

Phonics Scope and Sequence

Phonological awareness: Completely auditory (absolutely no letters involved)

1. Syllables: Hearing the parts in the word and understanding how many parts you hear

- How many parts in my word: **Elephant** (e/le/phant) **octopus** (oc/to/pus)
- How many sound parts in my word? (teacher- **tea/cher** = 2)

2. Rhyme: Words that sound the same at the end

- Which words rhyme? (Give students 3 words cat, bat, witch and ask them to tell you the 2 words that rhyme)
- Find the rhyme (have rhyming cards face down for kids to turn over to find the rhyming pictures.
- Generate rhyming words as a group

3. Onset-rime: Hearing the beginning sound isolated from the rest of the word (bag = b-ag)

- What's my word?: show a picture of something and give them the beginning sound and ask them to tell you the rest of the word (ex: show picture of a rabbit and say "r; what's my word?)
- What's the beginning sound in...? (Have students identify the beginning sounds in words)
- Find my friend: give three words and have the students identify the 2 that have the same beginning sound (**cat**, dog, **couch**)
- Find the letter that makes the same beginning sound as the word _____. (have letters out for students to find the beginning sound in the word you choose. (Find the beginning sound in the word **cat**?)
- Guess my word: Give them a letter or sound and clues and then have them guess your word. (C. It's an animal that sometimes lives in homes, it meows. What is it?)

4. Phonemic Awareness: Hearing the individual sounds in words (cat = c-a-t)

- Blend words: you say **r-a-t** and they have to put the word together)
- Give them the word and they have to give you the sounds (cat = c-a-t)
- What's my ending sound? (give students a word and have them give you the sound that is at the end.
- Insert sounds (say cat. Now say C for a B. = bat)
- Delete sounds (sat **cat**. Now say cat without the **C**. = at)

Although phonological awareness is completely separate from phonics we should always teach letters and their corresponding sounds simultaneously.

Phonics

Understanding that letters make sounds which then makeup words.

1. Letter knowledge: able to identify and name letters

- **Find my letter:** Place letters faced up for students to identify the letter that you ask for. (Find the letter Pp)
- **Write the letter:** say a letter and have the students write it on a white board
- **Match the letter:** turn letter cards face down and have students find the pair (lowercase to uppercase)

2. Letter sound knowledge: identify the sounds that letters make

- **Find the letter:** What letter makes the B sound? Bb
- **Match the sound to the letter:** place cards face down and ask students to find the letter that makes the B sound (students search until they find the letter)
- **Generate words** to put on a chart to hang up
- **What's my letter:** show a picture and have students find the letter that makes the same beginning sound.

3. Decoding words: Using the letter sounds to solve unfamiliar words (this could be cvc words, blends, diagraphs, or adding endings)

- **Read my word:** write words on a board and have them read them. They do not have to be real words (mov: m-o-v = mov)
- **Flashcard reading:** have students read CVC words written on flashcards
- **Roll the dice:** have dice with letters on them for kids to roll to create words. (the dice says c-u-g = cug)
- **Using bodies to sound out words** (give them a word and have them sound them out using their bodies)