstrate how to write i while saying the bold, rhythmic directions, followed by the sounds.

Start at the midline. Straight. Dot. /ĩ-ī-ē-y/.
- The student traces the phonogram as many times as needed while saying:

Start at the midline. Straight. Dot. /ĩ-ī-ē-y/.

Materials Needed

LOE Whiteboard

Rhythm of Handwriting (ROH)

Manuscript book

Basic Phonogram Flash Cards:

i, t, r, l

Manuscript Tactile Cards

i, t, r, l

Teacher Tip

Left-Handed Students

- The whiteboard is tilted the opposite direction for left-handed students. Otherwise, all other aspects of writing are the same.
- Left-handed students may prefer using whiteboard crayons instead of markers. They do not wipe off as easily as the hand moves across the board.

Teacher Tip

Mastery

Repeat each step until the student demonstrates mastery.

- The student writes the phonogram using his pointer finger on the LOE Whiteboard while saying:
Start at the midline. Straight. Dot. /ī-ī-ē-y/.
- The student writes the phonogram five times using a whiteboard marker on the LOE Whiteboard while saying:
Start at the midline. Straight. Dot. /ī-ī-ē-y/.
- Continue with , , , following the same steps. Use the full instructions and the bold rhythmic instructions that are found in *Rhythm of Handwriting Manuscript* p. 18, 21.

Independent Work

- *Rhythm of Handwriting Manuscript* p. 19 – Ask the student to write the phonogram four times on each size of lines. Then ask:
Which size is the easiest for you?
Which size looks the best?
What size is your favorite line size?
- *Rhythm of Handwriting Manuscript* p. 20, 22, 23 – The student writes each phonogram on his favorite line size ten times while saying the bold directions and the sounds.
- Ask the student to circle the neatest letters.

Phonogram Practice

- Practice reading the phonograms using the Basic Phonogram Flash Cards.
- Say a phonogram's sound(s). Ask the student to write it on the whiteboard.

Materials Needed

Basic Phonogram Flash Cards
taught so far

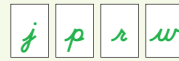
Pre-Lesson B

Phonemic Awareness

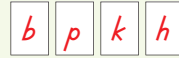
Phonograms

Blending compound words

Cursive



Manuscript



Phonemic Awareness

Blending Compound Words

- The second step to developing phonemic awareness is learning to hear the individual speech sounds which make up words and then blend or “glue” them back together into words. These lessons guide you to develop blending skills in a systematic manner, beginning with compound words, then short, one-syllable words, and increasing the difficulty until students are blending three- and four-syllable words.
- Explain that you are thinking of a word made of two words that are stuck together. Say the two words. Ask the student to blend the words together to make the new word.

rain bow *rainbow*

water fall *waterfall*

foot ball *football*

head ache *headache*

after noon *afternoon*

sail boat *sailboat*

back bone *backbone*

base ball *baseball*

sun shine *sunshine*

back yard *backyard*

moon light *moonlight*

air port *airport*

Teacher Tip

Multi-Sensory Learning

All students learn faster and deeper when engaging all four areas of the brain through the four learning modes: hearing, seeing, doing, and speaking. By learning the phonograms through seeing the shape, hearing the sounds, saying the sounds, and writing them, students are able to use their strongest learning mode while strengthening areas of weakness. In addition, the four learning modes are located in different regions of the brain. When all four regions are activated during learning, synapses are built across the regions and learning is more effective.

Phonograms and Handwriting

(Choose Cursive or Manuscript)

Cursive

Lesson

- Introduce how to read and write **j**, **p**, **r**, **w** using the steps in Pre-Lesson A. The cursive directions are found in *Rhythm of Handwriting Cursive* p. 28, 31.

Review

- Practice reading the phonograms that were taught previously, using the Basic Phonogram Flash Cards.
- Say the sound(s) for each of the phonograms which have been taught and ask the student to write the correct phonogram on a whiteboard.

Independent Work

- *Rhythm of Handwriting Cursive* p. 29, 30, 32, 33 – The student writes each phonogram ten times while saying the bold directions and the sounds.
- Ask the student to circle the neatest letters.

Materials Needed

LOE Whiteboard

ROH Cursive book

Basic Phonogram Flash Cards

j, **p**, **r**, **w**

Cursive Tactile Cards:

j, *p*, *r*, *w*

Manuscript

Lesson

- Introduce how to read and write **b**, **p**, **k**, **h** using the outline provided in Pre-Lesson A. The manuscript directions are found in *Rhythm of Handwriting Manuscript* p. 24, 27.

Review

- Practice reading the phonograms which have been taught using the Basic Phonogram Flash Cards.
- Say the sound(s) for each of the phonograms which have been taught and ask the student to write the correct phonogram on a whiteboard.

Materials Needed

LOE Whiteboard

ROH Manuscript book

Basic Phonogram Flash Cards:

b, **p**, **k**, **h**

Manuscript Tactile Cards:

b, *p*, *k*, *h*

Independent Work

- *Rhythm of Handwriting Manuscript* p. 25, 26, 28, 29 – The student writes each phonogram ten times while saying the bold directions and the sounds.
- Ask the student to circle the neatest letters.

Phonogram Practice

- Play **Phonogram Memory** – Select the phonograms taught in Pre-Lessons A and B from two sets of Phonogram Game Cards. Mix the cards together. Lay the cards face down on the table. The student chooses two cards, flips them face up, and reads the sound(s). If the phonograms match, the student keeps the cards and plays again. If the phonograms do not match, the student flips the cards face down and play passes to the next player.

Materials Needed

2 sets Phonogram Game Cards

Teacher Tip

The Benefits of Teaching all the Sounds of the Phonograms

- All the sounds are readily available to read any word.
- It prevents discouragement. Students who know only one sound are often discouraged when they try to read words in real books.
- It eliminates exceptions. Otherwise, 30-50% of words become exceptions.
- Students develop a realistic understanding that English phonograms represent more than one sound. Students who learn only one are often frustrated and disappointed when they realize the language is much more complex than they were originally told.
- It brings relief to struggling students who noticed the discrepancies.
- It provides students with information about which sound to try first, since the sounds are listed in the order of frequency.