General Lesson Format for Teaching Sound Mapping
Bridging Phoneme Awareness & Phonics

Objectives
- Building Orthographic Memory
- Building Fluency in Reading and Writing
- Cementing the Alphabetic Principal, Orthographic Rules, Morphology, and Etymology

Phonics Lesson Sequence

Step 1: Introduce New Sound
- Discuss mouth formation
- Discuss if the sound is voiced (vibration) or unvoiced (no vibration)
- Follow the I Do, We Do, You Do model

Step 2: Brainstorm Words
- Brainstorm words in which the target sound (if possible in the beginning/medial/final position). Note: Begin with beginning position first, then move to final position, and finally on to medial position.
- Brainstorm words that are examples/non-examples of the target sound.

Step 3: Tap, Map and Graph the Sound
1. Give students a word.
2. Ask students to repeat the word they heard.
3. Ask students to tap the sounds they hear in the word using their fingers. Teachers should demonstrate with their left hand as you face students. This reinforces the print concept left-to-right directionality.
4. Ask students to show you how many phonemes with their fingers.
5. Once the correct number of phonemes are determined, have students map the sounds by placing a chip in the appropriate number of boxes on their Elkonin Chart. Students should say each sound as they place their chips.
6. Using a pencil or expo marker (whiteboard), have students graph the sounds by writing the graphemes (letter or letter combination) that represent each phoneme (sound). Students should say each sound as they write their letters.
Word Study
Phoneme Awareness/Phonics/Spelling Lesson Progression

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**Concept Introduction**
- Sound-symbol relationships
- Position of Phoneme or Grapheme
- Letter Patterns (Syllable Types)
- Word Meaning and Parts of Speech (Morphology)
- Language of Origin (Etymology)

**Weekly Word Study Activities**

*Sample Weekly Activity Sequence*

☆ Weekly activities are chosen based on the spelling skill and student needs. For example, if students are working on mastery of the six syllable types, incorporate syllable-building activities more often to increase their ability to recognize and utilize the six syllable types for decoding and encoding.

☆ Effective word study instruction:
  - Mini-lessons are approximately 15-20 minutes
  - Provides students with exposure to new words each day
  - Provides opportunities for students to build their orthographic memory (by adding to their spelling toolbox more than the typical 20 words per week)
  - Incorporates small-group instruction to address the learning needs of students
  - Connects to reading and writing

☆ See the activities listed on the following pages for research-based activities and strategies.

**Sample Weekly Lesson Progression**

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<td>This activity develops and reinforces phoneme awareness and encoding (spelling).</td>
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1. **Supplies:**
   a. Elkonin Chart
   b. Chips (used to map the graphemes - letter or letter combination - that represent each phoneme - sound)
   c. Markers (used to graph/write the graphemes that represent each phoneme)

2. **Word:**
   a. Give students a word.
   b. Ask students to repeat the word they heard.

3. **Tap It:**
   a. Ask students to tap the sounds they hear in the word using their fingers. Teachers should demonstrate with their left hand as you face students. This reinforces the print concept left-to-right directionality.
   b. Ask students to show you how many phonemes with their fingers.

4. **Map It:**
   a. Once the correct number of phonemes are determined, have students map the sounds by placing a chip in the appropriate number of boxes on their Elkonin Chart. Students should say each sound as they place their chips.

5. **Graph It:**
   a. Using a pencil or expo marker (whiteboard), have students graph the sounds by writing the graphemes (letter or letter combination) that represent each phoneme (sound). Students should say each sound as they write their letters.

6. **Reinforce:**
   a. Reinforce by repeating the word.
   b. Review the concept being learned. For example, if teaching one or more of the six syllable types, ask students to show you the closed, open, vowel-consonant-e, vowel team, r-controlled, or open syllable hand gesture for the word.

Sample Video: [Tap It, Map It, Zap It](Tap%20It%2C%20Map%20It%2C%20Zap%20It)
## Word Sort

**Activities**

In word study, students should be encouraged to compare and contrast features in words. One common method for doing so is by having students sort words. When sorting, students use their word knowledge to separate examples that go together from those that don't. This allows students to make generalizations about words and transfer this knowledge to new words.

1. **Supplies:**
   a. Word sort based on concept being learned. For example, words that begin with the letter c and have the /k/ or /s/ sounds. How do we know when to articulate with a /k/ or /s/?

2. **Crack the Code:**
   a. Ask students to sort their word cards. Students can either do:
      i. An open sort, where they determine how and why they sort cards into categories, or
      ii. A closed sort where students are given specific categories to sort their cards into.
   b. Ask students if they can ‘Crack the Code’ using their sort to determine the spelling rule or generalization.

3. **Anchor Chart:**
   a. Create an anchor chart for the students’ spelling rule or generalization.

4. **Journal Activity:**
   a. Have students discover other words that fit into the spelling rule and generalization and capture these in their word study journal.

Sample: Word Sort
Building/ Making Words

This activity develops and reinforces phoneme awareness and encoding (spelling).

1. **Supplies:**
   - a. Letter tiles, magnets, or post-its (for students to write the letters on. When using post-its use two colors – one for vowels and one for consonants.)

2. **Letters:**
   - a. Ask students to post their letters and give you a thumbs up when they are done.

3. **Word:**
   - a. Give students a word.
   - b. Ask students to repeat the word they heard.

4. **Tap It:**
   - a. Ask students to tap the sounds they hear in the word using their fingers. Teachers should demonstrate with their left hand as you face students. This reinforces the print concept left-to-right directionality.
   - b. Ask students to show you how many phonemes with their fingers.

5. **Build It:**
   - a. Ask students to use their letter tiles to build the word they heard.
   - b. Ask students to identify how many consonants and how many vowels.

6. **Reinforce:**
   - a. Reinforce by repeating the word.
   - b. Review the concept being learned. For example, if teaching one or more of the six syllable types, ask students to show you the closed, open, vowel-consonant-e, vowel team, r-controlled, or open syllable hand gesture for the word.

Sample: Building Words
## Activities

Did you know every syllable contains a vowel? Did you know that every syllable is one of the six syllable types? Do your students know this? Syllable building helps students to decode multi-syllabic words by applying their knowledge of the six syllable types.

1. **Supplies:**
   a. Syllable Building Mat
   b. Word pieces (e.g., set, box, hat, up)

2. **Syllables Identification:**
   a. Read each syllable by ask students the following for each syllable:
      i. How many vowels?
      ii. How many consonants?
   b. Identify which of the six syllable types each syllable represents: closed, open, vowel-consonant-e, vowel team, r-controlled, open syllable, or final stable syllable

3. **Multi-Syllabic Words Reading:**
   a. Explain to students that they can read multi-syllabic words if they can break the word into its syllables and identify the type of syllable.
   b. Demonstrate by placing two or more syllables together on the Syllable Building Map. For example, up (closed syllable) and set (closed syllable). Note: Be sure to point out we are identifying the vowels first to help with identifying the syllable.
   c. Ask students to read the word.

4. **Record the Word and Reinforce:**
   a. Record the word on the Syllable Building Map.
   b. Have students identify the syllables, the syllable types, and read the word.
### Activities

With this activity, students are learning that sounds can be represented by one or more letters.

#### Note:

1. Phonemes are the sounds you hear. /b/ /r/ /i/ /t/
2. Graphemes are the letters that represent the sounds – bright

#### 3. Supplies:
   a. Elkonin Boxes
   b. Chips
   c. Grapheme cards or tiles (if available)
   d. Markers

#### 4. Word:
   a. Give students a word.
   b. Ask students to repeat the word they heard.

#### 5. Tap It:
   a. Ask students to tap the sounds they hear in the word using their fingers. Teachers should demonstrate with their left hand as you face students. This reinforces the print concept left-to-right directionality.
   b. Ask students to show you how many phonemes with their fingers.

#### 6. Grapheme Mapping:
   a. Ask students to use the word using their Grapheme tiles.
   b. Ask students to identify how many consonants and how many vowels.

#### 7. Reinforce:
   a. Reinforce by repeating the word.
   b. Review the concept being learned. For example, if teaching one or more of the six syllable types, ask students to show you the closed, open, vowel-consonant-e, vowel team, r-controlled, or open syllable hand gesture for the word.

Note: Phoneme Grapheme Mapping can be used as an assessment without the grapheme tiles.

### Example:

- [Phoneme Grapheme Mapping](#)
# Activities

With this activity students are learning how to manipulate sounds.

1. **Supplies:**
   - Elkonin Boxes
   - Chips
   - List of words with one sound change

2. **Word:**
   - Give students a word.
   - Ask students to repeat the word they heard.

3. **Tap It:**
   - Ask students to tap the sounds they hear in the word using their fingers. Teachers should demonstrate with their left hand as you face students. This reinforces the print concept left-to-right directionality.
   - Ask students to show you how many phonemes with their fingers.

4. **Map It:**
   - Once the correct number of phonemes are determined, have students map the sounds by placing a chip in the appropriate number of boxes on their Elkonin Chart. Students should say each sound as they place their chips.

5. **A New Word**
   - Give students a new word.
   - Ask students to repeat the word they heard.

6. **Tap It:**
   - Ask students to tap the sounds they hear in the word using their fingers. Teachers should demonstrate with their left hand as you face students. This reinforces the print concept left-to-right directionality.
   - Ask students to show you how many phonemes with their fingers.

7. **Map It:**
   - Students will remove the chip that represents the change in the phoneme and place another chip in its place while saying “out goes /?/ and in goes /?/.

8. Repeat the process with 4 or 5 more words.
Sentence Dictation

In sentence dictation, students write a sentence that’s completely decodable based on what they’ve previously learned in spelling. This is an effective activity for two reasons:

☆ It gives students the opportunity to apply spelling strategies across a string of words.
☆ It asks students to listen closely to the entire sentence and remember what is said—practicing listening and remember skills.

1. Supplies:
   a. Decodable sentences (pre-developed by teacher and/or students)
   b. Paper
   c. Pencil

2. Sentence:
   a. Start the sentence dictation by saying, “I say a sentence, we say the sentence together, you say the sentence, and then you write the sentence. I say, we say, you say, you write. Get ready. Here’s the sentence”
      i. Example sentence: I spin the slim flute.
   b. Repeat the sentence, if necessary using the I say, we say, you say protocol.
   c. Students write the sentence.

Note:
☆ Sentence dictation can take many forms. It can be a part of your regular spelling instruction or it can be done once or twice a month.
☆ Develop sentences from spelling patterns that students have learned to the point of mastery or are practicing in their current spelling lesson.
☆ Students can write with paper and pencil, with a whiteboard and marker, or with a computer tablet and writing program.
☆ The activity can be incorporated into the weekly spelling assessment as an opportunity to earn a bonus point.
☆ Create sentences that are memorable—it’s fine for the sentence to be goofy or fun for students.
☆ Challenge students to craft silly sentences from their lists of spelling words. After they submit them, from the best, randomly draw two that will be read to the class during sentence dictation or for a spelling test bonus point. The students will be thrilled.
**Look, Touch, Say**

This activity provides a way to review letter sounds, syllable types, spelling patterns, word definitions, and much more. It constantly cycles back to the basics of what you want to teach. It promotes mastery learning, and because it only takes two to three minutes to complete, it makes for a good warm-up before word building or word dictation activities.

1. **Supplies:**
   - Tiles for letters, syllable types, spelling patterns (e.g., word chunks – ang, ing, ug, ump, unk) or words

2. **Activity:**
   - Have students place the pattern tiles or blocks on their desks.
   - Pick a pattern, such as *ump*, and say “Look for *ump*”
   - Follow that command with “Touch it”. At this point, students should be scanning only for the word part and then touching it with their index finger. Monitor their touches, and guide and correct anyone who has made an error.
   - After two to five seconds, depending on the age and ability of your students, the number of manipulatives on their desks, and how much monitoring and correcting is needed, give the command, “Say it”. At this point, students should say the word part.
   - After praising their attentiveness, go to the next pattern.

**Example:**
Teacher: Look for *ock*. Touch it. [Pause.] Say it.
Students: *Ock*
Teacher: Look for *unk*. Touch it. [Pause.] Say it.
Students: *Unk*
Teacher: Look for *ump*. Touch it. [Pause.] Say it.
Students: *Ump*

The command can be mixed by adding “Spell It” to create a routine that sounds like this:
Teacher: Look for *ock*. Touch it. [Pause.] Say it.
Students: *Ock*
Teacher: Spell it.
Students: *O-c-k*
Teacher: Look for *unk*. Touch it. [Pause.] Say it.
Students: *Unk*
Teacher: Spell it.
Students: *U-n-k*